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**Co-Teaching
Core
Competency
Framework**

Message from the Authors...

Laws such as No Child Left Behind (2001) and the Individuals with Disabilities Education Improvement Act (2004), among others, have led to a complete paradigm shift in the way students with disabilities are educated, and subsequently how teachers in schools are utilized to meet those needs in an inclusive environment. Families are demanding to have their children included with typically developing peers, rather than excluded to a special room or school. One of the key ways that schools are addressing the diverse needs in inclusive classrooms is through pairing general and special educators in the general education classroom in a technique known as co-teaching. Co-teaching continues to be a hot topic in education as more and more students with special needs (disabilities, ELL, gifted) are taught together in heterogeneous classes at the K-12 level (Murawski, 2010). It is becoming even more popular with its application now moving into higher education. University faculty are co-teaching and co-teaching is even being recommended between student and master teacher through a type of apprenticeship model (Friend, Embury & Clarke, 2015).

Despite the growing use of co-teaching over the years, studies reveal that educators continue to cite difficulties regarding this service delivery model, regardless of the pairing or grade levels. In every situation, co-teaching teams have areas in which they can improve. What they do not have, and what is completely missing in the field, is a resource for how to identify their areas of need and systematically and quickly fix them. This framework proposes to do just that.

What this competency based framework provides that is new to the field, is its focus on domains and competencies that can be quickly and easily identified, observed, assessed and then honed. Without these domains and competencies, teachers, teams, and administrators are left to blindly attempt to improve co-teaching practices. The domains and competencies allow teams to work alone, with peers, or with administrators to identify areas that need improvement based on observational data. Teams are not “good or bad,” “effective or ineffective.” They are an organic duo and can have areas of strength and need; areas that can be assisted systematically by careful observation and data collection.

Ultimately, we look forward to when teams will use these domains and competencies to apply a PDSA (Plan-Do-Study-Act) cycle and micro-teaching to their co-teaching practices. When co-teaching teams belong to “Communities of Practice” (COP), they can share problems and subsequent problem-solving strategies will help them find strategies to address shared problems of practice. Rather than relying solely on observation for evaluation’s sake by administrators, peers and colleagues can observe one another when they know what to look for, listen for, and ask for (Murawski & Lochner, 2011). Teams can observe one another and give feedback on the use of a particular skill or in a specific domain, thereby supporting one another and developing a stronger Community of Practice. By honing in on particular skills and needs related to their co-teaching practices, co-teaching teams are able to improve their practices quickly and efficiently.

We hope these competencies are a resource for you. Consider co-teaching not as a curriculum to be acquired, but rather a process with multiple competencies to be achieved. Changing partners, subjects, grade levels and students all impacts one’s co-teaching; it is a revolving process and we can always improve. Continually re-evaluate, re-assess, and re-focus with your partner. It’s all about collaborating to get the best we can give for our students!

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Introduction to Competencies

What are competencies?

There are many definitions of what a competency is. Throughout this framework we will use the following definition:

‘A competency represents the skills, knowledge and behaviors required to perform effectively in the role of true co-teaching.

We use competencies to help define these expectations of what each team should be doing and how they should go about doing it, to be an effective co-teaching team.

What are competencies for?

Competencies focus on factors that contribute to the co-teaching team and schools' success. They provide a set of statements that may be used to show successful co-teaching and identify professional learning needs or gaps. By collecting and combining competency information, you can create a standardized approach that's clear and accessible to everyone in the school. The competency framework outlines specifically what co-teachers need to do to be effective in their roles, and it clearly establishes how their roles relate to the school's goals and success. The competencies in this book ensure that true co-teaching is in place and that co-teachers are co-planning, co-instructing and co-assessing (Murawski, 2003, p.10). If co-teachers are not doing these three things, we believe they are not truly co-teaching.

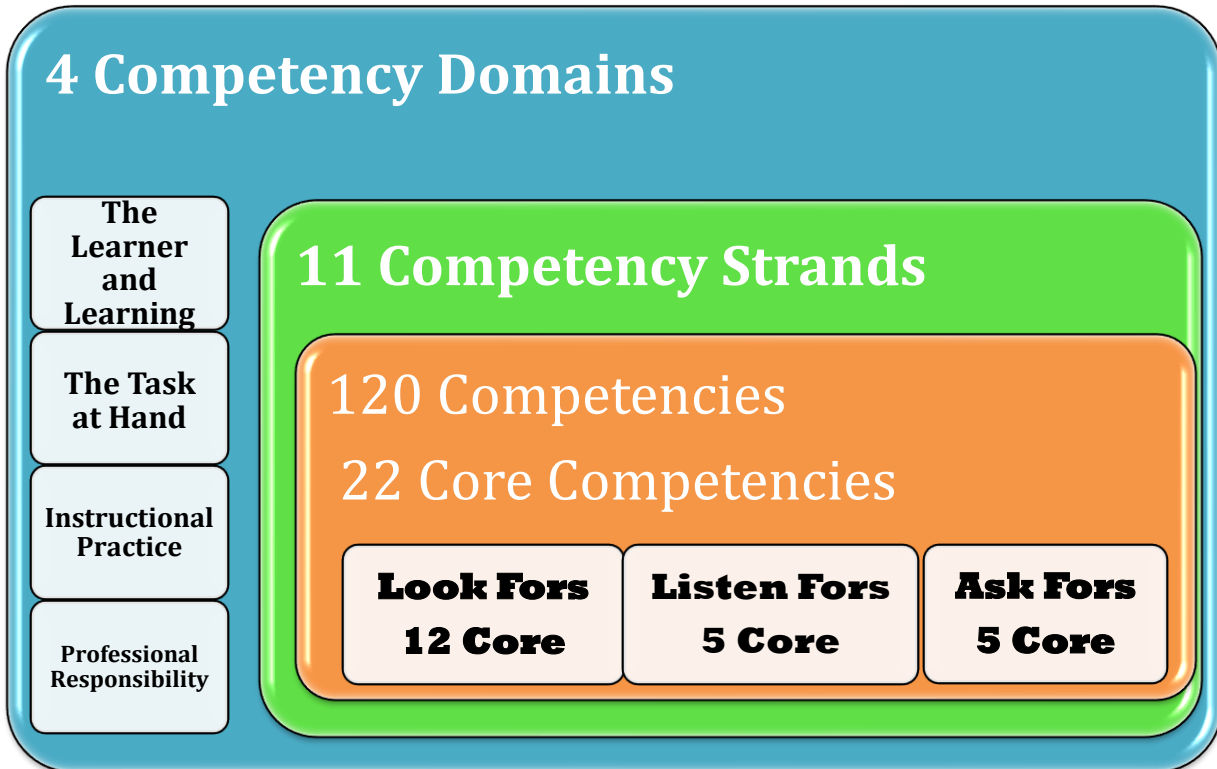
Why are competencies different for co-teaching?

Many administrators are familiar with the protocols of observation and evaluation of individual teachers. However, observing and giving feedback to co-teachers is actually different, and should be significantly so. Two teachers in the classroom should not be doing the same thing with each just on a different side of the room. Their work now becomes intertwined and integrated. The essential question for co-teaching remains the same and at the very core, “How is what the co-teachers are doing together substantively different and better for kids than what one of them would do alone” Often administrators feel two sets of eyes, two sets of hands has to be better for students. However if co-teachers continue to work independently they will never actualize the co-teaching benefits for the students.

Administrators, teachers, coaches, and communities of practice will utilize this unique set of competencies to assist in identifying those areas where co-teachers need assistance so they may hone those necessary skills to become an effective and true co-teaching team. Not only can co-teaching team members work more effectively and achieve their potential, but there is a link between their team's performance with their schools vision and mission of an inclusive environment and providing a high quality education to all students.



Co-Teaching Domains and Competencies Framework



Domains – Broad categorization of the competencies.

Competency Strand – The major competency strand represents the skills, knowledge and behaviors required to perform effectively in the role of true co-teaching around a particular practice.

Competencies – Discrete descriptions and expectations of the competency that may be rated by an observer. All competencies are recognized by three modes: seen, heard or evidence provided on request, otherwise stated as the Look Fors, Listen Fors or Ask Fors.

