

**NEEDS ASSESSMENT FOR CO-TEACHING IMPLEMENTATION**  
**Developed by the Co-teaching Professional Development Team**  
for the Arkansas Department of Education, February, 2005

Name \_\_\_\_\_ Position \_\_\_\_\_

School/District \_\_\_\_\_

*Directions:* The following prerequisites to implementation of effective co-teaching models have been identified in the co-teaching literature. Please read each item carefully. Then rate the need for preparation in your school/district in each area using the scale listed below. Thank you for taking the time to complete this instrument so that we may opportunities that better meet your professional development needs.

Preparation Needs Scale

- 1 = High
- 2 = Above Average
- 3 = Average
- 4 = Below Average
- 5 = None

**DO WE HAVE A CLEAR AND COMMON VISION?**

1. \_\_\_\_\_ Key stakeholders share a philosophy or system of principles that guide co-teaching implementation.
2. \_\_\_\_\_ Co-teaching implementation is compatible with existing values and beliefs.
3. \_\_\_\_\_ The school district is committed to co-teaching implementation.
4. \_\_\_\_\_ The school administration is committed to co-teaching implementation.
5. \_\_\_\_\_ The school faculty is committed to co-teaching implementation.
6. \_\_\_\_\_ Key personnel are clear on the basic goals of co-teaching.
7. \_\_\_\_\_ Key personnel are clear on their roles and responsibilities for co-teaching implementation.
8. \_\_\_\_\_ Teachers are committed to building and maintaining professional relationships.

Total \_\_\_\_\_

**ARE THERE INCENTIVES FOR IMPLEMENTATION OF CO-TEACHING?**

1. \_\_\_\_\_ Key personnel promoting co-teaching are respected and trusted.
2. \_\_\_\_\_ The school district is invested in implementation of effective co-teaching models.
3. \_\_\_\_\_ Teachers have a vested interest in implementation of co-teaching.
4. \_\_\_\_\_ The school environment promotes collaboration between general and special educators.
5. \_\_\_\_\_ General education teachers' attitudes toward co-teaching are generally favorable.

6. \_\_\_\_\_ Special education teachers' attitudes toward co-teaching are generally favorable.
7. \_\_\_\_\_ Parents' attitudes toward co-teaching are generally favorable.
8. \_\_\_\_\_ Teachers perceive that co-teaching offers benefits teachers.
9. \_\_\_\_\_ Teachers perceive that co-teaching benefits students with disabilities.
10. \_\_\_\_\_ Teachers perceive that co-teaching benefits students without disabilities.
11. \_\_\_\_\_ Teachers have a voice in implementation of co-teaching models.
12. \_\_\_\_\_ Teachers perceive that the expectations for co-teaching are realistic.

Total \_\_\_\_\_

### **DO KEY PERSONNEL POSSESS THE NECESSARY KNOWLEDGE AND SKILLS?**

1. \_\_\_\_\_ Administrators have participated in professional development for co-teaching.
2. \_\_\_\_\_ Teachers have participated in professional development for co-teaching.
3. \_\_\_\_\_ Key personnel are committed to ongoing professional development for co-teaching.
4. \_\_\_\_\_ Teachers possess effective interpersonal communication skills.
5. \_\_\_\_\_ Barriers to implementation of effective co-teaching models are recognized.
6. \_\_\_\_\_ There is open, positive communication between general and special educators.
7. \_\_\_\_\_ General educators have basic knowledge and skills to work with students with disabilities.
8. \_\_\_\_\_ General educators appreciate the need for accommodations and modifications to the curriculum for students with disabilities
9. \_\_\_\_\_ Special educators are familiar with the general education curriculum and methodology.
10. \_\_\_\_\_ Special educators have the skills to suggest instructional strategies to meet unique student needs.
11. \_\_\_\_\_ Teachers are confident in their ability to meet the needs of students with disabilities through co-teaching service delivery.
12. \_\_\_\_\_ Co-teaching is currently occurring in elementary schools.
13. \_\_\_\_\_ Co-teaching is currently occurring in secondary schools.
14. \_\_\_\_\_ Current models represent effective co-teaching service delivery.
15. \_\_\_\_\_ Current co-teaching models provide a wider range of instructional alternatives than would be possible with just one teacher.

Total \_\_\_\_\_

**ARE ADEQUATE RESOURCES AVAILABLE?**

1. \_\_\_\_\_ District level support is available for co-teaching implementation.
2. \_\_\_\_\_ School administrators support co-teaching implementation.
3. \_\_\_\_\_ It is possible to balance classroom rosters with heterogeneous groups of students in co-taught classrooms.
4. \_\_\_\_\_ Teaching schedules provide the flexibility to implement effective co-teaching models.

Total \_\_\_\_\_

**HAS AN ACTION PLAN BEEN DEVELOPED?**

1. \_\_\_\_\_ There are clear district and school guidelines for implementation of co-teaching.
2. \_\_\_\_\_ An appropriate amount of time has been allowed between awareness and implementation of co-teaching.
3. \_\_\_\_\_ District level administrators are involved in planning for co-teaching.
4. \_\_\_\_\_ Building level administrators are involved in planning for co-teaching.
5. \_\_\_\_\_ Teachers are involved in planning for co-teaching.
6. \_\_\_\_\_ Parents are involved in planning for co-teaching.
7. \_\_\_\_\_ Information on co-teaching has been disseminated in the school district.
8. \_\_\_\_\_ Information on co-teaching has been disseminated within the school.
9. \_\_\_\_\_ The school structure provides the flexibility to accommodate co-teaching arrangements.
10. \_\_\_\_\_ The school schedule provides the flexibility to accommodate co-teaching arrangements.
11. \_\_\_\_\_ Mutual planning time has been scheduled for co-teaching.
12. \_\_\_\_\_ There is a plan for when and where co-teaching will occur in the school.
13. \_\_\_\_\_ There is a plan for scheduling students in co-taught classes within the school.
14. \_\_\_\_\_ There is a plan for monitoring student progress in co-taught classrooms.
15. \_\_\_\_\_ There is a plan for regular evaluation of co-teaching arrangements and implementation.

Total \_\_\_\_\_