

Collaborative Teaching Rubric

## Physical Arrangement

<i>Beginning Stage</i>	√	<i>Transition Stage</i>	√	<i>Collaborative Stage</i>	√
1. Impressions of separateness (students with disabilities versus general education students)		1. Increased movement among adults within the space		1. Space is jointly owned by the adults	
2. Little ownership of materials of space by special educator		2. Increased sharing of materials, resources, supplies and textbooks		2. Seating arrangement (adults & students) are intentionally interspersed	
3. Delegated spaces which are rarely abandoned		3. Territoriality becomes less evident and addressed freely if conflicted		3. All students participate in cooperative grouping assignments	
4. Both teachers' names appear in the area		4. Special educator moves more freely around room but rarely takes center stage		4. Adults facilitate a variety of learning activities, assignments, and projects	
5. Invisible walls		5. Adults able to address concerns about the physical attributes of the classroom.		5. Teachers are more fluid in an unplanned & natural way	
6. Separate materials, resources, and textbooks				6. Both adults control space with classroom always covered	
7. A classroom within a classroom				7. Resources are shared equitably in lesson preparation & implementation	
8. Each adult does his or her own part (preparation) but little sharing				8. Classroom arrangements vary	
<b>TOTAL √s</b>		<b>Total √s</b>		<b>Total √s</b>	

Things my collaborative partner and I can improve about the physical arrangement of our classroom include:

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# Classroom Management

<i>Beginning Stage</i>	√	<i>Transition Stage</i>	√	<i>Collaborative Stage</i>	√
1. Often one teaches and the other manages		1. More communication and mutual development of rules		1. Both teachers are involved in developing a classroom management system that benefits all students	
2. Clarifies rules, consequences, and procedures		2. Some discussion for individual behavioral plans		2. Common for both adults to observe individual behavior plans, use of contracts, rewards, and reinforcers	
3. Special educator may focus on student with a Behavioral Intervention Plan (BIP)		3. Both adults actively redirecting behavior, providing positive feedback, and encouraging replacement behaviors		3. Data is collected by both adults to analyze behavior and response to interventions	
4. May respond to behavior issues from two distinct perspectives		4. Explicit teaching of appropriate replacement behaviors for student success		4. Adults develop relationships and sense of community to enhance classroom management	
5. Dialogue about behavioral management conflicts that may arise		5. A variety of reinforcement strategies		5. Sponge and anchoring activities are designed to support the management routine	
6. Behavioral expectations may differ by individuals		6. A class-wide behavioral management approach is undertaken by adults		6. Students follow routines established by teachers	
7. Students may confuse the management of roles of adults		7. Student compliance to desired behaviors increases			
Total √s		Total √s		Total √s	

Things my collaborative partner and I can improve classroom management include:

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## *Curriculum Goals, Accommodations & Modifications*

<i>Beginning Stage</i>	√	<i>Transition Stage</i>	√	<i>Collaborative Stage</i>	√
1. Programs are driven by textbooks and curriculum standards, planning goals may be 'test-driven'		1. General educator views accommodations as an intervention that will not "water down" the curriculum		1. Both teachers begin to differentiate concepts that all students must know from concepts that most students should know	
2. Accommodations, adaptations, and modifications are generally restricted to those in the IEP		2. Accommodations, adaptations, and modifications become a joint responsibility of both educators		2. Accommodations, adaptations, and/or modifications of content, activities, homework assignments, and assessments become the norm for students who require them	
3. Modifying the curriculum is minimally employed		3. Differentiated planning is process employed by the instructional partnership		3. Differentiation is based on the needs identified by analysis of data	
4. Special educator plays the role of the "helper" or "assistant"		4. Both educators use a variety of accommodations and adaptations to support the diverse learning needs of all students		4. Adult dialogue is focused on lesson and unit development and the support needed for student success	
5. Variety of accommodations are adaptations are limited		5. Adults begin to teach self-initiation skills to encourage students to take ownership for specific instructional supports			
6. Special educator takes leadership in implementing accommodations					
<b>TOTAL √s</b>		<b>Total √s</b>		<b>Total √s</b>	

Things my collaborative partner and I can improve about curriculum goals, accommodations and modifications include:

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## Curriculum Knowledge

Beginning Stage	√	Transition Stage	√	Collaborative Stage	√
1. Special educator identifies strengths and deficits in the content used in the class		1. Special educator acquires a knowledge of the scope & sequence and develops a solid understanding of curriculum content		1. The educators increase collaborative planning	
2. General educator identifies need for accommodations, adaptations, and modifications for students with disabilities		2. Special educator increases suggestions for accommodations, adaptations & modifications		2. Curriculum standards are identified, discussed, and addressed regularly	
3. State curriculum standards, along with IEP goals area shared among the educators		3. General educator becomes more skilled at accommodation, adapting, and modifying curriculum and assessment		3. IEP goals and objectives are linked to the state's curriculum standards	
4. Adults phase in the collaborative teaching process based on personal growth		4. Adults increase their sharing of ideas, adjustments, and approaches to tasks, assignments, projects, and assessments		4. Teachers maintain resources to support a variety of planning approaches	
5. Teacher editions are available for both teachers		5. Planning is collaborative		5. Teachers seek out new strategies, approaches, and interventions to support the diversity of student needs	
<b>TOTAL</b> √s		<b>Total</b> √s		<b>Total</b> √s	

Things my collaborative partner and I can improve about curriculum knowledge include:

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# Assessment

<i>Beginning Stage</i>	√	<i>Transition Stage</i>	√	<i>Collaborative Stage</i>	√
1. Educators begin to discuss assessment and grading		1. Teachers begin to explore differentiated assessment ideas		1. Both teachers understand and appreciate the need for a variety of grading options	
2. Educators share the grading load and align their grading styles		2. Teachers begin to discuss how to effectively capture student progress, not just content knowledge		2. Both adults share grading procedures and create a common set of grading practices	
3. Two separate grading systems are maintained by teachers		3. Teachers share more grading and assessment roles as partners rather than as individuals		3. Differentiated assessment is regularly planned for in collaborative sessions	
4. Limited grading options exist		4. Multiple grading strategies are considered by teachers		4. Teachers understand that differentiated assessment should be an option for all students	
5. Measures tend to be objective in nature and based only on content knowledge		5. Both teachers monitor grading of student success			

Things my collaborative partner and I can improve about grading and assessment include \_\_\_\_\_:

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## Instructional Delivery

<i>Beginning Stage</i>	√	<i>Transition Stage</i>	√	<i>Collaborative Stage</i>	√
1. Teachers often present separate lessons		1. Both teachers direct some of the classroom activities		1. Both teachers participate in the presentation of the lesson	
2. One teach, one assist is more frequently used as the approach		2. Special educators may offer mini-lessons, pre-teaching and re-teaching, to clarify knowledge or concepts		2. Students address questions and discuss concerns with both teachers	
3. Often more whole group instructional approach		3. Increased use of small and flexible groups		3. Whole group, small group and individual attention are interwoven into the roles of the teachers	
4. Limited differentiation of content, instructional process, and /or assessment		4. Increased differentiation of content, process and content		4. A variety of collaborative teaching approaches are used by both adults	
5. Teachers plan in isolation		5. Teachers periodically exchange instructional roles		5. Differentiated instruction is frequently evident in instructional delivery	
6. Flexible grouping is limited		6. Increased collaborative planning		6. Student participation is evident throughout instruction	
7. Both adults begin to develop signals for noise, movement		7. Shared long-range planning is evident			
Total √s		Total √s		Total √s	

Things my collaborative partner and I can improve about instructional delivery include: