General Ed Teacher	_ Date
Specialist Teacher	Subject/Grade
Time	_
Observer	
	_
Description of the Class and/or Activity:	
documents; materials are ready and both teach	ther. (Evidence could include: copies of lesson plans or other ers know where they are and how to use them; teachers don't or when to do it – they move fluidly through the lesson.)
Learning Environment The following structures were observed during t One Teach/One Observe Parallel Teaching Team Teaching/Teaming	the visit.  One Teach/One Assist  Station Teaching  Alternative Teaching
ex., differentiated reading materials, supportive posters, bulletin boards, anchor charts.)  Routines and procedures are evident. (For	ent to account for the different learning needs of students. (For websites ready at computers for students to use as references ex., students know how/when to move into groups, students nsitions are quick, teachers don't have to spend much time
Both teachers are observed using high-imp Similarities and differences (comparisor Written summaries Effective note-taking, such as Cornell note to the summaries procused practice (bell ringers, working to graphic organizers (Venn diagram, Thire	problems, answering questions) hking Maps, comparison matrix) ysical models, movement/kinesthetic activity, visualizing, entations)  arrative or anecdote, SQ3R)

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.