TASN Co-Teaching Coach's Guide

RESOURCE CREATED IN COLLABORATION AMONG:

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TASN CO-TEACHING

District-level Coach

Guidelines and Expectations

A District Co-Teaching Coach will be able to:

a. Observe and provide coaching to local co-teaching teams.
b. Train new local co-teaching teams using *A Guide to Co-Teaching* multimedia kit.

Steps to becoming a District Co-Teaching Coach:

1. Participate in a co-teaching training conducted by a recognized trainer.
2. Participate in co-teaching coaches' initial training. Demonstrate knowledge of the co-teaching approaches and effective instructional practices within the framework for observation by completing the online observation form for a mock lesson.
3. Read *A Guide to Co-Teaching* (Villa, 2013).
4. Observe a recognized coaching facilitator conduct at least two observation and feedback sessions.
5. Partner with a recognized coaching facilitator to provide at least two observations and feedback sessions.
6. Attend at least two of the supplemental sessions (e.g., cooperative group learning, effective instruction, differentiated instruction, content enhancement, differentiated instruction, use of technology).

Expectations for a District Co-Teaching Coach:

As a recognized District Co-Teaching Coach, observe and provide coaching to each local co-teaching team a minimum of three times per year. Train new local co-teaching teams by using *A Guide to Co-Teaching* multimedia kit or ensuring that they attend the co-teaching training offered by a recognized TASN Co-Teaching Trainer.

a. Complete the online observation form for each classroom observation.
b. Send out the annual co-teaching survey to all co-teaching teams each spring.
c. Provide a list of individuals you have trained in co-teaching to the TASN Co-Teaching Coordinating Team.

Approaches for Co-Teaching

Supportive Teaching

One teacher takes the lead instructional role and the other(s) rotate among the students to provide support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other co-teacher continues to direct the lesson.

Parallel Teaching

Two or more people with different groups of students in different sections of the classroom. The groups are heterogeneous. Co-teachers may rotate among the groups, and sometimes there may be one group of students that work without a co-teacher for at least part of the time.

Complementary Teaching

Co-teachers do something to enhance the instruction provided by the other co-teacher(s). For example, one co-teacher might paraphrase the other's statements or model note-taking skills on a transparency. Sometimes, one of the complementary teaching partners pre-teaches the small group social skill roles required for successful cooperative group learning and then monitors as students practice the roles during the first lesson taught by the co-teacher.

Team Teaching

Two or more people do what the traditional teacher has always done – plan, teach, assess, and assume equal responsibility for all the students in the classroom. Team teachers share the leadership and the responsibilities, while both deliver content and facilitate access. For example, the co-teachers fluidly co-present the information at the same time or model a partnership activity they want the students to complete.

Similarities, Advantages & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches

- Two or more co-teachers are in the classroom.
- They capitalize on specific strengths and expertise of both co-teachers.
- They provide greater teacher-to-student ratios and additional one-on-one support for students in the classroom.
- All approaches have benefits and cautions associated with their use.
- Students are primarily heterogeneously groups by mixed abilities and interests.
- There are shared responsibilities.
- Each approach requires trust, communication, planning time and coordination of effort. (Note: The need for all of these elements increases as you move from supportive to parallel, parallel to complementary, and complementary to team teaching co-teaching.)

Supportive Differences	Parallel Differences	Complementary Differences	Team Difference
One co-teacher is in the lead role; the other provides support. Who is in lead and who provides support may change during a lesson.	Co-teachers work, monitor, or facilitate different groups of students in the same room. (There are at least seven different options for arranging the groups.)	One co-teacher teaches content; the other facilitates access (e.g. clarifies, paraphrases, simplifies, provides visual scaffolding, records content.) One co-teacher may pre-teach specific study or social skills and monitors students' use of them; the other teaches the academic content.	Both co-teachers are equally responsible for planning, instruction of content, assessment, and grade assignment. This approach requires the greatest amount of planning time, trust, communication, and coordination of effort.
Supportive Advantages	**Parallel Advantages**	**Complementary Advantages**	**Team Advantages**
Allows immediate support (academic or behavioral) to students. Can be used when there is little or no planning time. A way for a new member of a co-teaching team to get to know other co-teachers, the students, the curriculum, and the classroom routines. New content is introduced by the teacher with the greatest content mastery. Allows the supportive co-teacher to monitor and collect data.	Reduces student to teacher ratio. (Divide and conquer). Increases teacher feedback to students. Each co-teacher instructs and uses instructional expertise. Co-teachers can be viewed as equal partners. Allows for greater individualization, data collection, monitoring, and relationship building with students. Students have greater opportunities to engage in conversation and peer-mediated instruction with partners, at stations, or in cooperative groups.	Complementary "experts of access," regardless of their level of content mastery, influence instruction by making content more accessible. Co-teachers are viewed as teachers of all students in the classroom.	All co-teachers are viewed as equal and teachers of all students. Content experts acquire and practice access skills. Access experts acquire and practice content skills. It is difficult to identify who is the "content" vs. the "access" expert.
Supportive Cautions	**Parallel Cautions**	**Complementary Cautions**	**Team Cautions**

