

FIGURE 9.1

CTSS Co-Teaching Core Competencies Observation Checklist

General Educator: _____ Special Service Provider: _____ Date: _____		
Observer: _____ Grade: _____ Content Area: _____ Period/Room: _____		
School: _____ Term: _____ Start: _____ End: _____		
LOOK FORS		Rating Score
4.5 Two or more professionals working together in the same physical space.	<p><i>0 = Only one adult; two adults not communicating at all; class always divided into two rooms.</i></p> <p><i>1 = Two adults in same room, but very little communication or collaborative work.</i></p> <p><i>2 = Two adults in same room; both engaged in class and each other (even if not perfectly).</i></p> <p><i>3 = Two adults collaborating together well in the same room.</i></p>	
9.5 Classroom environment demonstrates parity and collaboration (both names on board, sharing materials and space).	<p><i>0 = No demonstration of parity/collaboration; room appears to belong to one teacher only.</i></p> <p><i>1 = Some attempt at parity; both adults share a few materials and general space.</i></p> <p><i>2 = Parity exists; adults share classroom materials.</i></p> <p><i>3 = Clear parity; both names on the board/report card; two desks or shared space; obvious feeling from teachers that it is "our room."</i></p>	
11.6 Both teachers begin and end class together and remain in the room the entire time.	<p><i>0 = One adult is absent or late; adults may leave room for times not related to this class.</i></p> <p><i>1 = One adult may be late or leave early or may leave for brief time.</i></p> <p><i>2 = One adult may be late or leave early, but for remaining time they work together.</i></p> <p><i>3 = Both adults begin and end together, and are with students the entire time.</i></p> <p><i>Note: If adults have planned to use a regrouping approach (e.g., "parallel") and one adult takes a group of students out of the room (e.g., to the library), that is perfectly acceptable.</i></p>	
8.6 During instruction, both teachers assist students with and without disabilities.	<p><i>0 = Adults are not helping students or are only helping "their own" students.</i></p> <p><i>1 = There is some helping of various students, but at least one adult primarily stays with a few of "their own."</i></p> <p><i>2 = Both adults are willing to help all students, but students seem to have one adult they prefer to work with.</i></p> <p><i>3 = It is clear that both adults are willing to help all students and that students are used to this.</i></p>	
9.6 The class moves smoothly, with evidence of co-planning and communication between co-teachers.	<p><i>0 = Little to no prior planning is evident.</i></p> <p><i>1 = All planning appears to have been done by one adult.</i></p> <p><i>2 = Minimal planning is evident; most appears to have been done by one adult.</i></p> <p><i>3 = It is clear that both adults are comfortable with the lesson and know what is supposed to happen.</i></p>	
8.8 Class instruction and activities proactively promote multiple modes of representation, engagement, and expression (universal design for learning—UDL).	<p><i>0 = There is no evidence of universal design; all students are expected to do the same thing.</i></p> <p><i>1 = There is minimal evidence of universal design; limited opportunities for choice in how students learn, engage, and show what they've learned.</i></p> <p><i>2 = There is some evidence of universal design; some opportunities for choice in how students learn, engage, and show what they've learned.</i></p> <p><i>3 = The class was universally designed; opportunities for choice in how students learn, engage, and show what they've learned were well selected.</i></p>	
3.7 Differentiated content and strategies, based on formative assessment, are used to meet the range of learning needs.	<p><i>0 = There is no evidence of differentiation of instruction in the classroom.</i></p> <p><i>1 = There is minimal differentiation; most differentiation appears to be focused on groups rather than individuals.</i></p> <p><i>2 = Some differentiation is evident for individuals or groups.</i></p> <p><i>3 = It is clear that adults consider individual students' needs and regular use of differentiation is evident.</i></p>	

