SELF Co-Teaching Reflection Tool

Adapted from the Maryland State Department of Education, Division of Special Education/Early Intervention Services (June 2011)

SELF

	Initiating	Developing	Sustaining
P L A N N I N G	Special education teacher plans for IEP implementation One teacher addresses the planning and adaptations necessary for students' specific needs including Universal Design for Learning One teacher plans content delivery Special education teacher plans for IEP implementation	One teacher plans for instruction, assessment, behavior and integration of technology One teacher adapts plans for students with disabilities instruction, assessment and behavior using Universal Design for Learning Teachers plan to jointly deliver the lesson	Both teachers equally share in the lesson development appropriate to the approach of co-teaching utilized Teachers share responsibility for incorporation of modifications, accommodations, Universal Design for Learning and differentiation to address diverse learning needs Teachers select appropriate co-teaching models based on students' needs and content

	Initiating	Developing	Sustaining
I N S T R U C T I O N	Students are learning and engaged by only one teacher The same teacher always leads whole-group instruction, students with disabilities may be pulled to the side for support Special educator only provides assistance to the students identified with disabilities	Students learn and engage more with one teacher than another One teacher leads instruction while the other teacher only interjects, circulates and provides student support as needed One teacher is responsible for integrating assistive technology and other supports into instructional delivery	All students learn and engage with both teachers Teachers share equal status in Instruction and use a variety of grouping strategies and co-teaching models Teachers share responsibility for integrating technology and other supports into instructional delivery

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A S S E S S M E N T	Each teacher understands the outcome of the lesson and separately monitors student progress Teachers maintain separate gradebooks Teachers and collect and analyze data in isolation Special educator develops assessments for students identified with disabilities and provides grades to the general educator.	One teacher monitors student progress and adjusts instruction accordingly Teachers begin to develop a consistent grading policy One teacher develops assessments and collects and analyzes data for all students One teacher implements agreed upon policy for grading and homework	Both teachers monitor student progress and adjust instruction accordingly Both teachers agree upon a consistent policy for grading and homework Teachers share responsibility for developing assessments and collecting and analyzing data for all students Both teachers utilize a consistent policy for grading and homework

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M A N A G E M E N T	Special Education teacher communicates with students with disabilities, their families and service providers	One teacher primarily communicates with students, parents, other teachers and administrators	Teachers share responsibility for communicating with students, parents, other teachers and service providers
	One teacher's name is included on all written materials or students with disabilities receive separate materials	One teacher's name is noted on the majority of information with occasional inclusion of the other teacher's name when it relates to specific students	Both teachers' names are listed on items such as the door, rosters, report cards, and written communication to parents
	Each teacher manages instructional materials for a specified group of students	One teacher is primarily responsible for managing the materials for all students	Teachers share the responsibility for managing materials for all students
	One teacher is responsible for establishing and communicating expectations	Some shared responsibility for establishing and communicating expectations	Both teachers share responsibility for establishing and communicating expectations for all students
	Each teacher disciplines a specified group of students	The majority of discipline is handled by one teacher	Both teachers ensure all students adhere to classroom expectations
	One teacher is solely responsible for implementing Behavior Intervention Plans	One teacher has primary responsibility to implement Behavior Intervention Plans	Both teachers share responsibility to implement Behavior Intervention Plans