Inclusion Co-teaching Rubric, Copyright 2005-2012 Rick Welsh, Revised May 2012

DOMAIN 1: Engagement of Teaching Team

1a. Do co-teachers engage in simultaneous instruction?

The whole class is never instructed by both teacher partners simultaneously.	The whole class receives simultaneous, direct instruction from both teaching partners occasionally during the lesson.	The whole class receives simultaneous, direct instruction from both teaching partners frequently during the lesson.	The whole class receives simultaneous, direct instruction from both teaching partners consistently throughout the lesson.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

1b. Do co-teachers provide divergent input to students?

Teachers do not contribute to each other's input to students during instruction.	When teaching partners contribute to each other's instructional input to students, their contribution tends to be in the same modality.	Teaching partners occasionally complement each other's instructional input to students with contributions from different modalities.	Teaching partners frequently complement each other's instructional input to students with contributions from different modalities.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

1c. Do co-teachers share instructional responsibility?

One teacher obviously leads the lesson and assumes all instructional responsibilities.	One teacher obviously leads the lesson and assumes the bulk of instructional responsibilities.	Teachers both assume instructional responsibility for the lesson but one partner may be dominant.	Instructional responsibilities are shared equally between the two teachers.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

1d. Do co-teachers assume each other's roles?

There is no evidence of exchange of roles during the lesson.	Teaching partners occasionally exchange roles during the lesson.	Teaching partners frequently exchange roles during the lesson.	Teaching partners continually move in and out of each other's roles during the lesson.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

1e. Do co-teachers circulate, monitor and assist individual students?

While one partner provides all primary instruction, the other is either idle, or, circulates, monitors and assists individual students.	While one partner provides the bulk of primary instruction the other usually circulates, monitors and assists individual students.	Both teachers circulate, monitor and assist individual students, but responsibility may not be shared equally.	Both teachers consistently circulate, monitor and provide assistance to individual students throughout the lesson as needed.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

Inclusion Co-teaching Rubric, Copyright 2005-2012 Rick Welsh, Revised May 2012

Domain 2: Instruction:

2a. What is the nature of input to students?

Instruction tends to be primarily Verbal/Linguistic in nature.	Instruction is primarily Verbal/Linguistic with occasional support in the Visual/Spatial modality.	Instruction carries Verbal/Linguistic, and Visual/Spatial components. Motor/Kinesthetic is used as an add-on to the lesson or as a separate activity.	Verbal/Linguistic, Visual/Spatial and Motor/Kinesthetic input is integrated cohesively into instruction.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

2b. What roles do co-teachers play during questioning?

One teacher poses all questions, determines student response pattern and evaluates responses.	One teacher takes primary responsibility for posing questions, determining student response pattern and evaluating student responses The other assumes this role only when needed for clarification.	Teachers take turns posing questions, determining student response pattern and evaluating student responses.	Both teachers share the responsibility for posing questions, determining student response pattern and evaluating student responses.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

2c. Do students conference with each other?

All questions are directed to class with single students being chosen to respond.	Students rarely conference in groups prior to responding to questions posed by teachers Single student responses predominate.	Roughly equal mix of student conferencing and single student responses.	Students frequently conference in groups prior to responding to questions posed by teachers. Student conferencing is used more often than single student responses.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

2d. What actions do co-teachers take when students experience difficulty?

Both teachers constantly modify ongoing instruction to insure that all students experience success.	Support teacher suggests changes in class-level instruction when it appears that students are experiencing difficulty.	Individual students receive assistance from teachers or peers during the lesson. No modifications are made to the class-level instruction.	Students who experience difficulty with traditional instruction are pulled together for separate instruction while other students in the classroom receive traditional instruction or enrichment.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

Inclusion Co-teaching Rubric,

Domain 3: Students' response to instruction:

3a. Are students engaged in, and enjoying instruction?			
Identifiable student(s) or subgroups of students are consistently disengaged and do not appear to enjoy most, or all, of the lesson.	Identifiable student(s) or subgroups of students are repeatedly disengaged and do not appear to enjoy a significant portion of the lesson.	Identifiable student(s) or subgroups of students are occasionally disengaged and may not be enjoying certain aspects of the lesson.	Most or all students are consistently engaged and enjoying the lesson.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

3b. Are students attending to instruction?			
The lesson consistently fails to maintain the attention of specific student(s) or subgroups of students. Teacher interaction with this/these student(s) is primarily redirective in nature.	Identifiable student(s) or subgroups of students are repeatedly off task and require significant amount of redirection.	Identifiable student(s) or subgroups of students are occasionally off task and require some redirection.	Off task behavior is random, brief and infrequent, and has little or no impact on the flow of instruction.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

3c. Which students experiencing success with instruction?			
Identifiable subgroups of students consistently struggle with the lesson.	Identifiable subgroups of students frequently struggle with the lesson.	Identifiable subgroups of students occasionally struggle with the lesson.	Most or all students experience consistent success with lesson.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

Inclusion Co-teaching Rubric, Copyright 2005-2012 Rick Welsh, Revised May 2012

Domain 4: Organization

4a. Is there evidence of routines and expectations?

Little evidence of predictable routines or expectations.	Students are aware of routines, but usually require teacher prompting, redirection and/or explanation in order to comply.	Students understand classroom routines and act with minimal prompting.	Students embrace classroom routines, anticipate them, and share the responsibility for keeping the room running.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

4b. How is the room arranged for movement during instruction?

No provision for meaningful student movement is made.	The room is occasionally reorganized to allow safe and easy and meaningful movement.	The room is reorganized to allow for safe, easy and meaningful movement for a portion of each lesson.	The room arranged for safe, easy and meaningful movement at all times.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

4c. What strategy is used for grouping students?

Students work individually.	Students are grouped based management concerns or with students of same ability levels.	Students are placed in groups based on mixed ability levels.	Students are placed in groups based on learning styles.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4

4d. How large are groups?

All students seated in rows facing forward.	Students are seated in sections, each section holding a portion of the class.	Group size varies from 2 to 6 members.	Most groups have 3 members but a few groups may have 2 or 4 students.
☐ Stage 1	☐ Stage 2	☐ Stage 3	☐ Stage 4