Co-Teaching - Competency Four Assessing Student Learning and Providing Feedback

September 2021

Prior to viewing this module did you...

Review the Co-Teaching Practice Profile

Watch Co-Teaching Foundations Module

Watch Competency One Module

Watch Competency Two Module

Watch Competency Three Module

[Co-Teaching in Wisconsin Webpage](#)

Learning Objectives

1. Understand the purpose of a practice profile

2. Understand how to co-assess learning targets (Competency 4.a.)

3. Understand the role of co-assessing specially designed instruction (Competency 4.b.)

4. Understand and apply feedback within a co-teaching model (Competency 4.c.)

Practice Profile

Anatomy of a Practice Profile- How it Works

Core Competency	Contributions to Systems Transformation		
The specific role of the practitioner	In this section, you will see a description of *why* each competency is important to achieving the outcome and how it contributes to a greater likelihood that practitioners can operationalize and engage in the essential functions. *This describes the "why"*		
The components provide a clear description of the features that must be present to say that inclusive learning practices are in place. The components break down the competency and provide a more detailed definition.	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable Use in Practice**
	This column includes observable behaviors that exemplify educators who are able to generalize required skills and abilities to a wide range of settings and contexts; use these skills consistently and independently; and sustain these skills over time while continuing to grow and improve in their position.	This column includes observable behaviors that exemplify educators who are able to implement required skills and abilities, but in a more limited range of contexts and settings; use these skills inconsistently or need consultation to complete or successfully apply skills and would benefit from setting goals that target particular skills for improvement in order to move educators into the "expected/proficient" category	This column includes observable behaviors that exemplify educators who are not yet able to implement required skills or abilities in any context and often can cause harm to the clients served. Often times, if an educator's work is falling into the unacceptable category, there may be challenges related to the overall implementation infrastructure. For example, there may be issues related to how regions, schools, or districts are selecting or training staff, managing the new program model, or using data to inform continuous improvement.
This describes the "what"	*This describes the "how"*	*This describes the "developing how"*	*This describes the "how not"*

Activity: Try It Out

1. Select one strategy or suggestion.

2. Make a plan on how you will implement this strategy with your co-teaching partner.

3. If you're viewing this presentation as a group, take a moment to pause this presentation and schedule a time to meet. If you're viewing this presentation on your own, jot down the names of a few colleagues you would like to meet with.

4. Take the new strategy back to your co-taught classroom and try it out with your co-teaching partner.

5. Reflect about how implementing the strategy worked with your co-teaching partner..

6. When you meet with your colleagues, share what happened and what adjustments you may need to make.

4.a. Co Assessing Learning Targets

Video: John Hattie:
Efficacy of Collective Planning

Data Collection and Assessment

Data Collection

Formative Assessment

Summative Assessment

Types of Data Collection

- **Curriculum Based Measures**
- **Informal Classroom Assessments**
- **Observations of learner academic performance and behavior**
- **Self-assessment of classroom instruction**
- **Discussions with key stakeholders**

Data

Dig

Activity: Try It Out

1. Select one type of data collection from the provided links.

2. Make a plan on how you will implement data collection with your co-teaching partner.

3. If you're viewing this presentation as a group, take a moment to pause this presentation and schedule a time to meet. If you're viewing this presentation on your own, jot down the names of a few colleagues you would like to meet with.

4. Take the new data collection plan back to your co-taught classroom and try it out with your co-teaching partner.

5. Reflect about how implementing data collection worked with your co-teaching partner.

6. When you meet with your colleagues, share what happened and what adjustments you may need to make.

Purpose of Formative Assessment

Well- targeted formative assessment informs what the learning targets will look like for the next day or week.

Co-teaching partners can then identify where each and every learner is in their learning allowing scaffolding/response when planning the next level of instruction.

IEPs and ILPs to Formatively Assess

IEPs and ILPs are used to formatively assess each and every learner's progression towards the learning target.

Using Assessments as Opportunities to Demonstrate Learning

3 Questions to Consider When Designing Assessment:

Remember!

Assessments reflect multiple avenues for learners to choose to demonstrate their learning.

1. How are the assessments linked to the learning goals?

2. How do the assessments engage learners?

3. What barriers might learners experience?

Assessments may be individualized to support learner skills that vary in terms of learner strengths, weaknesses, and learning needs.
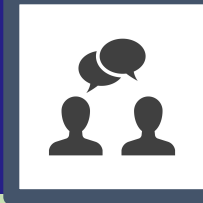
CAST UDL Assessment

Integrating Assessments into Learning

Co-teaching partners integrate assessments into the learning process which include learner reflection and goal setting (e.g. often co-created by learners).

Activity: Try It Out

1. Select a formative assessment from an upcoming unit.

2. With your co-teaching partner, make a plan on how you will provide multiple assessment options.

3. If you're viewing this presentation as a group, take a moment to pause this presentation and schedule a time to meet. If you're viewing this presentation on your own, jot down the names of a few colleagues you would like to meet with.

4. Take the re-designed formative assessment options back to your co-taught classroom and try it out.

5. Reflect with your co-teaching partner about how providing multiple assessment options worked with your class.

6. When you meet with your colleagues, share what happened and what adjustments you may need to make.

4.b. Co Assessing Specially Designed Instruction (SDI)
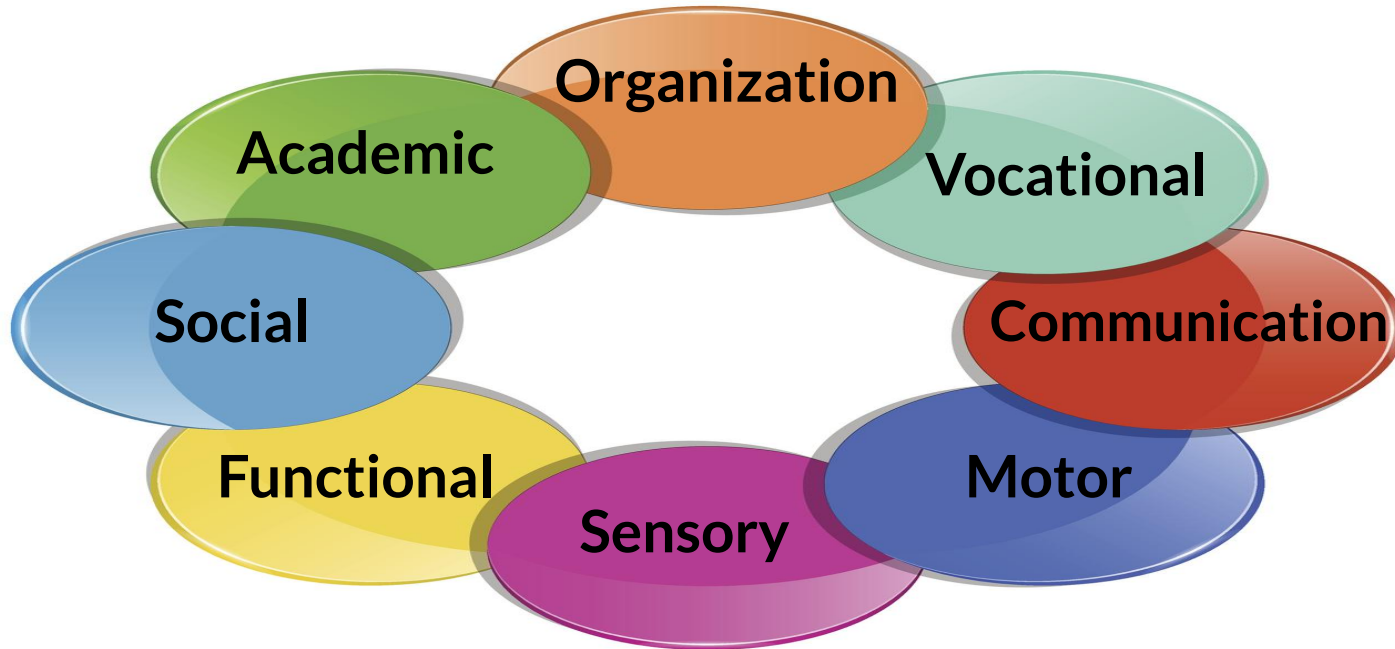
Co-Teaching Foundations

Monitor and Evaluate Progress

Specially Designed Instruction Data is gathered in the following domains:

The effects of Specially Designed Instruction will be evaluated and documented during the co-teaching partners' collaborative planning time to plan, monitor, adjust, and evaluate the impact of teaching and learning strategies, including interventions.

Importance of Documentation

Why document Specially Designed Instruction?

- **Proof that Specially Designed Instruction was provided to learners**

- **Record of what works well (and what does not work well) for the learner**

- **If Specially Designed Instruction is not enabling learner to make progress, co-teaching partners must change the instruction so learner can make progress on IEP goals**

- **Monitoring progress of IEP goals**

Specially Designed Instruction is monitored through co-planning so that the instructional intensity will be increased if progress is being made.

Monitoring Specially Designed Instruction and Co-Planning

Specially Designed Instruction is monitored through co-planning so that the instructional strategy or intervention will be reevaluated and adjusted if progress is not being made.

Activity: Try It Out

1. How do you currently assess the progress learners are making in specially designed instruction? Is this information used in co-planning?

2. Make a plan on how you will co-plan around the progress made in Specially Designed Instruction with your co-teaching partner.

