

## EVALUATION OF CO-TEACHING

**Instructions:** You can evaluate your own co-teaching by completing this observation form. Mark the rubric to determine the developmental level of your co-teaching program. Are there components that you would like to change or improve? If you are not involved in a co-teaching arrangement, observe some teachers who co-teach and evaluate or interview them about their co-teaching?

	YES	NO	DK
<b>Cooperative Presence Cooperative Presenting</b>			
Have the adults volunteered to cooperatively teach together?			
Is cooperative teaching a part of one's scheduled teaching time?			
Are both adults simultaneously present in the same classroom?			
Are both adults actively involved when working together?			
<b>Cooperative Planning</b>			
Is there scheduled time for ongoing planning?			
Is planning considered a process rather than an event?			
Do both adults have input into the unit/lesson plan?			
Are the adults aware of each other's work style?			
Are ideas readily accepted by both adults?			
Is planning student-driven rather than text and coverage-driven?			
Are plans publicly displayed?			
Do both adults plan for ALL students?			
Is planning on-going throughout the week?			
Do students have input into the plan?			
Does planning involve "multiple" components?			
Will ALL students have cognitive access to the general ed curriculum?			
Is inclusive language (us, our, we) used throughout the planning process?			
<b>Cooperative Presenting</b>			
Are both voices heard during the teaching/learning process?			
Is the instruction significantly different when both adults are present?			
Is the instruction presented in a variety of ways (e.g., multiple pathways?)			
Are research-based strategies used during the teaching/learning process?			
Is interjecting of ideas a frequent teaching behavior?			
Are the adults using the entire physical space during the teaching/learning process?			

	YES	NO	DK
Do the adults change direct instruction teaching “places” during instruction?			
Is inclusive language (us, our, we) used during the teaching/learning process?			
Do both adults move around and come in physical contact with ALL students?			
<b>Cooperative Processing</b>			
Is time set aside to talk about their teaching relationships?			
Are relationship issues resolved amicably?			
Are relationship problems kept within the parties involved?			
Are adults reflecting about their teaching for ALL student outcomes?			
<b>Cooperative Problem-Solving</b>			
Is a process used for solving problems?			
Is the process used solution-focused?			
Are students involved in solving student-based problems?			
Is negotiation a skill that adults sometimes use to solve a problem?			
Are problems readily solved?			

What would you like to improve? Share the form and your assessment with your co-teacher. Do they agree?