Beware of the "Velcro effect," where the supportive co-teacher hovers over one or more selected students, stigmatizing both the students(s) and the co-teacher.	Beware of creating a special class within the class and lowering student achievement by homogeneously grouping lower-performing students together.	Beware of failing to closely monitor students, as co-teachers co-instruct in front of the class.	Beware of failing to closely monitor students, as co-teachers co-instruct in the front of the class.
Beware of making the supportive co-teacher the "discipline police," materials copier, or in-class paper grader, rather than an instructor.	Beware that the noise level can become uncomfortably high when numerous activities are occurring in the same room.	Beware of too much teacher talk, repetition, and reduced student-student interaction.	Beware of too much teacher talk, repetition, and reduced student-student interaction.
Beware of ineffective use of the supportive co-teacher's (e.g. special educator, ELL specialist) expertise.	Beware of failing to adequately prepare other co-teachers to ensure that they deliver instruction as intended, since co-teachers cannot monitor one another while all are simultaneously co-teaching different groups.	Beware of "stepping on one another's toes."	Beware of "stepping on one another's toes."
Beware of resentment, if the skills of the supportive co-teacher (e.g. special educator) are not being used or the lead co-teacher (e.g. content teacher) feels an unequal burden of responsibility.		Beware of "typecasting" the co-teacher delivering content as the "real" or "expert" teacher.	
Beware of staying "stuck" in the supportive role due to lack of planning time.		Beware of failing to plan for "role release" or "role exchange," so that all co-teachers get a chance to lead instruction of the content.	

TASN Co-teaching
Observation and Coaching Session Protocol
Basic Information
Pre-Observation

Instructors:	Name: E-mail:
	Name: E-mail:
Observer:	
Date:	
Time:	In:
	Out:
Number of Students:	Present:
	Absent:
Number of Students w/ disabilities who have an IEP:	
Number of ELL Students:	
Room Number:	
Subject:	☐ Math ☐ Language Arts ☐ Science ☐ Social Studies ☐ Special Courses
Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Adapted from Villa, Thousand, Nevin (2013). For use in Kansas TASN Co-teaching Districts.

Kansas Coach's Co-teaching Online Observation Tool:
https://observations.ksdetasn.org

INSTRUCTIONAL OBSERVATION FORM

Content & Materials

Instructional Objectives/Learning Outcomes:	☐ Content Objective
	☐ Language Objective
	☐ Objective(s) Posted
Use of Differentiated Materials	☐ Objective(s) Referenced
	☐ Rationale Provided or Solicited

Product & Assessment

☐ Learning outcomes demonstrated by students	☐ Criteria for success explained
☐ Learning outcomes demonstrated in multiple ways by students	☐ Criteria for success measured
☐ Learning outcomes measured in multiple ways	

Process

Co-Teaching Approaches
- ☐ Supportive
- ☐ Parallel
- ☐ Complementary
- ☐ Team
- ☐ None

Multiple Intelligences Theory/ies
- ☐ Logical/Mathematical ☐ Visual/Spatial
- ☐ Verbal/Linguistic ☐ Bodily/Kinesthetic
- ☐ Intrapersonal ☐ Musical/Rhythmic
- ☐ Interpersonal ☐ Naturalist

Discourse
- ☐ Primarily teacher talk
- ☐ Equal teacher & student talk
- ☐ Primarily student talk

Learning Arrangements

☐ Whole Group   ☐ Partner   ☐ Formal Cooperative Groups   ☐ Stations
☐ Independent   ☐ Small Group   ☐ Teacher-Directed Groups   ☐ Quick Cooperative Structures

Teacher Behavior	*Student Behavior*
☐ Teaches clear and evident academic/behavioral procedures	☐ Follow clear and evident academic/behavioral procedures
☐ Provides think time	☐ Engage in think time activity
☐ Provides clear directions	☐ Demonstrate understanding of directions
☐ Checks for understanding of directions	☐ Correctly explain directions
☐ Checks for understanding of concepts/principles/facts	☐ Multiple students respond correctly
☐ Calls on students who do not volunteer	☐ Students who did not volunteer answer questions correctly
☐ Require answers in complete sentences	☐ Speak in complete sentences
☐ Provides graphic organizers	☐ Use graphic organizer
☐ Uses 21st Century technology	☐ Use 21st Century technology
☐ Teaches and expects use of academic language	☐ Use academic language