LOOK FORS		Rating Score
8.13 Technology (to include assistive technology) is used to enhance accessibility and learning.	<p>0 = There is no evidence of technology use.</p> <p>1 = There is limited use of technology.</p> <p>2 = Technology provides students with access and is used intermittently or sporadically.</p> <p>3 = Multiple technologies are utilized to make materials and content accessible and are used regularly.</p>	
5.7 A variety of instructional approaches (five co-teaching approaches) are used, including regrouping students.	<p>0 = Students remain in large class setting and adults use one teach, one support with one adult primarily in lead.</p> <p>1 = Adults rely solely on one teach, one support or team teaching.</p> <p>2 = Adults regroup students (using alternative, parallel, or station) at least once.</p> <p>3 = Adults use more than one of the five approaches (Friend & Cook's one teach, one support; team, parallel, station and alternative); at least one of the approaches involves regrouping students.</p> <p>Note: If teachers have been observed using other approaches in the past, and only one approach is observed today (e.g., station), it is acceptable to recall previous observations and give a 2 for using a variety of approaches as adults have demonstrated competency.</p>	
2.7 Both teachers engage in appropriate behavior management strategies as needed and are consistent in their approach to behavior management.	<p>0 = There is no obvious plan for behavior management, nor do adults appear to communicate about how they are approaching class management; possibly inappropriate class management.</p> <p>1 = Very little classroom management; mainly conducted by one teacher.</p> <p>2 = Behavior management strategies are utilized, but there is very little clear evidence of how adults have communicated about their use.</p> <p>3 = It is evident that adults have discussed how they will approach classroom/behavior management and adults are consistent in their approach.</p>	
11.3 It is difficult to tell the specialist from the general educator.	<p>0 = Observer could easily determine who was the general educator/specialist by their language/roles/lack of parity.</p> <p>1 = Teachers kept traditional roles in the classroom, but shared or switched roles once or twice.</p> <p>2 = Teachers worked at having parity in the class and shared most roles and responsibilities.</p> <p>3 = Adults shared the roles and responsibilities in the classroom and observer would not be able to tell who was the general educator/specialist.</p>	
1.6 It is difficult to tell the special education students from the general education students.	<p>0 = Observer could easily determine who were the general education or students with special needs by their lack of integration (e.g., students at back or separated from class).</p> <p>1 = There was some inclusion of most students in most activities.</p> <p>2 = There was a clear attempt at inclusion of all students for most activities.</p> <p>3 = All students were included and integrated seamlessly into all activities, even when adaptations were needed.</p>	
LOOK FORS TOTAL		
Notes:		

Continued on next page

LISTEN FORS		Rating Score
9.10 Co-teachers use language (“we”; “our”) that demonstrates true collaboration and shared responsibility.	<p><i>0 = Adults do not communicate with each other.</i></p> <p><i>1 = Adults use “I” language frequently (e.g., “I want you to . . .” or “In my class . . .”), lacking parity.</i></p> <p><i>2 = Adults attempt to use “we” language and include each other, but it is clear that one adult is more used to “ruling” the class.</i></p> <p><i>3 = Adults clearly use “we” language (e.g., “We would like you to . . .”), showing that they both share the responsibility and students know they are equally in charge.</i></p>	
5.9 Communication (both verbal and nonverbal) between co-teachers is clear and positive.	<p><i>0 = Little to no communication is evident.</i></p> <p><i>1 = Communication is minimal, directive, or negative.</i></p> <p><i>2 = Limited communication, but it is positive in nature.</i></p> <p><i>3 = Both adults communicate regularly as class progresses and are respectful and positive.</i></p>	
1.8 Co-teachers phrase questions and statements so that it is obvious that all students in the class are included.	<p><i>0 = Class is very teacher-directed, with little involvement by students.</i></p> <p><i>1 = Questions/statements are general and not inclusive of all students.</i></p> <p><i>2 = Most statements/questions are phrased to encourage participation from a variety of students.</i></p> <p><i>3 = A clear attempt is made by both adults to engage all students through the use of a variety of types of questions and statements.</i></p>	
1.9 Students’ conversations evidence a sense of community, including peers with disabilities and from diverse backgrounds.	<p><i>0 = Students do not talk to one another during class.</i></p> <p><i>1 = Specific students appear to be excluded from the majority of student interactions.</i></p> <p><i>2 = Most students appear to be included in the majority of student interactions.</i></p> <p><i>3 = It is evident from the students’ actions and words that all students are considered an equal part of the class and are included in all student interactions.</i></p>	
8.16 Co-teachers ask questions at a variety of levels (basic recall to higher-order thinking) to meet all students’ needs.	<p><i>0 = Adults do not use questions and most instruction is directive.</i></p> <p><i>1 = Questions are almost all geared just to one level (to the middle or “watered down”).</i></p> <p><i>2 = Teachers use closed and open questions at a variety of levels in a general manner.</i></p> <p><i>3 = Closed and open questions are asked at a variety of levels in a way that demonstrates they are able to differentiate for specific students in order to ensure maximum (appropriate) levels of challenge.</i></p>	
LISTEN FORS TOTAL		
Notes:		

