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 Chancellor

Rubric for Best Practices in a Collaborative Team Teaching Classroom

School: _____ GE Teacher: _____ SE Teacher: _____

Grade/Class: _____ Period: _____ Subject: _____ Time: _____

PLANNING	Always	Frequently	Sometimes	Never	Explanation
Planning is collaborative and part of a team effort to meet all student needs for each co-taught lesson					
Both teachers have knowledge of students' IEP goals and plan accordingly					
CURRICULUM	Always	Frequently	Sometimes	Never	Explanation
All students have access to, and participate in, the general education curriculum					
All students are using appropriate textbooks with adaptations and modifications as needed					
Educational concepts are being taught according to the New York State Learning Standards					

DIFFERENTIATED INSTRUCTION	Always	Frequently	Sometimes	Never	Explanation
Teachers are co-responsible for implementation of differentiated instruction					
The skills of the special education teacher are used to help develop differentiated instructional strategies for all students					
Both teachers differentiate instruction based on content : what the teachers want the students to learn as determined by the students' readiness levels, interests, and learning profile					
Both teachers differentiate instruction based on process : the activities designed to ensure that students use key skills as determined by the students' readiness levels, interests, and learning profile					
Both teachers differentiate instruction based on product : culminating activity through which students demonstrate what they have learned as determined by students' readiness levels, interest, and learning profile					
TEAM TEACHING APPROACHES	Always	Frequently	Sometimes	Never	Explanation
One Teach, One Observe teaching approach is being used, gathering specific observational information for analyzing at a later time					
One Teach, One Assist teaching approach is being used, with one teacher keeping primary responsibility for teaching while the other one circulates providing unobtrusive assistance as needed					
Parallel Teaching approach is being used, with teachers teaching the same information to separate groups simultaneously					
Station Teaching approach is being used, with each teacher teaching specific content/skill/concept to revolving groups					
Alternative Teaching approach is being used with one teacher working with the large group of students, and the other teacher working with a smaller group					
Team Teaching approach is being used, with both teachers delivering the same instruction at the same time					

COOPERATIVE LEARNING GROUPS	Always	Frequently	Sometimes	Never	Explanation
Students are assigned to groups on the basis of their interest and complexity of task					
Cooperative learning groups are designed to strengthen students' academic and social skills					
ASSESSMENT	Always	Frequently	Sometimes	Never	Explanation
Both teachers share and discuss summative, formal and informal assessments to plan instruction					
Disaggregated test results are used for targeting instructional topics on an ongoing basis					
CLASSROOM MANAGEMENT	Always	Frequently	Sometimes	Never	Explanation
Students are flexibly grouped					
There are classroom areas for station teaching and/or small groups					
Classroom materials reflect supports for students with varying patterns of strengths and interests					
Both teachers determine and implement behavior management systems					
Students' work, process, and product are celebrated					

Notes:
