

# ASSESSMENT OF COLLABORATIVE TEACHING PRACTICES IN AN INCLUSIVE CLASSROOM

**CAMPUS:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

BEST PRACTICE RELATED TO COLLABORATIVE TEACHING	PRACTICE IN PLACE	NEEDS IMPROVEMENT	NOT IN PLACE	PARTNERSHIP IMPROVEMENT STRATEGIES
<b>I. SETTING/SUPPORT</b>				
1. Support provided to special needs students, in general education, is invisible or seamless; students are not singled out or grouped together.				
2. Both partners acknowledge dual ownership of ALL students.				
3. The classroom space, materials and supplemental resources are arranged to support both adults and all students.				
<b>II. PARTNERSHIP</b>				
1. Both adults introduce partnership to students with an emphasis on equity of partners.				
2. Partners discuss roles and responsibilities of the collaborative teaching partnership.				
3. Both partners aid any student who needs academic or behavioral assistance in the class.				
4. Each partner acquires new professional skills in the collaborative teaching process by working closely with his/her partner.				
<b>III. INSTRUCTION</b>				
1. Personnel use a variety of highly effective instructional strategies (multi-level instruction, activity-based instruction, cooperative learning, differentiated instruction).				
2. Partners discuss instructional delivery styles relative to individual strengths.				
3. Instructional activities and strategies are reflective of the skills, interests, motivation and learning styles of our students.				
4. Instructional accommodations and curricular modifications are applied appropriately for all students who require them.				
5. Instructional routines, procedures and requirements are discussed relative to student success and efficient operation of the collaborative teaching classroom.				
6. Multiple assessment and grading strategies are implemented within the context of student need for differentiated assessment.				

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<b>IV. COMMUNICATION</b>				
1. Communication is open, welcomed and encouraged by each partner.				
2. Partners discuss and develop classroom routines, procedures and processes conducive to a successful partnership.				
3. Partners discuss and develop a mutually agreed upon classroom management system isolating rules, expectations and consequences (both positive and negative).				
4. Periodic reflection of our collaborative teaching experience is scheduled, reviewed and modified to support both students and adults.				
5. Each partner shares his/her professional “non-negotiables” (rules, beliefs, concepts or procedures that are not subject to compromise) with the other partner.				
6. Communication is open, welcomed and encouraged by each partner.				
<b>V. PLANNING</b>				
1. Special Education and General Education personnel regularly plan together for instructional and partnership needs.				
2. Individual roles and responsibilities are outlined in frequent collaborative planning sessions.				
3. Accommodations and curricular modifications are collaboratively planned in order to meet the needs of students with disabilities.				
4. Collaborative planning is focused on the academic and behavioral needs of both the whole class and specific individuals requiring attention.				
<b>VI. ANCILLARY ISSUES</b>				
1. Partners mutually agree on procedures and roles in communicating with parents of our students.				
2. Partners mutually agree on how to communicate with the campus administrator/supervisor.				
3. Partners mutually agree on how to communicate with other personnel supporting their students.				