Additional Teacher Behaviors	*Additional Student Behaviors*
☐ Provides nonlinguistic representation	☐ Identify similarities and differences
☐ Monitors all students throughout the lesson	☐ Teaches, presents to classmates
☐ Bell-to-bell instruction	☐ Perform pencil/paper tasks
☐ Purposeful monitoring	☐ Generate and tests hypotheses
☐ Transition times among co-teachers are smooth	☐ Transition times are smooth between activities
☐ Provides, prompts, cues, redirection, re-teaching	☐ Summarize and take notes
☐ Provides specific feedback	
☐ Reinforces effort	
☐ Reinforces behavior	
Feeling/Tone/Climate ☐ Positive ☐ Negative ☐ Neutral	

Cognitive Levels Bloom's + Metacognition / Student Engagement

	Teacher Initiated	*Student Response*	*Lowest level of engagement*	*Highest level of engagement*
Remembering/Understanding	☐	☐	☐ 0-29% of students	☐ 0-29% of students
Applying	☐	☐	☐ 30-49% of students	☐ 30-49% of students
Analyzing/Evaluating	☐	☐	☐ 50-69% of students	☐ 50-69% of students
Creating	☐	☐	☐ 70-89% of students	☐ 70-89% of students
Metacognition	☐	☐	☐ 90-100% of students	☐ 90-100% of students

Adapted from Villa, Thousand, Nevin (2015). For use in Kansas TASN Co-Teaching Districts

Instructional Post Conference – Coaching Session

Date:	Time:

Length of time co-teaching:	Teacher-identified approaches used: S P C T	Observer-identified approaches used: S P C T
Length: Frequency:	Planning time	

Teacher(s) identified things that went well:	Teacher(s) identified things that they would do differently:

Observer wonderings:	Observer identified things that went well:

Suggestions:	Teacher(s) identified next steps/"take-aways":

Coaching Session Mastery Checklist

Date:	Time:	Location:
Observer:		Observed Coach:

Coaching Behavior		*Not observed 0 points*	*Partially executed 1 point*	*Completely executed 2 points*
Structure/Sequence				
Welcome	1. Coach greets co-teachers and thanks them for opportunity to observe.			
	2. Coach acknowledges that the observation was "just a snapshot" while co-teachers live the video and know the cast of characters.			
Co-teachers' Reflection Part I	3. Coach asks co-teachers to identify the things they felt went well in the lesson that was observed. If necessary, the coach prompts co-teachers to focus on the positive.			
	4. Coach demonstrates active listening and repeats back what the teachers identified by saying, "What I have heard you say thus far is that the following went well…" Then the coach asks, "Is there anything else you would like to add?"			
	5. The Coach repeats the list of co-teacher identified things that went well again before moving on to the next phase.			
Co-teachers Reflection Part II	6. Coach asks recipients to identify things they would do differently given the same objective, same time period, and the same students.			
	7. Coach demonstrates active listening and repeats back what the teachers identify.			
	8. Then the coach asks, "Is there anything else you would like to add?"			
	9. To summarize, the coach repeats all that the co-teachers stated about what went well and what they might do differently.			
Experience	10. Coach assesses if both teachers have attended a co-teaching training.			

	11. Coach asks how long the co-teaching team has been together			
	12. Coach asks how much time on average per week they spend in face-to-face planning. States a minimum of 45-60 minutes per week is recommended.			
	13. Coach asks co-teachers to identify approaches they used and then shares his/her perception of which of the four co-teaching approaches were used. Coach provides clarification/instruction if co-teachers misidentified any of the approaches used.			
Commendations	14. Coach shares a minimum of 3 to 5 things that they identified as going well in the lesson			
	15. Coach refrains for offering suggestions at this time			
Wonderings	16. The coach asks questions to address any "wonderings" that they have as a result of the observation experience. Wonderings are phrased in such a way to elicit clarification and prompt additional reflection ("In what ways might you…")			
	17. Coach allows recipients to offer clarification and/or reflect on areas for improvement.			
Suggestions	18. The coach states that the co-teaching team is free to accept or reject the suggestions and reiterates that observation is a snapshot and the co-teachers live a video.			
	19. Coach provides 3 to 5 suggestions the team may wish to consider in future lessons.			
	20. Coach provides a rationale for each suggestion (e.g., research-based practice, frequent recommendation to co-teachers, best practice)			
	21. Coach offers suggestions for improvement in a constructive way and avoids judgment or bias.			
Closure/Take-Aways	22. The coach asks the co-teachers to think about their own ideas for improving the lesson as well as the suggestions they provided.			

