

Co-Teaching Training Series Module 4

CO-ASSESSING: PROMOTING CONTENT MASTERY FOR STUDENT SUCCESS



Georgia Learning Resources System



Georgia Department of Education
Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Co-Teaching Series



- 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



- 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.

Georgia Department of Education

Read the learning targets and discuss Know/What questions/Learn of each with participants

Co-Assessment in the Co-Taught Classroom



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**.

2/19/2019

4

How do you currently assess your student's performance? How do you know they are making progress and mastering standards?

How do you currently communicate and assess each others performance as co-teachers? How do you adjust lessons based upon these assessments?

Co-Assessing Student Performance



Co-assessing occurs when the co-teachers collaboratively evaluate, grade and reflect upon the results of assessments.

Co-assessing also includes reflecting informally on how a lesson went. Assessments might be formative (e.g., quick writes, homework, exit slips) or summative (e.g., lab reports, tests, essays).

In either case, **co-assessing** conversations should focus on what students have learned, where there is room for growth, and next steps for instruction.

Read slide

Co-Assessing Student Performance



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.”

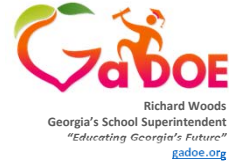
2/19/2019

6

Adapted from: Murawski, W.W. (2002). Demystifying coteaching. CARS+ Newsletter, 22(3), 19

Read slide

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.

Georgia Department of Education

2/19/2019

7

McLesky and Waldron, 2002, Inclusion and School Change: Teacher Perceptions Regarding Curricular and Instructional Adaptations

Bowe, 2005, Making Inclusion Work

Murwaski and Bernhardt, 2013, Administrator's Guide to Co-Teaching

Hattie and Timperley, 2007, The Power of Feedback

Murwaski, 2013, Making the Co-Teaching Marriage Work

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:



- 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

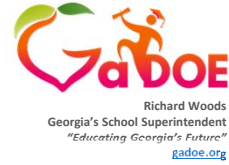
Making the Co-Teaching Marriage Work, Murwaski, 2013.

Co-Assessing May Include:



- 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?



F
O
R
M
A
T
I
V
E



S
U
M
M
A
T
I
V
E

Assessment

Georgia

Education

Summative Assessment



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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.

Georgia Department of Education

Summative Assessment



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.

Georgia Department of Education

Formative assessment



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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.

Georgia Department of Education

Formative Assessment



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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



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](#)

2/19/2019

16

If the participants are veteran teachers, the facilitator can lead the discussion and participants share examples of formative assessments used in their classroom. For the less experienced group of teachers, the attached video provides a brief overview and examples.

Resources for Formative Assessments



- **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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org



Accommodations



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



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.

Georgia Department of Education

Modifications



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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 - 838 Reading - 818 Science - 826 SS - 774	Increase sight words from 586 to 850/1000. grade level fluency from 40 to 60 wcpa. grade level comprehension to 50% accuracy instructional level comprehension level to 87% accuracy. Write - • 50% correct capitalization in 10 sent. • simple and complex sentences. Know • Multiplication facts 100% • Division Facts 84% • Answer math problems 98%	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 93%. Write with correct cap & punct. Write using complex sentences. Increase reading fluency 103 to 120 wcpa. 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.

Handout 1- Class Learning Plan

Be sure that you have printed the "Class Learning Plan Example" for your participants. Carefully review one of the students on this form. Discuss how the strength is used as an instructional strategy and how the accommodations/AT are used to address the weaknesses.

Information from a document such as this should help to make co-planning and co-assessing much more efficient and effective as teachers can ensure they are meeting the needs of all of the students within the classroom during a given lesson or activity.

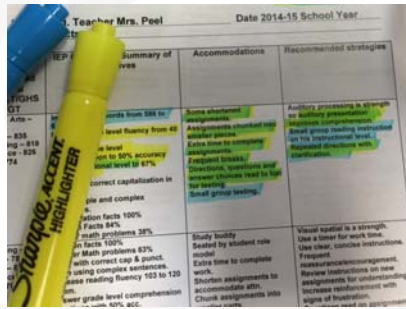
This document can also be utilized to keep valuable data on students. For example, one way it might be used is for the teachers to highlight the accommodations as they utilize them with students (or they could place tally marks each time they utilize the accommodation or instructional strategies). This documentation could then become valuable when the IEP meets as it could provide information about which accommodations are still needed or those that the student does not need or will not use.

