

NEEDS ASSESSMENT FOR CO-TEACHING IMPLEMENTATION
Developed by the Co-teaching Professional Development Team
for the Arkansas Department of Education, February, 2005

Name _____ Position _____

School/District _____

Directions: The following prerequisites to implementation of effective co-teaching models have been identified in the co-teaching literature. Please read each item carefully. Then rate the need for preparation in your school/district in each area using the scale listed below. Thank you for taking the time to complete this instrument so that we may opportunities that better meet your professional development needs.

Preparation Needs Scale

- 1 = High
- 2 = Above Average
- 3 = Average
- 4 = Below Average
- 5 = None

DO WE HAVE A CLEAR AND COMMON VISION?

1. _____ Key stakeholders share a philosophy or system of principles that guide co-teaching implementation.
2. _____ Co-teaching implementation is compatible with existing values and beliefs.
3. _____ The school district is committed to co-teaching implementation.
4. _____ The school administration is committed to co-teaching implementation.
5. _____ The school faculty is committed to co-teaching implementation.
6. _____ Key personnel are clear on the basic goals of co-teaching.
7. _____ Key personnel are clear on their roles and responsibilities for co-teaching implementation.
8. _____ Teachers are committed to building and maintaining professional relationships.

Total _____

ARE THERE INCENTIVES FOR IMPLEMENTATION OF CO-TEACHING?

1. _____ Key personnel promoting co-teaching are respected and trusted.
2. _____ The school district is invested in implementation of effective co-teaching models.
3. _____ Teachers have a vested interest in implementation of co-teaching.
4. _____ The school environment promotes collaboration between general and special educators.
5. _____ General education teachers' attitudes toward co-teaching are generally favorable.

6. _____ Special education teachers' attitudes toward co-teaching are generally favorable.
7. _____ Parents' attitudes toward co-teaching are generally favorable.
8. _____ Teachers perceive that co-teaching offers benefits teachers.
9. _____ Teachers perceive that co-teaching benefits students with disabilities.
10. _____ Teachers perceive that co-teaching benefits students without disabilities.
11. _____ Teachers have a voice in implementation of co-teaching models.
12. _____ Teachers perceive that the expectations for co-teaching are realistic.

Total _____

DO KEY PERSONNEL POSSESS THE NECESSARY KNOWLEDGE AND SKILLS?

1. _____ Administrators have participated in professional development for co-teaching.
2. _____ Teachers have participated in professional development for co-teaching.
3. _____ Key personnel are committed to ongoing professional development for co-teaching.
4. _____ Teachers possess effective interpersonal communication skills.
5. _____ Barriers to implementation of effective co-teaching models are recognized.
6. _____ There is open, positive communication between general and special educators.
7. _____ General educators have basic knowledge and skills to work with students with disabilities.
8. _____ General educators appreciate the need for accommodations and modifications to the curriculum for students with disabilities
9. _____ Special educators are familiar with the general education curriculum and methodology.
10. _____ Special educators have the skills to suggest instructional strategies to meet unique student needs.
11. _____ Teachers are confident in their ability to meet the needs of students with disabilities through co-teaching service delivery.
12. _____ Co-teaching is currently occurring in elementary schools.
13. _____ Co-teaching is currently occurring in secondary schools.
14. _____ Current models represent effective co-teaching service delivery.
15. _____ Current co-teaching models provide a wider range of instructional alternatives than would be possible with just one teacher.

Total _____

ARE ADEQUATE RESOURCES AVAILABLE?

1. _____ District level support is available for co-teaching implementation.
2. _____ School administrators support co-teaching implementation.
3. _____ It is possible to balance classroom rosters with heterogeneous groups of students in co-taught classrooms.
4. _____ Teaching schedules provide the flexibility to implement effective co-teaching models.

Total _____

HAS AN ACTION PLAN BEEN DEVELOPED?

1. _____ There are clear district and school guidelines for implementation of co-teaching.
2. _____ An appropriate amount of time has been allowed between awareness and implementation of co-teaching.
3. _____ District level administrators are involved in planning for co-teaching.
4. _____ Building level administrators are involved in planning for co-teaching.
5. _____ Teachers are involved in planning for co-teaching.
6. _____ Parents are involved in planning for co-teaching.
7. _____ Information on co-teaching has been disseminated in the school district.
8. _____ Information on co-teaching has been disseminated within the school.
9. _____ The school structure provides the flexibility to accommodate co-teaching arrangements.
10. _____ The school schedule provides the flexibility to accommodate co-teaching arrangements.
11. _____ Mutual planning time has been scheduled for co-teaching.
12. _____ There is a plan for when and where co-teaching will occur in the school.
13. _____ There is a plan for scheduling students in co-taught classes within the school.
14. _____ There is a plan for monitoring student progress in co-taught classrooms.
15. _____ There is a plan for regular evaluation of co-teaching arrangements and implementation.

Total _____