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| Three stage co-teaching developmental self-assessment rubric: Advancing your co-teaching practice through eight instructional componentsDeveloped and action researched by Sonya Heineman Kunkel and Julie Giaccone, 2009. Page 1 |
|  | **Communication***Entails the use of verbal skills, nonverbal skills, and social skills* | **Physical Arrangement***Placement & arrangement of materials, students, and teachers* | **Instructional Presentation***Presentation of lessons and structuring of classroom activities* | **Classroom Management***Rules and routines, consistent expectations, community and relationship building* |
| **Stage 1:***Level 1* *Co-teaching* | * guarded communication
* communication styles may clash
* lack of openness
* some dissatisfaction may be apparent
* "overly polite"
* issues of concern are ignored or not addressed due to a fear of conflict
* have begun parity conversation
 | * students with disabilities are seated together
* impression of separateness
* class is always in rows
* little ownership of materials or space by special educator
* special educator does not feel free to access or share materials; asks permission
* special educator brings own materials
* feeling of a classroom within a classroom
* special educator remains in a quiet location waiting for an opportunity to interact
* special educator usually sits by student with disabilities
 | * teachers often present separate lessons, often with only one presentation made by one teacher
* one teacher assumes role of "boss", "holding chalk" while the other teacher assumes the role of the "helper"
* presentations tend to be "traditional" in nature
 | * special educator assumes role of "behavior manager” so the general educator can 'teach'
* rules and routines have not been co-founded, one teacher's system is being utilized
* management strategies were not discussed or agreed upon, are done "on the fly" as needed
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| **Stage 2:***Transition* | * increased openness
* more interactive
* increased in amount of communication
* beginnings of give and take of ideas
* beginning signs of respect for differing communication styles
* use of “plural language” (we)
* use of conflict mediator
* parity/roles have been established
 | * special educator begins to move more freely throughout classroom
* evidence of shared space between professionals
* professionals begin to share materials
* special educator rarely takes center stage in classroom, especially during instruction
* class is predominately in rows, desks are moved occasionally
* students' seating arrangements become intentionally interspersed throughout classroom for whole group instructions
* all students participate in cooperative grouping
 | * lesson structuring and presentation begins to be shared by both teachers
* both teachers direct some of the activities
* often the special educator offers mini-lessons or clarifies strategies
* presentations begin to vary in instructional style, learning style, and differentiated practices
* “chalk" passes freely between teachers
 | * increased communication and mutual development of rules and routines
* favor tends to rest with group approaches to management and not with individual behavior plans
* grouping configurations are used occasionally, some kinesthetic activities are offered each unit
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| **Stage 3:***Level 2* *Co-teaching* | * use of humor in communication
* modeling of EFFECTIVE communication styles for students including: ways to listen, communicate, problem solve, and negotiate
* use of non-verbal communication, including use of signals
* teachers can finish each other's sentences
* both teachers communicate freely
* use of mini conferences to adjust lessons – ongoing
* regularly check on communication and comfort during planning sessions
 | * teachers are more fluid in their positioning in the classroom
* both teachers control/utilize space and are cognizant of each other's position in the room
* environmental strategies are used regularly
* teachers' fluid movement is unplanned and natural
* student desks are moved regularly for grouping purposes
* definite feeling of shared ownership of classroom and teachers' space
 | * both teachers comfortably participate in the presentation of the lesson, provide instruction, and structure the learning activities
* students address questions and discuss concerns with both teachers
* flexible small group instruction like station or parallel groups are the predominate configurations used for instruction
* strategies, differentiated instruction, intelligences, tiered lessons, learning styles instruction embedded throughout lesson regularly
* IEP strategies are embedded as specialized instruction in the general education classroom
 | * both teachers are involved in developing and implementing a classroom management system
* individual behavior plans, use of contracts, tangible rewards, and reinforcers, as well as community building and relationship building activities are common
* *Positive Behavioral Supports* are evident on an on-going basis
* proactive and communication strategies allow a positive learning environment for all students
* teaching in flexible groups with the use of kinesthetic activities is the instructional norm on a daily basis
* small flexible groups include instruction in pragmatic, social and cooperative learning skills
