

# **Pillar 16: Explicit Instruction (HLP 16)**

# **Co-teacher Checklist**

The purpose of this checklist is to provide guidance and “look fors” for co-teachers and administrators as they implement Explicit Instruction in the co-taught classroom. This guide is meant to be just that—a guide—to planning and thinking about Explicit Instruction.

## Directions for use:

1. Using the checklist, rate your current or teachers’ observed practices on the following scale:

1 – not yet 2 – sometimes 3 – practice in place

1. Identify areas of strength and areas of growth.
2. Set professional growth goals based on areas of growth.
3. Use the [Virginia Professional Teaching Standards – HLP Crosswalk](https://ttaconline.org/Resource/JWHaEa5BS76j9uLrOziG_A/Resource-virginia-professional-teaching-standards-and-high-leverage-practice-crosswalk--school-leaders-hlp) to as a tool for integrating with teacher evaluation.

## Resources Used in Development of this Checklist

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Rodgers, W. J., & Weiss, M. P. (2019). Specially designed instruction in secondary co-taught mathematics. *TEACHING Exceptional Children, 51*(4), 276–285. <https://doi.org/10.1177/0040059919826546>

Weiss, M. P., & Rodgers, W. J. (2020). Instruction in secondary cotaught classrooms: Three elements, two teachers, one unique approach. *Psychology in the Schools, 57*(6), 959–972. https://doi.org/10.1002/pits.22376



# **Co-Teacher Explicit Instruction (Pillar HLP 16) Checklist**

Rate & Circle: 1 – not yet 2 – sometimes 3 – practice in place

|  |  |
| --- | --- |
| **Collaboration** | **Rate** |
| Co-teachers understand and accurately state their roles, responsibilities, and expectations. | 1, 2, 3 |
| Co-teachers have an organized and structured learning environment with class routines and practices that they explicitly taught and reinforced. | 1, 2, 3 |
| Co-teachers meet regularly to co-plan. | 1, 2, 3 |

| **What to Teach** | **Rate** |
| --- | --- |
| **General Education Teacher:** Identifies critical grade-level content and essential standards, related prerequisite skills, and important vocabulary to create accessible instructional units with pacing guides. | 1, 2, 3 |
| **Special Education Teacher:** Documents and shares with co-teacher the learner characteristics, strengths, needs and IEP goals of students with disabilities. Describes ways to make grade level content standards accessible. | 1, 2, 3 |
| **Special Education Teacher:** Uses information about student needs and IEP goals to plan SDI using evidence-based practices. | 1, 2, 3 |
| **Special Education Teacher:** Collaborates with other education professionals to determine how to generalize and maintain skills taught through SDI in other learning environments. | 1, 2, 3 |
| Co-teachers analyze data about students’ prior knowledge, learner characteristics, and IEP goals and use data to plan instructional units. | 1, 2, 3 |
| Co-teachers use their knowledge of students’ learning characteristics and learning goals to select instructional strategies and co-teaching approaches. | 1, 2, 3 |
| Co-teachers teach cognitive and meta-cognitive strategies to ALL students (HLP 14), using high leverage and evidence-based practices. | 1, 2, 3 |

| **How to Teach** | **Rate** |
| --- | --- |
| 1. ***Demonstrate and Model New Skills (“I do”) Co-teachers:*** |  |
| Identify and share learning goal or target in student friendly language. | 1, 2, 3 |
| Activate students’ prior knowledge related to the learning target. | 1, 2, 3 |
| During warmups, use co-teaching approaches that differentiate for SDI, remediation, extension activities and student inquiry. | 1, 2, 3 |
| During instruction, use a variety of co-teaching approaches that meet learning targets and students’ needs. | 1, 2, 3 |
| Explicitly model, and demonstrate new skills with teacher think aloud, using simplified and concise academic language with examples and non-examples. | 1, 2, 3 |
| Maintain a brisk instructional pace. | 1, 2, 3 |
| * **Scaffolds and Modifications (Embedded HLPs 15 & 13)** | **Rate** |
| Differentiate with scaffolds, teaching students how to use them (HLP 15). | 1, 2, 3 |
| Modify tasks and materials such as guided notes, worked solutions, checklists, simplified sentence structure with highlighted words, visual aids (HLP 13). | 1, 2, 3 |
| Teach multiple representations of material, including manipulatives (HLP 13). | 1, 2, 3 |
| 1. ***Guided Practice (“We do”) Co-teachers:*** | **Rate** |
| Structure guided practice and use flexible grouping (HLP 17) with multiple examples. | 1, 2, 3 |
| Select a variety of co-teaching approaches that meet learning targets and students’ needs. | 1, 2, 3 |
| Use scaffolds and supports, fading when students are independent and confident. | 1, 2, 3 |
| * **Active Engagement Strategies (Embedded HLP 18)** | **Rate** |
| Ask low level questions. | 1, 2, 3 |
| Ask higher level thinking questions. | 1, 2, 3 |
| Create and implement student verbal and non-verbal response routines. | 1, 2, 3 |
| Ask questions with high frequency to engage students with multiple opportunities to respond (OTR). Research suggests between 3 - 4 questions per minute. | 1, 2, 3 |
| Give immediate, constructive, and positive feedback on learning and behavior (HLP 8 & 22). | 1, 2, 3 |
| 1. ***Independent Practice (“You do”)* Co-teachers:** | **Rate** |
| Create structures and routines that support independent work. | 1, 2, 3 |
| Provide clear directions and model how to complete independent activities. | 1, 2, 3 |
| Select a variety of co-teaching approaches that meet learning targets and students’ needs. | 1, 2, 3 |
| In math, use blocked practice for new skills and interleaving practice for long term retention. | 1, 2, 3 |
| * **Flexible Grouping (Embedded HLP 17)** | **Rate** |
| Use homogeneous groups for extension activities, inquiry, remediation, and SDI. | 1, 2, 3 |
| Use heterogeneous group activities to encourage academic discussions, inquiry, engagement, and social interactions (HLP 9). | 1, 2, 3 |
| Circulate the classroom to monitor students' work and give positive and constructive feedback. | 1, 2, 3 |
| * **Positive & Constructive Feedback (Embedded HLP 8 & 22)** | **Rate** |
| Give feedback that is goal oriented, specific, and constructive. | 1, 2, 3 |
| Provide timely feedback. | 1, 2, 3 |
| Give feedback that is positive and respectful, considerate of a student’s age, learning history, cultural background, and preferences. | 1, 2, 3 |
| **Lesson Closing** | **Rate** |
| Review learning target, skills learned, and their importance. | 1, 2, 3 |
| Use reflection, exit tickets, and activities to promote student thinking and monitor student learning. | 1, 2, 3 |
| When appropriate, use self-monitoring of academic performance checklists as a scaffold to facilitate self-awareness, self-advocacy, and goal setting. | 1, 2, 3 |
| **Monitor Student Progress (HLP 6)** | **Rate** |
| Use data to monitor students’ progress toward achieving learning goals. | 1, 2, 3 |
| **Special education teacher:** Use data to monitor student progress toward IEP goals and adapt an element of SDI (content, methodology, instructional delivery) when a student is not making progress toward IEP goals. | 1, 2, 3 |