

General Ed Teacher _____

Date _____

Specialist Teacher _____

Subject/Grade _____

Time _____

Observer _____

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; materials are ready and both teachers know where they are and how to use them; 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 ex., 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 ex., 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):

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.