

General Educator: \_\_\_\_\_ Special Service Provider: \_\_\_\_\_ Term: \_\_\_\_\_

School: \_\_\_\_\_ Date/Time: \_\_\_\_\_ Area/Grade/Pd: \_\_\_\_\_

<b>LOOK FORS</b>		<b>Rating Score</b>
4.5 Two or more professionals working together in the same physical space.	<p>0 = Only one adult; two adults not communicating at all; class always divided into two rooms.</p> <p>1 = Two adults in same room but very little communication or collaborative work.</p> <p>2 = Two adults in same room; both engaged in class and each other (even if not perfectly).</p> <p>3 = Two adults collaborating together well in the same room.</p>	
9.5 Classroom environment demonstrates parity and collaboration(both names on board, sharing materials and space).	<p>0 = No demonstration of parity/collaboration; room appears to belong to one teacher only.</p> <p>1 = Some attempt at parity; both adults share a few materials and general space.</p> <p>2 = Parity exists; adults share classroom materials.</p> <p>3 = Clear parity; both names on the board/report card; two desks or shared space; obvious feeling from teachers that it is "our room."</p>	
11.6 Both teachers begin and end class together and remain in the room the entire time.	<p>0 = One adult is absent or late; adults may leave room for times not related to this class.</p> <p>1 = One adult may be late or leave early or may leave for brief time.</p> <p>2 = One adult may be late or leave early but for remaining time, they work together.</p> <p>3 = Both adults begin and end together, and are with students the entire time.</p> <p>*Note: If adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable.</p>	
8.6 During instruction, both teachers assist students with and without disabilities.	<p>0 = Adults are not helping students or are only helping "their own" students.</p> <p>1 = There is some helping of various students but at least one adult primarily stays with a few of "their own."</p> <p>2 = Both adults are willing to help all students but students seem to have one adult they prefer to work with.</p> <p>3 = It is clear that both adults are willing to help all students &amp; that students are used to this.</p>	
9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.	<p>0 = Little to no prior planning is evident.</p> <p>1 = All planning appears to have been done by one adult.</p> <p>2 = Minimal planning is evident; most appears to be done by one adult.</p> <p>3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen.</p>	
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL).	<p>0 = There is no evidence of universal design; all students are expected to do the same thing.</p> <p>1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage &amp; show what they've learned.</p> <p>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage &amp; show what they've learned.</p> <p>3 = The class was universally designed; opportunities for choice in how students learn, engage &amp; show what they've learned were well selected.</p>	
3.7 Differentiated content and strategies, based on formative assessment are used to meet the range of learning needs.	<p>0 = There is no evidence of differentiation of instruction in the classroom.</p> <p>1 = There is minimal differentiation; most differentiation appears to be focused on groups rather than individuals.</p> <p>2 = Some differentiation is evident for individuals and/or groups.</p> <p>3 = It is clear that adults consider individual student needs and regular use of differentiation is evident.</p>	
8.13 Technology (to include Assistive Technology) is used to enhance accessibility and learning.	<p>0 = There is no evidence of technology use.</p> <p>1 = Limited use of technology.</p> <p>2 = Technology provides students with access and is used intermittently or sporadically.</p> <p>3 = Multiple technologies are utilized to make materials and content accessible and are used regularly.</p>	

## LOOK FORS (Continued)

**Rating  
Score**

<p>5.7 A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students.</p>	<p>0 = Students remain in large class setting and adults use One Teach-One Support with one adult primarily in lead.                      1 = Adults rely solely on One Teach/One Support or Team.                      2 = Adults regroup students (using Alternative, Parallel, or Station) at least once.                      3 = Adults use more than one of the 5 approaches (Friend &amp; Cook's One Teach/One Support, Team, Parallel, Station &amp; Alternative); at least one of the approaches involves regrouping students.                      *Note – If teachers have been observed using other approaches in the past and only one approach is observed today (e.g., Stations), it is acceptable to recall previous observations and give a 2 for using a variety of approaches as adults have demonstrated competency.</p>	
<p>2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.</p>	<p>0 = There is no obvious plan for behavior management, nor do adults appear to communicate about how they are approaching class management; possibly inappropriate class management.                      1 = Very little classroom management; mainly conducted by one teacher.                      2 = Behavior management strategies are utilized but there is very little clear evidence of how adults have communicated about their use.                      3 = It is evident that adults have discussed how they will approach classroom/behavior management and adults are consistent in their approach.</p>	
<p>11.3 It is difficult to tell the specialist from the general educator.</p>	<p>0= Observer could easily determine who was the general/specialist by their language/roles/ lack of parity.                      1= Teachers kept traditional roles in the classroom but shared or switched roles once or twice.                      2= Teachers worked at having parity in the class and shared most roles and responsibilities.                      3= Adults shared the roles and responsibilities in the classroom and observer would not be able to tell who the general/specialist was.</p>	
<p>1.6 It is difficult to tell students with special needs from the general education students.</p>	<p>0 = Observer could easily determine who were the general education or students with special needs by their lack of integration (e.g., students at back or separated from class).                      1 = There was some inclusion of most students in most activities.                      2 = There was a clear attempt at inclusion of all students for most activities.                      3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed.</p>	
	<b>LOOK FORS TOTAL:</b>	

Notes:

