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

September 2021

WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION
Carolyn Stanford Taylor, State Superintendent

Thank you for using DPI's materials to create a common understanding of Co-Teaching for Wisconsin educators.

The Co-Teaching Practice Profile has been developed to provide educators a clear picture of what co-teaching looks like in practice, when prioritizing the critical need for equity and inclusion. The profile is divided into four competencies:

Competency 1: Designing Physical Space and Functional Structures

Competency 2: Planning Learning Experiences for All Learners

Competency 3: Delivering Targeted, Individualized Instruction

Competency 4: Assessing Student Learning and Providing Feedback

This presentation will focus on the fourth and final competency:Assessing Student Learning and Providing Feedback. Please your materials ready before you continue.

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](#)

To maximize this professional learning activity, please be sure to:
- Review the Co-Teaching Practice profile before you begin, especially the fourth competency which is the focus of this presentation; you can find a link to the Co-Teaching Practice profile on the materials document.
- By this time we expect you have already collaborated with your co-teaching leadership team in your school and district to support school staff that can position co-teaching as one of a number of practices to support a diversity of learners.
- If you feel your co-teaching team needs additional background, watch the first three presentations in the series, Co-Teaching Foundations: Building an Inclusive Environment; Designing Physical Space and Functional Structures; Planning Learning Experiences for All Learners; and Delivering Targeted, Individualized Instruction. These will assist in understanding that co-teaching practices are part of an overall inclusive learning environment.

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.)**

By the end of this module, you will:
- Understand the purpose of a practice profile.
- Understand and apply Competency 4.a. how to co-assess learning targets.
- Understand the role of co-assessing specially designed instruction (Competency 4.b.)
- and 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"*

Practice Profiles identify the core components of a program, innovation, practice, or intervention, and describe the key activities that are associated with each core component. Practice profiles enable a program to be teachable, learnable, and doable in typical human service settings.(NIRN practice profiles) You can find a link to the practice profiles on the materials document.

Practice Profiles begin with the why of each competency; "The Contribution to Systems Transformation" - in this case why is this component important to achieving a high functioning co-taught environment?

Practice Profiles employ 3 rubric headings: Expected, Developmental, and Unacceptable.
(descriptions are from Practice Profile Planning)

Expected/ Proficient - includes activities that exemplify practitioners who are able to generalize required skills and abilities to 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.

Developmental - includes activities that exemplify practitioners 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 supervisor/coach

consultation to complete or successfully apply skills.

Unacceptable variation - includes activities that exemplify practitioners who are not yet able to implement required skills or abilities in any context. Often times, if practitioners' 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 the district is selecting or training staff, managing the new program model, or using data to inform continuous improvement.

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.

Throughout this presentation, participants will use an activity called "Try It Out." You will be prompted to complete the following steps after each section of this presentation:

- Each participant will select one strategy or suggestion after watching a section of this presentation.

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

- 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.

After watching this entire presentation,

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

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

- 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

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In a co-taught classroom, education teams believe that all learners can and will succeed and provide opportunities to find the expert learner in every child. When assessment data related to grade level learning targets is frequently gathered and analyzed, teams intentionally adapt instruction and future assessment practices to meet the needs of all learners.

Take a few minutes to pause the presentation and watch a brief video by John Hattie on the Efficacy of Collective Planning and Using Impact to Assess Learning. You can find the link for this video on the materials document.
John Hattie - efficacy of collective planning/using impact to assess learning

Data Collection and Assessment

Formative Assessment

Data Collection

Summative Assessment
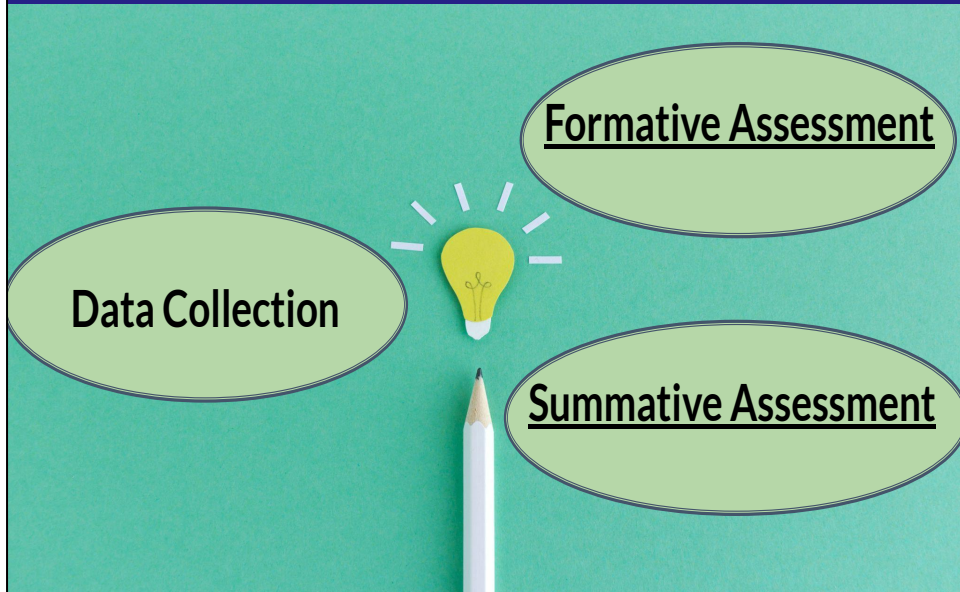
Remember, when you are co-assessing student learning, co-teaching partners should be thinking about how they are collecting data. Data from formative assessment is used to monitor the progress of each learner, and inform instruction. Data from summative assessment is used to evaluate student learning.

