

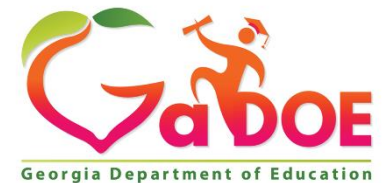
Co-Teaching Training Series

Module 4

CO-ASSESSING: PROMOTING CONTENT MASTERY FOR STUDENT SUCCESS



Georgia Learning Resources System



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Co-Teaching Series



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- The following module is the fourth module in the co-teaching series created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.
- The fourth module, **Co-Assessing** explores ways to make co-teaching more effective by gathering information to guide instruction. This module reviews types of assessments to consider for the diverse needs of students in co-taught classes and how to use the data to improve instruction. This module also provides resources for co-teachers to reflect and self-assess on their co-teaching practices to enhance collaboration.
- Co-teaching is more than using a model. It's a partnership to provide substantially different instruction and outcomes for students with two teachers in the room. It is recommended that co-teaching teams participate in the professional learning together.

Learning Targets



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- I can explain why co-assessing of student performance is an important part of the co-teaching process.
- I can explain the benefits of providing timely and constructive feedback.
- I can explain why co-assessing of co-teaching performance is an important part of the co-teaching process.

TKES Standards



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- 1. Professional Knowledge:** The teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.
- 2. Assessment Strategies:** The teacher systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.
- 3. Assessment Uses:** The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.
- 4. Academically Challenging Environment:** The teacher creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.
- 6. Communication:** The teacher communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Co-Assessment in the Co-Taught Classroom



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Assessment, just like planning and instruction, should always be done in a collaborative manner by co-teachers.

When it comes to co-teaching, there are two distinct, but related kinds of assessment—

- the assessment of your **students' performance** and
- the assessment of **your co-teaching performance**.

Co-Assessing Student Performance



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What It IS:

When both teachers assess and evaluate student progress. IEP goals are kept in mind, as are the curricular goals and standards for that grade level.

What It Is NOT:

When the general education teacher grades "his" kids and the special education teacher grades "her" kids – or when the general education teacher grades all students and the special education teacher surreptitiously changes the grades and calls it "modifying after the fact."

Co-Assessing Non-Negotiables

- Assessment decisions should be made **jointly** by both the general educator and the special educator.
- Assessment is more than a grade in a grade book.
- There is no one right way to assess students. They are different learners, and they will require different modes of assessment.

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Non-Negotiables continue

- Co-teachers must define what student improvement and learning means to them in the co-taught classroom.
- Co-teachers must adopt, "They are our kids, and we will assess them together".
- Co-teachers should conduct formative assessments with feedback provided frequently.
- Compromise will frequently be necessary by both teachers.

Co-Assessing May Include:



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- Collaborating on curriculum-based measures to be given
- Developing teacher-made assessments with accommodations
- Sharing the grading workload
- Collecting data on behavior, academics, social and study skills
- Documenting parental contacts

Co-Assessing May Include:



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- Charting and graphing student progress for individuals (including IEP goals/objectives) or classes
- Providing formative and summative evaluations to students including accommodations
- Completing progress reports
- Jointly determining final grades for all students in the classroom
- Providing frequent feedback to all students and to each other

What is the difference between summative and formative assessments?



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Summative Assessment



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- Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:
 - a midterm exam
 - a final project
 - a paper
 - a senior recital
- Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

Summative Assessment



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The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

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Formative assessment



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The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

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Formative Assessment



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More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative Assessment



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Formative assessments are generally *low stakes*, which means that they have low or no point value.

What formative assessments do you currently use and find effective in monitoring student learning?



[Formative Assessment: Why, When & Top 5 Examples](#)

Resources for Formative Assessments



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- **25 Quick Formative Assessments for a Differentiated Classroom**, an introduction to a book that contains invaluable information about differentiating instruction in response to formative assessment. A section entitled "Keeping Track of Data" shares ideas that will help in documenting progress toward IEP goals for students with special needs. The document also includes descriptions of four of the 25 assessments.

[Quick Formative Assessments for a Differentiated Classroom.pdf](#)

- **Active and Collaborative Learning Strategies for Formative Assessment**, a list of tried and true formative assessment techniques

[Active and Collaborative Learning Strategies for Formative Assessment.pdf](#)

- **Tools for Formative Assessment - Techniques to Check for Understanding**, a list describing sixty activities for assessing student progress and promoting information processing.