Core Competencies – These are non-negotiable competencies that must be performed at a high level for teachers to be truly co-teaching. They too are broken into Look Fors, Listen Fors and Ask Fors by how they are performed for the observer.



Domains Overview

Domain 1 - The Learner & Learning

Competency Strand 1: Learner Differences - A classroom is a microcosm of our society and reflects that same diversity. Therefore, education is about teaching all students. Co-teachers should be sensitive to students and understand their strengths and weaknesses.

Competency Strand 2: Classroom Environment - The environment in the classroom sets the tone for learning and for community. Co-teachers need to have agreed upon their rules, procedures, behavior management strategies, physical room arrangement, and support systems.

Domain 2 - The Task at Hand

Competency Strand 3: Content Knowledge: Co-teachers are brought together to ensure that all students have access to the content and curriculum. Both need to be familiar with the content and the students such that they can ensure equal & meaningful access to the maximum extent possible.

Competency Strand 4: Compliance Issues - Co-teachers recognize that there are legal requirements when working in schools, especially with students with identified disabilities. They work collaboratively with one another, students, families, administrators, and other service personnel to ensure they and the school continue to be in compliance with the law.

Competency Strand 5: Co-Teaching Construct - While many of the competencies within the observation relate to quality teaching in general, some competencies relate specifically to the construct of co-teaching. These competencies relate directly to the literature and research on what is required for true co-teaching to occur.



Domain 3: Instructional Practice

Competency Strand 6: Assessment - Assessment is a cornerstone of good instruction. Co-teachers need to have assessed what the students know, need to know, and want to know. They need to assess themselves as instructors and have shared their own strengths and weaknesses pedagogically. Assessment occurs before, during and after instruction. Strong co-teachers are aware of this and plan for it proactively to maximize their success and to know where to tweak, change, or stay the course.

Competency Strand 7: Planning - Without co-planning, there is no true co-teaching. Both educators need to contribute to the proactive planning of what will occur in the classroom, as well as how students will be assessed and have their social, academic and behavioral needs met. There is no one particular formula for planning but both educators should contribute their own areas of expertise.

Competency Strand 8: Instruction - Two teachers with different perspectives and professional backgrounds can bring a plethora of pedagogy to the classroom. The experiences, brought by both teachers, are very powerful and necessary to meet the needs of all students. It should be obvious that numerous strategies are utilized and co-teachers have effectively planned their instruction.

Domain 4: Professional Responsibility

Competency Strand 9: Communication, Collaboration & Problem-Solving - Communication, collaboration & problem-solving: Co-teaching has been referred to as a professional marriage. As such, it requires continued communication, collaboration and problem-solving between educators. Professionalism and respect are keys to co-teaching success.

Competency Strand 10: Families & Community - Every teacher will acknowledge how important communication with the family is for students to be successful. Co-teachers need to include parents and communicate with them as much as possible. Co-teachers also need to be aware of the entire community and how this impacts the learner, to include paraprofessionals & other special service personnel.

Competency Strand 11: Professional Practices & Ethics - Teachers are expected to maintain these practices and ethics of their profession. This includes, but is not limited to, the way in which they present themselves to students, colleagues, parents, and supervisors. At the forefront, co-teachers need to continually remind themselves that they are both working to ensure student success.



Domain

1

The Learner and Learning

- 1. Learner Differences
- 2. Classroom Environment

Domain 1 Core Competencies

*Look
Fors*

- 1.6 Parity between students*
- 2.7 Consistency in behavior management*

*Listen
Fors*

- 1.8 Inclusive and differentiated questions*
- 1.9 Sense of community including peers with and without disabilities*

*Ask
Fors*

- 1.2 Differentiated activities and assignments*

Competency 1 – Learner Differences

A classroom is a microcosm of our society and reflects that same diversity. Therefore, education is about teaching all students. Co-teachers should be sensitive to students and understand their strengths and weaknesses. It is only in a safe environment that a student will take the risks necessary in education. Questions and projects need to include all students and foster their success regardless of their challenges or their need for enrichment.



Ask Fors:

- 1.1 Lesson plans
 - *Lesson plans should reflect the diversity of the class through the integration of differentiation. Over time, it should be evident that co-teachers show respect for different genders, cultures, languages, religious beliefs, ethnicities, etc.*

 - **1.2 Differentiated activities or assignments**
 - *Co-teachers should use best practice in Universal Design for Learning and offer multiple means of representation, expression and engagement. Choice should be a regular part of the class routine and assignments or activities should reflect that choice.*

 - 1.3 Student information cards
 - *Co-teachers need to find ways to learn about their students. Student information cards are one way for co-teachers to make note of preferred modalities, hobbies, learning interests, dislikes, home environment, etc. Alternatives to student information cards are acceptable, provided co-teachers can show how they are getting to know their students.*
-



Look Fors:

- 1.4 Scaffolded assignments
 - *Co-teachers provide assignments that include scaffolding for students who need additional time or support, as well as enrichment for those who can be challenged additionally*

- 1.5 Multiple perspectives
 - *Assignments and lessons represent multiple perspectives and different frames of reference. Co-teachers are willing to agree to disagree respectfully at times, when appropriate.*



- **1.6 Parity between students**
 - *It is difficult to tell the special education students from the general education students. All are included in activities and none are obviously treated differently or segregated by activity or instruction any more than anyone else.*
 - **1.7 Willingness to differentiate**
 - *Co-teachers post the sign “Fair does not mean equal” and refer back to it as needed to reinforce the concept that everyone in this class gets what he or she needs.*
-



Listen Fors:

- **1.8 Inclusive & differentiated questions**
 - *Co-teachers phrase questions and statements so that it is obvious that all students in the class are included.*
- **1.9 Sense of community**
 - *Students’ conversations evidence a sense of community (including peers with and without disabilities). Teachers encourage community among all students and one another.*
- **1.10 Support for language development**
 - *Co-teachers use various tools to support language development to help make content accessible to students with disabilities and those who are English language learners.*
- **1.11 Personal connections**
 - *Co-teachers mention families, backgrounds, different aspects of personal life, and the like to make connection with students.*
- **1.12 Focus on strengths**
 - *Conversations between teachers, teachers and students, students, and teachers and families are strengths-based, rather than deficit-focused. Activities, assignments & instruction are also focused on strengths & abilities.*



Competency 2: Classroom Environment

The environment in the classroom sets the tone for learning and for community. Co-teachers need to have agreed upon their rules, procedures, behavior management strategies, physical room arrangement, and support systems. They need to work collaboratively to establish a classroom that supports & encourages all students to do their very best, academically, behaviorally & socially.



Ask Fors:

- 2.1 Documentation of classroom management data
 - *Co-teachers should be able to produce documentation of data they collect while co-teaching that relates to class management. This documentation could include behaviors, homework, tardiness, social skills, interventions, class work and/or participation. It should be evident that both teachers have participated in the data collection.*
- 2.2 Evidence of differentiation in classroom management
 - *Co-teachers recognize that “fair does not mean equal.” How has that played out in this class? What additional supports are provided for individual students related to behavior, following procedures, noise, structure, homework and the like? How do teachers ensure they provide flexibility within their structure? Is there a PBIS (Positive Behavior Intervention & Support) plan in place and is it followed by both teachers?*
- 2.3 Plan for physical arrangements
 - *Co-teachers should frequently regroup students. Ask for seating charts and room configuration plans. What concrete proactive strategies are in place to ensure that students with special needs are not always seated on the periphery of the class, clustered together, or pulled to work with the special educator? How have teachers taught students to regroup their chairs & tables to maximize use of the room and ensure the physical ability of all students to actively participate?*



Look Fors:

- 2.4 Evidence of procedures & rules
 - *Whether they are posted on the wall, in the syllabus that went home to parents, or in each student’s day planner, observers should be able to be given the procedures that co-teachers have agreed to and to which students are held accountable. These should be accessible daily to students.*