3. If you're viewing this presentation as a group, take a moment to pause this presentation and schedule a time to meet. If you're viewing this presentation on your own, jot down the names of a few colleagues you would like to meet with.

4. Take the new strategy back to your co-planning sessions and try it out with your co-teaching partner.

5. Reflect about how implementing data collection worked with your co-teaching partner.

6. When you meet with your colleagues, share what happened and what adjustments you may need to make.

4.c. Feedback

Co-Teaching Competency 3

High Leverage Practices

Providing Formative Feedback

Both co-teaching partners are in agreement and both provide clearly defined formative feedback around learning targets and curricular rigor.

Hattie, J. (2009) *Visible Learning*, Oxford, UK: Routledge, p173

Characteristics of Effective Feedback

Feedback must be:

- ongoing
- consistent
- supportive
- meaningful
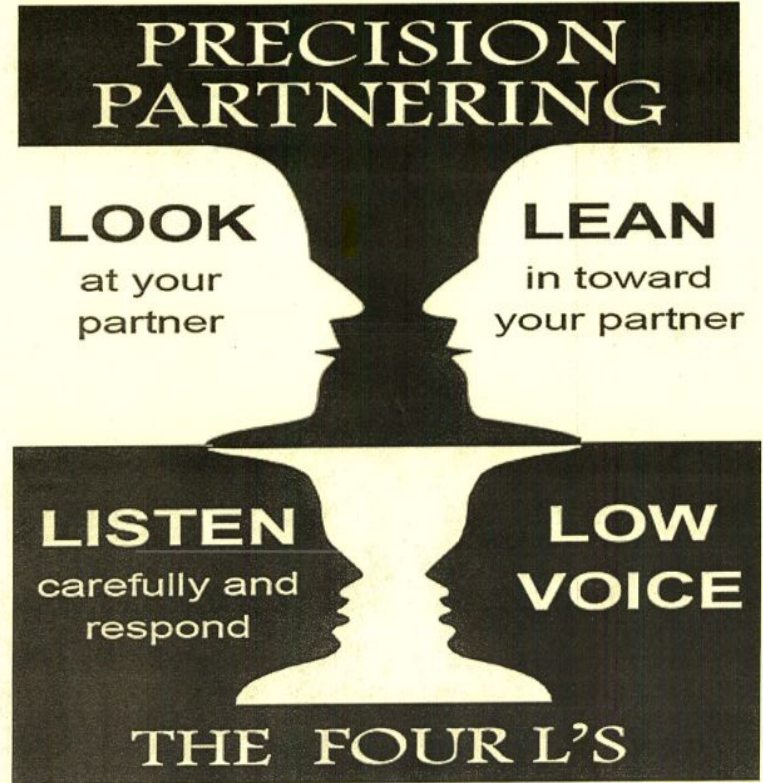- based on skill development, learner goals, and agency

Formative Assessments: Using Feedback to Guide Instruction
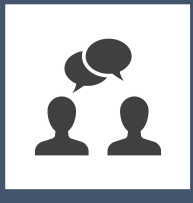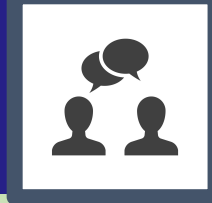
Coaching Learners

Co-teaching partners coach learners in
providing ongoing, consistent, supportive and
meaningful feedback to their peers based on
skill development, learner goals and agency.

Precision Partnering:
Collaboration Resources DPI
WiseLearn

PRECISION PARTNERING

LOOK
at your partner

LEAN
in toward your partner

LISTEN
carefully and respond

LOW VOICE

THE FOUR L'S

Activity: Try It Out

1. Select one strategy or suggestion from this video on effective peer feedback.

2. Make a plan on how you will implement this strategy with your co-teaching partner.

3. If you're viewing this presentation as a group, take a moment to pause this presentation and schedule a time to meet. If you're viewing this presentation on your own, jot down the names of a few colleagues you would like to meet with.