[Tools for Formative Assessment - Techniques to Check for Understanding.pdf](#)

Accommodations and Modifications



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Accommodations



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Changes to instructional materials, procedures, or techniques that allow a student with disability to participate meaningfully in grade-level or course instruction.

Examples of accommodations include but are not limited to:

- Extended time
- Preferential seating
- Shortened Assignments
- Use of calculator
- Large Print/ Braille Text
- Audiobooks
- Taped Text
- Use of word processor for written responses



Some accommodations are appropriate for instruction but not assessment. Refer to the GaDOE's website regarding state assessment for appropriate and allowable accommodations as well as eligibility criteria.

Modifications



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Modifications change what the student is expected to master. Course activities are altered to meet the student needs. Modifications create a different standard for the student receiving the modifications as compared to the grade level standard

Examples of modifications include but are not limited to:

- Same activity as other students, but expectations and materials are individualized
- Simplified vocabulary and reading materials when reading comprehension and/or fluency is the learning target
- Multistep problems individualized to single step problems.

Class Learning Plan



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Class Learning Plans
General Ed. Teacher _____ Special Ed. Teacher _____ Date _____
Time/Period _____ Class _____

Student	Learning STRENGTHS from Psychological and PLOP	Learning WEAKNESSES from Psychological and PLOP	Weaknesses identified thru State/System assessments	IEP Goal/ Objective & frequency of monitoring	Recommended Accommodations	Recommended Instructional strategies
Alexa	Auditory Processing	Comprehension- knowledge, Long-term retrieval, short-term memory. <ul style="list-style-type: none"> Reading sight words, fluency, understanding sequence, and recognizing cause and effect. Math X & Div. facts, multi-digit X, recognizing operations in word problems. Poor spelling and poor use of adj. and adv. In sentences. 	Lang. Arts – 786 Math – 835 Reading – 818 Science - 826 SS - 774	Increase - sight words from 586 to 650/1000. grade level fluency from 40 to 60 wcpm. grade level comprehension to 50% accuracy instructional level comprehension level to 67% accuracy. Write - with correct capitalization in 10 sent. simple and complex sentences. Know - Multiplication facts 100% Division Facts 84% Answer math problems 38%	Some shortened assignments. Assignments chunked into smaller pieces. Extra time to complete assignments. Frequent breaks. Directions, questions and answer choices read to him for testing. Small group testing	Auditory presentation improves comprehension. Small group reading instruction on his instructional level. Repeated directions with clarification.
Johanna	Visual Spatial Skills	Knowledge, quantitative reasoning, working memory, and thinking. <ul style="list-style-type: none"> Reading comprehension: recalling facts and details understanding sequence, recognizing cause and effect, and summarizing Math: multiplication and division of multi-digit #, adding fractions, adding mixed numbers. Writing complex sentences, main idea and logical flow and capitalization/punctuation 	Reading – 804 ELA – 789 Math – 825 Science – 792 SS – 786	Division facts 100% Answer Math problems 63% Write with correct cap & punct. Write using complex sentences. Increase reading fluency 103 to 120 wcpm. Answer grade level comprehension questions with 50% acc. Answer instructional level passages with 83% acc.	Study buddy Seated by student role model Extra time to complete work. Shorten assignments to accommodate attn. Chunk assignments into smaller parts. Frequent breaks during assignments longer than 20 questions in length. Small group testing.	Use a timer for work time. Use clear, concise instructions. Frequent reassurance/encouragement. Review instructions on new assignments for understanding. Increase reinforcement with signs of frustration. Questions read on assignments and testing to clarify understanding.