This can be a valuable tool to both the general education and special education teacher as they plan and assess together.

Planning for Student Success



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



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.

As a team, you will want to evaluate the implementation of the SDI from the IEP to be sure that these items are the best for each student. This evaluation helps you realize what you have addressed and not addressed in the classroom.

It is impossible to remember every student's SDI that is outlined in their IEPs. Don't we all wish we had that kind of photographic memory. So, let's use one of our tools to help us with this.

Teachers must review the Class Learning Plan and highlight any accommodations, strategies, objectives that are intended to be monitored in your co-taught classroom. You may highlight the hard copy. Only address those items that need to be monitored in your co-taught class and highlight those in yellow.

Later, Special education teachers may want to use a blue highlighter on the same document to indicate the resource environments. Some items will be incorporated in both class environments. Using both highlighters on top of each other turns the highlighted area green indicating both environments.

Place the highlighted Class Learning Plan in clear page protectors to use during your co-planning.

As you co-plan, you use dry erase marker to mark those items that you have addressed in the lesson plan.

Week 1 = Black dry erase markers check marks next to those items you use in that week's lesson plans.

Week 2 = Blue dry erase marker check marks next to those items you use in the 2nd weeks lesson plans

Week 3 = Green...

Week 4 = Red...

At the end of 4 weeks, you can see clearly which items have not been addressed and reflect on why those have been neglected. Decide how you will address those items.

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



2/19/2019

Handout 2- Reflective Activity

24

How should accommodations for SWD be decided?

What if your student refuses accommodation?

What if your student does not have the accommodation?

What if your student has too many unnecessary accommodations?

What if your student is embarrassed and does not want to be singled out for necessary accommodation?

What would you do if you disagree with accommodation and feel like it gives the student a unfair advantage.

What would you do if a parent challenges you and questions whether you are providing the required accommodation



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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*

2/19/2019

This work by Unknown Author is licensed under [CC BY](https://creativecommons.org/licenses/by/4.0/)

25



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org



2/19/2019

26

Importance of Feedback (HLP #22)



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.

2/19/2019

27

High Leverage Practice #22- Provide positive and constructive feedback to guide students' learning and behavior.+

Feedback Rules



- 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

These are some important rules from Doug Reeves book explaining the positive and negative effects of certain feedback.

Ahead of the Curve by Doug Reeves....pg 104

“Effective feedback not only tells students how they performed, but how to improve the next time they engage the task. Effective feedback is provided in such a timely manner that the next opportunity to perform the task is measured in seconds, not weeks or months.”

