

Coteaching Look-Fors

Positive Classroom Environment

- ✓ Classrooms reflect the natural proportion of students with disabilities
- ✓ Students are in flexible, heterogeneous groups
- ✓ All adults respond respectfully to each other and to students
- ✓ Students are given opportunities to make personal connections to their learning
- ✓ Teachers use a variety of strategies to keep students actively engaged in a lesson

Collaborative Planning

- ✓ There is evidence of preplanning that addresses the curriculum
- ✓ Cooperative learning activities are used within a lesson (with preplanned grouping consideration)
- ✓ Class time is used effectively
- ✓ Both adults implement behavioral supports when appropriate

Evidence of Parity

- ✓ All adults are actively engaged in the instructional process
- ✓ Paraprofessionals are included as responsible contributors to the entire class
- ✓ Both teachers share responsibilities for classroom management
- ✓ Both teachers respond to student requests for assistance
- ✓ Both teachers provide feedback to students
- ✓ Students ask both teachers for assistance
- ✓ The names of both teachers are displayed in the classroom/on the door

Instructional Best Practices

- ✓ Teachers differentiate for variety of learners' needs through content, process, product, affect and/or environment
- ✓ Teachers use a variety of active student strategies designed to reach and engage all learners for instruction
- ✓ Teachers group and re-group students for instruction on the basis of learner styles, abilities, interests, and instructional focus, not on the basis of ability alone
- ✓ Cooperative learning activities are used within a lesson (with preplanned grouping consideration)
- ✓ Teachers use structured peer support strategies in classes for enhancing social, behavioral, and academic performance
- ✓ Learning strategies to help students overcome academic challenges are explicitly taught
- ✓ Both teachers are involved in checking for learning

Accommodations and Modifications

- ✓ Students use accommodations to include Assistive Technology in classrooms as needed for meaningful participation in instructional activities on an on-going basis
- ✓ Accommodations for participation in assessments are incorporated into all instructional activities on and on-going basis
- ✓ Both teachers show evidence of making teaching accommodations based on student needs
- ✓ Print and other instructional materials and activities show evidence of accommodations for students with special needs

Coteaching

- ✓ Instructional staff select coteaching methods on the basis of student need and curriculum content when two adults are instructors in the class
- ✓ Teachers use a variety of coteaching models:
 - ❖ Team teaching (shared instruction)
 - ❖ Parallel teaching (2 groups, same content)
 - ❖ Station Teaching (rotation between groups of different content)
 - ❖ Alternate teaching (separate group, different content)
 - ❖ One lead, one support
- ✓ Teachers interact with each other during instruction in ways that further the instructional goals of the lesson