Planning for Student Success



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IEP	Summary of objectives	Accommodations	Recommended strategies
Arts -	words from 586 to level fluency from 40	Some shortened assignments. Assignments chunked into smaller pieces. Extra time to complete assignments. Frequent breaks. Directions, questions and answer choices read to him for testing. Small group testing.	Auditory processing is strength so auditory presentation improves comprehension. Small group reading instruction on his instructional level. Repeated directions with clarification.
Math	level to 50% accuracy ional level to 67%		
Science	correct capitalization in ple and complex s. ation facts 100% Facts 84% math problems 38% n facts 100% er Math problems 63% with correct cap & punct. using complex sentences. ease reading fluency 103 to 120 om. swer grade level comprehension with 50% acc.	Study buddy Seated by student role model Extra time to complete work. Shorten assignments to accommodate attn. Chunk assignments into parts.	Visual spatial is a strength. Use a timer for work time. Use clear, concise instructions. Frequent reassurance/encouragement. Review instructions for understanding. Increase reinforcement with signs of frustration. Directions read on assignments

1. Discuss which objectives/ accommodations/ strategies that will be monitored in your co-taught class. Highlight them in yellow.
2. Place "Class Learning Plan" inside page protectors
3. Use a highlighter to identify those SDI, accommodations and/or modifications that were implemented each week.

Reflection Activity 1

With your elbow partner or co-teaching partner, discuss how you would address the following scenarios. Be prepared to share with the group.



**THINK
PAIR
SHARE**



When people are trying to learn new skills, they must get some information that tells them whether or not they are doing the right thing. Learning in the classroom is no exception. Both the mastery of content and, more importantly, the mastery of how to think require trial-and-error learning.

*Dr. James Pennebaker,
University of Texas at Austin*







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Importance of Feedback

Feedback is a critical part of the learning process. Research shows that meaningful and specific feedback can have a significant impact on improving learning.

Formative assessments are one of the best ways teachers can provide students with this type of meaningful feedback.

Feedback Rules



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- Telling students they were correct or incorrect in their answers had a **negative** effect on learning.
- Explaining correct answers or asking students to refine answers provided a gain of 20 percentile points in achievement.

