

Co-Teaching Observation Checklist

Special Educator: _____ Subject: _____
 General Educator: _____ Grade: _____
 Observer: _____ Period: _____
 Observation Date/Time: _____ Term: _____ Team Code: _____

LOOK FORS	Rating Scale		
	0 - Didn't See It 1- Saw an Attempt 2- Saw it Done Well		
Two or more professionals working together in the same physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class environment demonstrates parity and collaboration (both names on board, sharing materials and space)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Both teachers begin and end class together and remain in room entire time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
During instruction, both teachers assist students with and without disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The class moves smoothly with evidence of co-planning and communication between co-teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated strategies, to include technology, are used to meet the range of learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A variety of instructional approaches (5 co-teaching approaches) are used, include regrouping students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is difficult to tell the special educator from the general educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is difficult to tell the special education students from the general education students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LISTEN FORS			
Co-teachers use of language ("we";"our") demonstrates true collaboration and shared responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-teachers phrase questions and statements so that it is obvious that all students in the class are included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' conversations evidence a sense of community (including peers with and without disabilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Co-teachers ask questions at a variety of levels to meet all students' needs (basic recall to higher order thinking)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Co-Teaching Observation Checklist

To demonstrate the following aspects of Co-Teaching		Ask-For Items	0 - Didn't See It 1-Saw an attempt 2-Saw It Done Well				
CO-PLANNING		What to Look For					
Lesson Plans	Murawski's (2007) CTSS Teachers' Toolbox Lesson Maker and Dieker's (2006) Co-Teaching Lesson Plan Book are excellent resouce. Lesson Plans should demonstrate that both teachers have had input and will be actively engaged with all students.	0	1	2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified Materials/Videos	Co-teachers who have planned together proactively will have materials ready prior to the lesson. These may include books on tape, modified assignments, close-captioned video, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters Home/Syllabi	All materials that are sent home to parents/guardians can help demonstrate that co-teachers are engaged in co-planning. They should be co-signed and indicate a parity between teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SHARE Worksheets	Co-teachers should have completed the SHARE worksheets recommended by Murawski and Dieker (2004)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving Worksheet	Co-teachers should be able to provide evidence of problem-solving. They can use Murawski's (2005) Problem Solving Worksheet or similar formats to work through major problems together.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO-INSTRUCTION		0	1	2			
Behavior Documentation	Co-teachers should be able to produce documentation of data they collect while co-teaching. This documentation could include behaviors, homework, tardiness, social skills, classwork and/or participation. It should be evident that both teachers have participated in data collection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiered Lessons	Co-teachers should be able to demonstrate how lessons are tiered to provide differentiated 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 lesson provides an opportunity to address the teachers' HALO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Class Notes	Class notes indicate what was taught during the class and specifically what was emphasized. They also include mnemonics taught, and in some cases, modifications made. Co-teachers should not be taking notes on one another; that would be a waste of adult time. However, carbon paper can be given to a student who takes exemplary notes and copies can be retained for those who need them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CO-ASSESSING		0	1	2			
Grade Book	Administrators can ask co-teachers to provide a copy of their gradebooks. Even if one teacher does the actual recording of grades, it should be evident that both teachers had a hand in grading and communicating about assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Modified Assignments	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, and lists of IEP requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description of how students are individually graded	Co-teachers should have proactively discussed grading and how they will accommodate different learners. They may choose from a variety of different grading options (e.g. Struyk et al); however it is critical that they have discussed grading proactively. Co-teachers should be able to provide a list, description or contract to demonstrate how students with special needs will be graded in the inclusive classroom. They may even have documentation of when they called or wrote parents to inform them of how the student with special needs would be graded in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>