- 2.5 Students following procedures & rules
 - *Certainly more important than just posting rules & procedures is ensuring that students know them and follow them. What have you observed that demonstrates that students know the expectations and have been taught them well enough to follow them consistently to result in a well-managed classroom?*
 - 2.6 Efficient Materials Management
 - *Taking roll, passing out or collecting papers, setting up labs, passing out books and returning homework: All are daily activities that are important but can waste time. How have teachers managed these activities? Are students involved? Is it clear that there is a routine that helps maximize academic engaged time?*
 - **2.7 Consistency in behavior management**
 - *Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management. This means the strategies used are consistent with the rules and procedures and appear well suited to the infraction. Co-teachers should point to the posted rules to help students remember the expectations.*
 - 2.8 Well managed transitions
 - *Transitions are difficult in any classroom, but may be additionally difficult in an inclusive classroom with students with and without disabilities. It should be evident that co-teachers have proactively considered, and planned for, transitions in order to minimize chaos. This can include a posted schedule or agenda for the day's activities.*
 - 2.9 Use of peer supports
 - *Peers are often able to support one another, behaviorally, socially and academically. How co-teachers maximize these peer supports, while ensuring that each student gets the adult support and instruction he/she needs as well, is key. This may include ways in which teachers use grouping strategies.*
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 **Listen Fors:**

- 2.10 Acceptable noise level
 - *While well-run classes may be noisy at times, observers should determine if the noise level is conducive to learning for all students in the room. Do both teachers appear comfortable with the noise level? Are alternatives provided for students who need a quieter learning space (headphones, different area of the room, etc)?*



- 2.11 Positive language between students and teachers
 - *Do teachers have a positive way of reminding students of rules & procedures without using sarcasm or humility? Do students help one another with class management? Do both teachers and students avoid talking over one another during class? Do teachers manage their frustration by counting to 10 or using another strategy when students are not following direction? Do teachers use options, other than raising their voice to a screaming level, to get students' attention (e.g., bells, whistles, lights, music)? Do students speak to one another positively?*

- 2.12 Safe learning environment
 - *In a classroom in which students feel safe, they are willing to ask questions, to respectfully question authority, and to engage with one another. Have co-teachers created an environment in which both teachers & students feel safe sharing their opinions, questions, thoughts, and disagreements?*



Domain

2

The Task at Hand

- 3. Content Knowledge
- 4. Compliance Issues
- 5. Co-Teaching Construct

Domain 2 Core Competencies

*Look
Fors*

3.7 Differentiated content and strategies, based on formative assessment are used to meet the range of learning needs

4.5 Two or more professionals working together in the same physical space

5.7 A variety of instructional approaches

*Listen
Fors*

5.9 Communication (both verbal and nonverbal) between co-teachers is clear and positive

*Ask
Fors*

Competency 3: Content and Curriculum

Co-teachers are brought together to ensure that all students have access to the content and curriculum. Typically, one teacher is considered a content expert while the other is master of pedagogy and differentiation. However, both need to be familiar with the content and the students such that they can ensure equal & meaningful access to the maximum extent possible.



Ask Fors:

- 3.1 Selection of materials
 - *Co-teachers have selected (as much as they are allowed) appropriate curriculum & additional materials (e.g., supplementary resources, technology, readings, and tangible items) to teach the class. Selection should demonstrate that co-teachers are proactively planning for the inclusion of a diverse group of learners so materials already address differentiated needs. Both teachers are familiar with the curriculum (although may be familiar at different levels of comfort). Both teachers should be able to tell an observer what will be taught and why.*
- 3.2 Prepared materials
 - *Co-teachers, who have planned together proactively, will have materials ready prior to the lesson that will ensure equal access to the content. These may include books on tape, modified lessons, intervention lessons, closed captioned video, etc.*
- 3.3 Communication examples
 - *Examples of how teachers have communicated about the content. This may be in the form of google docs, emails, lesson plans, voicemails, notes, or co-created assignments & rubrics.*
- 3.4 Current Content Knowledge
 - *Examples of how both co-teachers are remaining current, or attempting to become current, in their content area. This may include professional development, readings, lesson studies, participation in a department/grade level or PLC (professional learning community) group.*



Look Fors:

- 3.5 Meaningful content delivery
 - *Co-teachers making the content current, relevant, and meaningful to students. This may be by infusing technology, connecting to prior learning or student interests, or using a variety of pedagogical methods. It should be clear that co-teachers are working to make the content meaningful to students.*



- 3.6 Ability to work within given constraints
 - *Co-teachers with mastery of co-instruction are able and willing to co-teach within scripted programs and/or under tight pacing plans. Observe how they take the content to be “covered” and do it in a way that “uncovers” the content for students through the use of various co-instructional techniques and strategies.*

 - **3.7 Differentiated content and strategies based on formative assessment to meet the range of learning needs.**
 - *Co-teachers understand and utilize formative assessment to ascertain the need for various levels of content mastery. They find appropriate supplemental materials (real world, different levels, original source), to include technology, to ensure that each student is learning the content to the maximum extent possible for that individual. Rigor and high expectations are evident, within the framework of differentiation.*

 - 3.8 Substantive content delivery
 - *Evidence of both co-teachers engaging in content. Though one teacher may have more experience with the content than another, both should be providing substantive instruction on content at some point. Look for how the teacher with more content expertise “shares the stage” or helps the co-teacher with less content knowledge share what he/she knows in order to help create a sense of parity from students.*
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Listen For:

- 3.9 Academic language
 - *The use of academic language by both co-teachers and by students. Is it clear that everyone in the room is familiar with the academic language and content? If not, is time provided to bring those up to speed who may need it? Is academic language taught explicitly when needed and modeled by both co-teachers?*

- 3.10 Varying levels of questions
 - *Because both co-teachers are familiar with the content but have different areas of expertise, an observer should hear different types of questions to one another and to the students. These questions should evidence higher-order thinking and application to the content at various levels for students.*



- 3.11 Making connections
 - *Co-teachers should help students make connections. Listen for the way in which co-teachers reference prior lesson information as well as foreshadow lessons to come, making connections for students with the content. In addition, links should be made to related content in other classes, fields, areas, or departments.*



Competency 4: Compliance

Co-teachers recognize that there are legal requirements when working in schools, especially with students with identified disabilities. They are aware of due process, the Office of Civil Rights, and of their responsibilities as it relates to their jobs. They work collaboratively with one another, students, families, administrators, and other service personnel to ensure they and the school continue to be in compliance with the law.



Ask Fors:

- 4.1 Identification of students with special needs
 - *Co-teachers can identify all students with special needs, their goals, and the strategies to be used for intervention, accommodation or modification.*
How many students with special needs are in the class? Do both teachers know who they are (to include disabilities, English language learners, students on 504 plans, gifted students, and those with other special needs)? Is the class comprised of more than 30% students with special needs?
- 4.2 Documentation of progress
 - *Co-teachers collect data on students' progress toward educational goals, benchmarks, IEP objectives, or individual contracts. Are both teachers (and any appropriate paraprofessionals or even students) involved in data collection? Are goals appropriate? Is data collection on-going, formative, and meaningful? Do teachers have a way to share and discuss the data?*
- 4.3 Differentiated products
 - *Products, activities and assignments can be shown that demonstrate how co-teachers individualize and differentiate to meet students' academic, behavioral, and social needs and how those are shared with students and their families. Assignments and assessments need to be tailored to individual needs. Co-teachers should be able to provide copies of modified tests, examples of accommodations given to students with special needs, list of IEP goals and intervention documentation.*
- 4.4 Timely completion of requisite paperwork
 - Is the paperwork for IEPs, 504s, assessments, parent meetings, grades, etc done on time? Are both teachers involved to some degree? If not, why not? How have they ensured that these requirements will be met without interrupting the co-taught session by frequently having the special service provider "pulled out" to complete paperwork?*





Look Fors:

- **4.5 Teachers sharing the space**
 - *If IEPs call for “co-teaching” as the service delivery model, is instruction being provided by two qualified professionals who are collaborating, as opposed to a general education teacher & a “glorified aide”? An observer should see two or more professionals working together in the same physical space, sharing and co-instructing.*

- **4.6 Punctual and consistent shared instruction**
 - *Both teachers begin and end class together and remain in room entire time. If IEPs call for “co-teaching,” but the special service provider is frequently tardy, called out of the room for IEP meetings or to cover other classes, or leaves often to assist students in other areas, the continuity required for co-teaching is not being provided to students in the class.*

- **4.7 Progress monitoring in place**
 - *Co-teachers have developed a progress monitoring system for collecting meaningful data and communicating about students’ progress and IEP goals. Both teachers are equally responsible for ensuring that data is collected and that students meet standards as well as IEP goals and objectives. Regular data collection requires both teachers to have proactively developed a system. This may occur before, during and after instruction.*

