

Virginia Department of Education
Excellence in Co-Teaching Initiative

Quality Indicators of Co-Teaching Self-Assessment

Share this assessment with your TTAC facilitator to inform TTAC support to your school.

Administrator/Teacher: Click or tap here to enter text.

Date: Click or tap here to enter text.

Co-Teachers & Administrators:

Review the list of Quality Indicators of Co-Teaching. Indicate your perception of implementation of each indicator in your school/classroom at this time by putting an **X** in the box under the appropriate symbol. Use the following key:

☒ **Fully Implemented**

☐ **Evolving**

☐ **TTAC Assistance Needed**

Discuss your results with your TTAC facilitator, who will retain your self-assessments to inform TTAC support for the year.

1. Administrative Support

☒ ☐ ☐

			1. A mission and vision have been established and communicated regarding co-teaching.
			2. A thoughtful process is in place for assigning co-teachers.
			3. Administrators have defined and shared their expectations with co-teachers, including roles and responsibilities.
			4. Professional development in co-teaching has been provided to co-teachers jointly; resources also have been provided (books, videos, etc.).
			5. Common planning time is provided in the master schedule and honored by administrators (teachers not pulled from planning for other duties).
			6. The master schedule is completed, with teacher assignments, in a timely manner to ensure time for co-teachers to begin collaboration and co-planning (typically before the end of the previous school year).
			7. Students with disabilities are scheduled by IEP into heterogeneous co-taught classes.
			8. Resources (personnel, materials, time) are committed to implementing and sustaining the co-teaching model.

			9. A system is in place for co-teachers to access administrative support when needed.
--	--	--	---

2. Interaction of Co-Teachers



			1. Co-teachers utilize planning time provided in the schedule to work collaboratively.
			2. Co-teachers collaboratively engage in long-range (course/semester) and short-term co-planning (unit/lesson).
			3. Co-teachers demonstrate collaborative practices: parity of roles, shared responsibility for academic and nonacademic demands, shared responsibility for establishing and maintaining classroom management, and shared accountability for student outcomes.
			4. Co-taught classrooms have an obvious feeling of collaboration and community.
			5. Co-teachers demonstrate evidence-based practices for instruction and behavior management, and use of a variety of co-teaching models.
			6. Accommodations/modifications are implemented in the co-taught classroom.
			7. There is ongoing measurement of student performance and use of formative and summative data to inform instruction.

3. Evaluation of Co-Teaching Effectiveness



			1. Administrators observe co-taught classes and planning sessions and provide feedback.
			2. Evaluators (administrators, supervisors, etc.) have received specialized training for evaluating co-teaching partners.
			3. Administrators and teachers analyze co-teaching's effect on attendance, discipline and referral statistics, achievement, SOL performance, and other measures of success.

If common planning time is not currently provided in the master schedule, when/how are co-taught lessons planned by the team?

Click or tap here to enter text.

Additional Comments:

Click or tap here to enter text.

-adapted from the Quality Indicators of Co-Teaching in the Texas Co-Teaching Guidelines