



Co-Assessing for Student Success- Module 4

Co-Assessing Student Performance

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

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.
- 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: Promoting Content Mastery for Student Success

Co-Assessing Teacher Performance

Co-assessing co-teaching performance occurs 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.

KEYS TO EFFECTIVE FEEDBACK

1. BE SPECIFIC AS POSSIBLE
2. PROVIDE TIMELY FEEDBACK
3. ADDRESS THE LEARNERS ADVANCEMENT TOWARD GOAL
4. PRESENT FEEDBACK CAREFULLY
5. INVOLVE LEARNER IN PROCESS



Georgia Department of Education

Division for Special Education Services and Supports

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The following co-teaching series was created in collaboration with the Georgia Learning Resources System and the Georgia Department of Education.

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.

- **Introduction to Co-Teaching**
The Introduction to Co-Teaching Models module reviews the six common models of Co-teaching and offers pros and cons of each model. It also presents examples of when you might use the different models of Co-teaching. Video examples of each model are presented and activities if using this as a professional learning community.
- **Module 1- Co-Teaching for Student Success**
*The first module, **Co-Teaching for Student Success**, can be used to train co-teaching teams on the fundamentals of co-teaching which will include a review of the six models of co-teaching and the 6-step process for establishing an effective co-teaching partnership.*
- **Module 2- Co-Planning for Student Success**
*The second module, **Co-Planning for Student Success** explores practical tips for co-planning such as the use of co-planning agendas, checklists and technology to help co-teachers plan effectively. A sample co-teaching lesson plan template is presented.*
- **Module 3- Co-Instructing for Student Success**
*The third module, **Co-Instructing for Student Success** explores instructional strategies to consider when co-planning to improve outcomes for students. The module covers instructional practices that should be utilized with all students as well as specially designed instruction for students with disabilities.*
- **Module 4- Co-Assessing for Student Success**
*The fourth module, **Co-Assessing for Student Success** 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.*
- **Module 5- Administrators Guide to Co-Teaching**
*The fifth module, **General Supervision: The Role of the Administrator**, can be used to train and inform administrators on general supervision procedures for implementing evidence-based co-teaching practices in their district/school.*