Co-Teaching Reflection Tool

School   **Co-Teacher(s)**   **Date** Click here to enter a date.

Directions Part 2-Instructional Delivery

In this section, you will *individually* describe your **team's** implementation of co-teaching approaches. Check the rating of sustaining, developing or initiating, that best describes your team's implementation of each co-teaching approach.

Co-Teaching Approach	Definition²	Initiating ☐	Developing ☐	Sustaining ☐
1 Teach 1 Assist [1]	One teacher is responsible for teaching. One teacher circulates throughout the classroom providing unobtrusive assistance to students as needed.	• No co-planning occurs, although the lesson plan may be exchanged • No opportunity to switch roles-lead/assist • This approach is used exclusively • Special education teacher only assists students with disabilities	• Limited co-planning occurs, with one teacher developing the lesson separately • The same teacher leads predominately, while the other usually assists • This approach is used predominately • Students interact mostly with one teacher or the other teacher	• Co-planning occurs consistently • Each teacher has the opportunity to lead and to assist based on the instructional activity • This approach is used strategically • Both teachers share responsibility for maintaining the learning environment for all students • Special educator's role clearly reflects a focus on student's IEP needs

[1] This document was developed and produced by the Maryland State Department of Education, Division of Special Education/Early Intervention Services (June 2011) with funds from the [**U.S. Department of Education, Grant # H323A07000-09**].

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Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Station Teaching[1]	Two teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently.	• Separate content is planned by each teacher and delivered at each station, although resources may be exchanged • One teacher makes all the decisions about objectives, skill development, pre-teaching, etc. • Students rotate through a series of stations that may not be closely related. • Teachers group students with disabilities separately	• Lessons are planned separately • Decisions regarding main objective, needed skill development, and pre-teaching for lesson are developed in isolation • Students rotate through two separate content stations and an independent/partner activity • Teachers group students without pre-determined criteria • Students with disabilities are unevenly distributed among groups	• Co-planning occurs consistently • Decisions for lesson, including main objective, needed skill development, and pre-teaching are collaboratively developed • Students rotate through two cohesive content stations and, if appropriate, a related independent/ partner activity • Teaching team uses pre-determined criteria to group all students, and students with disabilities are part of each group

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Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Parallel Teaching[1]	On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.	• Co-planning does not occur, but teachers may exchange materials and resources • Each teacher delivers different/unrelated content • Special educator has separate group for students with disabilities and teaches modified content	• Co-planning occurs sometimes but lessons are planned separately • One teacher is responsible for teaching grade level content • One teacher has a separate group for students with disabilities to teach content using a variety of instructional strategies	• Co-planning occurs consistently • Each teacher presents the same content to divided group using strategies designed to meet individual student needs • Teaching team uses pre-determined criteria to group all students, including students with disabilities • Students with disabilities are a part of each group

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Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Alternative Teaching[1]	In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.	• Co-planning does not occur • Special educator always leads smaller group • Small group is static and composed only of students with disabilities • This approach is the primary mode of instruction, so students with disabilities are usually working separately from the rest of the class	• Co-planning occurs sometimes • One educator predominately leads the large group • Small group is composed of students who are struggling with a particular concept or skill; grouping is adjusted periodically • This approach is used primarily or exclusively for remediation for acceleration of struggling students	• Co-planning occurs consistently • Both teachers share responsibility for leading smaller teaching groups • Small groups are formed flexibly and fluidly to address instructional needs • This approach is used creatively to address a variety of student needs, including remediation for acceleration, pre-teaching, and enrichment

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Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Team Teaching[1] **Interactive Teaching**	Both teachers are sharing the delivery of, and have equally active roles in leading the class. Both teachers are actively engaged in the delivery of core instruction.	• Co-planning occurs rarely, if ever • One teacher delivers all the content information • Special educator delivers only supplemental instruction, not core content instruction • Student Interactions are based on teacher roles (Special Educator or General Educator)	• Some co-planning occurs sometimes • One teacher (usually the general educator) delivers majority of core content • Each educator delivers a prescribed section of the lesson • Student interactions and engagement are primarily with the one teacher delivering content	• Extensive co-planning occurs consistently • Both teachers share delivery of core content to the entire class • Teachers use a "conversation" style to deliver instruction simultaneously • Student interactions with both teachers demonstrate cohesive delivery of instruction and promote high levels of student engagement • Special educator leads accountability for IEP monitoring

References

1   Adapted from Cook, Lynn and Friend, Marilyn, (2004). *Co-Teaching: Principles, Practices, and Pragmatics*. New Mexico Public Education Department, Quarterly Special Education Meeting, Albuquerque, NM. April 29, 2004
2   Adapted from Marilyn Friend, (2008). *Co-Teach!: A Handbook for creating and Sustaining Effective Classroom Partnerships in Inclusive Schools.*

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Directions Part 3-Collaborative Reflection

Complete the following section *collaboratively* with your co-teaching partner. Begin by sharing your responses to Part 2 of the co-teaching reflection tool with your co-teacher. Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement. *Reflection Tool Part 3* may be helpful in recording your action plan that will guide your next steps in enhancing your co-teaching skills.

Instructional Delivery	Strengths	Areas for Improvement
One Teach, One Assist Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Parallel Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Station Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Alternative Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Team Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
How many times in the average week do you use each instructional delivery approach?	Keeping in mind your current group of students and the skills and content you teach, are there one or more co-teaching approaches you would like to try, or to use more of, to enhance student achievement?	

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1 Teach 1 Assist Station Teaching Parallel Teaching Alternative Teaching Team Teaching	