23. Coach asks the co-teachers to identify any of the ideas that resonated with them-ideas they would identify as "take aways" or next steps			
24. The coach demonstrates active listening by repeating the take-aways the co-teachers identify. If the coach feels strongly about a suggestion they made and that the co-teachers did not identify as a take away, the coach should restate the suggestion and encourage the co-teachers to also work on that **one** idea.			
25. The coach thanks the co-teaching team for the opportunity to observe and conference with them.			

Efficacy
1. Do the co-teachers appear to be open to implementing the take-aways/action steps?   *Unreceptive* 1   2   3   4   5   6   7   8   9   10 *Highly Receptive*
2. Overall, I would rate the coaching as: *Not Effective* 1   2   3   4   5   6   7   8   9   10 *Highly Effective*

3. Scoring: Unsatisfactory = 0 to 30 points Emerging = 30 to 40 points Exceptional = 40 to 50 points	4. Comments

Co-teaching Tools

Similarities, Advantages, & Differences of Co-Teaching Approaches

Similarities Among the Four Co-Teaching Approaches			
Supportive Differences	Parallel Differences	Complementary Differences	Team-Teaching Differences
Supportive Advantages	Parallel Advantages	Complementary Advantages	Team-Teaching Advantages
Supportive Cautions	Parallel Cautions	Complementary Cautions	Team Teaching Cautions

Approaches for Co-Teaching

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Advance Organizer: Issues for Discussion

Directions: Individually brainstorm then discuss with a partner or small group, how you would address the following issues that co-teachers need to address. Make sure you write down at least one idea for each issue. If you think of other issues, add them.

Time for Planning
- .
- .
- .

Instruction
- .
- .
- .

Managing Discipline (Student Behavior)
- .
- .
- .

Communication
- .
- .
- .

Evaluation
- .
- .
- .

Logistics
- .
- .
- .

Other?
- .
- .
- .

Villa, R.A., Thousand, J.S.M, & Nevin, A.I. Facilitator Guide for Guide to Co-Teaching (2nd ed.)

Materials from: Villa, Thousand, & Nevin (2013) *A guide to co-teaching: New lessons and strategies to facilitate student learning (3rd ed.)* and Thousand, Villa, & Nevin (2007) *Differentiating instruction: Collaborative planning and teaching for universally designed learning* Thousand Oaks, CA: Corwin Press.

Time for Planning
· How much time we will need?
· Where will be find the time that we need?
· How will we use our time together?
· What records can we keep to facilitate our planning?

Instruction
· What content will we include?
· Who will plan for what content?
· How will we share teaching responsibilities?
· Who will adapt the curriculum and instructional and assessment procedures for select students?
· What are our strengths in the areas of curriculum, instruction, and assessments procedures for select students?
· How will the content be presented – will one person teach and the other(s) arrange and facilitate follow-up activities, or all members share in the teaching of the lesson?
· How will we arrange to share our expertise? (Can we observe one another and practice peer coaching?)
· Will we rotate responsibilities?
· How will we assess the effectiveness of our instruction?

Student Behavior
· If we could each only have three class rules, what would those be?
· Who will decide on the disciplinary procedures?
· Who will carry out the disciplinary procedures and deliver consequences?
· How will we be consistent in dealing with behavior?
· How we proactively address behavior?

Communication
· What types and frequency of communication do we each like to have with parents?
· How will we explain this collaborative teaching arrangement to the parents?
· Who will communicate with parents? Will there be shared responsibly for communication with parents of students with identified special education and other specialized needs, or will particular members of the co teaching team have this responsibly?
· What types of frequency of communication do we each like to give with students?
· Who will communicate with students?
· How will we ensure regular communication with one another?
· Who will communicate with administrators?

Evaluation
· How will we monitor students' progress?
· How will we assess and grade students' performances?
· Who will evaluate which group of students – do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?

Logistics
· How will we explain our co-teaching arrangement to the students and convey that we are equals in the classroom?
· How will we refer to each other in front of the students?
· How will teacher space be shared?
· How will the room be arranged?
· Who will complete the paperwork for students identified as eligible for special education?
· How will the decision be made to expand or contract team membership?
· How will a balance of decision-making power be maintained among co-teachers?

Co-Teaching Roles and Responsibilities

Directions: Insert P, S, E, or I to designate level of responsibility. Plan to revise based on changes in co-teacher skills and/or needs of the students for whom you are co-teaching.

