Rubric for Evaluating Administrative Structures

Indicators	1	2	3	4
Scheduling	Did not follow scheduling guidelines for SWD; violated FTE rules; SpedEd teachers teach with 5 or more other teachers	Followed minimum guidelines for SWD; too many low achieving or "high need" students in co-taught classes; SpedEd teachers teach with 4-5 other teachers	Followed most of the guidelines for scheduling SWD; co-taught classes not overloaded with low achieving or "high need" students; SpedEd teachers teach with 2-3 other teachers	Developed an efficient and effective schedule followed all scheduling guidelines; avoided common pitfalls
Co-Planning	Did not provide any planning	Provided minimal planning when requested by teachers	Provided planning time each grading period or common planning time weekly	Scheduled common planning time and provided planning time each grading period
Training	Did not provide any training	Provided training for some co-teachers	Provided training for all co-teachers	Provided training for **all** faculty and support personnel
Support	Is actively resistant to inclusive practices	Provided little or no support for change	Provided an adequate level of support for change with some coaching, problem-solving, recognition, or resources	Provided a high level of support for change: coaching, problem-solving, recognition, and resources

Rubric for Evaluating Co-Teachers

Indicators	1	2	3	4
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 get together for 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