

**Co-Teaching Implementation Checklist**

This implementation checklist was developed as one resource of a toolkit designed to support Wisconsin teachers and school districts when making decisions about the implementation, evaluation, and expansion of co-teaching practices.

The Co-Teaching Implementation Checklist provides a list of action steps for teachers based on the three primary tasks of teaching:

1. Planning for Instruction and Assessment,
2. Delivery of Instruction to each and every learner together, and
3. Assessment of Student Learning.

The Implementation Checklist was designed for use by co-teaching pairs. This tool is fully intended to facilitate positive shifts in practices by assisting educators to better understand evidence-based practices, reflect on their own practices, and set goals for themselves.

The form includes a rating system to allow co-teachers to determine areas of strength and need in their practices. Ratings used are a) not yet, b) rarely, c) sometimes, and d) often.

In addition, information collected by co-teaching teams can be shared with administrators to set up a system of peer mentoring and cross-pollination of best practices in co-teaching between educators in multiple classrooms and school buildings.

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| **Co-Teaching Implementation Checklist**  |
| ***Actions Rating******1=not yet 2=rarely 3=sometimes 4=often*** | ***Comments*** |
| **Task 1 - Planning for Instruction****BOTH TEACHERS:** |
| Meet Regularly: Schedule and preserve time together on regular intervals to engage in co-planning (e.g. 30 minutes two times per week; 60 minutes weekly).Use the space below to document scheduled co-planning time(s) if that is helpful to you. | 1 2 3 4 |  |
| Our co-planning schedule is: |  |  |
| Plan Using Backward Mapping: For each learning objective or set of standards to be taught, identify specific teaching strategies and/or supports that help eliminate barriers to engagement and address the learning needs of each and every learner.This may include applying principles of Universal Design for Learning (UDL), Social and Emotional Learning, and Positive Behavioral Interventions and Supports (PBIS) supported by Culturally and Linguistically Responsive Practices (CLRP) within an Equitable Multi-Level Support System (MLSS). | 1 2 3 4 |  |
| Incorporate IEP Services: Intentionally plan for and keep a record of *how* student IEP services, including specially designed instruction and supplementary aids and services, will be provided during learning and assessment activities. | 1 2 3 4 |  |
| Plan for Collective Responsibility: Identify specific ways each co-teaching partner will participate in planning learning activities, engaging and instructing students (who is responsible for what, when, how, how long, on each day). | 1 2 3 4 |  |
| Plan for Varied Instructional Roles and Student Groupings: Incorporate varied instructional roles for both partners over the course of each classroom day and week. (Ensure truly shared responsibility for instruction of all students, e.g. station teaching, small group instruction, switching roles). A Preference for those student groupings that allow small group experiences within the classroom is evident. | 1 2 3 4 |  |
| Plan for Assessment: Plan for a variety of formative and summative assessment methods that allow participation by the range of learners in the class and so that both co-teaching partners have roles in administering assessment. | 1 2 3 4 |  |

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| **Task 2 - Instruction to Support Student Learning and Achievement****BOTH TEACHERS:** |
| Model Language: Address the class as “we” instead of “I” and use the words “ours” rather than mine when talking about students. | 1 2 3 4 |  |
| Provide Instruction: Share responsibilities for defining the learning objectives, communicating the learning objectives to learners, pacing content, and ensuring instruction matches the learning objectives. | 1 2 3 4 |  |
| Vary Instructional Roles: Share/alternate roles during instruction (e.g. take turns presenting introduction of goal/running warm-up/providing main lesson instruction, lesson closing). | 1 2 3 4 |  |
| Engage Students: Share responsibility for the engagement of all students in the classroom in learning activities across the time allocated for co-teaching (e.g. providing whole group instruction (together or individually), circulating classroom to provide additional support, assisting 1:1 with individual students, working with pairs, or supporting small groups of students. | 1 2 3 4 |  |
| Apply the following while delivering instruction:* UDL framework & Culturally and Linguistically Responsive Practices (CLRP)
* Equitable Multi-level System of Support (MLSS) that supports the academic, social-emotional learning, and functional needs of students
* Setting and maintaining the expectation that both members of the co-teaching team will remain in the classroom for designated co-taught times so co-planned instruction is not disrupted.
* Providing all students with the support necessary to be successful in the classroom, including supplementary aids and services listed in student IEPs.
 | 1 2 3 4 |  |
| Provide IEP Services: Ensure each student with an IEP receives specially designed instruction and/or supports and accommodations as determined by the student’s IEP team. | 1 2 3 4 |  |
| Manage Classroom Environment: Share collective responsibility for ensuring adherence to classroom and school rules to maintain a safe and respectful learning environment (implementing PBIS system, following individual student Behavior Intervention Plans or self-regulation plans, administering positive reinforcement, developing individual relationships with students, and appreciating strengths of each and every student). | 1 2 3 4 |  |

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| **Task 3 - Assessment of Student Learning****BOTH TEACHERS:** |
| Engage in Varied Assessment Methods: Utilize varied assessment methods (e.g. - written demonstration, verbal demonstration, action-oriented/performance task expression, project-based requirements) and support all students to participate and demonstrate what they know and can do by applying principles of UDL and CLRP. | 1 2 3 4 |  |
| Assess Learning Objectives: Develop and administer formative assessments that match the learning objectives or set of standards that apply to all students, including differentiated or alternate assessment as appropriate. | 1 2 3 4 |  |
| Provide Summative Assessments: Develop and administer summative assessments that match the learning objectives or set of standards that apply to all students, including differentiated or alternate assessment as appropriate. | 1 2 3 4 |  |
| Develop Assessments: Switch roles in creating assessments for students so both teachers in co-teaching team learn about and understand the needs of each and every learner in the class. | 1 2 3 4 |  |
| Vary Roles to Administer Assessments: Switch roles in administering assessments to students (asking questions, supporting individual, pair, or group work, and grading assignments). | 1 2 3 4 |  |
| Provide IEP Assessment Accommodations: Ensure students with IAEPs are provided with IEP defined assessment accommodations and supports. | 1 2 3 4 |  |
| Track Daily Progress: Share daily record keeping activities for all students related to formal and informal assessments to track individual student and class progress, including progress toward IEP goals. | 1 2 3 4 |  |
| Engage Students in Feedback: Engage learners in assessment discussions (ex. Using assessment data to provide mastery oriented feedback). | 1 2 3 4 |  |
| Debrief on Co-teaching Partnership: Give each other constructive feedback in respectful and positive manner. | 1 2 3 4 |  |