

Tool 3 “Look-Fors” Co-Teaching Observation Form


General ed teacher: Date:

Specialist teacher: Subject/grade:

Time:

Observer:

Brief description of the class and/or activity:



PLANNING

---- Co-teachers have planned the lesson together. (Evidence could include copies of lesson plans or other documents, that materials are ready and both teachers know where they are and how to use them, and/or teachers don't have to check with each other about what to do or when to do it—they move fluidly through the lesson.)

LEARNING ENVIRONMENT

The following structures were observed during the visit:

---- One teach/one observe

---- One teach/one assist

---- Parallel teaching

---- Station teaching

---- Team teaching/teaming

---- Alternative teaching

---- A variety of instructional materials are present to account for the different learning needs of students. (For example, differentiated reading materials, supportive websites ready at computers for students to use as references, posters, bulletin boards, anchor charts.)

---- Routines and procedures are evident. (For example, students know how/when to move into groups, students don't have questions about what to do next, transitions are quick, teachers don't have to spend much time giving directions about tasks.)

INSTRUCTION

- There is shared ownership of the class; all students interact comfortably with both teachers.
 - Both teachers are observed using high-impact instructional strategies. Check all that apply.
 - Similarities and differences (comparisons, metaphors, analogies, sorting, classifying)
 - Written summaries
 - Effective note-taking, such as Cornell notes, partial outlines, or concept maps
 - Focused practice (bell-ringers, working problems, answering questions)
 - Graphic organizers (Venn diagram, Thinking Maps, comparison matrix)
 - Other nonlinguistic representations (physical models, movement/kinesthetic activity, visualizing, drawing or making symbolic representations)
 - Socratic discussion/seminar/circles
 - Advance organizers (video clip, short narrative or anecdote, SQ3R)
 - Writing across the curriculum (quick write, think-write-pair-share, exit ticket)
 - Other (explain):
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Record other notes on the back. If possible, sketch a visual that shows grouping(s) of students and movement of both teachers during the lesson.



This resource can be found at <http://resources.corwin.com/coteachersplaybook>

Retrieved from the companion website for *The Co-Teacher's Playbook: What It Takes to Make Co-Teaching Work for Everyone* by Angela Peery. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2020 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.