**Feedback
Opportunities**

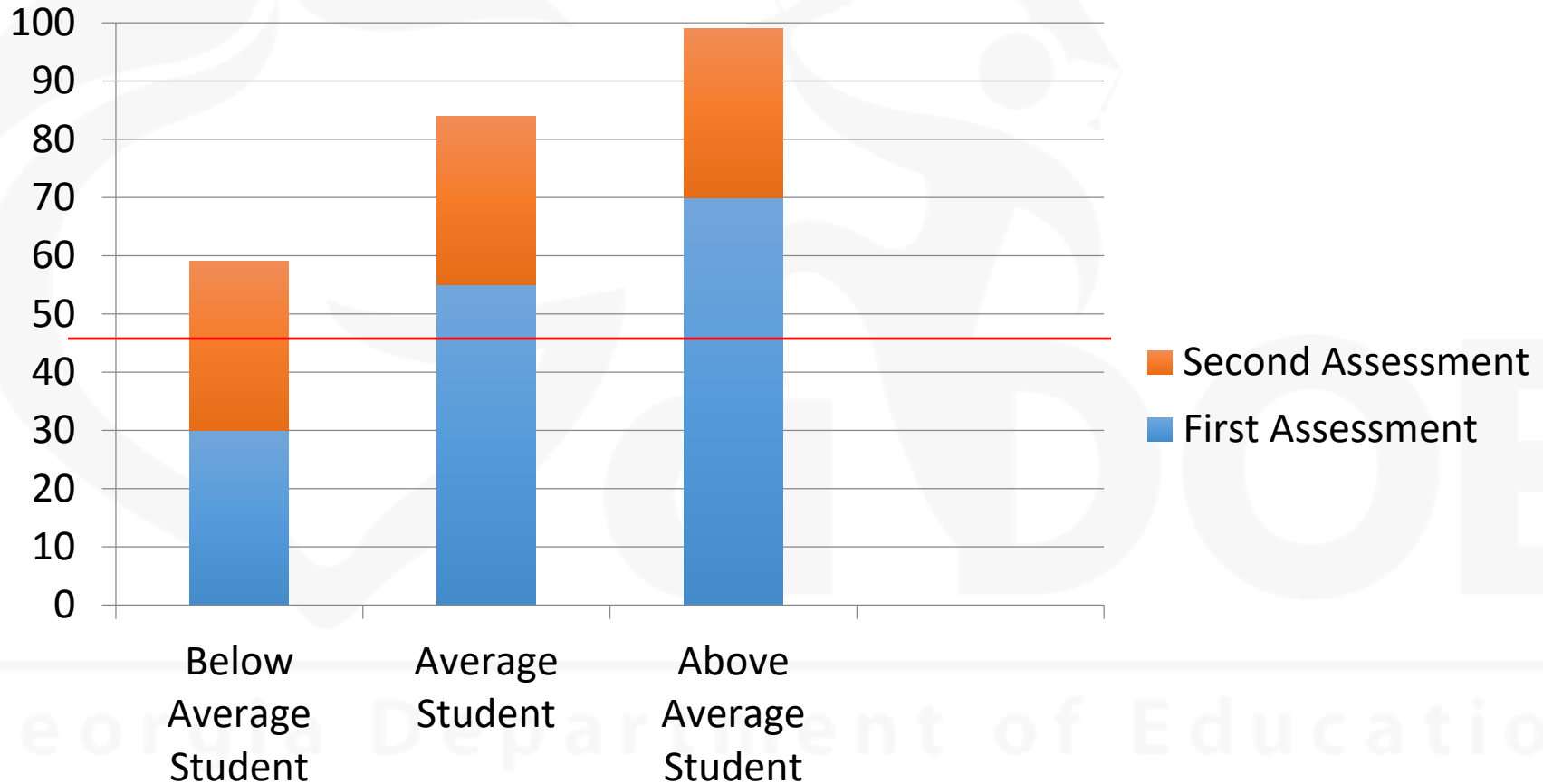


Effects of Feedback

.79 Effect Size translates to 29 percentile gain on standardized assessments



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Hattie and Timperley (2007)

Effective Feedback Resources



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Seven Keys to Effective Feedback

1. Goal Referenced
2. Tangible and Transparent
3. Actionable
4. User Friendly
5. Timely
6. Ongoing
7. Consistent





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Research supports the idea that by teaching less and providing more feedback, we can produce greater learning.

(Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001).

5 Research-Based Tips for Providing Meaningful Feedback



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Tip 1: Be Specific as Possible

- Avoid feedback like "Great Job" or "Not quite there yet"
- Provide student with information on what exactly they did well and what they still need to improve.
- The student should understand how your feedback relates to the task at hand.

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Providing Effective Feedback

Tip 2: Provide Timely Feedback

- Timely verse immediate
- The student should receive feedback while the attempt and effect are still fresh in his/ her mind.
- Rule of Thumb: The sooner the better.

Effective Feedback



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Tip 3 Address the Learners Advancement Toward a Goal.

- Ensure students know their goal (where they are going) – probably based upon target grades and/or prior performance or specific success criteria.
- Students should know whether they are on track toward goal or need to change course.
- It should be clear to the student how information they are receiving will help them progress toward their final goal.

Effective Feedback

Tip 4: Present Feedback Carefully.

- All feedback is not equally effective
- Feedback should be simple, clear and understandable to students
- Too much feedback is also counterproductive.

Effective Feedback



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Tip 5: Involve Learner in the Process

- The student should have multiple opportunities to learn and improve toward the ultimate goal.
- Give students opportunity to add to, amend or redraft their work after receiving feedback.
- Encourage student's own evaluative skills. Have student self-assess.

Student Self-Assessment



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“Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work”

(Rolheiser and Ross 2001, Section 5A).

Student Self-Assessment of Learning



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- According to John Hattie's research, student self-report of grades or progress on learning has a 1.44 effect size. This effect size equates to roughly 2-3 years' worth of growth.
- Formative assessment practices where students assess their progress on the learning target will help students and teachers know which targets students need to continue to practice.
- It is more effective if students have work that is evidence of their self-reported grade.



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Sample Student Self-Assessment of Learning

Please rate your level of mastery of the learning targets using the rating scale:

1	2	3	4
I'm unclear on the target. I am lost and need a lot of help.	I'm hitting the target sometimes, but still have difficulty. I need some help.	I'm hitting the target consistently but not the bull's eye yet. I need a little help at times.	I'm hitting the bull's eye. I really understand and can teach others. I can do this by myself.

Learning Target #	Learning Target Description	Check point 1		Check point 2		Check point 3		Check point 4	
		Date	Score	Date	Score	Date	Score	Date	Score

Sample Student Self-Assessment of Learning



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1.	2.	3.	4.
I'm unclear on the target. I am lost and need a lot of help.	I'm hitting the target sometimes, but still have difficulty. I need some help.	I'm hitting the target consistently but not the bull's eye yet. I need a little help at times.	I'm hitting the bull's eye. I really understand and can teach others. I can do this by myself.