Immediate impact on results

Lower failures

Better attendance

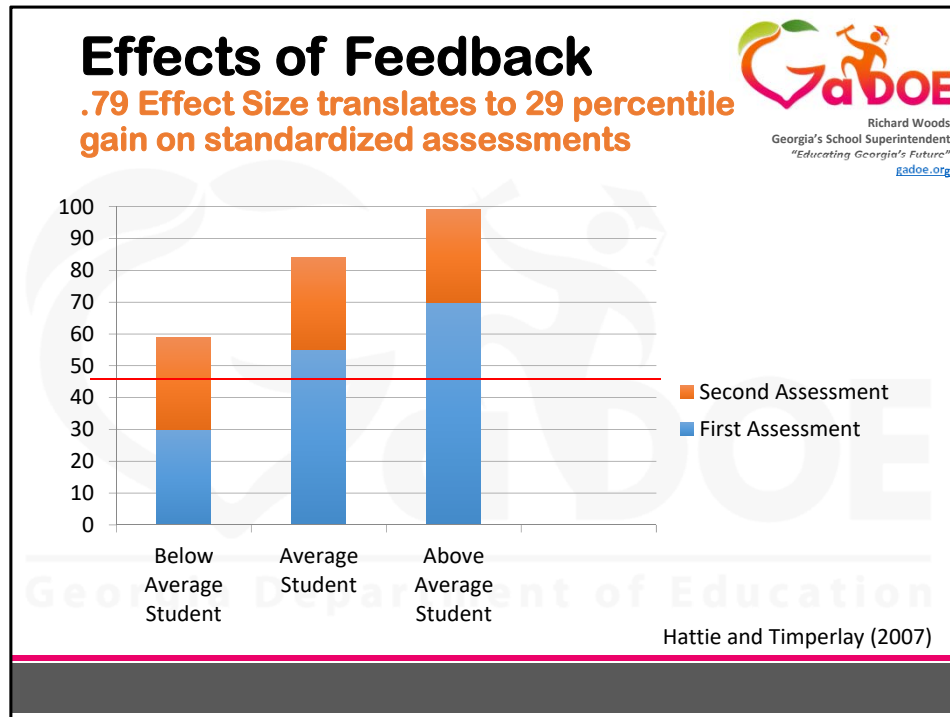
Fewer suspensions

Failure here undermines EVERY OTHER EFFORT in curriculum, assessment, and teaching

~ Douglas Reeves, Asilomar Conference 2009 PowerPoint

Reeves, Douglas. “Challenges and Choices: The Role of Educational Leaders in Effective Assessment.” Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning. Douglas Reeves, Editor. Solution Tree, 2007.

Keep these in mind
Read slide

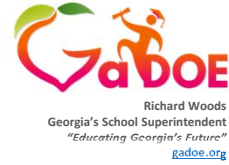


Let's look closer at what the effect size means as far as progress for students.

The ES of .79 translated to 29% points gained on standardized assessments.

Hattie and Timperley (2007) found an overall average ES of .79 for feedback which translates to 29 percentile points.

Effective Feedback Resources



Seven Keys to Effective Feedback

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



Divide the participants into seven groups. Assign one of the keys to effective feedback to each group. Ask the participants to read their key and report the “take aways” to the group. 10-15 minutes



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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).

2/19/2019

31

This is the revolution in our midst, threatening to undermine formal education as almost all of us have known it.

It's not teaching that causes learning, after all—as painful as it might be for us educators to realize. Learning is caused by learners attempting to do something and getting feedback on the attempt. So learners need endless feedback more than they need endless teaching.

As Eric Mazur has shown in his Harvard physics class for more than a decade, less teaching + more feedback = better learning. The key is good design, whether we are talking games, classes with clickers, or problem-based learning in which direct instruction is minimized. Formal teaching plays a minor role in a well-designed learning environment.

"But There's No Time!"

Although the universal teacher lament that there's no time for such feedback is understandable, remember that "no time to give and use feedback" actually means "no time to cause learning." As we have seen, research shows that *less* teaching plus *more* feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the

feedback they need.

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York: Routledge.

Marzano, R., Pickering, D., & Pollock, J. (2001). [Classroom instruction that works: Research-based strategies for increasing student achievement](#). Alexandria, VA: ASCD.

[How to Give Feedback: The Advanced Guide](#)).

Hattie also highlighted that feedback is a two-way street, where student results tell the teacher the degree to which their efforts are working (or not). When teachers see feedback this way, it has an even larger impact on their students' subsequent results.

September 2012 | Volume **70** | Number **1**

Feedback for Learning Pages 10-16

5 Research-Based Tips for Providing Meaningful Feedback



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.

Georgia Department of Education

2/19/2019

Handout 4- 5 Tips to providing Meaningful Feedback

32

The Power of Feedback, Timperly and Hattie

<https://www.edutopia.org/blog/tips-providing-students-meaningful-feedback-marianne-stenger>

For example, feedback like "Great job!" doesn't tell the learner what he did right, and likewise, a statement such as "Not quite there yet" doesn't give her any insight into what she did wrong and how she can do better the next time around.

Instead, researchers suggest taking the time to provide learners with information on what exactly they did well, and what may still need improvement. They also note that it can be helpful to tell the learner what he is doing differently than before.

Has a student's performance changed or improved since the last time you assessed her? Let her know about it, even if she still has a long way to go.

Providing Effective Feedback



Tip 2: Provide Timely Feedback

- Timely versus 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.

Georgia Department of Education

2/19/2019

33

Ask participants to think of situations when you would not want to give immediate feedback? Example: if the student is in the middle of a presentation.

Effective Feedback



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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.

