

Assessment of Collaborative Teaching Practices in an Inclusive Classroom Campus: _____ Date: _____	Practice in Place	Improvement Needed	Practice not in place	
Best Practice related to Collaborative Teaching	Assessment ✓		Partnership Improvement Strategies	
I. Setting/Support				
A. Support is provided to special needs students, in general education, is invisible or seamless; students not singled out or grouped together.				
B. Dual ownership of ALL students is acknowledged by both partners				
C. The classroom space, materials, and supplemental resources are arranged to support both adults and all students				
II. Partnership				
A. Both Adults introduce partnership to students with an emphasis on equity of partners.				
B. Partners discuss roles and responsibilities of the collaborative teaching partnership.				
C. Both partners assist any student who needs academic or behavioral assistance in the class.				
D. Each partner acquires new professional skills, in the collaborative teaching process, by working closely with his/her partner.				

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III. Instruction				
A. Instructional personnel use a variety of highly effective instructional strategies (multi-level instruction, activity-based instruction, cooperative learning, differentiated instruction).				
B. Partners discuss instructional delivery styles relative to individual strengths.				
C. Instructional activities and strategies are reflective of the skills, interests, motivation, and learning styles of our students.				
D. Instructional accommodations and curricular modifications are applied appropriately for all students who require them.				
E. Instructional routines, procedures and requirements are discussed relative to student success and efficient operation of the collaborative teaching classroom.				
F. Multiple assessment and grading strategies are implemented within the context of student need for differentiated assessment.				
IV. Communication				
A. Communication is open, welcomed, and encouraged by each partner.				
B. Partners discuss and develop classroom routines, procedures and processes conducive to a successful partnership.				
C. Partners discuss and develop a mutually agreed upon classroom management system isolating rules, expectations, and consequences (both positive and negative).				
D. Periodic reflection of our collaborative teaching experience is scheduled, reviewed, and modified to support both students and adults.				
E. Each partner shares his/her professional “non-negotiables” (rules, beliefs, concepts, or procedures that are not subject to compromise) with the other partner.				
F. Partners discuss possible and predictable issues that may arise in a classroom shared by two adults working with a common group of students.				

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V. Planning				
A. Special Education and General Education personnel regularly plan together for instructional and partnership needs.				
B. Individual roles and responsibilities are outlined in frequent collaborative planning sessions.				
C. Accommodations and curricular modifications are collaboratively planned in order to meet the needs of students with disabilities.				
D. Collaborative planning is focused on the academic and behavioral needs of both the whole class and specific individuals requiring attention.				
VI. Ancillary Issues				
A. Partners mutually agree on procedures and roles in communicating with parents of our students.				
B. Partners mutually agree on how to communicate with the campus administrator/supervisor.				
C. Partners mutually agree on how to communicate with other personnel supporting their students.				