RESPONSIBILITIES	PERSON RESPONSIBLE			
	NAME	NAME	NAME	NAME
Develop units, projects, lessons				
Create advance organizers (e.g., concept map, lecture guide)				
Monitor and assess student progress				
Assign grades				
Schedule/facilitate team meetings				
Assign responsibilities to paraeducators				
Train paraprofessionals				
Supervise paraprofessionals				
Recruit and train peer tutors				
Facilitate peer support and friendship				
Communicate with administrators				
Communicate with related service providers (e.g., speech and language)				
Communicate with parents				
Developing Individual Education Programs (IEPs)				
Other:				

CODE KEY: P = Primary Responsibility   S = Secondary Responsibility

E = Equal Responsibility   I = Input into Decision Making

Teacher Actions During Co-Teaching Application: Classify Which Co-Teaching Approach Each Represents

If one of you is doing this…	The other can be doing this…	Supportive, Parallel, Complementary, Team?

Co-Teaching Tracking Matrix: Which Co-Teaching Approaches Do We Use?

Week of:

*Directions***:** Monitor, plan, and document your co-teaching experiences! For each co-teaching approach briefly describe what co-teachers plan to do or did each day.

	Supportive	Parallel	Complementary	Team	Additional Notes
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Notes and Plans for Next Week					

Supportive: One co-teacher takes the lead instructional role and the other(s) rotates among the students providing support. The co-teacher(s) taking the supportive role watches or listens as students work together, stepping in to provide one-to-one tutorial assistance when necessary while the other co-teacher continues to direct the lesson. The role of the lead and supportive co-teacher can switch.

Parallel- Two or more people work with different groups of students at the same time in different sections of the classroom. Co-teachers may rotate among the groups; and, sometimes there may be one group of students that works without a co-teacher for at least part of the time.

Complementary – All co-teachers have a large group instructional role. One may introduce the new academic content while the other makes it more accessible through complementary instruction (modeling note taking, use of different examples or analogies, paraphrasing, creating visuals).

Team – Co-teachers equitable share responsibility for that which one teacher otherwise would have performed alone; namely, planning, teaching, and assessing the instruction of all assigned students. Co-teachers are comfortable using and do use each co-teaching approach based upon the needed of students and the demands of the lesson.

SODAS

Situation (Define the Problem):

_____

_____

Options:

1. _____   2. _____   3. _____

Disadvantages:

a. _____   a. _____   a. _____
b. _____   b. _____   b. _____
c. _____   c. _____   c. _____
d. _____   d. _____   d. _____

Advantages:

a. _____   a. _____   a. _____
b. _____   b. _____   b. _____
c. _____   c. _____   c. _____
d. _____   d. _____   d. _____

Solution:

If you agree to a solution, MAKE A PLAN. (Who will do what, when? How do you know if the plan is working?)

"Are We Really Co-Teachers?" Self-Assessment

Directions: To what degree do you agree with each statement? Use your results to set goals!

5	4	3	2	1
Always	**Usually**	**Sometimes**	**Rarely**	**Never**

Culture of Collaboration

5 4 3 2 1   1. We depend on one another to follow through on tasks and responsibilities.
5 4 3 2 1   2. We share ideas, information, and materials.
5 4 3 2 1   3. We identify the resources and talents of each co-teacher.
5 4 3 2 1   4. We model collaboration and teamwork for our students.
5 4 3 2 1   5. We are both viewed by our students as their teachers.
5 4 3 2 1   6. We ensure that each co-teacher teaches each student at some time.
5 4 3 2 1   7. We share responsibility for differentiating instruction.
5 4 3 2 1   8. We are aware of what one another is doing even when we are not directly in one another's presence.
5 4 3 2 1   9. We communicate freely our concerns.
5 4 3 2 1   10. We have a process for resolving our disagreements, and we use it when faced with problems and conflicts.
5 4 3 2 1   11. We celebrate the process of co-teaching as well as outcomes and successes.
5 4 3 2 1   12. We have fun with the students and each other when we co-teach.

Planning

5 4 3 2 1   13. We have regularly scheduled times to meet and discuss our work.
5 4 3 2 1   14. We share responsibility for deciding what to teach.
5 4 3 2 1   15. We agree on the curriculum standards that will be addressed in a lesson.
5 4 3 2 1   16. We decide which co-teaching approaches we are going to use in a lesson based upon the needs of and benefits to the students.
5 4 3 2 1   17. We identify student strengths and needs.
5 4 3 2 1   18. We share responsibility for deciding how to teach.
5 4 3 2 1   19. We share responsibility for deciding who teaches what part of a lesson.
5 4 3 2 1   20. We share responsibility for how student learning is assessed.