Georgia Department of Education

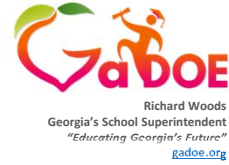
2/19/2019

35

- All feedback is not equally effective. Discuss how feedback can be counterproductive, especially if it's presented in a solely negative or corrective way.
- Feedback should be simple, clear and understandable to students. That is, avoid confusing statements with overly complex or technical language such as "analyze don't describe."
- In addition, too much feedback is also counterproductive. Concentrate on one or two key elements of performance that if changed will likely yield immediate and noticeable improvement
- Feedback will vary by assignment, grade level, time of year, and individual.
- More lengthy assignments may need to be broken into steps and feedback offered along the way.
- Be aware of how comfortable your students may or may not be with feedback in front of others; what you intend as a compliment in front of classmates may be seen by the student as embarrassing. Similarly, what you intend as constructive criticism in front of classmates may be regarded by the student as humiliating.

Embarrassment and humiliation might cause students to react to you with defiance. Consider how you might offer feedback more privately for students who have that preference (e.g., in writing, at the side of the room, at the end of class).

Effective Feedback



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.

2/19/2019

36

Encourage students' own evaluative skills.: Give students the opportunity to ask a question, e.g. what would they like to know about in order to improve their work? Ask students to rephrase the question in their own words, make a judgement about whether they have met the stated criteria, and estimate the mark they think they will get.

Using alternative colored pens can make any progress by students more evident.

Student Self-Assessment



“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).

2/19/2019

37

September 2001 | Volume 5 | Number 1

Making Standards Work

[Issue Table of Contents](#) | [Read Article Abstract](#)

Student Self-Assessment

Making Standards Come Alive

Linda B. Bruce

Incorporating a standards-based approach to teaching and learning can be a creative and enriching endeavor. What's one key approach? Ask students to assess their own work.

Five teachers in a suburban high school recently implemented student self-assessment (SSA) activities in their classes. The results of this experiment—in courses as different as physics and foreign language—revealed the potential of SSA to make standards come alive for students. The reactions of students and teachers in this project also indicated that student self-assessment practices offer solutions to some of the concerns about standards that have been expressed by both supporters and opponents of this approach to school reform.

Student Self-Assessment in Practice

In general, SSA refers to training students to evaluate their own work for the purpose of improving it (Rolheiser & Ross, 2000). To become capable evaluators of their work,

students must have
a clear target
the opportunity to help create a definition of quality work
feedback
the opportunity to correct or self-adjust their work before they turn it in
SSA also includes reflective activities in which students are prompted to consider the strengths and weaknesses of their work, make plans for improvement, or integrate the assignment with previous learning (Paris & Ayres, 1994; Stiggins, 1997; Wiggins, 1998).

Clear Targets

The standards-based education movement has grown out of the recognition that clear goals for learning are required to ensure quality education for all students (Marzano, Pickering, & McTighe, 1993). Neither teachers nor students can succeed without a clear vision of what students must know and be able to do, or without the ability to translate that vision into actions that result in high quality work (Stiggins, 1997). The district in which our experiment took place has well-defined academic standards. In planning their self-assessment activities, the teachers made sure they had a clear target in mind for students by selecting a standard or a learning goal as a focus for the activity.

Involving Students in Defining the Criteria

To meet standards, students must understand the meaning of standards and be able to translate them into guidelines they can use. The process of leading students to express a standard in their own words in terms of observable criteria can produce goals for student work that are specific, understandable, and appropriately challenging (Rolheiser & Ross, 2000). When interviewed after the experiment with SSA, students clearly indicated that they liked being involved in designing the criteria. "Well, now I know what I need to work on," one student remarked.

Teachers can also invite students to contribute to the choice of assessment tasks, the rubric that describes levels of proficiency, or the scoring procedure. Allowing students to work cooperatively with teachers in these areas appears to help students internalize the standard and feel more ownership of the assessment (Cole, Coffey, & Goldman, 1999; Ross, Rolheiser, & Hogaboam-Gray, 2000; Stiggins, 1997). Most students in our classes participated freely in the discussion to define the criteria and gave the following reasons for their involvement: "Well, I think if some students were to do it, they would make it really easy, but then if some teachers were to do it, they would make it really hard. So I just like doing it and making it where I, as an average student, was able to reach it."

