

FIGURE 7.3: CO-TEACHING WALKTHROUGH TOOL

Focus Area	Key Questions	What to Look For (Check all that apply.)
<p>Teacher Engagement Co-teaching is most effective when both teachers actively lead instruction rather than one playing a passive support role.</p>	<p>Are both teachers actively engaged in instruction?</p>	<p><input type="checkbox"/> Both teachers are actively contributing to instruction.</p>
<p>Evidence of Differentiation Effective co-teaching ensures all students access the content in ways that meet their needs, preventing unintentional tracking.</p>	<p>Are teachers using differentiated approaches to meet diverse student needs?</p>	<p><input type="checkbox"/> Small-group support without isolating students</p> <p><input type="checkbox"/> Multiple ways to access content (visuals, sentence frames, graphic organizers)</p> <p><input type="checkbox"/> Intentionally adjusted instruction based on student responses and learning needs (for example, scaffolding, flexible grouping, targeted questioning)</p>
<p>Co-Teaching Models Used Using varied co-teaching models beyond one teach-one support promotes higher student engagement and equitable instruction.</p>	<p>Which model or models are being used?</p>	<p><input type="checkbox"/> One teach-one support</p> <p><input type="checkbox"/> Parallel teaching</p> <p><input type="checkbox"/> Station teaching</p> <p><input type="checkbox"/> Alternative teaching</p> <p><input type="checkbox"/> Team teaching</p>
<p>Student Participation High-impact co-teaching leads to all students—especially those with disabilities—being fully integrated into classroom discussions and activities.</p>	<p>Are all students actively engaged in the learning process?</p>	<p><input type="checkbox"/> Students are asking and answering questions.</p> <p><input type="checkbox"/> Students are engaged in hands-on activities.</p> <p><input type="checkbox"/> All students are engaged, and there is no visible separation of students entitled to an IEP.</p>
<p>Feedback Notes</p>		