

**NW GLRS
Co-Teaching Observation Checklist**

General Education Teacher: _____ Grade Level: _____
 Special Education Teacher: _____ Date of Observation: _____
 Observer: _____ Position: _____
 School: _____ Subject(s) Observed: _____
 Start Time: _____ End Time: _____
 Part of Lesson Observed: Beginning _____ Middle _____ End _____ Unsure _____

Rating Scale: E= Evident NE= Not evident NA= Not applicable

Co-Teaching Models	E	NE	Comment(s)
*Appropriate co-teaching models are used effectively. Circle any/all models observed: One Teach/One Observe One Teach/One Assist Team Teaching Station Teaching Parallel Teaching Alternative Teaching Supportive Instruction (Use of Parapro) No Evidence of Co-Teaching			
Lesson presentation, instruction and instructional materials	E	NE	Comment(s)
*GPS/EQs are posted and are used by the teacher within the lesson framework.			
*GPS/EQs are posted and are used by the students within the lesson framework.			
*Both teachers are present for and engaged in the lesson.			
Evidenced-based instructional strategies are used in the classroom.			
Learning expectations, directions, and procedures are clearly defined for students.			
Research-based instructional strategies are utilized in the classroom.			
Lessons are differentiated in content, process, product, and/or learning environment.			
Graphic organizers/study/note taking guides appropriate to lesson and content are used.			
Technology is integrated and age appropriate.			
Students are engaged in respectful work (challenging, meaningful, engaging, and appropriate for facilitating learning acquisition.)			
Students are participating in lesson activities by both answering and asking questions.			

	E	NE	Comment(s)
Both teachers' voices are heard in the teaching/learning process.			
Instruction looks significantly different with two adults present in the classroom.			
Lessons are presented in a variety of ways.			
Both adults interject ideas for clarification of lesson content.			
A variety of instructional materials appropriate to learner's age/grade are used to engage and motivate learners.			
Both teachers provide feedback to students to guide their learning.			
Teachers facilitate smooth transitions from activity to activity within and between lessons.			
A variety of grouping patterns are used. Circle any/all that apply: Pairs Small Groups Hetro/Homogeneous Whole Class Learning Styles Multi-levels Independent Learning			
Classroom Structure	E	NE	Comment(s)
*Behavioral expectations are posted.			
*Rules are posted.			
Both teachers are actively involved in the lesson presentation and assessment process.			
Both adults move around the classroom assisting and monitoring all students learning.			
Rituals and routines are in place and adhered to by students.			
Inclusive language is used by both teachers in class (us, our, we).			
Teachers utilize nonverbal communication during lesson activities to effectively manage classroom behavior and direct instruction.			
E= Evident NE= Not evident in this observation			
Additional Comments:			





DI Best Practices Inventory
Diagnostic Checklist for Differentiation of Instruction



This diagnostic checklist is designed to assist school and/or teacher leaders in the assessment of current implementation of best practices for differentiation of instruction for increased student achievement. Data generated from this checklist may assist school/teacher leaders in the design of professional learning. Additionally, rich dialogue generated from sharing observation data will inform teacher practice and build consensus for a deep, school-wide understanding and implementation of differentiation.