- **4.8 Meaningful adaptations**
 - *Both teachers are able to identify, create, provide, and adapt instruction, content, materials, and assessments in order to provide necessary accommodations, modifications, and adaptations. Both teachers need to be aware of the adaptations required by students’ IEPs, but also be willing and able to provide adaptations as needed even when no IEP is available. This includes providing language adaptations for students who are English language learners and enrichment adaptations for students who are high-achieving or gifted. One teacher should not be solely responsible for all adaptations.*

- **4.9 Completion of paperwork requirements**
 - *Both teachers share the load for school compliance tasks, such as taking roll, grading, communicating with parents, coming to Back to School night, chaperoning events, hall monitoring, updating class websites, and the like. Co-teachers have equivalent loads, though they may not be the exact same.*





Listen Fors:

- 4.10 Appropriate language
 - *Both teachers use appropriate language when referring to students and their special needs. Co-teachers use “person-first” language (e.g., “The boy with autism” rather than “the autistic boy”). They refer to general education, not regular education, which would connote that anyone else is ‘irregular.’ They discuss students, not referring to them as ‘IEPs’ (which are Individualized Education Programs that some students have, not the students themselves). Both teachers use language that demonstrates respect for students with special needs, their families, and the process by which they are identified, served, and monitored.*

- 4.11 Respect for the process
 - *Do both teachers demonstrate a healthy regard for Due Process, the Office of Civil Rights, and other entities that help oversee compliance issues? Does it feel like only one teacher is aware of the importance of compliance and thus is frequently pulled from class to complete “paperwork to avoid due process”?*



Competency 5: Co-Teaching Construct

While many of the competencies within the observation relate to quality teaching in general, some competencies relate specifically to the construct of co-teaching. These competencies relate directly to the literature and research on what is required for true co-teaching to occur.



Ask Fors:

- 5.1 SHARE worksheet
 - *Co-teachers should have completed the SHARE worksheets recommended by Murawski and Dieker (2008). This resource will provide an observer with co-teachers' responses to what their expectations, responsibilities and hopes are regarding the co-teaching experience.*



Look Fors:

- 5.2 Commitment to concept of co-teaching
 - *Co-teachers' actions should demonstrate a commitment to making co-teaching successful. This includes co-planning, co-instructing, and co-assessing. What do you see that indicates that both teachers are committed to co-teaching and to one another?*
- 5.3 Willingness to share
 - *Co-teachers will need to be willing to share space, content, expertise, ideas, students, and "the stage". Egos need to be left at the door and both teachers need to recognize the facility, the resources, and the students as "ours" not "mine" or "yours."*
- 5.4 Flexibility
 - *A hallmark of successful co-teaching is flexibility by both educators. While structure is important, classrooms are dynamic and both teachers need to be willing and able to work with one another as problems or issues arise.*
- 5.5 Collaborative skills & attitudes
 - *For co-teaching to be successful, there needs to be trust, teamwork, and respect. What are the interaction patterns between teams? Do partners exhibit and practice collaborative skills? Do they have a positive attitude when it comes to working with their partner in order to benefit students?*



- 5.6 Interactions with students
 - *The purpose of co-teaching is to make a positive impact on students. Both teachers should see the students as “our students” and should interact with both students with and without disabilities. There should be no indication that an individual or small group “belongs” to one of the teachers.*
 - **5.7 Use of a variety of instructional approaches are used and teachers demonstrate a willingness to regroup students**
 - *Smaller student-teacher ratios are beneficial to students, as well as teachers. Co-teachers should regularly regroup students so that both teachers have the opportunity to engage with them and to connect more with small groups. This includes using regrouping approaches such as Station Teaching, Parallel Teaching & Alternative Teaching.*
 - 5.8 Willingness and ability to differentiate
 - *While not all teachers have expertise in differentiation and Universal Design for Learning (UDL), both teachers should evidence a willingness to do different things for different students as the need arises. Typically one teacher has expertise in differentiation that he or she can bring to the interaction, but it is critical that both teachers demonstrate a mindset that “fair does not mean equal.”*
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Listen Fors:

- **5.9 Constant, open communication with one another**
 - *Co-teaching has been compared to a marriage and both partners need to be able to communicate. Observers should hear how teachers conduct sidebars as students work, as well as how they talk to and about one another.*
- 5.10 Self-advocate
 - *To co-teach, one must bring skills to the collaborative relationship. Those skills might include content knowledge, knowledge of disabilities, differentiation techniques, classroom management expertise, and so forth. How do co-teachers demonstrate their areas of expertise and self-advocate as an equal partner in the co-taught classroom?*



Domain

3

Instructional Practice

- 6. Assessment
- 7. Planning
- 8. Instruction

Domain 3 Core Competencies

*Look
Fors*

- 8.6 During instruction, both teachers assist students with and without disabilities*
- 8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)*
- 8.13 Technology to include assistive technology, is used to enhance accessibility and learning*

*Listen
Fors*

- 8.16 Co-teachers ask questions at a variety of levels to meet All students' basic needs*

*Ask
Fors*

- 6.1 Co-Assess*
- 7.2 Co-Planning*
- 8.1 Co-instruction: Differentiation*
- 8.5 Co-Instruction: Grouping*

Competency 6: Assessment

Assessment is a cornerstone of good instruction. Co-teachers need to have assessed what the students know, need to know, and want to know. They need to assess themselves as instructors and have shared their own strengths and weaknesses pedagogically. Assessment occurs before, during and after instruction. Strong co-teachers are aware of this and plan for it proactively to maximize their success and to know where to tweak, change, or stay the course.



Ask Fors:

- **6.1 Grade book**
 - *Observers can ask co-teachers to provide a copy of their grade book for review. Even if one teacher is the actual teacher of record, it should be evident that both teachers had a hand in grading and communicating about assessments. A red flag is if only one teacher has access to the gradebook.*

- **6.2 Standardized test scores**
 - *Observers can ask to see results of the most recent standardized test scores on the co-taught class. Pay attention to how students with & without disabilities have done, as well as those who are English language learners, and those who are Gifted. Are all students improving? If not, use this as a discussion starter with teams. Do they have a plan for improvement?*

- **6.3 Examples of assessments**
 - *Observers can ask to see what variety of assessments are used in the co-taught class. Are assessments differentiated? Are there adapted versions available? Can teachers identify the difference between an accommodation and modification and use them appropriately? Are assessments clearly tied to the curriculum, which should be based on the state standards? Are they tied to the instruction? Is there a repository for these assessments so that teachers at the similar grade or subject in the school can have access to them without recreating the wheel?*

- **6.4 Example of student feedback**
 - *Observers want to identify a demonstration of feedback that is timely, useful, & appropriate. This may be grades, notes, blogs, or journals to/from students and teachers. Feedback to students is important, but it is also important to know how teachers are soliciting and receiving feedback from students.*



- 6.5 Evidence of student growth
 - *Observers should be aware that student growth can be evidenced academically, behaviorally or socially. Co-teachers should be collecting data in a variety of areas, as appropriate to the student. Students should be encouraged to establish self-goals and be taught how to self-monitor or self-assess. Co-teachers should also be able to demonstrate how they are tracking progress on student growth and how they celebrate successes individually or as a group.*
-



Look Fors:

- 6.6 High quality objectives for instruction
 - *During instruction, observers should be able to see the objectives for the lesson posted in the room somewhere. These objectives should be written so that students can understand them, and they need to be directly & obviously linked to instruction. These are the objectives that will be assessed.*
- 6.7 Formative assessment
 - *During an observation, look for how teachers collect observational data or document anecdotal data during class. How will they remember how individual students are doing, as opposed to just the group? What about students with disabilities who are working toward IEP goals? Is a system in place for both teachers to collect this data at minimum disruption to instruction?*
- 6.8 Variety of data collection assessment methods
 - *Strong co-teachers understand that students can show mastery in different ways. Do you see options for assessment utilized? Are students allowed to demonstrate their understanding through questions, writing, kinesthetic means, or other methods?*
- 6.9 Instruction based on data
 - *In a strong co-taught class, there is evidence of instructional shifts (whole group, small group, and individual) based on assessment data. Teachers use the data to make informed instructional choices, to include differentiation. This may occur proactively or on the spot by either teacher.*
- 6.10 Examples of support for student assessment
 - *Do you see rubrics, checklists, anchor items, and/or adapted work available to students? Are students aware of assessment purposes and how they will be assessed or graded? Do students use rubrics & checklists & other methods for self-monitoring academics, behavior, social skills, or IEP goals?*