Implementation

5 4 3 2 1   21. We use a variety of co-teaching approaches.
5 4 3 2 1   22. We effectively implement the chosen co-teaching approach(es) we've planned for the lesson.
5 4 3 2 1   23. We are flexible and make changes as needed during a lesson.
5 4 3 2 1   24. We agree on discipline procedures and jointly carry them out.

Reflection

5 4 3 2 1   25. We give feedback to one another on what goes on in the classroom.
5 4 3 2 1   26. We make improvements in our lessons based on what happens.
5 4 3 2 1   27. We can show that students are learning when we co-teach.
5 4 3 2 1   28. We can see our own growth in co-teaching together.

Promoting Co-Teaching

5 4 3 2 1   29. We seek and enjoy additional training to become better co-teachers.
5 4 3 2 1   30. We are mentors to others who want to co-teach.
5 4 3 2 1   31. We communicate our need for logistical support and resources.

INSTRUCTIONAL OBSERVATION & COACHING SESSION GLOSSARY

Terms and Descriptions

Content & Materials

Term	Description
Instructional objective(s)/ Learning outcome(s):	There is at least one stated instructional objective or earning outcome that students are expected to know, understand, describe, explain, apply, and/or be able to do following instruction.
Content objective	It is clear to the observer that there is content objective aligned with Common Core Standards (College & Career Readiness Standards) and English language development standards and frameworks.
Language objective	There is a separate and distinct language objective related to students' reading, writing, listening, or speaking related to the content to be learned.
Objective(s) referenced	The instructor(s) reference the objective during the observation period.
Objective(s) posted	The instructor posts objectives visibly for learners to see.
Rationale provided for or solicited from Students	The teacher states the rationale or solicits responses from students about why learning about the objective is important.
Use of differentiated materials	Materials are differentiated to capitalize on individual student strengths and to support individual student needs (e.g., graphic organizers, manipulative, structured notes, reading materials at different levels, use of video. Students have multiple entry points for learning the objective.

Products & Assessment

Term	Description
Progress toward learning outcomes demonstrated	Students demonstrate progress toward mastery of the learning objective or outcome (e.g. written product, signals, demonstration, song, group report, acting out, oral response).
Multiple ways to demonstrate learning outcomes	Students are given the opportunity to demonstrate progress toward mastery of the learning objective or outcome in multiple (two or more) ways to demonstrate learning outcomes. This may include the opportunity for students to have choice in showing what they know.
Criteria for success are explained	The teacher clearly communicates the level of proficiency expected and the associated behaviors to be observed.
Criteria for success are measured	The teacher assesses the students to determine if the level of proficiency is demonstrated.
Learning outcomes are measured in multiple ways	Teacher(s) uses two or more methods to assess students learning - rubrics, project guide, individual guide, portfolio, use of technology (e.g., use of clickers, texted responses).

Processes of Learning

Co-Teaching Approaches	Supportive	One teacher takes the lead, and the other(s) rotate among the students to provide support.
	Parallel	Two or more people work with different groups of students in different sections of the classroom. The co-teachers teach, monitor or facilitate the learning of the different groups of students.
	Complementary	Co-teachers do something (e.g., model note-taking, ask questions to check for understanding; provide examples or visual scaffold) to enhance the instruction provided by the other co-teacher.
	Team	Co-teachers equitably share leadership and responsibilities in planning, teaching and assessing; Both co-teachers have equal voice and authority and deliver content and facilitate curriculum access and. It is difficult to distinguish who is the master of content.
	None	There is only one teacher providing instruction. A second person may or may not be present. If a second person is present, that person is not providing instruction or facilitating access.
Multiple Intelligences Theory	Logical Mathematical	Is concept oriented; has capacity to perceive logical or numerical patterns; has scientific or numerical nature to discover or test hypotheses – students apply a formula, solve a problem, use the Scientific Method. Often likes puzzles, outlines, formulas, puzzles, lab experiments, patterns, and analogies.
	Verbal/Linguistic	Is word oriented; is sensitive to the sounds, structures, meanings and functions of words; may show an affinity to storytelling, writing, reading and verbal play (e.g. jokes, puns, and riddles). These students often enjoy speeches, debate, discussion, crossword puzzles, reading, writing, speaking, and storytelling.
	Intrapersonal	Is intuitively oriented, can access and interpret one's own feelings, may be strong willed or self-motivated, may prefer solitary activities. These learners often enjoy reflective logs, journals, diaries, independent reading, and silent reflection.
	Interpersonal	Is socially oriented, has strong mediation and leadership skills, can teach others and discern moods, temperaments, and motivations of other people. These learners often enjoy partner work, quick cooperative structures, formal cooperative groups, conferencing, debate, and team computer activities.
	Visual/Spatial	Is image and picture oriented; is able to perceive the world visually and to perform transformations on those perceptions; may daydream and demonstrate artistic, designer, or inventive qualities. Often likes math manipulatives, graphic organizers, posters, charts, illustrations, political cartoons, props for plays.
	Bodily/Kinesthetic	Is physically oriented; uses one's body movements for self-expression (acting, dancing, miming); excels in athletics, uses touch to interpret the environment, can skillfully handle or produce objects requiring fine-motor abilities. Often likes cooperative group learning, role-play, acting, labs, and movement.
	Musical/Rhythmic	Is rhythm and melody oriented; can produce and appreciate rhythm, pitch, timbre and multiple forms of musical expression; may be animated or calmed by music. Often likes to create raps, jingles, poems, mnemonics, and choral responses.
	Naturalist	Has capacity to classify nature (environment whether urban, suburban, rural); has outstanding knowledge of or sensitivity to things that exist in the natural world; has the ability to discern patterns in nature. Often likes identifying elements of nature, ecology, nature walks, and stories about nature, field trips.
Discourse	Primarily teacher talk	The voice heard in the room is predominantly that of the teacher. Teachers may be calling on students, but a majority of the students are not engaged in the interchange of ideas with the teacher and with one another.
	Equal teacher & student talk	On average, the amount of conversation is equally dispersed across teacher and students with a majority of students engaged in academic conversation and the exchange of ideas.
	Primarily student talk	For the most part, the students are engaged in academic conversation with an interchange of ideas related to the learning objective.

