Co-Teaching Reflection Tool

School   **Co-Teacher(s)**   **Date** Click here to enter a date.

PURPOSE: This tool is designed to assist co-teaching teams by facilitating reflection upon their co-teaching implementation in order to enhance or refine existing practices.

Directions-Part 1

In each of the category areas, each teacher should <u>individually</u> check the rating of **initiating**, **developing** or **sustaining** that best describes their **co-teaching team's** current status of collaborative implementation of co-teaching approaches. The categories included are planning, instructional environment, physical environment, discipline and school environment.

> <u>**Initiating**</u>: Two teachers have been assigned to the same classroom and have begun to develop a co-teaching partnership and establish responsibilities to be shared.

> <u>**Developing**</u>: Co-Teachers are sharing many responsibilities, modifying their thinking and implementing evidence-based co-teaching practices in an observable way.

> <u>**Sustaining**</u>: Co-Teachers consistently share responsibilities and collaboratively implement evidence-based co-teaching practices through seamless planning, delivery and assessment of instruction.

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Planning for Instruction and Assessment	• One teacher addresses the planning and adaptations necessary for students' specific needs including Universal Design for Learning • One teacher plans content delivery • Each teacher understands the outcome of the lesson and separately monitors student progress • Special education teacher plans for IEP implementation	• One teacher plans for instruction, assessment, behavior and integration of technology • One teacher adapts plans for students with disabilities instruction, assessment and behavior using Universal Design for Learning • Teachers plan to jointly deliver the lesson • One teacher monitors student progress and adjusts instruction accordingly	• Both teachers equally share in the lesson development appropriate to the approach of co-teaching utilized • Identification/alignment to and use of State Curriculum (SC) and/or Core Learning Goals (CLG) • Incorporation of modifications, accommodations, Universal Design for Learning and differentiation to address diverse learning needs • Planning for implementation of instruction and assessment aligned to the SC and individualized goals to be addressed for all students • Selection of appropriate instructional and assessment delivery, based on students' needs and content, including the integration of technology • Incorporation of classroom management procedures • Both teachers monitor student progress and adjust instruction accordingly
	• Teachers maintain separate gradebooks	• Teachers begin to develop a consistent grading policy	• Both teachers agree upon a consistent policy for grading and homework

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Instructional Environment	• Students are learning and engaged by only one teacher • Special educator only provides assistance to the students identified with disabilities and collects and analyzes data in isolation • One teacher's name is included on all written materials • Special educator develops assessments for students identified with disabilities and provides grades to the general educator.	• Students learn and engage more with one teacher than another • One teacher leads instruction while the other teacher only interjects, circulates and provides student support as needed • One teacher primarily communicates with students, parents, other teachers and administrators, regarding instruction, assessment and classroom management • One teacher's name is noted on the majority of information with occasional inclusion of the other teacher's name when it relates to specific students • One teacher develops assessments and collects and analyzes data • One teacher implements agreed upon policy for grading and homework	• All students learn and engage with both teachers • Teachers share equal status in instruction, assessment and classroom management, including data collection and analysis • Teachers share responsibilities such as: communicating with students, parents, other teachers, and administrators, regarding instruction, assessment and classroom management • Both teachers' names are listed on items such as the door, rosters, report cards, and written communication to parents • Teachers share responsibility for integrating technology into instructional delivery and assessment • Both teachers utilize a consistent policy for grading and homework

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Physical Environment	• Resources and materials are viewed as property of one teacher or the other • One teacher has no assigned area in the learning environment • No flexibility in use of space for co-teaching approaches and the encouragement of student movement for interactions	• Access to all materials in the work environment may be limited • Work space is shared but is somewhat limited • Space restricts selection of co-teaching approaches and appropriate student movement for interactions	• Both teachers have shared access to all resources and materials • Both teachers have appropriate and reasonable work space in the learning environment • Space allows for grouping and student movement for interactions in the implementation of the various co-teaching approaches

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
Discipline	• One teacher is responsible for establishing and communicating expectations • Each teacher disciplines a specified group of students • One teacher is solely responsible for implementing Behavior Intervention Plans • Students respond to one teacher only in regard to instruction and discipline • Teachers independently decide upon behavior practices to use within the classroom	• Some shared responsibility for establishing and communicating expectations • The majority of discipline is handled by one teacher • One teacher has primary responsibility to implement Behavior Intervention Plans • Students respond primarily to one teacher in regard to instruction and discipline • Teachers use some of the behavior practices within an existing school-wide approach	• Both teachers share responsibility for establishing and communicating expectations for all students • Both teachers ensure all students adhere to classroom expectations • Both teachers share responsibility to implement Behavior Intervention Plans • Students respond to both teachers equally in regard to instruction and discipline • Teachers use behavior practices consistent with any existing school-wide approach(es)