Listen Fors:

- 6.11 Teacher talk about assessment
 - *During class or planning time, do teachers communicate with one another about their observations, student work, or assessment outcomes? Do they discuss ways to improve student outcomes, both for group and for individuals? Do they discuss alternatives and adaptations for differentiation? Are they both in sync on how grades will be determined for all learners, including those with special needs? Have these determinations been shared with the students and/or their families?*
- 6.12 Use of questioning
 - *During class, how effective do teachers use questioning as a formative assessment for data collection? Do they use a variety of types of high and low level questions? Do they vary questions by students, always challenging but trying not to frustrate students?*
- 6.13 Discussion around assessment outcomes
 - *How do teachers explain assessments to the class? How do they provide differentiated options for some individuals? How do they work with students who are being assessed on IEP goals? What ways do they use explanations to motivate students who typically do not assess well?*
- 6.14 Sharing assessment outcomes with families
 - *How do teachers communicate with families about student outcomes and/or grading or assessment alternatives if appropriate? Is the communication accessible to families (written or oral, preferred language, avoiding jargon, clearly understandable)? Are families provided with a regular method for communicating with co-teachers about ongoing student outcomes?*



Competency 7. Planning

Without co-planning, there is no true co-teaching. Both educators need to contribute to the proactive planning of what will occur in the classroom, as well as how students will be assessed and have their social, academic and behavioral needs met. There is no one particular formula for planning but both educators should contribute their own areas of expertise.



Ask Fors:

- 7.1 Planning schedule
 - *Co-teachers need to have a regular time to communicate and plan. When is this occurring? Is it during a common planning time or do they spend lunches or evenings co-planning? A red flag would be the comment that “we don’t have time to co-plan” or “we plan when needed.”*
- 7.2 Lesson plans
 - Whether co-teachers use the What/How/Who approach (Murawski, 2012) or a provided template for co-planning (see www.2TeachLLC.com), it is most important that they are co-creating lessons that are archived for future reference. Lessons should clearly demonstrate the input of both teachers, resulting in a universally designed lesson that proactively meets the needs of a diverse class of learners. If one teacher is overriding the other, or changing plans at the last minute, that can negatively impact collaboration and needs to be addressed.*
- 7.3 Evidence of planning based on assessment data
 - Co-teachers should be engaged in data-driven instruction. How do they plan for groups? How do they make decisions regarding scaffolding or enrichment needed, who gets accommodations, what co-instructional approaches will be used? All of these answers should be based on data collected both formally & informally. Co-teachers should be able to demonstrate the data that leads to their decision-making when planning.*
- 7.4 Resources used for planning
 - *Co-teachers are committed to ensuring all students are engaged in the instruction and are meeting the learning goals. To accomplish this goal, resources above and beyond the textbook are often used. This is encouraged. These resources might include videos, webquests, internet sites, original documents, journals, graphic novels, personal anecdotes, pictures, and the like. What are co-teachers using to engage their learners?*



Look Fors:

- 7.5 Shared planning of substantive instruction
 - *One teacher should not be taking lead on all lesson planning. It is acceptable if, especially in a new co-teaching relationship, that one teacher tends to take lead on content instruction, while the other leads in determining which strategies and pedagogical methods will help students learn the content most effectively. However, both should be engaged in the overall planning.*

- 7.6 Efficient use of planning time
 - *Co-teachers do not have the luxury of enough planning time to plan out every minute of every shared lesson. Help co-teachers learn how to effectively “divide and conquer” and encourage them not to “get bogged down in the details.” A helpful resource for co-teachers is the “10 Tips for Using Co-Planning Time More Efficiently” (Murawski, 2012).*

- 7.7 Planning includes Universal Design for Learning (UDL) strategies
 - *Have co-teachers agreed upon the Essential Question of the lesson? Have they backward mapped to determine what needs to be taught to lead to the later lessons? Do they have a system for ensuring that the lesson taught will be accessible to all students, through the use of UDL (CAST website)? Have they discussed that additional differentiation strategies may still be necessary for individual students?*

- 7.8 Clear, high-quality learning objectives
 - *What is posted in the lesson plan or on the board as the objectives of the lesson or unit? Have they been explained to students? Do students understand the plan and goal of the day? How did teachers plan to make these objectives meaningful to students? Is it evident that these are clear learning objectives for all students, or are some students doing their own thing and not included in these objectives?*

- 7.9 Assessments match instruction
 - *How are co-teachers collecting data on today’s lesson? These can be formative or summative, formal or informal. Co-teachers should have planned in advance how they intend on collecting data related to academic achievement, behavior, social and study skills, as appropriate. This data may be for groups or individuals or both.*





Listen Fors:

- 7.10 Respectful dialogue between co-teachers when planning
 - *Is it clear from listening to teachers that both have input in the lesson and that one is not railroading the other? Is it evident that teachers encourage one another to share their ideas and that those ideas will not be ridiculed or ignored?*

- 7.11 Student involvement in lesson
 - *Is it clear from listening to students that they understand the objectives of the lesson? Is it evident from their interactions and behaviors that the lesson was clearly explained and they know what to do? Do the students' questions and comments demonstrate that this lesson has built on previous information and that they understand the sequencing of the lesson? Is it evident that teachers have considered their input & learning preferences when planning this lesson?*

- 7.12 Instructions and responses to questions
 - *It should be evident in class that both teachers are familiar with the lesson, and that both can respond to student questions about content, activities, or future assignments. While one teacher can be more of a content expert, both should be familiar with this lesson as both helped design it. Co-teachers should have designed a coherent lesson that scaffolds learning appropriately for all learners and that both are comfortable with in front of students.*



Competency 8: Instruction

Two teachers with different perspectives and professional backgrounds can bring a plethora of pedagogy to the classroom. The experiences, brought by both teachers, are very powerful and necessary to meet the needs of all students. It should be obvious that numerous strategies are utilized and co-teachers have effectively planned their instruction.



Ask Fors:

- **8.1 Tiered lesson plans**
 - *Co-teachers should be able to demonstrate how lessons are tiered to provide differentiated and personalized instruction to a variety of individual learners. Lessons should address the high achievers (H), average achievers (A), low achievers (L) and others (O)- in essence, the lessons provide an opportunity to address the teachers' HALO.*
- **8.2 Plan for addressing IEPs**
 - *Co-teachers should be able to demonstrate how they systematically address IEP goals and objectives (through instruction and data collection.) This may be evident in a lesson plan, grade book, or other documentation.*
- **8.3 Evidence of Universal Design for Learning**
 - *Where is choice in representation, engagement or expression? Lesson plans should be able to identify ways in which co-teachers are incorporating the concepts of UDL into their instruction.*
- **8.4 Data used to guide instruction**
 - *Co-teachers should be able to explain why they are teaching what and how they are based on data they have collected. This may be from student feedback, grades, or teacher observations, as well as from student work. What is less preferred is for teachers to say they are teaching something because they were told to or it is part of a script.*
- **8.5 Parity in lesson planning**
 - *Co-teachers should be able to provide documentation that this team co-instructs. There is evidence in the lesson plans that teacher's roles change throughout the lesson and both teachers are taking turns during instruction. The lesson is not dominated by one teacher and both have roles for the instruction.*





Look Fors:

- **8.6 Parity in student assistance**
 - *During instruction, both teachers assist students with and without disabilities. There is no indication of “my” students and “your” students but rather that all students are “ours.” Teachers are clearly willing to help whomever needs it and students are clearly open to having either teacher help, without indicating that they feel one is the “real” teacher.*

- **8.7 Student engagement**
 - *During instruction, students with and without disabilities are engaged. Student engagement is directly tied to student achievement and learning. If students are sleeping, doodling, looking out the window, having unrelated sidebar conversations, or otherwise disengaged or off-task, it is unlikely they are learning. Co-teachers use a variety of methods to engage all students and are aware and reactive when they notice one or more students beginning to disengage.*