<b>LISTEN FORS</b>		<b>Rating Score</b>
9.10 Co-Teachers use language ("we"; "our") that demonstrates true collaboration and shared responsibility.	<p>0 = Adults do not communicate with one another.</p> <p>1 = Adults use "I" language frequently (e.g., "I want you to..." Or "In my class..."), lacking parity.</p> <p>2 = Adults attempt to use "we" language and include each other, but it is clear that one adult is more used to "ruling" the class.</p> <p>3 = Adults clearly use "we" language (e.g., "We would like you to..."), showing that they both share the responsibility and students know they are equally in charge.</p>	
5.9 Communication (both verbal and non-verbal) between co-teachers is clear and positive.	<p>0 = Little to no communication is evident.</p> <p>1 = Communication is minimal, directive, or negative.</p> <p>2 = Limited communication but it is positive in nature.</p> <p>3 = Both adults communicate regularly as class progresses &amp; are respectful and positive.</p>	
1.8 Co-Teachers phrase questions and statements so that it is obvious that all students in the class are included.	<p>0 = Class is very teacher-directed and little involvement by students.</p> <p>1 = Questions/statements are general and not inclusive of all students.</p> <p>2 = Most statements/questions are phrased to encourage participation from a variety of students.</p> <p>3 = A clear attempt is made by both adults to engage all students through the use of a variety of types of questions and statements.</p>	
1.9 Students' conversations evidence a sense of community including peers with disabilities and from diverse backgrounds.	<p>0 = Students do not talk to one another ever during class.</p> <p>1 = Specific students appear to be excluded from the majority of student interactions.</p> <p>2 = Most students appear to be included in the majority of student interactions.</p> <p>3 = It is evident from the students' actions and words that all students are considered an equal part of the class and are included in all student interactions.</p>	
8.16 Co-Teachers ask questions at a variety of levels to meet All students' needs(basic recall to higher order thinking).	<p>0 = Adults do not use questions and most instruction is directive.</p> <p>1 = Questions are almost all geared just to one level (to the middle or "watered down").</p> <p>2 = Teachers use closed and open questions at a variety of levels in a general manner.</p> <p>3 = Closed and open questions are asked at a variety of levels in a way that demonstrates they are able to differentiate for specific students in order to ensure maximum (appropriate) levels of challenge.</p>	
<b>LISTEN FORS TOTAL:</b>		
Notes:		

# ASK FOR ITEMS

		Rating Score	Circle Evidence
7.2 Co-Planning	<p>0 = There is no evidence that this team co-plans. Most planning, if done at all, is done by one teacher.</p> <p>1 = This team rarely co-plans and communicates primarily on the fly.</p> <p>2 = This team co-plans at irregular times but does try to integrate both teachers' perspectives when possible.</p> <p>3 = This team co-plans its lessons and integrates both teachers' areas of expertise to the maximum extent possible.</p>		<b>Lesson Plans</b> <b>Modified Materials</b> <b>Letters Home/Syllabi</b> <b>SHARE Worksheets</b> <b>Problem Solving Worksheets</b> <b>Other:</b>
8.5 Co-Instruction: Parity	<p>0 = There is no evidence that this team co-instructs. One teacher is clearly responsible as evidenced in documentation/plans etc..</p> <p>1 = One teacher is clearly "lead" however the other does have intermittent areas of responsibility.</p> <p>2 = Both teachers are provided turns in co-instruction.</p> <p>3 = Teachers are comfortable in any role and roles are interchanging and fluid throughout the lesson plan.</p>		<b>Lesson Plans</b> <b>Behavior Documentation</b> <b>Tiered Lessons</b> <b>Class Notes</b> <b>Other:</b>
8.1 Co-Instruction: Grouping	<p>0 = There is no evidence that this team regroups during instruction. Whole group instruction is the norm.</p> <p>1 = At irregular times and for very specific activities, this class is regrouped into smaller groups.</p> <p>2 = Cooperative learning is used in class regularly and small groups are used at least once a week.</p> <p>3 = Whole group and regrouping approaches are used to match learning needs. Teachers clearly use regrouping regularly and are comfortable with a variety of the co-instructional approaches.</p>		<b>Lesson Plans</b> <b>Behavior Documentation</b> <b>Tiered Lessons</b> <b>Class Notes</b> <b>Other:</b>
1.2 Co-Instruction: Differentiation	<p>0 = There is no evidence that this team differentiates for the class. All lessons appear created so that students are expected to do the same things.</p> <p>1 = Minimal evidence demonstrates differentiation. What is available appears to focus on one or two specific students for limited activities or events (e.g., read test to Johnny).</p> <p>2 = Teachers appear to integrate differentiated instruction, content and assessments into some lessons.</p> <p>3 = Teachers regularly include differentiated instruction, content, and assessments into their lessons. They clearly consider the needs of all students.</p>		<b>Lesson Plans</b> <b>Behavior Documentation</b> <b>Tiered Lessons</b> <b>Class Notes</b> <b>Other:</b>
6.1 Co-Assess	<p>0 = There is no evidence that this team co-assesses. One teacher is in charge of the grades and gradebook.</p> <p>1 = Teachers talk about assessments at times but each teacher is primarily in charge of his/her "own" students.</p> <p>2 = Teachers use differentiated assessments occasionally and are willing to share responsibility for grading.</p> <p>3 = Teachers share responsibility for creating assessments, grading, and for students' overall success. Differentiated assessments are created when needed and both teachers are comfortable with adaptations.</p>		<b>Grade Book</b> <b>Modified Assignments</b> <b>Individual Grading Reports</b> <b>Other:</b>
		<b>ASK FORS TOTAL:</b>	
NOTES:	<b>GRAND TOTAL:</b>		
<p>0-29 Not Yet Co-Teaching   30-45 Emerging Co-Teaching   46-52 Developing Co-Teaching   53- 59 Proficient Co-Teaching   60-66 Master Co-Teaching</p>			