Co-Teaching Reflection Tool

	Initiating ☐	Developing ☐	Sustaining ☐
School Environment	• Minimal or no time for job embedded co-planning and co-teaching	• The schedule provides limited time for job embedded co-planning and co-teaching	• The schedule provides time for job-embedded co-planning and co-teaching
	• Few resources are provided including: scheduling, space, appropriate student grouping, instructional materials, and technology	• Limited resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology	• Needed resources are provided including: scheduling, space, appropriate student grouping, instructional materials and technology
	• Teachers work in isolation to address barriers or problems	• The environment provides some support for collaboration and problem-solving by staff	• The environment supports collaboration and problem-solving by staff
	• The school community does not embrace collaboration and co-teaching as an integral part of instruction and assessment	• Some members of the school community embrace collaboration and co-teaching as an integral part of instruction and assessment	• The school culture embraces collaboration and co-teaching as an integral part of instruction and assessment
	• Minimal or no professional development, including job-embedded professional development specific to co-teaching is provided	• Limited professional development specific to co-teaching including job-embedded professional development is provided	• High quality professional development specific to co-teaching is provided based upon teacher and student needs including job-embedded professional development
	• Feedback provided to co-teachers reflects limited or no understanding of the co-teaching framework and focuses more on one teacher than another	• Some feedback is provided to support enhancement of co-teaching and collaborative practices which reflects partial understanding of the co-teaching framework, but may focus more on one teacher than another	• Feedback and coaching is provided to support enhancement of co-teaching and collaborative practices as reflected in the co-teaching framework

Co-Teaching Reflection Tool

Directions - Collaborative Reflection

Complete the following section _collaboratively_ with your co-teaching partner. Begin by sharing your responses to Part I of the co-teaching reflection tool with your co-teacher. Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement. **_Reflection Tool Part 3_** may be helpful in recording your action plan that will guide your next steps in enhancing your co-teaching skills.

Co-Teaching Categories	Strengths	Areas for Improvement
Planning for Instruction and Assessment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Instructional Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Physical Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Discipline Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
School Environment Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		

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Directions Part 2- Instructional Delivery

In this section, you will *individually* describe your **team's** implementation of co-teaching approaches. Check the rating of sustaining, developing or initiating, that best describes your team's implementation of each co-teaching approach.

Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
1 Teach 1 Assist [1]	One teacher is responsible for teaching. One teacher circulates throughout the classroom providing unobtrusive assistance to students as needed.	• No co-planning occurs, although the lesson plan may be exchanged • No opportunity to switch roles-lead/assist • This approach is used exclusively • Special education teacher only assists students with disabilities	• Limited co-planning occurs, with one teacher developing the lesson separately • The same teacher leads predominately, while the other usually assists • This approach is used predominately • Students interact mostly with one teacher or the other teacher	• Co-planning occurs consistently • Each teacher has the opportunity to lead and to assist based on the instructional activity • This approach is used strategically • Both teachers share responsibility for maintaining the learning environment for all students • Special educator's role clearly reflects a focus on student's IEP needs

Co-Teaching Reflection Tool

Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Station Teaching[1]	Two teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently.	• Separate content is planned by each teacher and delivered at each station, although resources may be exchanged • One teacher makes all the decisions about objectives, skill development, pre-teaching, etc. • Students rotate through a series of stations that may not be closely related. • Teachers group students with disabilities separately	• Lessons are planned separately • Decisions regarding main objective, needed skill development, and pre-teaching for lesson are developed in isolation • Students rotate through two separate content stations and an independent/partner activity • Teachers group students without pre-determined criteria • Students with disabilities are unevenly distributed among groups	• Co-planning occurs consistently • Decisions for lesson, including main objective, needed skill development, and pre-teaching are collaboratively developed • Students rotate through two cohesive content stations and, if appropriate, a related independent/ partner activity • Teaching team uses pre-determined criteria to group all students, and students with disabilities are part of each group