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Using data to inform instruction and improve student achievement



Student Data Collection- Measuring Impact



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- Our ultimate goal is to increase student achievement.
- As co-teachers we need to be measuring the progress of students to see if we need to make changes to our interventions and instruction.



Progress Monitoring of SDI and Accommodations



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- In order to monitor the student progress on IEP goals and objectives as well as the appropriateness of a particular accommodation, teachers must take data.
- Best practice suggests weekly data. See the attached document created by the Fannin County Special Education Department for an example of how to monitor progress in the co-taught classroom.
- There should be one data sheet per student for each class they attend.
- Data can be recorded in percentages or as +/- indicating that the student was successful or not using the accommodation or was able to perform the objective/goal.
- This exact form can be sent home with the report card as a progress report as indicated in most IEPs.

[Tier4 Progress Monitoring.doc](#)



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Progress Monitoring

Progress Monitoring (TIER 4)

Student Name: _____ Case Manager: _____

Grade: _____ IEP DATED: _____

Area: Language Arts Reading Math Science Social Studies Behavior

Other: _____

Who? What? Where?			Dates and Progress								
Tier IV: Specially Designed Instruction and/or Specific IEP/Goal objectives/ Accommodation	Frequency, Person Providing Intervention, and location	How will progress be monitored?									Will criteria be met before end of IEP?
											YES <input type="radio"/>
											NO <input type="radio"/>
											YES <input type="radio"/>
											NO <input type="radio"/>
											YES <input type="radio"/>

Grading in a Co-taught Classroom



Guiding Questions About Student Grading



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- Do you have a clear make-up policy?
- Is your grading policy explicit?
- Do you provide ways to show students' progress in areas beyond the content (social skills, attendance, work habits, etc.)?
- Can you share different grades for process, product, and soft skills?
- Do your grading procedures and evaluation tools embrace students' various learning styles?

Student Grading

- Do you utilize grading rubrics to clearly communicate what is considered exemplary and minimal work products?
- Have you clearly agreed on who will grade and how you will grade daily assignments?
- Have you agreed on how final grades will be determined for all students and specifically for students with disabilities?
- Have you shared any accommodations or modifications to grading with students and their families?

Student Grading



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- Co-teachers should have proactively discussed grading and how they will accommodate different learners.
- Co-teachers may choose from a variety of different grading options (e.g. Struyk et al); however it is critical that they have discussed grading proactively.
- Co-teachers should be able to provide a list, description or contract to demonstrate how students with disabilities will be graded in the inclusive classroom.
- They may even have documentation of when they called or wrote parents to inform them of how the student with disabilities would be graded in class.

Research on Grading in Co-Taught Classrooms



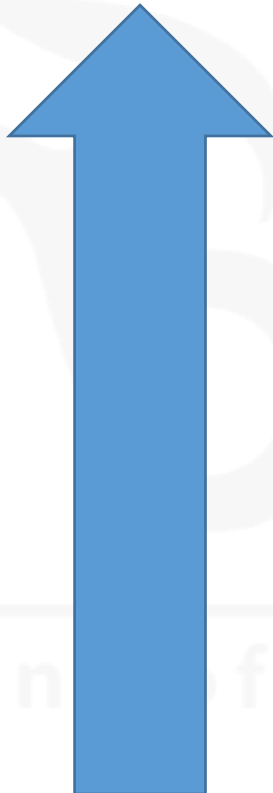
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- Use assessment guides to practice essential skills.
- Create criteria charts prior to an assignment to model expectations for students.
- Use rubrics and exemplars to provide clear expectations and assess consistently.
- Avoid bias by rotating the grading of all students between co-teachers.
- During co-planning discuss how it will be determined if the students met the standard and if the standard mastery will be required for all; establish what accommodations will be made.
- Use both teachers to maximize outcomes of assessments and grading. Determine grading options together.

Review of Research for Grading in Co-Taught Classrooms



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- Provide separate grades for process and for product
 - Base grades on amount of individual progress
 - Weight individual assessments differently
 - Adjust grades based on modified grading scale and meeting IEP goals
- **Most Helpful Grading Options Rated by Teachers**
- 

Reflection Activity

Think about your co-taught class(es).