As illustrated in this student's comment, negotiation is a necessary part of the process of co-designing criteria. Rolheiser and Ross, major contributors to the study of student self-assessment, describe this negotiation as "neither imposing school goals nor acquiescing to student preferences" (2000, p. 33). Resolving differences of opinion between students turned out to be a more significant factor in our

experiment. Physics students, in particular, engaged in a lively discussion before arriving at consensus for the definition of a high-quality lab report. Almost all of the students interviewed later about that discussion thought it had been helpful. As one boy observed, "I think that by getting different ideas and different opinions on it as a class, you got a good understanding of what the standards should be." Another added, "I think all of us learned a lot from that, just because we had to work together and we all had to agree on it. And we had to piece it all together for ourselves instead of the teacher always doing it, and I think you learn a lot more by doing things yourself, than from just having the teacher do it for you."

The next steps in SSA include asking students to apply the criteria to their work and get feedback about their success. Feedback has been defined as "describ[ing] what you did and did not do in terms of your goal" (Wiggins, 1997, p. 8). Feedback that is informational and useful in nature has been considered to be both critical to learning and highly motivating (Jensen, 1998; Wiggins, 1997).

Effective feedback can come from many sources, not just from comments spoken or written by the teacher. Two teachers in our experiment enlisted students to evaluate the work of their peers. Although some students expressed discomfort with that task, most indicated that having a previously defined list of criteria made the process easy and fair. All but one of the students interviewed described ways in which peer-evaluating helped them to improve the quality of their own work. They reported recognizing their own mistakes when they saw similar errors in a peer's work, for example. Students also said they benefitted from seeing another student's approach to an assignment. This activity seemed to give students one more way of interacting with standards at a meaningful level.

Opportunities for Self-Correcting

Feedback from any source, however, is futile if it does not lead to opportunities for students to self-correct. Self-correction, the fourth step in the process of SSA, is the true goal of student self-assessment (Wiggins, 1997). The constructivist concept of learning as a "work in progress" acknowledges that excellence in almost any endeavor requires the iterative processes of refinement and improvement (Darling-Hammond, Aness, & Falk, 1995; Frederiksen & Collins, 1989; Glasser, 1998).

Teachers who encourage students to learn from their mistakes show faith in students' capabilities and promote students' personal control in the learning context. This approach increases the likelihood that students will achieve competence in the subject matter (Valencia, 1990; Wlodkowski, 1999). In these ways, opportunities for self-correcting provide a necessary and effective step in students' eventual accomplishment of standards.

In analyzing our experiment, the teachers concluded that they should have promoted self-correction more directly than they did. Although they implemented most of the other elements of SSA, they tended to leave self-correcting up to the students to do on their own. The good news was that many students reported that they had made adjustments to their work—sometimes as a result of the feedback, but also because

they had a rubric to consult. One student reported having become "more of a perfectionist," and another said that she "double-checked the rubric two or three times" because she knew "exactly how I could make my paper good."

Students liked being able to make the choice about their level of performance and associated this choice with having a rubric they understood. As one student put it, "She's actually my favorite teacher, just because she ... leads you to know how you have to do it, but she leaves it open, so you can decide whether [or not] you want to." Another student believed that her efforts to improve her work with the aid of the rubric made it easier to ask for the kind of help she needed from the teacher. She attributed her improved performance in the class to this personalized help.

Reflective Activities

Students learned how to improve their work when they participated in reflective activities, the remaining element of SSA. Reflective thinking has historically been promoted as a central part of learning (Bruner, 1986; Dewey, 1933). Reflective activities employed by teachers in our experiment were of two types: post-performance reflections and goal-setting activities. In the first type, students were asked to think about a completed performance or product, to evaluate its strengths and weaknesses, and to describe their in-process experiences. In the goal-setting activities, students were guided to evaluate their needs and make specific plans for reaching certain goals, such as preparing for the final exam.