Co-Teaching Reflection Tool

Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Parallel Teaching[1]	On occasion, students' learning would be greatly facilitated if they just had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both teaching the same information, but they divide the class group and do so simultaneously.	• Co-planning does not occur, but teachers may exchange materials and resources • Each teacher delivers different/unrelated content • Special educator has separate group for students with disabilities and teaches modified content	• Co-planning occurs sometimes but lessons are planned separately • One teacher is responsible for teaching grade level content • One teacher has a separate group for students with disabilities to teach content using a variety of instructional strategies	• Co-planning occurs consistently • Each teacher presents the same content to divided group using strategies designed to meet individual student needs • Teaching team uses pre-determined criteria to group all students, including students with disabilities • Students with disabilities are a part of each group

Co-Teaching Reflection Tool

Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Alternative Teaching[1]	In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.	• Co-planning does not occur • Special educator always leads smaller group • Small group is static and composed only of students with disabilities • This approach is the primary mode of instruction, so students with disabilities are usually working separately from the rest of the class	• Co-planning occurs sometimes • One educator predominately leads the large group • Small group is composed of students who are struggling with a particular concept or skill; grouping is adjusted periodically • This approach is used primarily or exclusively for remediation for acceleration of struggling students	• Co-planning occurs consistently • Both teachers share responsibility for leading smaller teaching groups • Small groups are formed flexibly and fluidly to address instructional needs • This approach is used creatively to address a variety of student needs, including remediation for acceleration, pre-teaching, and enrichment

Co-Teaching Reflection Tool

Co-Teaching Approach	Definition[2]	Initiating ☐	Developing ☐	Sustaining ☐
Team Teaching[1] **Interactive Teaching**	Both teachers are sharing the delivery of, and have equally active roles in leading the class. Both teachers are actively engaged in the delivery of core instruction.	• Co-planning occurs rarely, if ever • One teacher delivers all the content information • Special educator delivers only supplemental instruction, not core content instruction • Student Interactions are based on teacher roles (Special Educator or General Educator)	• Some co-planning occurs sometimes • One teacher (usually the general educator) delivers majority of core content • Each educator delivers a prescribed section of the lesson • Student interactions and engagement are primarily with the one teacher delivering content	• Extensive co-planning occurs consistently • Both teachers share delivery of core content to the entire class • Teachers use a "conversation" style to deliver instruction simultaneously • Student interactions with both teachers demonstrate cohesive delivery of instruction and promote high levels of student engagement • Special educator leads accountability for IEP monitoring

References

1   Adapted from Cook, Lynn and Friend, Marilyn, (2004). *Co-Teaching: Principles, Practices, and Pragmatics.* New Mexico Public Education Department, Quarterly Special Education Meeting, Albuquerque, NM. April 29, 2004

2   Adapted from Marilyn Friend, (2008). *Co-Teach!: A Handbook for creating and Sustaining Effective Classroom Partnerships in Inclusive Schools.*

Co-Teaching Reflection Tool

Directions Part 3-Collaborative Reflection

Complete the following section _collaboratively_ with your co-teaching partner. Begin by sharing your responses to Part 2 of the co-teaching reflection tool with your co-teacher. Compare your ratings (initiating, developing, or sustaining) and discuss your individual and team strengths and areas for improvement. **_Reflection Tool Part 3_** may be helpful in recording your action plan that will guide your next steps in enhancing your co-teaching skills.

__Instructional Delivery__	__Strengths__	__Areas for Improvement__
One Teach, One Assist Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Parallel Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Station Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Alternative Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
Team Teaching Teacher 1 rating: Choose an item. Teacher 2 rating: Choose an item.		
How many times in the average week do you use each instructional delivery approach?	Keeping in mind your current group of students and the skills and content you teach, are there one or more co-teaching approaches you would like to try, or to use more of, to enhance student achievement?	

Co-Teaching Reflection Tool

1 Teach 1 Assist Station Teaching Parallel Teaching Alternative Teaching Team Teaching	

Co-Teaching Reflection Tool

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Directions Part 3-Collaborative Reflection

Complete the following section _collaboratively_ with your co-teaching partner after sharing your responses to Parts I and/or 2 of the co-teaching reflection tool with your co-teacher. Based on the outcomes of your collaborative reflection, develop an action plan that will guide your next steps in enhancing your co-teaching skills.

Write one or more Co-Teaching Learning Goal(s):
Include your action steps to obtain your goal(s): [consider activities, preparation, implementation, outcome measures of success and timeline]
Please specify any external supports that may be needed to achieve your goal(s).

Co-Teaching Reflection Tool

Based upon your reflective discussion, list 3 focus areas of support/professional development that would be most helpful to you in achieving your co-teaching learning goal(s). A list of possible topics is on the next page; feel free to add your own as well.