	ASK FORS*	Rating Score	Circle Evidence
7.2 Co-Planning	<p>0 = There is no evidence that this team co-plans. Most planning, if done at all, is done by one teacher.</p> <p>1 = This team rarely co-plans and communicates primarily on the fly.</p> <p>2 = This team co-plans at irregular times, but does try to integrate both teachers' perspectives when possible.</p> <p>3 = This team co-plans its lessons and integrates both teachers' areas of expertise to the maximum extent possible.</p>		<p>Lesson Plans</p> <p>Modified Materials</p> <p>Letters Home/Syllabi</p> <p>S.H.A.R.E. Worksheets</p> <p>Problem-Solving Worksheets</p> <p>Other:</p>
8.5 Co-Instruction: Parity	<p>0 = There is no evidence that this team co-instructs. One teacher is clearly responsible, as evidenced in documentation/plans, etc.</p> <p>1 = One teacher is clearly "lead"; however, the other does have intermittent areas of responsibility.</p> <p>2 = Both teachers are provided turns in co-instruction.</p> <p>3 = Teachers are comfortable in any role and roles are interchanging and fluid throughout the lesson plan.</p>		<p>Lesson Plans</p> <p>Behavior Documentation</p> <p>Tiered Lessons</p> <p>Class Notes</p> <p>Other:</p>
8.1 Co-Instruction: Grouping	<p>0 = There is no evidence that this team regroups during instruction. Whole group instruction is the norm.</p> <p>1 = At irregular times and for very specific activities, this class is regrouped into smaller groups.</p> <p>2 = Cooperative learning is used in class regularly and small groups are used at least once a week.</p> <p>3 = Whole group and regrouping approaches are used to match learning needs. Teachers clearly use regrouping regularly and are comfortable with a variety of the co-instructional approaches.</p>		<p>Lesson Plans</p> <p>Behavior Documentation</p> <p>Tiered Lessons</p> <p>Class Notes</p> <p>Other:</p>
1.2 Co-Instruction: Differentiation	<p>0 = There is no evidence that this team differentiates for the class. All lessons appear created so that students are expected to do the same things.</p> <p>1 = Minimal evidence demonstrates differentiation. What is available appears to focus on one or two specific students for limited activities or events (e.g., read test to Johnny).</p> <p>2 = Teachers appear to integrate differentiated instruction, content, and assessments into some lessons.</p> <p>3 = Teachers regularly include differentiated instruction, content, and assessments into their lessons. They clearly consider the needs of all students.</p>		<p>Lesson Plans</p> <p>Behavior Documentation</p> <p>Tiered Lessons</p> <p>Class Notes</p> <p>Other:</p>
6.1 Co-Assessment	<p>0 = There is no evidence that this team co-assesses. One teacher is in charge of the grades and gradebook.</p> <p>1 = Teachers talk about assessments at times, but each teacher is primarily in charge of his or her "own" students.</p> <p>2 = Teachers use differentiated assessments occasionally and are willing to share responsibility for grading.</p> <p>3 = Teachers share responsibility for creating assessments, grading, and for students' overall success. Differentiated assessments are created when needed, and both teachers are comfortable with adaptations.</p>		<p>Grade Book</p> <p>Modified Assignments</p> <p>Individual Grading Reports</p> <p>Other:</p>
Notes:		ASK FORS TOTAL	
		GRAND TOTAL	
<p>0–29 Not Yet Co-Teaching 30–45 Emerging Co-Teaching 46–52 Developing Co-Teaching 53–59 Proficient Co-Teaching</p> <p>60–66 Master Co-Teaching</p>			

*See adapted growth ranges (Figure 4.4) if Ask Fors were not included in analysis.

Murawski, W.W., & Lochner, W.W. (2015). Co-Teaching Solutions Systems (CTSS) Observation Checklist. 2 TEACH LLC: Winnetka, CA.