- **8.8 UDL strategies in place**
 - *Universally designed strategies are used to provide choice to students, increase engagement and motivation, and personalize learning. Multiple ways for students to participate and share, to engage, to receive instruction and to demonstrate knowledge. Teachers’ instruction is flexible and responsive.*

- **8.9 Differentiated strategies**
 - *Differentiated strategies, to include technology, are used to meet the range of learning needs and to personalize learning. Co-teachers are both willing and able to determine student needs proactively and reactively.*

- **8.10 Various co-instructional approaches**
 - *A variety of co-instructional approaches (5 co-teaching models) are used, including regrouping of students to ensure all students are engaged. The most common approaches are Team Teaching, One Teach-One Support, Alternative Teaching, Station Teaching & Parallel Teaching.*

- **8.11 Class-wide Instructional Strategies**
 - *Use of class-wide strategies, such as mnemonics taught, cognitive strategies, study skills strategies and class note-taking strategies highlight emphasized class content. These strategies are appropriate for all students but especially helpful for those with special needs.*



- 8.12 Specially Designed Instruction
 - *Use of SDI (specially designed instruction) for students with special needs. Co-teachers should avoid staying with one instructional approach – either all large group work or all independent work. Observers should be able to answer ‘where is “special” in special education’ through their observation of the co-instruction.*
- **8.13 Technology (to include Assistive technology) is used to enhance accessibility and learning**
 - *Use of technology, including multiple devices, provide students opportunities to engage, interact and respond with the content. Technology may be required as part of IEP or 504 to allow the curriculum to be accessible to all students.*



Listen Fors:

- 8.14 Less than 50% teacher talk
 - *Research is clear that teachers should engage with students, allowing them to collaborate, communicate, discuss, debate, ask questions, and engage with the material. With two teachers, there is the concern that both will want to share the stage to the extent that they overwhelm the class. Both should be aware of the amount of cumulative teacher talk.*
- 8.15 Teachers' engagement with students
 - *Do both teachers engage with students on an individual and group basis or is only one teacher doing all group instruction, while the other teacher walks around and speaks to students individually? What type of interaction do they have? Are they talking down to students or embracing them as a vital part of the class? Are they responsive to the students' needs, abilities, interests, and ideas?*
- **8.16 Question-asking**
 - *Co-teachers ask questions at a variety of levels to meet all students' needs (basic recall to high order deep thinking). Both teachers should be aware of ways to include depth & complexity through their question-asking.*
- 8.17 Student engagement with one another
 - *What is the peer to peer engagement sound like? Are all students participating or are only a few? If group work is used, are there group roles or do one or two students take over? Are students part of a culture that helps one another or is it competitive or self-serving?*



Domain

4

Professional Responsibility

- 9. Communication, Collaboration and Problem Solving
- 10. Families and Community
- 11. Professional Practice and Ethics

Domain 4 Core Competencies

*Look
Fors*

9.5 Class environment demonstrates parity and collaboration

9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers

11.3 It is difficult to tell the specialist from the general educator

*Listen
Fors*

9.10 Co-teacher's use language that demonstrates true collaboration and shared responsibility

*Ask
Fors*

Competency 9: Communication, Collaboration & Problem-Solving

Communication, collaboration & problem-solving: Co-teaching has been referred to as a professional marriage. As such, it requires continued communication, collaboration and problem-solving between educators. Professionalism and respect are keys to co-teaching success.



Ask Fors:

- 9.1 Methods of communication
 - *Co-teachers might choose to communicate via Google docs, email, text, phone calls, face-to-face planning sessions, iMessenger, Facebook, or Edmodo, among other methods. What is most important is that they have regular communication. Co-teachers should be able to provide evidence of their communicative methods.*
- 9.2 Evidence of problem-solving & conflict management
 - *Co-teaching will not always be smooth and issues will arise. How co-teachers address those issues is telling and will foreshadow their future successes. Can they agree on the issue and then brainstorm acceptable solutions? Do they work collaboratively on the issue, can they compromise when necessary, or even agree to disagree, or do they hold grudges that even the students can recognize? Co-teachers should be able to provide evidence of problem-solving or at least describe a situation in which they were able to problem-solve. If needed, co-teachers can select a “marriage counselor” (someone they both respect), to help them work through issues/problems.*
- 9.3 S.H.A.R.E. worksheet
 - *Co-teachers should have completed the SHARE worksheets recommended by Murawski and Dieker (2008). This resource supports the communication between co-teachers because it asks them to reflect on their preferences & expectations for the co-taught classroom, which they subsequently share with one another.*
- 9.4 IEP documents
 - *Both co-teachers should be participating in the IEP meetings of students they share. These documents should demonstrate that both teachers were helping problem-solve ways to help students meet goals and objectives.*





Look Fors:

- **9.5 Parity in class environment**
 - *The co-taught class should feel like one that is shared between teachers. It should be evident that teachers have communicated about materials, space, and procedures. Both names should be on the door or board and both teachers should have space for their materials.*

- **9.6 Smooth instruction**
 - *If co-teachers have co-planned, the class instruction should move smoothly. Observers should recognize evidence of co-planning between co-teachers. Neither teacher should have to defer to the other to know what is coming next.*

- **9.7 Regular & respectful communication**
 - *In class, teachers should speak to one another with respect. It should not appear as if one teacher is constantly deferring to the other or asking for permission. Sidebars & conversations indicate that co-teachers are frequently checking in with one another.*

- **9.8 Body language & non-verbals**
 - *Communication is more than the words we say. It also involves one's body language and non-verbal communication. What cues do you notice between teachers? Are they good at getting eye contact with one another? Are they able to read one another's body language for more effective communication and collaboration?*

- **9.9 On-the-spot problem-solving**
 - *Flexibility is a hallmark of a good teacher and co-teachers need to be able to work collaboratively and flexibly with one another as well. When issues arise, co-teachers need to be able to communicate quickly & effectively with one another to problem-solve and work to establish a safe environment and address whatever the school, class, or individual problem might be. When having difficulties coming to agreement, it is recommended that if it is a curriculum or content issue, that the general educator "win", while if it relates to differentiation or pedagogy, the special educator should "win."*



Listen Fors:

- **9.10 "We" language**
 - *Co-teachers' use of language ("we", "our" instead of "I") demonstrates true collaboration and shared responsibility. Neither teacher tries to assert authority over the other one; conversely, both teachers attempt to consistently demonstrate that this is a shared endeavor.*



- 9.11 Use of humor
 - *Slapstick, cartoons, jokes, or merely witty repartee, the use of humor has been found to increase student attention and retention. Teachers are not expected to be joke-tellers, but they are expected to make the class enjoyable. How are teachers having fun with students and with each other? Is the humor always positive or at the expense of a student?*

- 9.12 Use of Silence
 - *Silence and active listening are an important skill in communication. Do co-teachers respect and listen to one another? Do they listen to the students? Do they allow for silence to provide time for student processing? What cue do they use with each other or the class to encourage silence?*

- 9.13 Conversation regarding student-related issues
 - *Whether during class or during co-planning time, co-teachers need to communicate about issues related to students. These might occur during sidebars if decisions need to be immediate and/or reactive, or during planning times if decisions can be proactive. Co-teachers need to set aside time to address specific student needs and how to continue to improve students' successes.*



Competency 10: Families & Community

Every teacher will acknowledge how important communication with the family is for students to be successful. Co-teachers need to include parents and communicate with them as much as possible. Co-teachers also need to be aware of the entire community and how this impacts the learner, to include paraprofessionals & other special service personnel.



