



MONROE COUNTY SCHOOLS

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Co-Teach Focus Walk - Summary Rubric

Indicators	Not Addressed	Emergent	Operational	Fully Operational
Co-teaching Structures	Does not use any of the four co-teaching structures; primarily uses a one teach-one drift approach or removes students from the classroom	Has tried some co-teaching structures but does not follow the guidelines; students may be inadvertently stigmatized	Uses two or three co-teaching structures appropriately on a regular basis	Uses a variety of co-teaching structures (team parallel, station, alternative) and flexible grouping practices on a regular basis
Accommodations and Modifications	Does not provide accommodations or modifications	Makes modifications when accommodations are needed; modifies tests instead of using effective instructional strategies	Provides accommodations and modifications as outlined on the IEP	Accommodations and modifications are provided through differentiated instruction
Collaboration and Teaming	Teachers have negative interactions; teachers are angry about co-teaching	One teacher is clearly in charge and one teacher is passive; teachers are not happy, but are resigned to co-teaching	Teachers are positive about co-teaching; roles and responsibilities are clearly outlined; both teacher actively teach, assess, and manage discipline	Parity is evident; visitors cannot tell which teacher is the general education teacher, teachers share roles and responsibilities; teachers obviously enjoy co-teaching
Co-Planning	Teachers do not co-plan instruction	Teachers co-planning, but the time is not productive and little is accomplished	Teachers co-plan on a weekly basis	Teachers developed co-planned units and co-plan on a weekly basis.