

2Teach Global Co-teaching Classroom Observation Process

FAQs

What are on-site observations?

On-site co-teaching observations are a way for us to offer co-teaching teams real-world, just-in-time feedback on their actual co-teaching practices in their own classrooms and with their own students. We observe, take notes, and then debrief with the co-teachers about our observations - offering strategies and feedback, not evaluation. When 2Teach® Global comes to do an on-site observation, we use the Collaborative Teaching Solutions System® (CTSS) to collect data on the co-teaching core competencies. The CTSS allows us to provide the site with a full report of how each team is doing using Look Fors, Listen Fors, and Ask Fors developed by Murawski & Lochner (2011). Both qualitative (narrative) and quantitative information (scores) are provided in these reports. These can be used to look at baseline data and continue to support co-teaching teams as they work to embrace additional competencies.

How can sites prepare for on-site observations?

In advance of the observation day, we need to have a schedule. Typically, we prefer to observe teams for a whole lesson (i.e., a class period at the secondary level, a lesson at the elementary level). We also need time to conduct a face-to-face debrief with each team observed. Debriefs do not have to occur immediately after the observation but should be on the same day if possible. It is preferred that debrief time is at least 20-30 minutes in length minimum and best if only one team debriefs at a time with the consultant. If administrators would like to join the observation and debrief, they are welcome to do so but please recognize that may make the teams feel that this is more of an evaluation or formal observation. We strongly recommend that teams know we are coming in advance so that (a) they can co-plan their best lesson, (b) they are not showing a movie, giving a test, or having an IEP meeting, and (c) they are prepared to have a substitute (coverage) come in during the debrief time.

Additional information for School District leaders:

- Typically, we can observe a maximum of 4 teams per day (45-60 min class period), including the debrief meeting with each team (at least 20-30 minutes).
- These observations are not intended to be “breeze-throughs” or “walk-throughs” where we see co-teaching teams for only 10-15 minutes. That type of scenario does not enable the associate to provide the teams with meaningful feedback and support.
- Please create the observation schedule which includes the co-teaching partner names, class period/time, content area, room number, and debrief timeframe. Be sure to provide a break period for the observer to have lunch (at least 45 minutes & preferably an hour as many associates will need to go off-campus). If you need help crafting your observation schedule, feel free to reach out to us as we have done this often.

- Include the school map and bell schedule when submitting the observation schedule. We also appreciate information on parking (especially if a spot can be held for the associate!) and contact information for the site liaison (name, cell, email).
- At the end of the day, the observer will check out with the administrator (15 min.) to give preliminary reflection of the combined observations. A formal report will be submitted within two weeks with the CTSS competencies noted. Please let the observer know how you would like the observation reports provided (all reports to the administrator first who will release them to the co-teaching teams *or* the observer sends the reports directly to the co-teaching teams with the administrator copied on the email).

We've also included a copy of the [observation checklist](#) that we use. Please provide this to the co-teaching teams so they have an opportunity to review it prior to the observation. The co-teaching observation process is for team support in their co-teaching journey and is not evaluative or to be used for teacher evaluation. We like to say this upfront to put co-teachers' minds at ease, in case there are questions. The debrief and final report will be a resource for them to identify areas they would like to work on as a team or any additional professional development that may be beneficial to assist their practices. Please note: some districts request that we only include the qualitative notes to co-teachers and not the quantitative scores in order to remove the feeling of being evaluated. We are happy to comply with the district's preferences.