Ask Fors:

- 10.1 Co-signed or co-created materials home
 - *All materials that are sent home to parents and guardians can help demonstrate that co-teachers are engaged in co-planning. Materials should be co-signed and indicate parity between teachers.*

- 10.2 Inclusive communication strategies
 - *Class and school-wide activities need to be inclusive in nature. This involves ensuring that all families have access to the information. How have co-teachers ensured that families receive information? Have materials been translated? Are they communicating in person, electronically, and in writing, or do they stick to one form of communication? Are interpreters used? If interpreters are used, do they adhere to best practices (e.g., not speaking through student, talking directly to family member, etc)?*

- 10.3 Communication regarding co-teaching
 - *How has the school community been informed about what co-teaching is and how it will benefit the students? Were materials sent home? Was it announced at a Back to School event? Were all materials made accessible to diverse families?*

- 10.4 Communication regarding progress
 - *Co-teachers should be regularly relaying information on progress to families, especially those of students with identified special needs. Progress may be on academics, behavior, social skills or IEP goals/objectives. How is this being accomplished and how often? Do co-teachers use positive notes/calls home as part of a Positive Behavior Support system?*



Look Fors:

- 10.5 Both names on door/board
 - *Having both names on the door, front board, or materials helps communicate to students and visiting family members that both teachers are equally responsible for the students in the room.*



- 10.6 Effective use of paraprofessionals
 - *Paraprofessionals are an important aspect of many students' community. As such, co-teachers need to supervise them to ensure they know what to do, how to do it, and when to do it. They need to be taught how not to hover or give too much support, in an effort to reduce learned helplessness, yet they also need to be actively engaged in classes in order to help the entire class as much as possible.*

 - 10.7 Inclusion of community & family in the class
 - *Co-teachers can benefit from identifying strengths in the community & students' families that can be used in the class. This might be through guest speakers, projects, or even volunteering in the class.*
-



Listen Fors:

- 10.8 Respect for diversity of families & community
 - *How do co-teachers include families and community in their language and discussions? Are cultures mentioned? Do co-teachers assume all students come from a two-parent, middle class culture or do they go out of their way to appreciate and include diversity? How are families, cultures, languages, and experiences included in the class?*



Competency 11: Professional Practices & Ethics

Teachers are expected to maintain the practices and ethics of their profession. This includes, but is not limited to, the way in which they present themselves to students, colleagues, parents, and supervisors. At the forefront, co-teachers need to continually remind themselves that they are both working to ensure student success.



Ask Fors:

- 11.1 Co-teaching self-evaluations
 - *Teachers can self-evaluate their own strengths and areas for continued improvement, both as a separate instructor and as a team. Their self-evaluations should demonstrate reflection and the ability to create personal goals for improvement, as well as the identification of concrete actions to make improvements.*

- 11.2 Professional learning activities
 - *Co-teachers can and should participate in activities designed to increase and improve their skills in a variety of areas. For example, general educators might attend workshops on differentiation, while special educators might attend workshops on common core or content-specific topics.*



Look Fors:

- **11.3 Parity between co-teachers**
 - *An observer cannot tell the special educator from the general educator. Parity is an important component between effective co-teachers. Sharing the stage and being able to collaborate in front of students is a hallmark of co-teaching. Both teachers should be professional, willing and able to do what is best for students and not allow their egos to get in the way. In this regard, both teachers are actively engaged in the class and with students and it is difficult for observers to tell the special educators from the general educators.*

- 11.4 Shared responsibility
 - *Co-teachers share responsibility for the class, the successes and the challenges. Both teachers are able to identify their roles & responsibilities within the class. This includes having both teachers attend activities like Back to School night together.*



- 11.5 Respect for the profession & one another
 - *The way co-teachers interact with one another, their students, their staff, and their colleagues speaks volumes about their professionalism. Teachers should be positive & respectful, taking care not to talk about others in disrespectful ways.*
 - **11.6 Punctuality**
 - *Co-teachers need to be on time and start class and meetings together. Naturally, emergencies arise, but this should be the exception not the norm. If a co-teacher is going to be regularly late for class, this should be proactively identified with both teachers, the administrator, and even the students.*
 - 11.7 Follow-through
 - *Co-teachers need to be able to depend on one another. If one teacher is always forgetful or a procrastinator, it can negatively impact the whole co-teaching experience. Both teachers need to know they can count on their partner.*
-



Listen Fors:

- 11.8 Emphasis on academics
 - *Both teachers should work collaboratively to emphasize high expectations for academics with all students. Teachers are not in class just to be “friends” with students or manage behavior. All students can have academic goals and teachers should strive to ensure they are met or even exceeded.*
- 11.9 Language related to individuals with disabilities
 - *Co-teachers should use best practice when it comes to discussing students with special needs. They should use “Person first” language (e.g., “Student with Autism” as opposed to “autistic student”) and talk about “general and special education” versus “regular and special education.” They should also respect confidentiality and not discuss students or their families in front of others.*



22 Core Competencies

1.2 Co-Instruction: Differentiation

1.6 It is difficult to tell students with special needs from the general education students.

1.8 Co-Teachers phrase questions and statements so that it is obvious that all students in the class are included

1.9 Students' conversations evidence a sense of community including peers with disabilities and from diverse backgrounds

2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.

3.7 Differentiated content and strategies, based on formative assessment are used to meet the range of learning needs.

4.5 Two or more professionals working together in the same physical space.

5.7 A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students.

5.9 Communication (both verbal and non-verbal) between co-teachers is clear and positive

6.1 Co-Assess

7.2 Co-Planning

8.1 Co-Instruction: Grouping

8.13 Technology (to include Assistive Technology) is used to enhance accessibility and learning

8.16 Co-Teachers ask questions at a variety of levels to meet All students' needs(basic recall to higher order thinking)

8.5 Co-Instruction: Parity

8.6 During instruction, both teachers assist students with and without disabilities.

8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)

9.10 Co-Teachers use language ("we"; "our") that demonstrates true collaboration and shared responsibility

9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).

9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.

11.3 It is difficult to tell the specialist from the general educator.

11.6 Both teachers begin and end class together and remain in the room the entire time.



APPENDIX



CO-TEACHING CORE COMPETENCIES OBSERVATION CHECKLIST

General Educator: _____ Special Service Provider: _____ Grade: _____
 Observer: _____ Date/Time: _____ Period/Room: _____

	LOOK FOR ITEMS	✓ 0 – Didn't See It ✓ 1 – Saw an Attempt ✓ 2- Saw It ✓ 3 – Saw It Done Well				
		0	1	2	3	DNOT
4.5 Two or more professionals working together in the same physical space.	<i>0 = Only one adult; two adults not communicating at all; class always divided into two rooms</i> <i>1 = Two adults in same room but very little communication or collaborative work</i> <i>2 = Two adults in same room; both engaged in class and each other (even if not perfectly)</i> <i>3 = Two adults collaborating together well in the same room</i>					
9.5 Class environment demonstrates parity and collaboration (both names on board, sharing materials, and space).	<i>0 = No demonstration of parity/collaboration; room appears to belong to one teacher only</i> <i>1 = Some attempt at parity; both adults share a few materials and general space</i> <i>2 = Parity exists; adults share classroom materials</i> <i>3 = Clear parity; both names on board/report card; two desks or shared space; obvious feeling from teachers that it is "our room"</i>					
11.6 Both teachers begin and end class together and remain in the room the entire time.	<i>0 = One adult is absent or late; adults may leave room for times not related to this class</i> <i>1 = One adult may be late or leave early or may leave for brief time</i> <i>2 = One adult may be late or leave early but for remaining time, they work together</i> <i>3 = Both adults begin and end together, and are with students the entire time</i> <i>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</i>					
8.6 During instruction, both teachers assist students with and without disabilities.	<i>0 = Adults are not helping students or are only helping "their own" students</i> <i>1 = There is some helping of various students but at least one adult primarily stays with a few of "their own"</i> <i>2 = Both adults are willing to help all students but students seem to have one adult they prefer to work with</i> <i>3 = It is clear that both adults are willing to help all students & that students are used to this</i>					
9.6 The class moves smoothly with evidence of co-planning and communication between co-teachers.	<i>0 = Little to no prior planning is evident</i> <i>1 = All planning appears to have been done by one adult</i> <i>2 = Minimal planning is evident; most appears to be done by one adult</i> <i>3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen</i>					
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement and expression (Universal Design for Learning-UDL)	<i>0 = There is no evidence of universal design; all students are expected to do the same thing</i> <i>1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage & show what they've learned</i> <i>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage & show what they've learned</i> <i>3 = The class was universally designed; opportunities for choice in how students learn, engage & show what they've learned were well selected</i>					

