

Inclusive Teaching Checklist/Observation Protocol

Inclusive Teaching Team:

Date:

Instructional Lead

- Both teachers actively engaging all students throughout the lesson and share responsibility during instruction
- Teachers use verbal/non-verbal signals to keep instruction going
- Teachers feeding off each other
- Students ask either teacher questions
- Both teachers give examples and explanations
- Seamless interactions/interchangeable roles
- Both Teachers able to differentiate for all levels
- Shared responsibility during instruction
- Universally designed materials and activities

Responsibilities/Accountability

- Punctual/both teachers present and prepared unless notification provided
- Lesson plans shared electronically and in advance to ensure time for accommodations to be made
- Both teachers have a voice in planning process
- Both teachers engage freely with all students
- Both teachers have shared responsibility for all students' learning
- Both teachers comfortable with implementing accommodations
- Both teachers comfortable with delivering instruction
- Both teachers check/approve completed assignments
- Both teachers responsible for formative assessments
- Shared grading responsibility

Expectations/Commitment

- Behavioral and academic expectations agreed upon, posted and consistently applied and supported by both teachers
- Posted/shared rubrics for specific skill or activity
- Either teacher is able/willing to effectively addresses behavior issues as they occur

- Both teachers agree upon individual student growth expectations/trajjectory

Communication

- Seamless, back and forth instruction with interjections valued
- Both teachers respond to questions or academic needs seamlessly
- Consistent messages to students regarding behavior
- Visible/available lesson plan or unit calendar
- Use of inclusive language "we, our, us"
- Both teachers' names used
- Obvious non-verbal communication being used
- Non-verbal cues match verbal communication
- Obvious "ease" between teachers
- Flexibility and openness to impromptu suggestions
- No obvious signs of friction/contradictions

Use of Co-Teaching Models

- Station teaching
- Parallel teaching
- Team teaching
- Both teachers confident in using all different models
- Prepared for using different models
- Both teachers able to adapt/differentiate easily if methods or content not working

Student Response

- Students respond to both teachers consistently, respectfully, and equally
- Students utilize both teachers as resources
- Students respond and accept without challenge or question both teachers' instruction or direction
- All students (at all levels) fully engaged with good effort throughout entire lesson