

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

Co-Teaching Partners:
Content:

School:
Date Completed:

Division:

| | | | | | | |
|--|---|--|--|--|---|--|
| Tools and Resources to Assist with Reflections | (Suggestions: observation forms, student engagement data, teacher behavior data, SDI matrix plan or progress monitoring data, etc.) | | | | | |
| Components of Effective Co-Teaching | Step One | Step Two | Step Three | Step Four | Step Five | |
| Co-Teaching Basics | | | | | | |
| Co-Teaching Partnership Relationship Building TTAC WM Co-Teaching Consideration Packet – pp. 1-4 and 6-8 | Develop an understanding of the purposes and benefits (pp. 15 – 21) of co-teaching. (benefits within Co-Teaching: A Literature Review) | Through conversation and dialogue, co-teachers develop an understanding of their pedagogical philosophies. | Develop an understanding of the components involved with effective co-teaching (to include the co-teaching approaches) that mesh with your pedagogical philosophies. | Develop a joint plan of their classroom procedures and routines, roles and responsibilities. | Co-teachers may decide to formalize some aspects of their relationship by establishing contracts (See TTAC WM Co-Teaching Consideration Packet) | |
| Co-Planning for Student Success TTAC WM Co-Planning for Student Success Consideration Packet | Establish a co-planning time and honor that time (consistently and on a weekly basis) | Establish routine for the co-planning time focused on lesson planning, and providing for equal participation | Routine to include ongoing discussion about: 1) Successes and Challenges; 2) Big Ideas to be Taught; 3) Plan for Content Delivery; 4) a. Differentiation and UDL, b. SDI, and c. inclusion of accommodations, and supplementary aids and services; | Assign roles and responsibilities to complete prior to lesson delivery (equitably) | | |

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

**Co-Teaching Partners:
Content:**

**School:
Date Completed:**

Division:

| | | | | | | |
|---|---|--|--|---|---|--|
| | | | 5) Classroom management concerns; 6) Appropriate Co-Teaching Approaches for Delivery; and 7) Formative and Summative Assessment; in some cases, assessment will be considered earlier (Backward Design) | | | |
| Use of Variety of Co-Teaching Approaches TTAC WM Co-Teaching Consideration Packet – pp. 4 – 5 | Use one or two of the co-teaching approaches without small grouping or that does not reduce the teacher/student ratio – one teach/one observe, one teach/one assist, or team teaching | Use one of the co-teaching approaches that reduces teacher/student ratio – alternative, parallel, or station teaching | Connect the co-teaching approach with the lesson planning and content to be delivered; are aware of the appropriate yet limited times to use one teach/one observe (e.g. data collection), one teach/one assist, or team teaching | Use two of the co-teaching approaches that reduce student/teacher ratio and provide a rationale for the use of that approach with the instructional activity | Use all of the co-teaching approaches that reduce teacher/student ratio and provide a rationale for the use of that approach with the instructional activity | |
| Effective Instruction | | | | | | |
| Evidence-Based Instructional and Assessment Strategies (for all students) What Works Clearinghouse, National Center for Intensive Interventions | Investigate evidence-based instructional strategies and identify one EBIS to be used with appropriate content and appropriate match to student need | Include in the co-taught class lesson plan (e.g., SIM Learning Strategies , Orton-Gillingham Approach , Concrete-Representational-Abstract , Guided Instruction , COI seven methodologies – p. 20, LLI) | Implement the EBIS in the co-taught classroom and examine the evidence of fidelity of implementation (to include evaluation for practice adjustment) Deeper Learning for Students with Disabilities , Deeper Teaching | Implement a variety of EBIS with fidelity | | |

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

**Co-Teaching Partners:
Content:**

**School:
Date Completed:**

Division:

| | | | | | |
|---|---|--|--|--|---|
| <p>Classroom Management Through Positive Behavioral Supports (for all students)</p> <p>Supporting and Responding to Behavior: Evidence-based Strategies for Teachers</p> | <p>Develop an understanding of the purposes and benefits of positive behavioral supports</p> | <p>Investigate positive proactive classroom management supports</p> | <p>Include two or more positive proactive classroom management supports in the co-taught lesson plan and implement with fidelity (to include evaluation for practice adjustment)</p> | <p>Implement multiple (three or more) positive proactive classroom management supports with fidelity (to include evaluation for practice adjustment)</p> | <p>Develop a plan for the consistent use of the positive proactive classroom management supports incorporating the 5 to 1 feedback ratio</p> |
| <p>Use of Differentiation and Universal Design for Learning (for all students)</p> | <p>Examine student data for strengths and weaknesses, and determine the existing barriers to access to the general education curriculum and skill acquisition</p> | <p>Research Universal Design for Learning (UDL) and Differentiation; Comparison of Differentiation and UDL</p> | <p>Incorporate principles of UDL - multiple means of representation, action and expression, and engagement, as well as the principles of differentiation – content, process, and product, according to the student's readiness, interests, and learning profile into the lesson design and implement</p> | <p>Evaluate the effectiveness of the implementation of the principles of UDL and/or Differentiation applied within the lesson plan and delivery</p> | <p>Incorporate, evaluate, and adjust use consistently</p> |