In the analysis of our experiment, the benefits of both types of reflective activities became apparent. Students believed they were more aware of their particular learning needs and preferences as a result of the reflective activities; teachers confirmed this change. "The most noticeable effect was the sense of students becoming more self-aware," said one teacher. Additionally, teachers reported that they understood their students better after reading their reflections on completed work. "I found it helpful to hear about the difficulties the students had while doing the assignment. It helped in my assessment." Students liked it because "I could ... let the teacher know what I put the most effort into," and also, "if there were problems, you could tell her ... so she could understand and take it into reference." Teachers took these messages from students into consideration and described the adjustments they made as a result. Students also reported positive feelings about the goal-setting activities designed by their teachers. Their strong approval was most often linked to the opportunity to choose their own goals.

Both types of reflective activities used in our experiment enhanced students' experience of choice and personal distinctiveness. Getting to make choices and have input were also frequently mentioned reasons for students' overall positive reaction to their teachers' experimentation with student self-assessment. This aspect of the SSA practices is a significant one in light of commonly expressed criticisms of the standards movement.

Concerns about Standards

Two concerns about the standards movement are commonly expressed by the

opponents and the supporters of this approach to school reform. Interestingly, the concerns of the two groups are very similar at base. Student self-assessment, as we experienced it in a simple implementation, seems to provide solutions to these issues.

The most basic concern about the outlining of standards for student performance by states and districts is that it results in a narrowing of the curriculum (Glickman, 2001). Some educators fear that teaching to the standards and the use of highly specific rubrics will limit learning and distract from a focus on the overall quality of the performance/outcome (Mabry, 1999). A variation on this concern is the fear that the wholesale adoption of standards will result in the curtailment of meaningful, diverse, and individually relevant learning (Glickman, 2001). Truly high-quality education should increase the personalization of learning, producing greater variance in student performance, rather than a stultifying sameness (Eisner, 2001).

Personally meaningful, authentic, and high-quality learning, however, also figures among the primary concerns of supporters of standards for the classroom (Thompson, 2001). These educators envision teachers in a coaching role and students as skilled performers for whom the goals and processes of learning have been illuminated through authentic, performance-oriented criteria (Darling-Hammond et al., 1995). They promote critical, autonomous thinking with the goal of fostering actively engaged, self-regulated learners, not automatons (Stiggins, 1997; Wiggins, 1993).

The real point of division over standards seems to involve their over-simplification for use with high-stakes testing, which has been called "the evil twin" of authentic standards-based reform (Thompson, 2001). Rubrics designed to facilitate scoring rather than learning (Mabry, 1999) and standards focused on accountability rather than clarity of goals (Glickman, 2001) raise a red flag for supporters and opponents of standards-based reform alike.

The second major concern about standards also relates to their role in high-stakes testing. To the extent to which selected standards become the accepted measures of success and thereby the financial support of schools, they assume an unassailable status. Opponents fear that diversity will be threatened and debate squelched. Democracy in education will diminish as one group decides what everyone should master (Glickman, 2001). This specter has elicited a call to resistance in various forms (Ohanian, 2001). One of the more reasonable reactions suggested was that teachers accept the state standards and tests and "make them work by involving students in finding ways to learn and prepare for them" (Glickman, 2001, p. 50).

The Potential Contribution of Student Self-Assessment

Student self-assessment, based on our experience with it, provides one such way to prepare students. The practices of SSA address many of the concerns related to standards. Involving students in defining criteria tended to widen and diversify the standards of quality, rather than narrow them, for example. Students went beyond what teachers envisioned, and through a process in which many voices were heard,

created personally meaningful criteria. In most cases these criteria allowed for reliable prediction of success and fair scoring for diverse projects. Feedback and post-performance reflection focused evaluation on the whole product, not just isolated qualities. Reflective activities also promoted personalization of the learning, as students analyzed their individual needs and integrated the learning of this assignment with their other experiences. Students enjoyed a more democratic input into their learning context. Both students and teachers reported improved performance.

In summary, student self-assessment practices helped teachers to incorporate standards into the classroom and to offset their potentially negative aspects. As an earlier Educational Leadership article on standards stated, "What we need are new models that promote individual creativity within a standardized structure, rather than conformity to countless standards" (Strong, Silver, & Perini, 1999). Student self-assessment, judging by our experience with it, is such a model.