4. Take the new strategy back to your co-taught classroom and try it out with your co-teaching partner.

5. Write a short summary about how implementing the strategy worked.

6. When you meet with your colleagues, share what happened and what adjustments you may need to make.
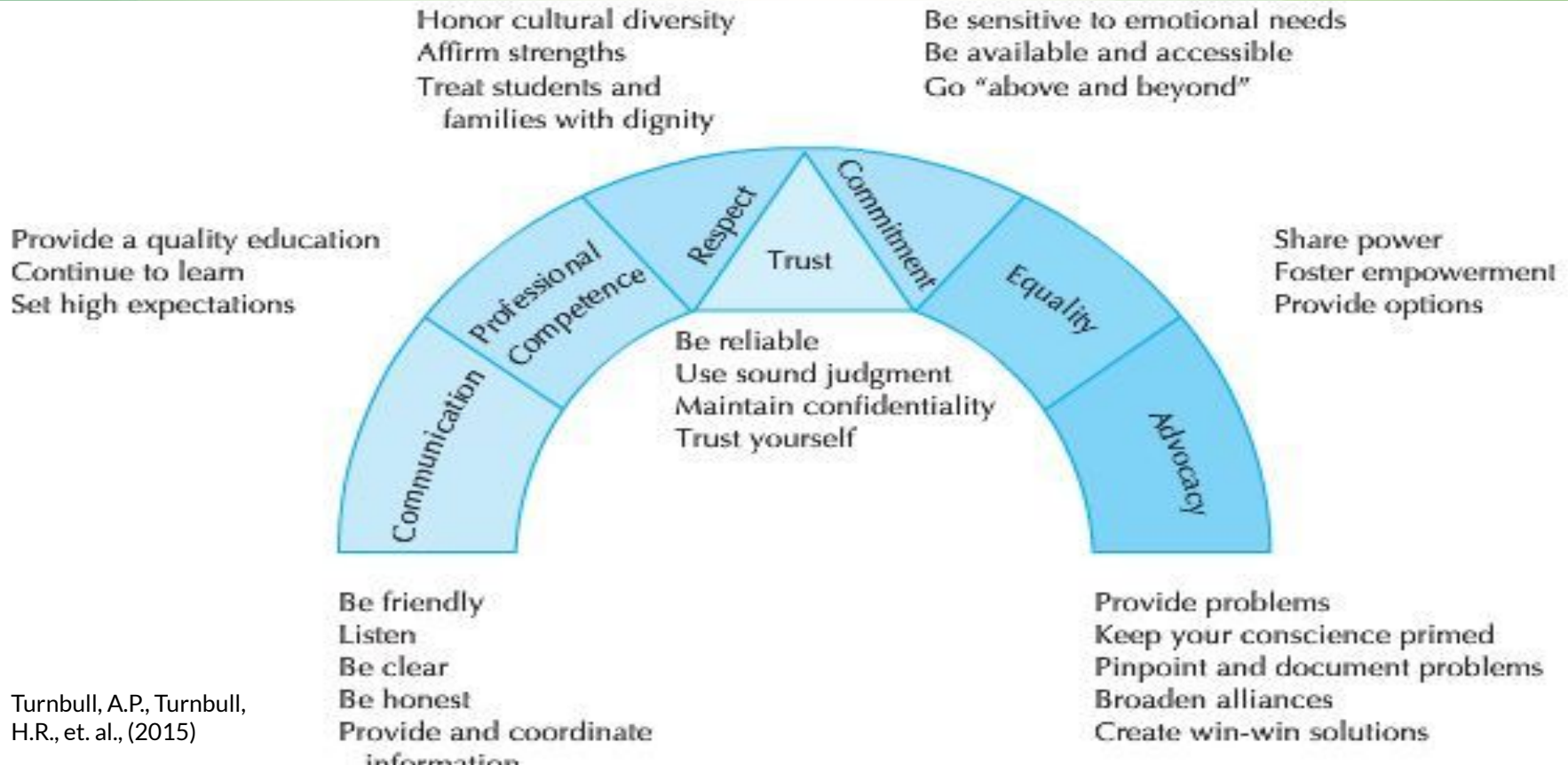
Feedback Loop

There is a well defined feedback loop between families and co-teachers to understand cultural differences relative to learner's understanding and acceptance of the feedback.

Co-teaching partners and families collaboratively identify skill development and learner goals that can be generalized between the two settings.

Family Engagement

Honor cultural diversity
Affirm strengths
Treat students and
    families with dignity

Be sensitive to emotional needs
Be available and accessible
Go "above and beyond"

Provide a quality education
Continue to learn
Set high expectations

Share power
Foster empowerment
Provide options

Commitment
Respect
Trust
Professional Competence
Equality
Communication
Advocacy

Be reliable
Use sound judgment
Maintain confidentiality
Trust yourself

Be friendly
Listen
Be clear
Be honest
Provide and coordinate
    information

Provide problems
Keep your conscience primed
Pinpoint and document problems
Broaden alliances
Create win-win solutions

Turnbull, A.P., Turnbull, H.R., et. al., (2015)

Co-teaching partners communicate feedback via various modes (verbal, written, graphic) to extend learner thinking and focus on understanding.

Reflective Activity

1. What is your plan to connect with families and to receive feedback from one another?

2. How do you collaborate with families?

3. How can co-teaching partners and families provide feedback in order to support the learner in the home and school environments?

Conclusion

"Co-teaching does not exist solely to bring two teachers together. Co-teaching exists to serve students."

How to Co-Teach, Potts & Howard

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"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives." Robert John Meehan

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