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Learning Arrangements

Learning Arrangements	
Whole Group	Teacher instructs all students at the same time.
Independent	Students work alone completing written assignment, reading, navigating a website, using manipulatives, and so forth.
Partner	Each student is paired up with another student to complete a task.
Small Group	Students working together in a small group. [Note: Check this box when the following elements of formal cooperative groups are not in place]
Formal cooperative groups	Teacher includes the 5 basic cooperative learning components: *Positive interdependence* – Students perceive that they need each other for success. Interdependence can be created through division of labor, materials, resources, and roles. *Individual accountability* – Each student is responsible for the learning of or performing of a task, students are told in advance what they are accountable for and how they will be held accountable (e.g., individual quiz, random selection of paper, teacher monitoring of the group). *Group processing* – Students engage in assessing how well they performed the academic tasks as well as used small group interpersonal skills. *Social skills* – Social skills are integrated into the lesson, taught and/or modeled = perceived as equal to academic goals. *Face to Face interaction* – Students are arranged and work in groups of 2 to 6, typically teacher assigned and heterogeneous in nature.
Teacher-directed groups	A teacher works with a small group and guides the content instruction or learning activity.
Stations	Students are rotating. There is a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept - a teacher may or may not be present at the station, students can access content and materials individually or in small groups
Quick cooperative structures	Quick informal cooperative group structures (e.g., think-write-pair-share, carousel, numbered heads together, toss a question) are sprinkled through a lesson for student collaborative dialogue and work. Quick structures typically are short, of 5 to 7 minutes duration.

Directly Related Teacher & Student Behaviors

Teacher Behavior		Student Behavior	
Teaches clear and evident academic & behavioral procedures	The teacher is observed in the act of providing instruction on learning behavior and/or classroom procedures. For example, providing steps to completing an assignment, describing/modeling group behavior, reminding students about expectations for accessing assistance, how to transition to stations from whole group.	Follows clear and evident academic behavioral procedures	Based on the observations, it is evident that academic behavioral procedures are in place and are efficient For example: A majority of the students display common behavior on how they: enter the room, hand in assignments, gain attention, transition between activities, work in small groups.
Provides think time	A question is directed to students and a response is expected. The teacher waits 3 to 5 seconds before continuing. (Note: Check this as observed if there are 3 or more think time opportunities in a 20-minute period.)	Engages in think time activity	Following a teacher/peer question, there is a pause of 3 to 5 seconds before a response is given; students are not calling out answers.
Provides clear directions	Each task or task element is described in detail and directions are clear and explicit.	Demonstrates understanding of directions	Students begin to correctly work on task in a timely manner (within several seconds).
Checks for understanding of directions	After providing directions, the teacher assesses the level of student understanding by having them describe or demonstrate the directions that were given by the teacher.	Correctly explains directions	The students correctly explain or rephrase the directions to a peer or the whole group.
Checks for understanding of concepts, principles/, and/or facts	The teacher employs strategies for assessing multiple students' understanding (e.g., white boards, answer questions, signals).	Multiple students respond correctly	More than one student responds correctly when called on. Multiple students (at least 1/3 of the class) respond orally, in writing, or by using technology. As a whole group, students use signals or choral response.
Calls on students who do not volunteer	When the teacher asks a question, he/she seeks a response from a variety of students, not just those who raise their hand or call out (e.g., equity sticks). There are multiple opportunities to call on students who don't volunteer.	Students who did not volunteer answer correctly	Multiple students are answering, not just those who raise hands or call out. There may be a system for selecting students to respond, so all students respond at some time during the lesson/day.