<https://files.eric.ed.gov/fulltext/EJ815370.pdf>

[John Hattie](#) tells us in *Visible Learning for Teachers*:

...the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers. When students become their own teachers, they exhibit the self-regulatory attributes that seem most desirable for learners (self-monitoring, self-evaluation, self-assessment, self-teaching). Thus, it is visible teaching and learning by teachers and students that makes the difference.

Student Self-Assessment of Learning



- 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.

2/19/2019

38

<https://files.eric.ed.gov/fulltext/EJ815370.pdf>

[John Hattie](#) tells us in [Visible Learning for Teachers](#):

...the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers. When students become their own teachers, they exhibit the self-regulatory attributes that seem most desirable for learners (self-monitoring, self-evaluation, self-assessment, self-teaching). Thus, it is visible teaching and learning by teachers and students that makes the difference.

Sample Student Self-Assessment of Learning



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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



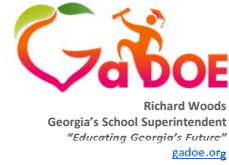
1.	2.	3.	4.
I'm unclear on the target. I am lost and need a lot of help.	I'm hitting the target sometimes, but still have difficulty. I need some help.	I'm hitting the target consistently but not the bull's eye yet. I need a little help at times.	I'm hitting the bull's eye. I really understand and can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

Georgia Department of Education

Using data to inform instruction and improve student achievement



Student Data Collection- Measuring Impact



- 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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"

gadoe.org

- 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.

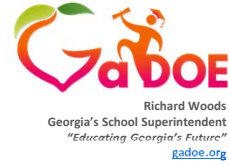
[Tier4 Progress Monitoring.doc](#)

2/19/2019

43

[Tier4 Progress Monitoring.doc](#)

Progress Monitoring



Progress Monitoring (TIER 4)

Student Name: _____ Case Manager: _____

Grade: _____ IEP DATED: _____

Area: Language Arts Reading Math Science Social Studies Behavior

Other: _____

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

2/19/2019

Handout 6 – Tier 4 Progress Monitoring Example 44

A data collection tool:

Consider creating a data collection tool for your co-teaching setting. This example tool was created simply using an Excel spreadsheet. The names of the students are put across the top, the goals on the students' IEPs are on the side, and a dot indicates that the specific goal is on that student's IEP. Weekly data can be taken on students' progress and entered into Excel to create graphs of students' progress or lack of progress on their IEP goals.

Grading in a Co-taught Classroom



2/19/2019

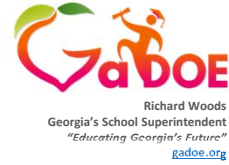
45

Guiding Questions About Student Grading



- 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?

2/19/2019

47

Discuss as a group why it is important that the co-teachers have these conversations about grading. Refer back to the non-negotiables- , assessment decisions should be decided jointly and both teachers should be prepared to compromise. There is not one way to grade or assess students and we must continue to remember these are ALL our students.

Student Grading



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- 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



- 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.

2/19/2019

49

Wormeli, 2006, Murwski, 2008; Friend, 2014; Struyk et all, 1997.

Grading Considerations

Why is it important to take grading into consideration in a co-teaching arrangement? Grading is an issue that cannot be minimized during a time of high stakes testing; however, grading seems to be an "antacid issue", especially for teachers at the upper grade levels. Grades are important because they help students understand their progress, or lack of progress.

What are some grading considerations you will want to take into account?

Some ideas related to grading will be discussed. Before you lose a relationship over grading or stay up for hours debating over whether to give a student an A or a B, remember that rarely, if ever, does anyone beyond a child's parent or guardian ever see a report card. It is rare that anyone ever knows what a student received in their 3rd grade, 8th grade, or even high school chemistry course. Yes, someone will look at their GPA when they apply to get into college, but most universities put a higher premium on class rank and ACT/SAT scores than GPAs, because we all know an A at one school means something completely different than an A at another school. With this in mind, be creative and open-minded about the grading process, but use these

tips to prevent you from falling into some common traps.

