CO-TEACHING: SELF-EVALUATION CHECKLIST

Below is a list of questions that may assist you in evaluating the effectiveness of your collaborative efforts.

**Collaborative Presence**

1. Have you both volunteered to collaboratively teach together? 
2. Is collaborative teaching a part of your scheduled time? 
3. Are you both simultaneously present in the same classroom? 
4. Are you both actively involved when working together?

**Collaborative Planning**

1. Do you have scheduled time for co-planning? 
2. Do you view planning as a process rather than an event? 
3. Do you both have input into the unit/lesson plan? 
4. Do you both readily accept each other ideas? 
5. Are your plans publicly displayed? 
6. Are you both involved in planning for all students? 
7. Is your planning on-going throughout the week? 
8. Is your planning teacher-directed and student-centered? 
9. Is inclusive language (us, our, we) used during the planning process?

**Collaborative Presenting**

1. Are both of your voices heard during the teaching/learning process? 
2. Is the instruction significantly different when you both are present? 
3. Is the instruction presented in a variety of ways (e.g. multiple pathways)? 
4. Are research-based strategies used during the teaching/learning process? 
5. Is interjecting of ideas a frequent behavior by both of you? 
6. Is the entire physical space being utilized in the classroom? 
7. Do you both move around and come in contact with all students? 
8. Is inclusive language (us, our, we) used by both during class?

**Collaborative Processing**

1. Do you set aside time to talk about your teaching relationship? 
2. Do you amicably resolve issues related to your relationship? 
3. Are adults relating their planning/teaching strategies to student outcomes?

**Collaborative Problem Solving**

1. Do you use a process for solving problems? 
2. Is negotiation a skill that is used when solving a problem? 
3. Are problems readily solved?

- adapted from the work of J. BAUWENS, 1996
## EVALUATION OF CO-TEACHING EFFORTS

<table>
<thead>
<tr>
<th>CO-TEACHING OBJECTIVES</th>
<th>EVALUATION ACTIVITIES</th>
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<tbody>
<tr>
<td>Students who receive instruction within collaboratively taught general education</td>
<td>▪ Compare academic achievement/SOL scores of students in co-taught classes with students in traditional programs.</td>
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<td>classrooms will improve their academic skills, behavior, and motivation to achieve</td>
<td>▪ Pre- and post-test students to identify their skill level proficiency in the use of various learning strategies.</td>
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<td>in and attend school.</td>
<td>▪ Compare student grades before and after co-teaching.</td>
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<td>▪ Compare the amounts and types of modifications needed by students with disabilities in co-taught and traditional programs.</td>
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<td>▪ Compare specific work/study behavior of students before co-teaching to their behaviors while involved in co-teaching.</td>
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<td>▪ Compare the number of referrals for special education services from traditional and co-taught classes.</td>
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<td>▪ Compare attendance records of students in co-taught and traditional classes.</td>
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<td>Teachers who engage in co-teaching will improve their instructional skills and their</td>
<td>▪ Review lesson plans and observe co-taught classes to record specific types of instructional strategies.</td>
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<td>ability to meet the needs of diverse learners within the general education classroom.</td>
<td>▪ Interview teachers or have them complete questionnaires about their knowledge and skills in differentiating instruction and meeting the needs of</td>
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<tr>
<td>1. They will engage in multisensory instruction, emphasizing both process and content</td>
<td>diverse groups of learners. Compare responses of teachers in co-taught classes and those in traditional programs.</td>
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<td>learning.</td>
<td>▪ Survey teachers to determine their comfort level in meeting the needs of students with disabilities. Compare responses of teachers in co-taught</td>
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<td>2. They will differentiate instruction to meet the needs of all learners within a</td>
<td>classes and those in traditional programs.</td>
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<td>heterogeneous group, engaging students in remedial instruction and in extension</td>
<td>▪ Survey teachers to determine their comfort level in meeting the needs of higher functioning students when they are in classes with students with</td>
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<td>activities as appropriate.</td>
<td>disabilities. Compare responses of teachers in co-taught classes and those in traditional programs.</td>
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<td>3. They will successfully include students with disabilities with age-appropriate</td>
<td>▪ Count and compare the number of requests from general educators to participate in classes that are co-taught by special educators and related service</td>
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<td>peers, limiting instruction in separate rooms to specific direct instruction that</td>
<td>personnel.</td>
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<td>cannot be provided within the context of the regular curriculum.</td>
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<td>Parents of students in co-taught classes will affirm that their children have made</td>
<td>▪ Interview or survey parents before and after services in co-taught classes to determine their level of satisfaction with the instruction their</td>
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<td>gains in the co-taught class. They will express satisfaction that differentiation of</td>
<td>children received.</td>
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<td>the curriculum, with process and content instruction, has successfully met student</td>
<td>▪ Document positive and negative comments using pre- and post-measures.</td>
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<td>needs.</td>
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