		0	1	2	3	DNOT
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>					
5.7 A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students.	<p>0 = Students remain in large class setting and adults use One Teach-One Support with one adult primarily in lead</p> <p>1 = Adults rely solely on One Teach/One Support or Team</p> <p>2 = Adults regroup students (using Alternative, Parallel, or Station) at least once</p> <p>3 = Adults use more than one of the 5 approaches (Friend & Cook's One Teach/One Support, Team, Parallel, Station & Alternative); at least one of the approaches involves regrouping students</p> <p>* 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>					
2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.	<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</p> <p>1 = Very little classroom management; mainly conducted by one teacher</p> <p>2 = Behavior management strategies are utilized but there is very little clear evidence of how adults have communicated about their use</p> <p>3 = It is evident that adults have discussed how they will approach classroom/behavior management and adults are consistent in their approach</p>					
11.3 It is difficult to tell the specialist from the general educator.	<p>0 = Observer could easily determine who was the general/specialist by their language/roles/ lack of parity</p> <p>1 = Teachers kept traditional roles in the classroom but shared or switched roles once or twice</p> <p>2 = Teachers worked at having parity in the class and shared most roles and responsibilities</p> <p>3 = Adults shared the roles and responsibilities in the classroom and observer would not be able to tell who was the general/specialist was</p>					
1.6 It is difficult to tell students with special needs from the general education students.	<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)</p> <p>1 = There was some inclusion of most students in most activities</p> <p>2 = There was a clear attempt at inclusion of all students for most activities</p> <p>3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed</p>					

Notes:

Look Fors Total:

CO-TEACHING CHECKLIST: LISTEN FORS

		LISTEN FOR ITEMS					✓ 0 - Didn't Hear It	✓ 1 - Heard it somewhat	✓ 2 - Heard it	✓ 3 - Heard it often
		0	1	2	3	DNOT				
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 & 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>									
Notes:		Listen Fors Total:								

CO-TEACHING CHECKLIST: ASK FORS

ASK FOR ITEMS		✓ 0 - No Evidence ✓ 1 - Little Evidence ✓ 2 - Some Evidence ✓ 3 - Substantial Evidence	
		Rating	Circle Evidence
7.2 Co-Planning	0 = There is no evidence that this team co-plans. Most planning, if done at all, is done by one teacher. 1 = This team rarely co-plans and communicates primarily on the fly. 2 = This team co-plans at irregular times but does try to integrate both teachers' perspectives when possible. 3 = This team co-plans its lessons and integrates both teachers' areas of expertise to the maximum extent possible.		Lesson Plans Modified Materials Letters Home/Syllabi SHARE Worksheets Problem Solving Worksheets Other:
8.5 Co-Instruction: Parity	0 = There is no evidence that this team co-instructs. One teacher is clearly responsible as evidenced in documentation/plans etc.. 1 = One teacher is clearly "lead" however the other does have intermittent areas of responsibility. 2 = Both teachers are provided turns in co-instruction. 3 = Teachers are comfortable in any role and roles are interchanging and fluid throughout the lesson plan.		Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
8.1 Co-Instruction: Grouping	0 = There is no evidence that this team regroups during instruction. Whole group instruction is the norm. 1 = At irregular times and for very specific activities, this class is regrouped into smaller groups. 2 = Cooperative learning is used in class regularly and small groups are used at least once a week. 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.		Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
1.2 Co-Instruction: Differentiation	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. 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). 2 = Teachers appear to integrate differentiated instruction, content and assessments into some lessons. 3 = Teachers regularly include differentiated instruction, content, and assessments into their lessons. They clearly consider the needs of all students.		Lesson Plans Behavior Documentation Tiered Lessons Class Notes Other:
6.1 Co-Assess	0 = There is no evidence that this team co-assesses. One teacher is in charge of the grades and gradebook. 1 = Teachers talk about assessments at times but each teacher is primarily in charge of his/her "own" students. 2 = Teachers use differentiated assessments occasionally and are willing to share responsibility for grading. 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.		Grade Book Modified Assignments Individual Grading Reports Other:
Notes:		Ask Fors Total:	
		Overall Total:	
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			

Co-Teaching Solutions Systems

CO-TEACHING OBSERVATION SYSTEM



The Co-Teaching Observation System is designed to allow all stakeholders to **Connect, Collect, Communicate and Collaborate**

- ▶ Connect – team members
- ▶ Collect – the effectiveness of the co-teachers utilizing the core competencies of co-teaching
- ▶ Communicate – progress and results to all stakeholders, instantly and in real time
- ▶ Collaborate – providing the data necessary to improve co-teaching best practices and setting high expectations



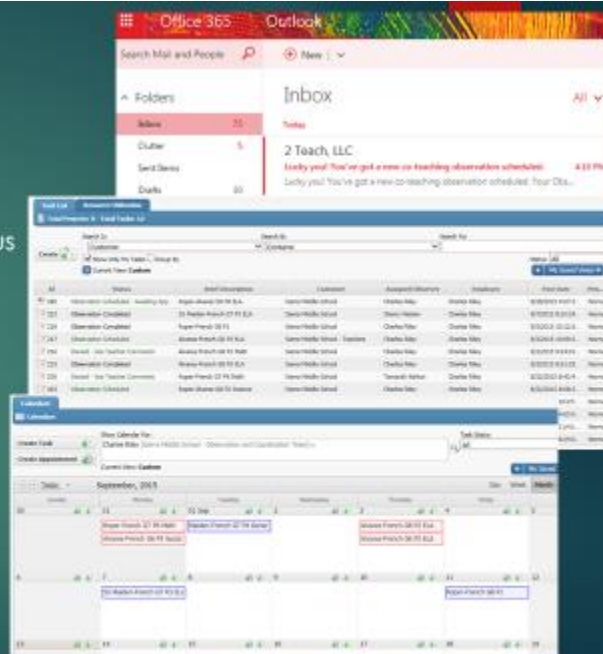
- ▶ Co-Teaching Observation System is a smart technology that manages, collects and reports results with an easy to use Cloud based system accessible by any computer, tablet or hand held device.
- ▶ It currently consists of the Observation Management System and the ObserverPortal. Depending on the type of user you wish to be, you select how you want to manage and conduct your observations.



CONNECT

Observation Management

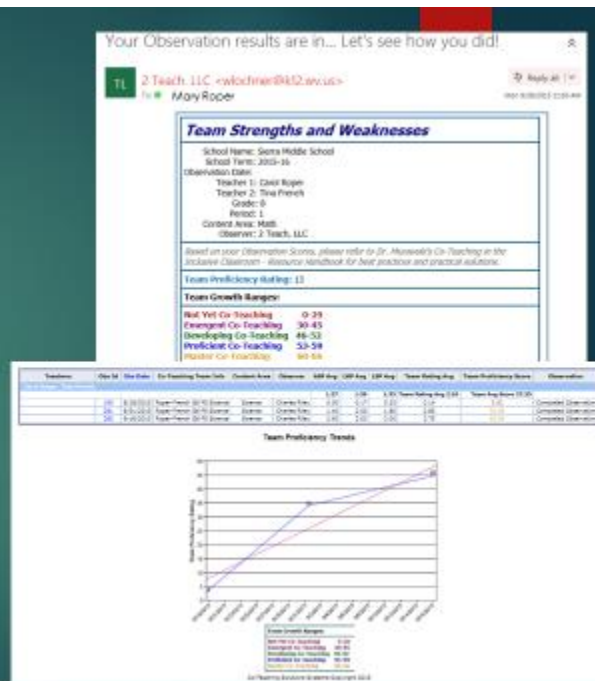
- ▶ Dashboard of all observations and their status
- ▶ Observer assignments
- ▶ Real Time notifications
- ▶ Calendar to view upcoming observations and team meetings
- ▶ Many other features coming in Version 3.0



COMMUNICATE

Observation Outcome Analytics

- ▶ Immediate observation results emailed to teachers and observer
- ▶ Outcome reports immediately available
- ▶ From reports a "Live Link" to the actual observation
- ▶ Ability to design and create personal reports
- ▶ View reports in multiple formats PDF, Word, Excel or CSV
- ▶ Over 30 Reports for Coordinators, Teachers, Schools and Districts



Get started at:

- ▶ Email us - info@coteachsolutions.com

2 Teach, LLC

Co-Teaching Observation System

Co-Teaching Observation System

Username

Password

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