- Decide before you start - If this issue is not addressed prior to co-teaching, then it can become a barrier at the end of the quarter and may hinder future co-teaching relationships. Whatever grading structure you decide to use, be certain the students and their families are aware of how any modifications in grading will occur.
- Be certain to keep content and soft skills grades separate. We really do not do students a favor when we let them think they are doing B work, but we give them so much credit for effort within their grade they are unsure of how they are doing. The implication is not to fail students who are below grade level, but why not give an A for effort and another grade that reflects the content? Combining these grades can be dangerous to students' understanding of their skill levels.
- Combined grading by special and general educator - This method is probably most common but is one that can at times be problematic. First if a combined approach is used, then this should be agreed upon prior to starting the co-teaching relationship. Second, the student and parents should clearly understand how the final grade is being determined.
- Share with parents and students the process - Prior to even starting to co-teach, send home a letter like the one provided below to inform parents and students you both will be working and evaluating student learning in the classroom. Then, if any modifications to grading occur, be certain to share these changes with the student and his/her family.
- Think outside the box and don't be letter grade dependent - Many schools are successfully moving away from letter grades and using other ways to measure learning (i.e., portfolios, rubrics) which make it so much easier in the co-taught classroom.

Questions you will want to answer prior to co-teaching related grading.

- 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?
- 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 modifications to grading with students and their families?

Review of Research for Grading in Co-Taught Classrooms



- 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
-

2/19/2019

50

Styuk et al (1994) and ASCD, December 2015
February 2018 | Volume 75 | Number 5
Measuring What Matters Pages 84-85
[Issue Table of Contents](#) | [Read Article Abstract](#)
The Techy Teacher / Rethinking Grading
Catlin Tucker

Making mastery, not points, the reward for your students.

Reflection Activity



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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?



Georgia Department of Education

Co-Assessing of Co-Teaching Team



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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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.

Georgia Department of Education

Co-Assessing of Co-Teacher Performance



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.

2/19/2019

54

Adapted from: Murawski, W.W. (2002). Demystifying coteaching. CARS+ Newsletter, 22(3), 19

Questions for the Team



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

- 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?

2/19/2019

55

Adapted from Maryland Department of Education

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?

Georgia Department of Education

Co-Teaching Self-Assessment and Observation Form



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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 it 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 general education and which teacher is special education.
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

2/19/2019

Handout 7-GaDOE Self-Assessment/Observation Form

57

This is a sample of Handout 7: GaDOE Stages of Co-Teaching Self-Assessment and Observation Form. It was developed from multiple evidence based co-teaching resources. It is a sample of what teachers and administrators should observe in highly effective co-taught classrooms. Read through the Handout and self-assess where you are as co-teachers. What is one area to improve? What is one area you do well?

Additional Reflection Tools



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

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](#)

2/19/2019

58

<https://marylandlearninglinks.org/co-assessment-and-reflection/>

Additional Reflection Tools



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

Indicators of Quality Co-Teaching



Co-Teaching Core Competency Framework

22 core Competencies of Co-Teaching

Georgia Department of Education

<https://2teachllc.com/>

DOWNLOAD THE CO-TEACHING CORE COMPETENCY
FRAMEWORK

2/19/2019

59

<https://2teachllc.com/>

Providing Feedback to Each Other



- 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.

2/19/2019

60

Feedback between co teachers is very important to the continuous improvement process.

Can You Answer these Learning Targets?



- 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.



Georgia Department of Education


Next Steps



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gadoe.org

- 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



Richard Woods
Georgia's School Superintendent
"Educating Georgia's Future"
gaDOE.org

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

Georgia Department of Education

2/19/2019 63

This Learning Module was created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

- Friend, M. (2014). Co-teach! Building and sustaining effective classroom partnerships in inclusive schools (2nd ed.). Greensboro, SC: Marilyn Friend, Inc.
- Murawski, W., & Dieker, L. (2013). Leading the co-teaching dance:

Leadership strategies to enhance team outcomes. Arlington, VA: Council for Exceptional Children.

IDEA Federal Fund Disclaimer

"The contents of this training were developed under an IDEA grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. No materials developed with IDEA federal funds may be sold for profit."

Georgia Department of Education

This Learning Module was created in collaboration with the GLRS network and the Georgia Department of Education.

- These modules were created in collaboration with the Georgia Learning Resource Services and the Georgia Department of Education Division for Special Education Services and Supports.
- Special thanks to Coastal GLRS,

North Georgia GLRS, East Central GLRS, Oconee GLRS, South GLRS, and Southeast GLRS for their support and collaboration.