

Collaborative Teaching/Support Facilitation Observation Protocol

Increasing the Effectiveness and Impact of In-Class Support

Class/Grade _____ Teacher _____ Start Time _____
 School _____ Teacher _____ End Time _____

Instructional Objective: Activity: Grouping: Ⓐ Whole Ⓑ Small Group Ⓒ Individual	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right; padding-right: 10px;"># minutes</td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 1 Teach-1 Observe*</td> <td rowspan="2" style="font-size: 2em; vertical-align: middle; padding-left: 10px;">}</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> 1 Teach-1 Assist*</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Parallel Teaching*</td> <td style="padding-left: 10px;">Use Sparingly</td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Station Teaching*</td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Alternative Teaching*</td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Team Teaching*</td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Second teacher not directly engaged in instruction</td> <td></td> </tr> <tr> <td style="padding: 5px;"><input type="checkbox"/> Second teacher not in class as scheduled</td> <td></td> </tr> </table>	# minutes		<input type="checkbox"/> 1 Teach-1 Observe*	}	<input type="checkbox"/> 1 Teach-1 Assist*	<input type="checkbox"/> Parallel Teaching*	Use Sparingly	<input type="checkbox"/> Station Teaching*		<input type="checkbox"/> Alternative Teaching*		<input type="checkbox"/> Team Teaching*		<input type="checkbox"/> Second teacher not directly engaged in instruction		<input type="checkbox"/> Second teacher not in class as scheduled	
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**Friend, M. (2005). The Power of 2: Second Edition. Forum on Education.*

Observation Results	Observed	Not Observed	Reverse Observed
1. Both teachers participate in the presentation of the lesson.			
2. Students ask questions of 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.			

Information from Informal Interviews	Yes	No	Comments
8. Teachers have a regularly scheduled time for planning together.			
9. Teachers debrief successes and areas of concern in their practice on a regular basis.			
10. Teachers address occasional conflicts in an open manner.			
11. Teachers produce evidence that their students benefit from their collaborative partnership.			
12. Both teachers indicate that they feel positively about their collaborative partnership.			