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|  | **Curriculum Familiarity & Differentiation***Competency and confidence with the general education curriculum by both teachers* | **IEP Goals, Modifications and Specialized Instruction***Planning of the specific goals, objectives, accommodations, and modifications* | **Instructional Planning***Involves the on-the-spot, day-to-day, week-to-week, and unit-to-unit planning of coursework* | **Assessment/Data/Progress Monitoring***Developing systems of evaluation, adjusting standards and expectations, maintaining course integrity, using data to improve conditions and opportunities* |
| **Stage 1:***Level 1* *Co-teaching* | * special educator is unfamiliar with content or methodology used by general educator
* lack of curricular knowledge creates lack of confidence in both teachers
* general educator feels reluctant to "hand over the chalk" to educator
* special educator feels it's difficult to make suggestions for accommodations & modifications
* special educator and general educator
* do not exchange materials regularly or in a timely fashion
 | * programs are driven by textbooks and standards
* IEP goals are addressed elsewhere (not in the general education classroom)
* modifications & accommodations are restricted to only those students with IEP's
* modifications are perceived as "watering down" the curriculum
* special educator is viewed as "helper" in the classroom
* there is little interaction between co-teachers regarding modifications to curriculum
* general educators may not realize that some students require modifications to content and they are responsible for these modifications too
 | * planning is rare and "on the fly”
* separate curriculums do not parallel each other
* the general educator teaches the group, the special educator assumes the role of helper
* the special educator works predominantly with students with disabilities
* only one teacher has a set of plans or materials
* level 1 co-teaching options are the norm
 | * two separate grading systems, separately maintained
* sometimes one grading system exclusively managed by general educator
* measures for evaluation are objective and solely examine the student's knowledge of content
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| **Stage 2:***Transition* | * confidence with curriculum grows
* general educator is more willing to modify the curriculum or accept modifications from special educator
* both teachers share accommodation and modification responsibilities
 | * general educator accepts accommodations, but prefers not to modify
* the lesson in the co-taught classroom mirrors the same routine and instructional procedure as the other general education class
* differentiated instruction is used occasionally
* learning strategies are added in occasionally
 | * there is more give and take in the planning process
* increase in time spent planning together
* plans are made explicating outline both teachers roles in the classroom (and paraprofessional roles are applicable)
* occasionally use level 2 options over the course of the week
 | * teachers begin to explore alternate assessment ideas
* teachers begin to discuss how to effectively capture the students' progress
* more performance measures of assessment are being used
* data is collected by one co-teacher
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| **Stage 3:***Level 2* *Co-teaching* | * both teachers appreciate the specific curriculum competencies that each bring to the content area
* all aspects of teaching are now jointly and comfortably shared
* demonstrated balance between curriculum and IEP objectives needed strategies
* conversation and decisions have been made by the teachers regarding roles when curriculum familiarity is in question
* modifications are available to ANY student that needs them
 | * both teachers are able to differentiate concepts that all students must know (big ideas) from concepts that most students should know (essential knowledge)
* accommodations for and modifications to content, activities, homework assignments, and tests become the comfortable norm for all students who require them- proactively planned
* it is clear that both educators have planned accessible lessons and discussed exposure versus mastery of concepts for particular students
* IEP goals are embedded into lesson design
* learning styles regularly considered in lessons
* learning strategies are used regularly, emphasized
 | * planning is now regular, ongoing and fully shared
* teachers continually planning, outside as well as during the instructional lesson
* teachers are able to comfortably change course during instruction to meet struggling learners' needs
* mutual planning/shared ideas are now the comfortable norm
* planning includes IEP goals and objectives being addressed through the curriculum
* level 2 co-teaching options are a regular part of the plan
 | * both teachers use a variety of options for progress monitoring
* both are comfortable with grading procedure for all students
* there is specific monitoring & use of both objective and subjective standards for grading
* both teachers develop lEP goals and objectives and ways to integrate co-teaching activities
* both teachers assess all students and are familiar with student performance in all situations
* both teachers names on the report card/assessment reporting
* collected data is analyzed, graphed and tracked for student progress. Data used to plan lessons, monitor progress
* IEP data is collected, analyzed, discussed and reflected in flexible groups and class activities
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