|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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. Heineman Kunkel, Sonya. *Advancing Co-Teaching Practices*. Cromwell: Kunkel Consulting Services, 2012. | | | | |
|  | **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* | * 1. use of humor in communication   2. modeling of EFFECTIVE communication styles for students including: ways to listen, communicate, problem solve, and negotiate   3. use of non-verbal communication, including use of signals   4. teachers can finish each other's sentences   5. both teachers communicate freely   6. use of mini conferences to adjust lessons – ongoing   7. regularly check on communication and comfort during planning sessions | * 1. teachers are more fluid in their positioning in the classroom   2. both teachers control/utilize space and are cognizant of each other's position in the room   3. environmental strategies are used regularly   4. teachers' fluid movement is unplanned and natural   5. student desks are moved regularly for grouping purposes   6. definite feeling of shared ownership of classroom and teachers' space | * 1. both teachers comfortably participate in the presentation of the lesson, provide instruction, and structure the learning activities   2. students address questions and discuss concerns with both teachers   3. flexible small group instruction like station or parallel groups are the predominate configurations used for instruction   4. strategies, differentiated instruction, intelligences, tiered lessons, learning styles instruction embedded throughout lesson regularly   5. IEP strategies are embedded as specialized instruction in the general education classroom | * 1. both teachers are involved in developing and implementing a classroom management system   2. individual behavior plans, use of contracts, tangible rewards, and reinforcers, as well as community building and relationship building activities are common   3. *Positive Behavioral Supports* are evident on an on-going basis   4. proactive and communication strategies allow a positive learning environment for all students   5. teaching in flexible groups with the use of kinesthetic activities is the instructional norm on a daily basis   6. 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* | * 1. both teachers appreciate the specific curriculum competencies that each bring to the content area   2. all aspects of teaching are now jointly and comfortably shared   3. demonstrated balance between curriculum and IEP objectives needed strategies   4. conversation and decisions have been made by the teachers regarding roles when curriculum familiarity is in question   5. modifications are available to ANY student that needs them | * 1. both teachers are able to differentiate concepts that all students must know (big ideas) from concepts that most students should know (essential knowledge)   2. accommodations for and modifications to content, activities, homework assignments, and tests become the comfortable norm for all students who require them- proactively planned   3. it is clear that both educators have planned accessible lessons and discussed exposure versus mastery of concepts for particular students   4. IEP goals are embedded into lesson design   5. learning styles regularly considered in lessons   6.6 learning strategies are used regularly, emphasized | * 1. planning is now regular, ongoing and fully shared   2. teachers continually planning, outside as well as during the instructional lesson   3. teachers are able to comfortably change course during instruction to meet struggling learners' needs   4. mutual planning/shared ideas are now the comfortable norm   5. planning includes IEP goals and objectives being addressed through the curriculum   6. level 2 co-teaching options are a regular part of the plan | * 1. both teachers use a variety of options for progress monitoring   2. both are comfortable with grading procedure for all students   3. there is specific monitoring & use of both objective and subjective standards for grading   4. both teachers develop lEP goals and objectives and ways to integrate co-teaching activities   5. both teachers assess all students and are familiar with student performance in all situations   6. both teachers names on the report card/assessment reporting   7. collected data is analyzed, graphed and tracked for student progress. Data used to plan lessons, monitor progress   8. IEP data is collected, analyzed, discussed and reflected in flexible groups and class activities |