

PARTNERSHIP

# Collaborative Teaching Observation Protocol

Class/Grade \_\_\_\_\_ Teacher \_\_\_\_\_ Start Time \_\_\_\_\_  
 School \_\_\_\_\_ Teacher \_\_\_\_\_ End Time \_\_\_\_\_

SEAMLESS

Instructional Objective:

Activity:

# Students Engaged in Discrete Activities:

1. #

2. #

3. #

Grouping:

Whole

Small Group

Individual

# mins.

1 Teach-1 Observe\*

1 Teach – 1 Assist\*

Parallel Teaching\*

Station Teaching\*

Alternative Teaching\*

Team Teaching\*

1 Teach-1 Sit!

Evidence of “phased-in” role of special populations teacher due to subject/content?

RESPECTFUL

\*Friend, M. (2005). *The Power of 2: Second Edition. Forum on Education.*

EFFECTIVE

	Observed	Not Observed	Reverse Observed
1. Both teachers participate in the presentation of the lesson.			
2. Students share questions and concerns with both teachers.			
3. Teachers are not identified as assigned to specific students.			
4. Both teachers are engaged in classroom management.			
5. Teachers jointly share and use classroom space.			
6. Instructional resources are shared equitably.			
7. Student seating is intentionally interspersed.			

EQUITABLE

### Interview Questions (specific descriptions requested):

1. Do you have a scheduled time for planning?
2. Do you debrief your teaching partnership on a regular basis?
3. How do you address the occasional conflict that is natural in most partnerships?
4. Have you received training regarding the roles of collaborative teachers?
5. What evidence do you have the students benefit from your partnership?
6. How do you benefit from your partnership?