

Collaborative Teaching Checklist

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| ☐ Classroom Supported by Teacher | ☐ Classroom supported by Collaborative Teacher |
| ☐ Classroom Supported by Teacher Assistant | ☐ Classroom supported by Support Facilitation |
| ☐ Classroom supported by both Teacher and Teacher Assistant | |

Models:
☐ One Teach One Observe One Teacher instructs while a teacher or TA observes students and collects data.
☐ One Teach, One Assist One teacher instructs large group while the second teacher or TA circulates through the room providing unobtrusive assistance to students as needed.
☐ Parallel Teaching Each teacher or TA teaches the same information, but they divide the class group and conduct the lesson simultaneously.
☐ Station Teaching The teachers divide the content and the students. The students rotate to stations that teachers and assistants facilitate. There may also be additional independent work stations.
☐ Team Teaching: Both teachers are delivering the same instruction at the same time. This implies that each speaks freely during large-group instruction and moves among all the students in the class. Instruction becomes a conversation, not turn-taking.
☐ Alternative Teaching: One teacher teaches a majority of the class while one teacher or TA instructs a small group. The large group completes the planned lesson while the small group either completes an alternative lesson or the same lesson taught at a different level or for a different purpose.
☐ One Teach - One Sit: One teacher or TA is not involved in instruction of students and data collection. <i>Note: Any of these models may take an entire class period, or might be used for just a few minutes at the beginning or end of a lesson.</i>

Parity

- ☐ Both teachers or teacher assistant interject ideas for presentation and clarification of lesson content.
- ☐ Both teachers or teacher assistant have contact with all students. Students with IEPs are not isolated.
- ☐ Both teachers or teacher assistant move around the room and come in contact with all students.
- ☐ Both teachers or teacher and teacher assistant are actively involved in lesson presentation, class discussions, and assessment practices.
- ☐ Inclusive language is used by both teachers or teacher and teacher assistant (e.g. "us", "our", "we").
- ☐ Both teachers are engaged in classroom management
- ☐ Both teachers share and use classroom space

Elements of Instructional Design (Add Observed, Not Observed, Evidenced in Discussion)

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- ☐ Lesson criteria or goal is explained to students.
- ☐ Formative assessment is used to gauge student progress during the lesson.
- ☐ The lesson is adjusted during class in response to formative assessment.
- ☐ Accommodations for individuals or groups of students are evident. (A change that helps a student overcome or work around the disability.)
- ☐ Modifications for individuals or groups of students are evident. (A change in what is being taught to or expected from the student)
- ☐ Differentiated Instruction: The lesson is being adjusted to meet the diverse needs of all the students in the classroom.
- ☐ It is evident that data was analyzed and used to design the lesson.
- ☐ Flexible Grouping: It is evident data is used to determine student grouping in the context of the lesson.
 - ☐ Whole Group
 - ☐ Small Groups
 - ☐ Individual