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| Three stage co-teaching developmental self-assessment rubric: Advancing your co-teaching practice through eight instructional components  Developed 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 |
| **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 |
| **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 |
|  | **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 |
| **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 |
| **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 |