Requires answers in complete sentences	Students are either observed answering in complete sentences or the students are prompted to answer in a complete sentence.	Speaks in complete sentences	Students respond to questions or makes contributions by using complete sentences.
Provides graphic organizers	The teacher provides visual cues (e.g. concept maps, story maps, advance organizers).	Uses graphic organizers	Uses visual cues (e.g. concept maps, story maps, advance organizers).
Uses 21st century technology	Instruction integrates 21st century technology (e.g., interactive white boards, websites, mobile devices, digital media).	Uses 21st Century technology	Students are using 21st century technology related to learning objective (e.g., iPads, smart phones, smart board, computers, cell phones).
Teaches and expects use of academic language	The teacher uses a variety of ways to teach and reinforce the use of academic language (e.g., word walls, word study, direct instruction).	Uses academic language	Multiple students are observed correctly using the academic/content language taught and expected.

Additional Teacher Behaviors		Additional Student Behaviors	
Provides non-linguistic representations	Provides pictures, symbols, drawings related to the concept.	Generates and tests hypothesis/es	Students use the scientific method, predict, hypothesize, consider reasonableness in various content areas.
Provides prompts, cues, redirection, and/or re-teaching	Provides prompts, cues, redirection, re-teaching, as needed to guide students toward mastery of learning objective(s) .	Identifies similarities and differences	Students us higher-level analytic skills to correctly label or categorize by similarity and differences (e.g. Venn diagram).
Monitors all students throughout the lesson	All students are monitored through observation and questioning.	Summarizes and takes notes	Students working alone or with others summarize verbally in their own words or indicate understanding in written or word-processed notes.
Provides specific feedback	Teacher describes what a student does and why it is correct or incorrect; restates student response; asks a question to clarify or illuminate student thinking.	Performs "paper and pencil" tasks	Students complete worksheets or take tests in a traditional fashion (i.e. paper & pencil) versus use of authentic assessment or technology.
Reinforces effort	Reinforces effort and/or improvement in academics, communication, language or behavior. Attributing improvement and success to effort increases motivation.	Teaches classmates	Students teach one another in a variety of ways. They may present, read, or share concepts, facts, steps of a procedure, or vocabulary with classmates.
Reinforces behavior	Catches students "being good" and describes in objective and detailed terms the behavior that is a "learning" behavior.	Transitions smoothly between activities	Students transition to a new activity or learning arrangement in a timely manner (e.g. no longer than 15 seconds).
Feeling Tone or Classroom Climate	Feeling Tone is strongly related to retention, motivation, and classroom climate. The feeling/tone is set by the teacher in her/his interactions with students. Feeling tone is conveyed through body language, tone of voice, choice of words, and facial expressions.		
Bell-to Bell instruction	Academic learning time occurs for the duration of the observation. Time is not lost to behavior management, administrative tasks, or lengthy transitions.		

Co-teachers: Transition smoothly	Co-teachers transitions among roles (e.g., lead, support) and co-teaching approaches (i.e., supportive, parallel, complementary, team) are smooth.
Co-teachers: Purposefully monitor parallel groups	*Purposeful monitoring:* Co-teachers engage in data collection, assessment of student progress, and provision of academic or behavioral supports. *Parallel:* Each co-teacher is responsible for a subgroup of students (e.g., lab, station, split class).

Levels of Cognition (Bloom's Taxonomy + Metacognition)	**Level of Student Engagement**
Remembering/Understanding *Examples: Name, list, match, tell, explain*	Percentage of students who are engaged in an observable behavior related to the stated objectives or learning targets.
Applying *Examples: Use, solve, apply*	See the observation protocol for: Lowest level of engagement = 0% to 100% Highest level of engagement = 0% to 100%
Analyzing/Evaluating *Examples: Compare/contrast, classify, categorize, defend, judge, argue*	
Creating *Examples: Invent, create, imagine, synthesize, develop a novel solution*	
Metacognition *Example: Explaining a thought process for coming to a conclusion, taking a particular position, or making a decision*	