## **Co-Teaching Project Rubric**

	Unsatisfactory	Basic	Proficient	Distinguished	1
Dimension	Does not meet standards.  0 Points	Meets minimal standards. 1 Points	Consistently meets standards. 2 Points	Consistently exceeds standards. 3 Points	score
Content of Paper: Factual information presented in the paper. Standard 1- ICC1K5, ICC1K9, ICC1K10, IGC1K1, IIC1K1, IIC1K4, IGC1K5, ICC1S1, IIC1K7, IGC1K7 Standard 9-	Much of the content provided in the paper is inaccurate.	Content provided in the paper covers accurate information about identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	The content provided in the paper covers models, theories, philosophies, and research methods that form the basis for special education practice including rights and responsibilities of individuals with exceptional learning needs. Including information about identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	The content provided in the paper is accurate and uses recent sources that cover models, theories, philosophies, and research methods that form the basis for special education practice including rights and responsibilities of individuals with exceptional learning needs. Including information about identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds	
Co-teaching: A model of coteaching is demonstrated.  Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4, IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9	The coteaching model is demonstrated inaccurately or not at all.	The co-teaching model is demonstrated in some detail and includes models considered and strategies that were discussed for collaboration and fostering respectful.	The co-teaching model accurately uses group problem-solving skills to develop, implement, and evaluate collaborative activities is discussed. It uses collaboration to assure that the needs of all individuals are addressed and to promote and advocate the learning and well being of individuals with special needs across a wide range of settings and a range of different learning experiences. Discussion also included beneficial relationships between families and/or professionals.	The co-teaching model is demonstrated accurately with the use of resource discussed to assist colleagues in understanding the laws and policies relevant to individuals with special needs. It uses collaboration to assure that the needs of all individuals are addressed and to promote and advocate the learning and well being of individuals with special needs across a wide range of settings and a range of different learning experiences. Discussion also included beneficial relationships between families and/or professionals.	
Audience: The lesson is appropriate for the students for which it is intended. Standard 2-ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, IGC2K1, IGC2K2, IGC2K3, IGC2K4, IGC2K5, IGC2K6, IIC2K1, IIC2K2, IICC2K3, IICC2K4, IICC2K5	The lesson is not appropriate for the college student audience for which it is intended.	The lesson meets the needs of the college student audience for which it is intended with some lapses.	The lesson is appropriate to demonstrate respect for students as unique human beings and explores the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. The lesson demonstrates an understanding of how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals. The lesson supports the understanding that special educators have an impact on the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.	The lesson is exceedingly appropriate to in fully demonstrating respect for students as unique human beings and explores the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. The lesson demonstrates an understanding of how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals. The lesson supports the understanding that special educators have an impact on the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.	
Co-Taught Plan: The lesson incorporates a co-teaching model. Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4,	The paper is poorly written and does not	The paper has some writing errors but can be understood. It incorporates the co-teaching model	The paper discusses the co-teaching model coherently and the special educator as specialists who can collaboration effectively to include and teach all individuals. Special educators are a	The paper is well-written and incorporates the coteaching model coherently, including names and times. It discusses the special educator as specialists who can collaboration effectively to include and teach	

IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S8, ICC10S8, ICC10S8, ICC10S9	describe the co- teaching model coherently.	coherently but the discussion includes only limited points about the educators as a resource or the beneficial relationships needed between families and/or professionals.	resource to their colleagues in the laws and policies relevant to Individuals with special needs and serve as facilitators of successful transitions for individuals with special needs across settings and services.	all individuals. Special educators are a resource to their colleagues in the laws and policies relevant to Individuals with special needs and serve as facilitators of successful transitions for individuals with special needs across settings and services.
Assistive and Instructional Technology: Technology is integrated into the lesson and describe in the paper. Standard 3, 4, & 7- IGC3S1, IIC3S1, ICC7K4, ICC7S9, ICC8S3, IGC4S7, IGC7S4, IIC8S5, IIC4S2, IIC8S5, IIC4S2	Technology is not used to enhance or inhibits learning for many students.	Technology is used to enhance learning for some students but is not clear why.	Technology is used appropriate in the lesson as an adaptation for individuals with exceptional learning needs and it enhance learning for students and is <b>clearly</b> described in the paper.	Technology is used appropriate in the lesson as an adaptation for individuals with exceptional learning needs and it enhance learning for students and is <b>fully</b> described in the paper.
Effects of cultural and linguistic differences: The paper discusses cultural and linguistic differences. Standard 6 - ICC6K1, ICC6K2, ICC6K3, ICC6K4, IGC6K1, IGC6K2, IGC6S1, ICC6S2, IGC6S1, IGC6S2, IGC6S1, IGC6S4, IGC6S5, IICC6K1, IICC6K2, ICC6S1, ICC6S2, IICC6K1, IICC6K2, ICC6S1, ICC6S2, IICC6K1, IICC6K2, ICC6S1, ICC6S2, IICC6S1, IICC6S2, IICC6S2, IICC6S1, IICC6S2, IICC6S1, IICC6S2, IICC6S1, IICC6S2, IICC6S2, IICC6S1, IICC6S2, IICC6S1, IICC6S2, IICC6S1, IICC6S2, IICC6S2, IICC6S1, IICC6S2, IIC	The paper does not go over cultural and linguistic differences	The paper slightly goes over cultural and linguistic differences. The paper does not provide a discussion of effective language models or communication strategies or resources to facilitate understanding of subject matter for individuals with special needs or whose primary language is not English.	The paper clearly covers cultural and linguistic differences and includes the discussion of augmentative & assistive communication strategies and other communication methods to an individual's language proficiency and cultural and linguistic differences. In addition the paper provides effective language models and communication strategies and resources to facilitate understanding of subject matter for individuals with special needs including individuals whose primary language is not English.	The paper completely covers cultural and linguistic differences and issues are well-developed and include the discussion of augmentative & assistive communication strategies. Included in the paper is the discussion of other communication methods to an individual's language proficiency and cultural and linguistic differences. In addition the paper provides effective language models and communication strategies and resources to facilitate understanding of subject matter for individuals with special needs including individuals whose primary language is not English.
Handouts: Supplemental materials to be used in the learning experience. Standards 7 - ICC7S11, ICC7S12, ICC7S13, ICC7S14, ICC7S8, ICC7S9, ICC7S10, ICC7S11, ICC7S12, ICC7S13	Student materials are poorly developed or not provided at all.	Materials are mostly well-developed, but some have questionable usefulness or readability.	All materials are well-developed and emphasize individualized instructional plans with explicit use for modeling and guided practice to assure acquisition and fluency, maintenance, and generalization. The materials reflect an understanding of these factors and guide the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.	All materials are well-developed and enhance application of the knowledge learned. All materials emphasize individualized instructional plans with explicit use for modeling and guided practice to assure acquisition and fluency, maintenance, and generalization. The material reflects an understanding of these factors and guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables.
Literature Resources: Reliable resources from reputable sources. Standards 1, 4, 7, & 9 - ICC1K1, IGC4S1, ICC7K1, ICC9K4, IIC4S1	Zero reputable sources are provided.	Less than five reputable literature- or web-based sources are provided.	At least seven reputable literature-based sources are provided that support research-validated practices.	More than 10 reputable literature-based sources are provided that support research-validated practices including models, theories, philosophies of SPED.
Assessment of Student Learning: Activities in the paper noted that measure student learning of concepts. <i>Standards 8</i> -	The coteachers do not measure	The co-teachers attempt to measure whether the students needs to learned or has learned the	The co-teachers knows and demonstrates that the assessment is integral to the decision-making and teaching of special needs students and use multiple types of assessment information for a variety of	The co-teachers measure whether the students learned the concepts of the lesson and discuss it in the paper the basic terminology and the limitations of assessment instruments. They provided feedback to