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

**Co-Teaching Partners:
Content:**

**School:
Date Completed:**

Division:

| | | | | | | |
|--|---|---|--|---|---|--|
| <p><u>Flexible Groupings</u> (connected to EBIS and Co-Teaching Approaches Used)</p> | <p>Identify the purposes and benefits of flexible grouping (types, size, and independence level)</p> | <p>Based on data (academic or behavioral) or instructional design, implement one plan for grouping</p> | <p>Implement two plans for groupings based on data (different composition)</p> | <p>Implement three or more plans for groupings based on data (different composition)</p> | | |
| <p>Delivery of <u>Specially Designed Instruction</u> (SDI) to Address the IEP Goals Active in the Classroom</p> | <p>Identify the IEP goals and include them in the lesson plan (matrix as part of the lesson plan)</p> | <p>Identify strategies and plan for the delivery of SDI in relationship to instructional design, co-teaching approaches, and EBIS <u>Specially Designed Instruction within a Multi-tiered System of Support</u></p> | <p>Implement the plan for delivery of SDI</p> | <p>While implementing, evaluate the effectiveness of the instruction through progress monitoring of outcomes and adjust practice when necessary</p> | | |
| <p>Plan for Acceleration of Learning</p> | <p>Understand what the concept of acceleration of learning is and how it may be used within the instructional process</p> | <p>Identify the current content knowledge level of each student; where he or she is vs. where he or she is could be using matched strategies and high expectations</p> | <p>Establish rigorous student goals with high expectations in mind to close learning gaps and move learning forward.</p> | <p>Identify strategies, tools, and resources needed to accelerate movement of student learning</p> | <p>Develop and implement a plan for expected progress and a method to progress monitor/evaluate the program at appropriately identified intervals</p> | |

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

Co-Teaching Partners:
Content:

School:
Date Completed:

Division:

| | | | | | |
|--|--|--|--|---|--|
| | | | | | |
| Accommodations, and Supplementary Aids and Services | A chart is created by the Special Education case manager for students with IEPs and 504 Plans for distribution with the student's team of teachers and other professionals | The information is shared with the students' teachers and other professionals and those receiving the information acknowledge receipt of the information | Appropriate testing accommodations and supplementary aids are provided/implemented within the co-taught classroom. | a. Collect data to evaluate the appropriateness and usage of the accommodation based on individual student need; b. scheduled an IEP meeting to discuss the findings of the data collection; c. adjust practice according the IEP team decisions based on the data collected. | |

Personal Reflections

First Reflection Date: _____

What supports have we received to date around implementation of effective co-teaching practices?

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

Co-Teaching Partners:

School:

Division:

Content:

Date Completed:

After implementation of noted areas on the framework, what has gone well for us?

What barriers have we experienced (academic, behavioral, and socio-emotional)? What is our plan for overcoming these barriers?

Based upon available data, what areas require additional tiered supports or tiered instruction? Is additional data required?

How is SDI provided within our co-taught classroom?

Second Reflection Date: _____

What supports have we received to date around implementation of effective co-teaching practices?

Have all students in our classroom demonstrated academic growth after implementation of the noted co-teaching components? What additional supports do we need to continue growth for students?

What barriers have we experienced (academic, behavioral, and socio-emotional)? What is our plan for overcoming these barriers?

How is SDI provided within our co-taught classroom? Have the outcomes matched our expectations? If not, what changes need to happen?

In what areas have we demonstrated the most growth in implementation of effective co-teaching practices? What evidence supports our growth?

Third Reflection Date: _____

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.

Components of Effective Co-Teaching: A Co-Teachers' Self-Reflection Tool*

Co-Teaching Partners:

Content:

School:

Date Completed:

Division:

What supports have we received to date around implementation of effective co-teaching practices?

Have all students in our classroom demonstrated academic growth after implementation of the noted co-teaching components? What additional supports do we need to continue growth for students?

What barriers have we experienced (academic, behavioral, and socio-emotional)? What is our plan for overcoming these barriers?

With the delivery of SDI within our co-taught classroom, have outcomes matched our expectations? Did students master their IEP goals? Were accommodations successfully implemented within the co-taught classroom?

In what areas have we demonstrated the most growth in implementation of effective co-teaching practices? What evidence supports our growth?

From our experiences this school year with co-teaching, what are our celebrations? In what areas would we like to improve?

What are some lessons learned from this school year's co-teaching experience? What might we do differently?

Stowe, M. M. and Lorio-Barsten, D. (2017). Training and Technical Assistance Center at William & Mary

*Disclaimer: This tool is not intended to be used as an evaluative instrument.