Teacher:		Date of Observation:	Observer:	
Content Area:		Grade Level:	Time In:	Time Out:
<p align="center">CONTENT</p> <p>Addressing student needs by strategically adopting the depth, pace & delivery mode of what is taught and providing various avenues for students to access the content while still aligning to all elements of the curriculum standard(s)</p>	<p align="center">Possible Observations/Artifacts</p> <ul style="list-style-type: none"> ○ tiered assignments of differing depths (curriculum compacting) ○ re-teaching to small groups based on formative assessment ○ evidence of making content accessible through support (audio-video delivery of written content, note-taking organizers, use of adult/peer mentors) ○ student interview responses that reveal accessible content ○ documents or presentation materials that indicate modification of content to ensure equitable access to learning ○ other _____ 		<p>Evident?</p> <p><input type="checkbox"/> Yes</p>	<p>Comments:</p> <p><input type="checkbox"/> No</p>
<p align="center">PROCESS</p> <p>Addressing student needs by strategically creating student learning experiences that allow for differing student processes while still aligning to all elements of the curriculum standard(s)</p>	<p align="center">Possible Observations/Artifacts</p> <ul style="list-style-type: none"> ○ tiered assignments or parallel tasks at varied difficulty levels ○ tasks that are matched in complexity to student understanding and skill ○ evidence of matching activity to student learning style (verbal, spatial, kinesthetic, auditory..) ○ activities that require using essential skills/information or activities to answer an essential question..activities with varying levels of scaffolding (support) ○ evidence of learning logs, graphic organizers, “cubing”, role playing, learning centers, mind-mapping, model making, and/or labs ○ other _____ 		<p>Evident?</p> <p><input type="checkbox"/> Yes</p>	<p>Comments:</p> <p><input type="checkbox"/> No</p>
<p align="center">PRODUCT</p> <p>Addressing student needs by strategically designing student performance tasks that will result in differing student work products while still aligning to all elements of the curriculum standard(s)</p>	<p align="center">Possible Observations/Artifacts</p> <ul style="list-style-type: none"> ○ performance tasks designed with clear, incremental requirements, accessible to all learners (evidence of materials in students’ primary languages and/or strong system in place for language translation) ○ tasks that require students to rethink, use & extend what they have learned over a long period of time..student-created products that show evidence of learning ○ opportunity for students to present information to diverse and appropriate audiences ○ initial & ongoing assessments of student readiness & growth (formative & summative) evidence of an assessment implementation plan for differentiated assessment ○ evidence of technology use & multimedia ○ other _____ 		<p>Evident?</p> <p><input type="checkbox"/> Yes</p>	<p>Comments:</p> <p><input type="checkbox"/> No</p>
<p align="center">LEARNING ENVIRONMENT</p> <p>Addressing student needs by strategically adjusting the learning environment (physical space, protocols, structures, furniture, materials & time) while still instructing all students for mastery of standard(s)</p>	<p align="center">Possible Observations/Artifacts</p> <ul style="list-style-type: none"> ○ students use established protocols to efficiently transition to and operate within different work configurations ○ adjusted time for some students and/or student groups to complete a given work task ○ flexibility of structures that allow for changes to the grouping, seating, materials, time or structures as student needs change or dictate ○ differing teacher feedback that addresses level of specificity and depth needed by the student or student groups ○ non-visible learning environment made palpable (by communicated high expectations, positive interactions, respect for all, risk-free learning climate)\ ○ other _____ 		<p>Evident?</p> <p><input type="checkbox"/> Yes</p>	<p>Comments:</p> <p><input type="checkbox"/> No</p> <p>(SEE REVERSE SIDE)</p>

Data Source for DI	Possible Observations/Artifacts	Evident?	Comments:
Readiness Level: The use of academic diagnostic data to inform differentiation.	<ul style="list-style-type: none"> ○ small group instruction (groups determined by readiness) ○ homework options and/or tiered/scaffolded assignment ○ graphic organizers ○ negotiated criteria <p>If observed, used to differentiate for:</p> <input type="checkbox"/> content <input type="checkbox"/> process <input type="checkbox"/> product <input type="checkbox"/> learning environment	<input type="checkbox"/> Yes <input type="checkbox"/> No Comments:	
Learning Styles: The use of data regarding each student's most effective learning style to inform differentiation	<ul style="list-style-type: none"> ○ learning style inventory responses ○ teacher observation notes ○ student choice options <p>If observed, used to differentiate for:</p> <input type="checkbox"/> content <input type="checkbox"/> process <input type="checkbox"/> product <input type="checkbox"/> learning environment	Evident? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:	Comments:
Interests: The use of data regarding collective and individual interests to inform differentiation	<ul style="list-style-type: none"> ○ interest inventory responses ○ student choice based on interest ○ student and teacher discussions ○ "bridging" of familiar ideas and experiences to academic content <p>If observed, used to differentiate for:</p> <input type="checkbox"/> content <input type="checkbox"/> process <input type="checkbox"/> product <input type="checkbox"/> learning environment	Evident? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:	Comments:
Student Personal Goals: The use of student-established and articulated goals to inform differentiation of instruction.	<ul style="list-style-type: none"> ○ written student goals ○ spoken student goals ○ student responsibility contracts ○ progress charts with student goals "starred" or otherwise marked <p>If observed, used to differentiate for:</p> <input type="checkbox"/> content <input type="checkbox"/> process <input type="checkbox"/> product <input type="checkbox"/> learning environment	Evident? <input type="checkbox"/> Yes <input type="checkbox"/> No Comments:	Comments:

Level	Skills Demonstrated	Question Cues
<p>Recall of Information</p> <p>Level 1</p>	<ul style="list-style-type: none"> • Make observations • Recall information • Recognize formulas, properties, patterns, processes • Know vocabulary, definitions • Know basic concepts • Perform one-step processes • Translate from one representation to another • Identify relationships 	<ul style="list-style-type: none"> • Tell what, when, or where • Find • List • Define • Identify, label, name • Choose, select • Compute, estimate • Express as • Read from data displays • Order
<p>Basic Reasoning</p> <p>Level 2</p>	<ul style="list-style-type: none"> • Apply learned information to abstract and real life situations • Use methods, concepts, theories in abstract and real life situations • Perform multi-step processes • Solve problems using required skills or knowledge (requires more than habitual response) • Make a decision about how to proceed • Identify and organize components of a whole • Extend patterns • Identify/describe cause and effect • Recognize unstated assumptions, make inferences • Interpret facts • Compare or contrast simple concepts/ideas 	<ul style="list-style-type: none"> • Apply • Calculate, solve • Complete • Describe • Explain how, demonstrate • Construct data displays • Construct, draw • Analyze • Extend • Connect • Classify • Arrange • Compare, contrast
<p>Complex Reasoning</p> <p>Level 3</p>	<ul style="list-style-type: none"> • Solve an open-ended problem with more than one correct answer • Create a pattern • Generalize from given facts • Relate knowledge from several sources • Draw conclusions • Make predictions • Translate knowledge into new context • Compare and discriminate between ideas • Assess value of methods, concepts, theories, processes, formulas • Make choices based on reasoned argument • Verify the value of evidence, information, numbers, data 	<ul style="list-style-type: none"> • Plan, prepare • Predict • Create, design • Ask "what if?" questions • Generalize • Justify, explain why, support, convince • Assess • Rank, grade • Test, judge • Recommend • Select • Conclude

Depth of Knowledge Levels

Level 1: (Recall of Information)	Asks students to recall facts, terms, concepts, and trends or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when, and where. Items that require students to “describe” and/or “explain” could be classified at Level 1 or Level 2, depending on what is to be described and/or explained. A Level 1 “describe and/or explain” would require students to recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in documents, excerpts, quotations, maps, charts, tables, graphs, or illustrations are generally Level 1.
Level 2: (Basic Reasoning)	Includes the engagement of some mental processing beyond recalling or reproducing a response. This Level generally requires students to: contrast or compare people, places, events, and concepts; convert information from one form to another; give an example; classify or sort items into meaningful categories; draw simple conclusions; or describe, interpret, or explain issues and problems, patterns, reasons, cause and effect, significance or impact, relationships, points of view, or processes. A Level 2 “describe and/or explain” would require students to go beyond a description or explanation of recalled information to describe and/or explain a result or “how” or “why”.
Level 3: (Complex Reasoning)	Requires reasoning, using evidence, and a higher level of thinking than Level 1 and Level 2. Students will go beyond explaining or describing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Level 1 or Level 2. Items at Level 3 can include: drawing conclusions from multiple or complex stimuli; citing evidence; applying concepts to new situations; using concepts to solve problems; analyzing similarities and differences in issues and problems, proposing and evaluating solutions to problems; recognizing and explaining misconceptions; or making connections across time and place to explain a concept or “big idea”.
Level 4: (Extended Reasoning)	<p>Requires the complex reasoning of Level 3 with the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is not a distinguishing factor if the required work is only repetitive and does not require applying significant conceptual understanding and higher-order thinking. At this level the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts <i>within</i> the content area or <i>among</i> content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance, students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.</p> <p>Many on-demand assessment instruments will not include assessment activities that could be classified as Level 4. However, standards, goals, and objectives can be stated so as to expect students to perform thinking at this level. On-demand assessments that do include tasks, products, or extended responses would be classified as Level 4 when the task or response requires evidence that the cognitive requirements have been met.</p>
Source: http://facstaff.wcer.wisc.edu/normw	