Answer the following questions:

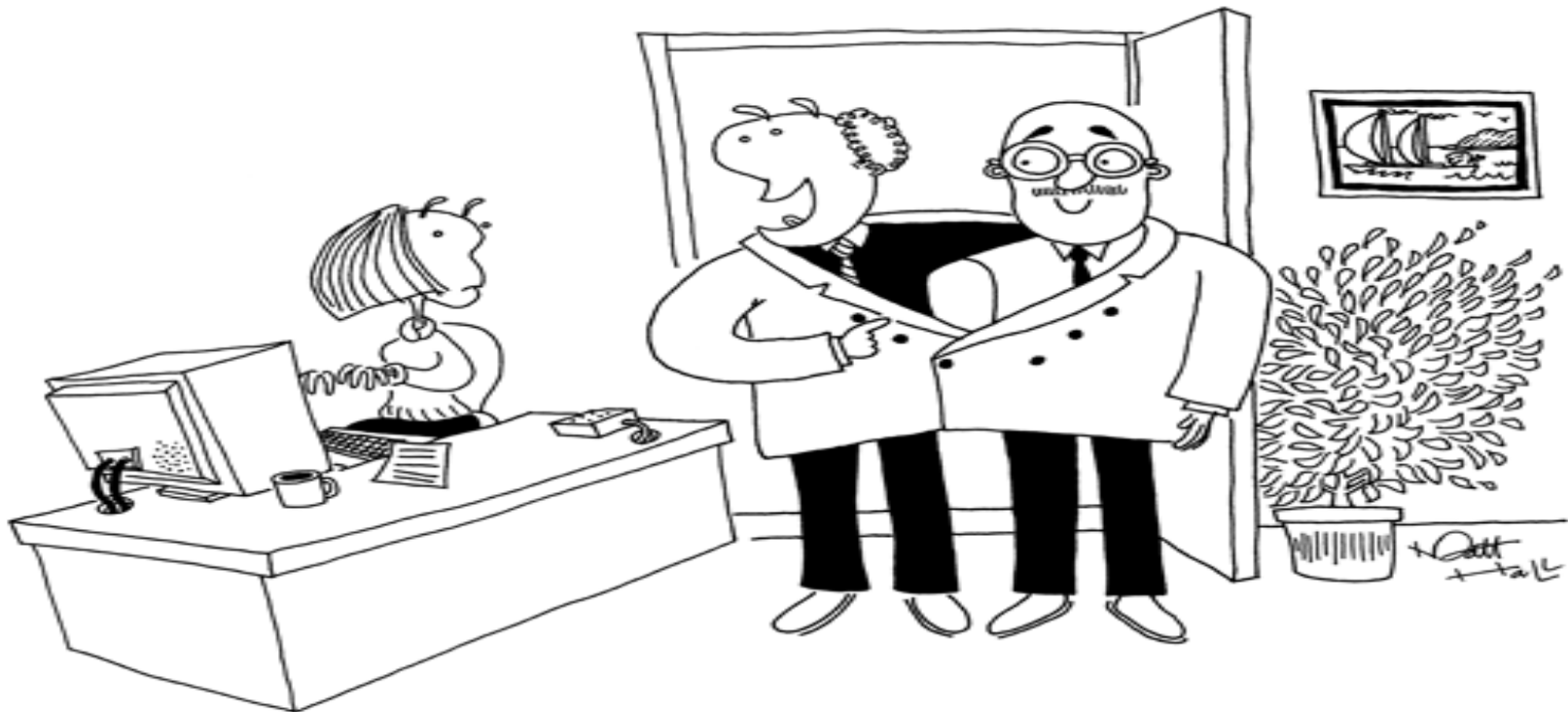
- What assessments do you typically use?
- How do you grade your students?
- Based upon the information in this learning module, will you investigate changing any assessment or grading practices?
- Do you use student learning targets/goals? Do you think it improves student outcomes?



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Co-Assessing of Co-Teaching Team



"Paul and I are gearing up to team-teach another course."



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Student assessment is only one part of the job. Co-teachers must also assess their own performance, both as individuals and as a team. Part of your performance is, of course, tied to your students' performance, but there is still more to evaluate.

