

Reflective Questions for Co-Teaching Teams

Where does our team fall on a continuum in each of the various areas?

minimal effectiveness

maximum effectiveness

Area	Guiding questions/thoughts/examples
<p>Level of Engagement Students</p> <p>Adults</p>	<p>How engaged are the students? What else can we do to keep them more engaged? Vocal qualities Role switching Debating Group work Paper tasks</p> <p>Are there times when one adult is underutilized? Are all adults feeling fully utilized? Are there talents that are not tapped into? When one is leading, what are things the other adult(s) can be doing? How comfortable/confident are we with our roles?</p>
Differentiation	<p>How are we adapting? Are we addressing IEP goals? Are we addressing the needs of students who are ready for more? Are we teaching the necessary “access skills” as well as curricular content? Do we have the planning time to accomplish differentiation? Is our planning time structured to facilitate our goals?</p>
Environment	<p>Does the physical layout of the room support co-teaching? Are we using technology in an interactive manner? Are there ways that one or both adults could use technology in the class that may not be possible in a solo class? Do our handouts/tests, etc incorporate adaptations such as font choice and type size? What message does the classroom send about the roles of the adults? i.e. Mr. Jones’ Class or Mr Jones’ and Ms. Smith’s class Do we have a duplicate sets of books, amplification devices, etc.? Do we use “our” language vs. “my” language?</p>