

# Co-Teaching Training Series

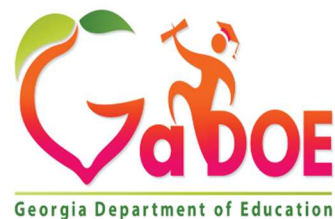
## Module 4

### Facilitator's Guide

# CO-ASSESSING: PROMOTING CONTENT MASTERY FOR STUDENT SUCCESS



Georgia Learning Resources System



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

# Credits

The Co-Teaching Series was created through the collaborative efforts of the Georgia Learning Resources System and the Georgia Department of Education. Historical elements are included from the original modules created in collaboration with Georgia State University and their partners.

The Georgia Department of Education would also like to thank the other state agencies that provided open access to their resources. These states include but are not limited to Maryland, Texas, and Virginia.

Co-teaching is more than 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 this professional learning together. Our hope is that it will impact your district and schools co-teaching practices and improve student outcomes for all students not just students with disabilities.

These modules can be utilized as independent learning units or as Professional Learning modules. Best practice is that they be completed in a facilitated session with co-teaching teams working and learning together.

## **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.”

# Co-Teaching Series

## Training Guide – Co-Teaching Module 4

Co-Teaching For Student Success			
Training Components	Activity	Time	Materials Needed
<p><b>Pre-Training (slides 1-4)</b></p> <ul style="list-style-type: none"> <li>• Learning Targets</li> <li>• Training Module Purpose</li> <li>• TKES Standards</li> </ul>	<p>Discuss Purpose, learning targets, and TKES standards addressed in module</p>	<p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Copy of PPT Handout for Note taking</li> </ul>
<p><b>Assessment of Student Performance (slides 5-11)</b></p> <ul style="list-style-type: none"> <li>• Co-Assessing defined</li> <li>• Co-assessing non-negotiables</li> </ul>	<p>Define co-assessing and discuss what it is and what it is not. Discuss co-assessing non-negotiables.</p>	<p>15 minutes</p>	
<p><b>Assessments of Learning (slides 12-41)</b></p> <ul style="list-style-type: none"> <li>• Summative Assessments</li> <li>• Formative Assessments</li> <li>• Accommodations and Modifications</li> <li>• Reflection Activity 1</li> <li>• Providing Effective Feedback</li> <li>• Student Self-Assessment of Learning</li> </ul>	<p>Define formative and summative assessments and give examples of both. Provide resources to participants for more information on formative and summative assessments.</p> <p>Discuss the difference between accommodations and modifications and provide examples of each.</p> <p>Guide participants through common scenarios involving accommodations.</p> <p>Share and discuss the class learning</p>	<p>60-90 minutes</p>	<ul style="list-style-type: none"> <li>• Video Formative Assessment: Why, When &amp; Top 5 Examples</li> <li>• Class learning plan- Handout 1</li> <li>• Reflective Activity- Handout 2</li> <li>• 7 Keys to Effective Feedback- Handout 3</li> <li>• 5 Research-based Tips for Providing Meaningful Feedback- Handout 4</li> <li>• Student Self-Assessment of Learning- Handout 5</li> </ul>

## Co-Teaching For Student Success

Training Components	Activity	Time	Materials Needed
	<p>plan to document student strengths, weaknesses, goals and accommodation.</p> <p>Discuss the importance of feedback and assist participants with the article review Seven Keys to Effective Feedback.</p> <p>Provide participants with 5 research-based tips for providing meaningful feedback to students.</p> <p>Discuss the importance of student self-assessment and share examples of student self-assessment form.</p>		
<p><b>Using Data to Inform Instruction (slides 42-53)</b></p> <ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Grading</li> <li>• Reflection Activity</li> </ul>	<p>Discuss the importance of data collection to improve instruction.</p> <p>Share the Student Data Collection and Progress Monitoring form. Allow participants to share other methods used to track student progress.</p> <p>Discuss guidelines for grading in a co-taught classroom.</p> <p>Facilitate reflection activity</p>	<p>60 minutes</p>	<ul style="list-style-type: none"> <li>• Tier 4 Progress Monitoring-Handout 6</li> </ul>

## Co-Teaching For Student Success

Training Components	Activity	Time	Materials Needed
<p><b>Co Assessing of Co-teaching Team Performance (slides- 54-61)</b></p> <ul style="list-style-type: none"> <li>• Co-Assessing defined</li> <li>• Questions for co-teachers to consider</li> <li>• Self-Assessment and Observation Form</li> <li>• Additional Resources for Self-Assessment and Observation of Co-teaching Team</li> <li>• Providing Feedback</li> </ul>	<p>Explain and discuss process to assess or observe co-teaching teams.</p> <p>Share the GaDOE Self- Assessment and Observation form as well as other resources that can be utilized to assess co-teaching teams.</p> <p>Discuss strategies/ guidelines for providing feedback to coteaching partner.</p>	<p>30 minutes</p>	<ul style="list-style-type: none"> <li>• Self-Assessment and Observation Form- Handout 7</li> </ul>
<p><b>Final Thoughts (slides 62-65)</b></p> <ul style="list-style-type: none"> <li>• Review Learning Targets</li> <li>• Next Steps</li> <li>• Resources</li> </ul>	<p>Review learning targets Discuss next steps</p> <p>Provide additional resources for participants to continue their learning.</p>	<p>15 minutes</p>	

Professional Learning- Approximately 3-3 ½ hours