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Co-Assessing of Co-Teacher Performance



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WHAT IT IS:

When teachers reflect on the progress and process, offering one another feedback on teaching styles, content, activities, and other items pertinent to improving the teaching situation.

WHAT IT IS NOT:

When teachers get frustrated with one another and tell the rest of the faculty in the teachers' lounge or when one teacher simply tells the other teacher what to do and how to do it.

Questions for the Team



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- Are we equally sharing all the elements of co-teaching?
- Are we delivering universally designed instruction and assessment to address the diverse learning needs of all of our students?
- Have we established a classroom environment conducive to learning that engages all students?
- Have we reviewed student products and assessments to reflect upon our instructional strategies that led to student success or to identify needed changes?

Questions- continue

- Did we share in the decision-making regarding which co-teaching approach would work best with the content and the learner's needs?
- Have we identified additional supports needed or professional development topic areas to enhance our instructional practice?
- Are we meeting the other standards of high-quality co-teaching?

Co-Teaching Self-Assessment and Observation Form



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Indicator	Stage 1	Stage 2	Stage 3
Co-Planning	There is little or no evidence of co-planning. It is observed that the special education teacher just walks in the room and assists on most days.	There is evidence of some co-planning, but not clearly defined roles and clear understanding of outcomes. It is observed the general education teacher is leading the lesson and classroom.	There is clear evidence that the team consistently co-plans together. It is hard to tell who the general education teacher is and who is the special education teacher. The classroom runs smoothly and is very different because two teachers are in the room. There are clear outcomes. Multiple groupings and co-teaching approaches observed.
Instructional Roles	Both teachers share instructional roles and responsibilities.	Both teachers share equally in instructional roles and responsibilities.	Both teachers consistently share all instructional roles and responsibilities. It is difficult to tell which teacher is general education and which teacher is <u>special education</u> .
Instructional Knowledge and Content	Both teachers are aware of classroom procedures, routines, schedules and some	Both teachers demonstrate a fluid knowledge of classroom procedures,	Both teachers consistently demonstrate a fluid knowledge of

Additional Reflection Tools



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The Co-Teaching Reflection Tool is a comprehensive resource from Maryland Department of Education that can help you assess your own work and your co-teaching partnership. Using this tool, you and your co-teaching partner can measure your current strengths and weaknesses, and you can learn about the co-teaching goals that should always be your ultimate target. Download the [CoTeaching Reflection Tool for Collaborative Reflection and Action Planning](#).

Download our Fidelity Checks to assess the implementation of the co-teaching framework:

[Co-Teachers Fidelity Checklist](#)

[School-Based Administrator Fidelity Checklist](#)

Additional Reflection Tools

Indicators of Quality Co-Teaching



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Co-Teaching Core Competency Framework

22 core Competencies of Co-Teaching

<https://2teachllc.com/>

DOWNLOAD THE CO-TEACHING CORE COMPETENCY
FRAMEWORK

Providing Feedback to Each Other



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- The right attitude is far more important than the right skills.
- Debriefing is essential for improvement.
- Debriefing can be simple and quickly completed on a daily basis verbally, through an email or text message.
- Some co-teachers may only be able to debrief weekly.
- Honest feedback is key to improved relationships and instruction.
- Discuss how you will give each other feedback and the format of your feedback.

Can You Answer these Learning Targets?



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- I can explain why co-assessing of student performance is an important part of the co-teaching process.
- I can explain the benefits of providing timely and constructive feedback.
- I can explain why co-assessing of co-teaching performance is an important part of the co-teaching process.



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Next Steps

- As a co-teaching team develop a class learning plan to identify the accommodations and instructional strategies necessary to meet the unique needs of the students in your co-taught classrooms.
- With your co-teaching partner, determine what progress monitoring tool you will utilize to track student progress and discuss how you will utilize this tool to adjust instruction.
- Utilizing the Co-Teaching Self-Assessment and Observation tool, evaluate your co-teaching team performance on each indicator and develop a plan to improve identified areas of weakness.

Resources



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- [2TEACH](#)
- [The Co-Teaching Connection](#)
- [Co-Assessing Reflection Document](#)
- [Administrators Guide to Co-Teaching](#)
- [Providing a Framework for Evaluating Co-teaching](#)

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