

Co-Teaching "Look-Fors"

Positive Classroom Environment

- *Classrooms reflect the natural proportion of students with disabilities (not to exceed 15%)
- *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
- *Teacher 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 student overcome academic challenges are explicitly taught
- *Both teachers are involved in checking for learning

Accommodations/Modifications

- *Students use accommodation 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 an 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

Co-Teaching

*Instructional staff select co-teaching methods on the basis of student need and curriculum content when two adults are instructors in the class

*Teachers use a variety of co-teaching models

Team teaching (shared instruction) Parallel teaching (2 groups, same content) Station teaching (rotation between groups of Alternate teaching (separate group, different different content) One lead, one support

*Teachers interact with each other during instruction in ways that further the instructional goals of the lesson

Paulina Masick, Supervisor, DSBSES Integrated Reform Initiatives Spring 2008 Deborah Taylor, Supervisor, DSES Montgomery County Public Schools