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ICC8K1, ICC8K2, ICC8K3, ICC8K4, ICC8K5, IGC8K1, IGC8K2, IGC8K3, IGC8K4, ICC8S1, ICC8S2, ICC8S3, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IGC8S1, IGC8S2, IGC8S3, IGC8S4, IGC8S5, IIC8K1, IIC8K2, IIC8K3, IIC8S1, IIC8S2, IIC8S3, IIC8S4, IIC8S5, IIC8S6, IIC8S5, IIC8S6, IIC8S5, IIC8S6, IIC8S6, IIC8S6, IIC8S6, IIC8S6, IIC8S7	whether the students learned the concepts.	concepts in the lesson.	educational decisions. The co-teachers use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. In addition measure whether the students learned the concepts of the lesson and discuss it in the paper the basic terminology and the limitations of assessment instruments.	the students and noted in the paper. The co-teachers demonstrates that the assessment is integral to the decision-making and teaching of special needs students and use multiple types of assessment information for a variety of educational decisions.  The co-teachers use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. In addition measure whether the students learned the concepts of the lesson and discuss it in the paper the basic terminology and the limitations of assessment instruments.
Teamwork: How the co-teachers work together to complete the assignment. Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4, IGC10K4, IGC10K4, IGC10K5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2, ICC10S3, ICC10S4, ICC10S4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S7, ICC10S8, ICC10S7, ICC10S8, ICC10S9	All members of the coteacher team do not contribute to both the preparation and teaching.	Only one of the co-teacher team members contribute significantly to both the preparation and teaching of the lesson.	Each co-teacher contributes to the preparation and teaching of the lesson and includes factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, or community members. The paper notes that the special educator is a resource to their colleagues in the laws and policies relevant to Individuals with special needs and serves as facilitators of successful transitions for individuals with special needs across settings and services.	Each co-teacher contributes to the preparation and teaching of the lesson and includes factors that promote effective communication and collaboration with individuals with exceptional learning needs, families, school personnel, or community members. Candidates note collaboration with others in assessment of individuals with exceptional learning needs The paper notes that the special educator is a resource to their colleagues in the laws and policies relevant to Individuals with special needs and serve as facilitators of successful transitions for individuals with special needs across settings and services.
<u>Creativity</u> : The imagination that the team uses to put the lesson together.	The written lesson does not reflect that the lesson was fun or interesting enough to enhance student engagement	The written lesson attempts to make the lesson fun or interesting enough to enhance a few students' engagement.	The written lesson reflects that the instructors make the paper fun and interesting and encourages student engagement.	The written lesson reflects that the instructors make the paper fun and interesting to enhance student engagement and participation.
Enthusiasm: The energy that the team creates for the subject inspires the audience.	The coteachers show little or no interest for the subject that they have been assigned.	The co-teachers show some interest in the subject that they have been assigned.	The co-teachers show passion for the subject that they have been assigned.	The co-teachers show passion for the subject that they have been assigned and elicit questions from the audience.
Response to Feedback: How the	Few or	Some team members	The team respectfully listens to feedback and	The team respectfully listens to feedback and makes

team responds to feedback after the lesson, during the paper, and when working with students. Standards 4, 5, & 10 - ICC10S11, IGC4S12, IGC5S4, IIC4S6, IIC5S5	none of the team members respectfully listen to feedback or provide written feedback to students.	respectfully listen to feedback and note written feedback to students	provides written or oral feedback to students and it is reflected in the paper. The team uses feedback on personal errors to guide instructional decisions and provide feedback to learners and teaches individuals with exceptional learning needs to give and receive meaningful feedback from peers and adults.	recommended adjustments to the lesson and reflects it in the paper and provides written feedback to students and it is reflected in the paper. The team uses feedback on personal errors to guide and model instructional decision making and as a way to provide feedback to learners with exceptional learning needs and model how to receive meaningful feedback from peers and adults.	
Collaboration Process: How the team worked together to develop the lesson. Standard 10 - ICC10K1, ICC10K2, ICC10K3, ICC10K4, IGC10K1, IGC10K2, IGC10K3, IGC10K4, ICC10S5, ICC10S6, ICC10S7, ICC10S8, ICC10S9, IIC10K2, IIC10K3, ICC10S1, ICC10S2,	Few or none of the team members respectfully collaborate d	Some team members collaborated and the paper reflects on the collaboration process.	All team members collaborated in the lesson plan process and/or the paper reflects on what was wrong with the collaboration process. All members observed, evaluated, and provided feedback to the team as well as using group problem-solving skills to develop, implement, and evaluate collaborative activities.	All team members were respectful and collaborated in the lesson plan process and the paper reflects on the collaboration process. All members observed, evaluated, and provided feedback to the team as well as using group problem-solving skills to develop, implement, and evaluate collaborative activities.	
Reflection: How the lesson went. Standard 9 - ICC9K1, ICC9K2, ICC9K3, ICC9K4, IGC9K1, IGC9K2, ICC9S3, ICC9S4, ICC9S5, ICC9S5, ICC9S6, ICC9S7, ICC9S8, ICC9S9, ICC9S1, ICC9S11, ICC9S12, ICC9S13, IGC9S1, IGC9S1, ICC9S12, ICC9S13, IGC9S1, IGC9S2, IIC9K1, IIC9K2, IICSS1, IICSS1, IICSS2, IICSS3	Fails to reflect on lesson	Mentions parts of the Basic Reflection items but fails to clearly connect with the lesson to principles items	Relates experience to developmentally appropriate practice and requires, of themselves personal ongoing attention to legal matters along with serious professional and ethical considerations. The team engaged in professional activities and participate that benefit individuals with special needs, and their own professional growth. The team views themselves as lifelong learners and regularly reflects on and adjusts their practice.	Relates experience to developmentally appropriate practice and requires, of themselves personal ongoing attention to legal matters along with serious professional and ethical considerations. The team engaged in professional activities and participate that benefit individuals with special needs, and their own professional growth. The team views themselves as lifelong learners and regularly reflect on and adjust their practice and notes future development of professional self	

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