Further information on data collection, formative assessment, and summative assessment can be found on DPI's website. The links are located on the materials document.

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

Co-teaching partners routinely manage and engage in ongoing data collection using data from a variety of sources. A few types of data collection are listed here, but keep in mind, this is not an exhaustive list. Both co-teaching partners are responsible for the collection of data. It should be noted that monitoring progress towards annual IEP goals is the responsibility of the special education teacher. However, co-teaching partners are equally responsible for monitoring progress towards grade level learning targets for ALL learners.

The goal of data collection is not only to monitor the progress of each learner, but also to inform instruction. Data-driven instruction creates a more supportive and constructive school culture. It stops placing blame on the learner for a lack of comprehension and instead creates a more supportive environment where learners and teachers share responsibility. As a result of this dynamic, learners feel supported and encouraged to succeed.

Discussions around data collection with key stakeholders may include learners, family members, and other staff members.

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.

Take a moment to pause the presentation and look at the resources found on the Wisconsin Department of Public Instruction's Data Collection website. What is your current schedule for data collection? What sources do you collect data from? How do you reflect on it as a team? Remember, the first three steps you can do now, and the last three steps will be completed after viewing the entire presentation.

[Formative Assessment | Wisconsin Department of Public Instruction](#)

[Summative Assessments | Wisconsin Department of Public Instruction](#)

[Strategic Data Use | Wisconsin Department of Public Instruction](#)

Purpose of Formative Assessment

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

The overall purpose of using formative assessment is to inform instruction, and to help identify student strengths and opportunities for improvement. Remember, formative assessments are also designed to improve and guide teacher instruction as well as student learning.

Using Formative Assessment

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.

An example of a formative assessment could be having learners complete a 3 question exit ticket after a math lesson. Learners who answer all three questions correctly may be ready to advance in their instruction. Learners who answered two questions correctly may require some re-teaching. Learners who answered one or none of the questions correctly may be lacking the foundational skills necessary to complete the problems.

Co-Teaching partners would use this data to plan for future instruction and design flexible groups. One teacher could provide learners with an accelerated math lesson, while the other teacher works with learners who need some re-teaching. While those two groups of learners are working independently, both teachers can then work with learners who need to review foundational skills. These math groups will change and adjust as the results of the next formative assessment will determine the needs of the learners and drive 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.
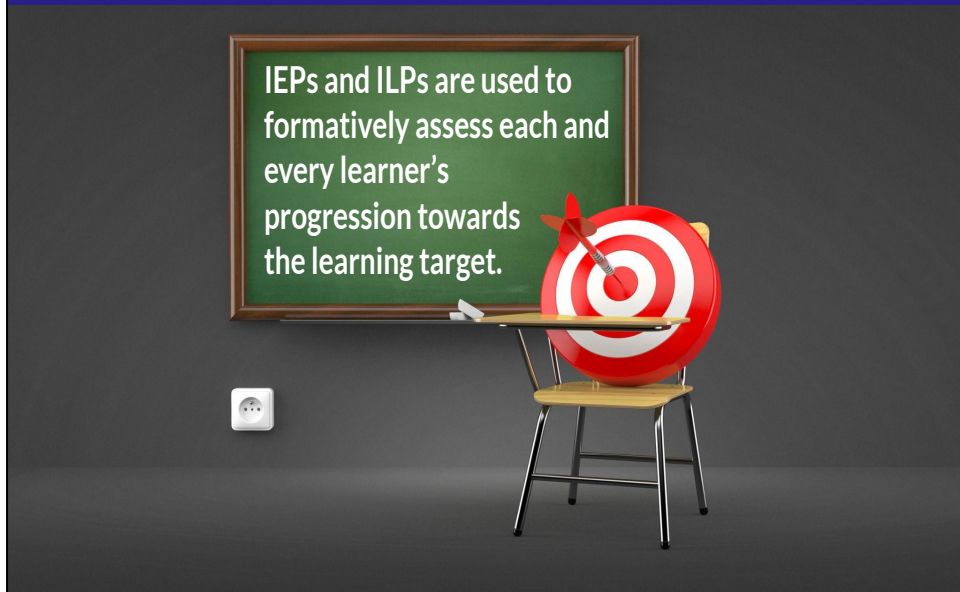
To clarify, formative assessments can also be designed to determine if learners are making progress toward the goals listed on the individualized education plans (IEPs) or individualized learning plans (ILPs). For example, if a student has a goal related to reading comprehension, and the whole class is participating in ongoing reading comprehension formative assessments, those assessments can also be used as progress monitoring data for IEP goals. Any data used to monitor IEP goal progress must align with the IEP goal baseline measures.

Co-teaching partners should see a significant level of progression in skills in all learners throughout the school year. For individual learners with IEPs, it is a federal requirement per the Individuals with Disabilities Education Act (IDEA) that the progression of skills must be documented.

IEP and ILP goals should not remain static. The instruction should be adjusted as the goals are met or not met, and the IEP must be reconvened as appropriate.

Look back at the Co-Teaching Practice Profile for the definitions of individualized education plans and individualized learning plans.

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?

The Universal Design for Learning framework can support assessments that reflect multiple avenues to demonstrate learning. The Center for Applied Special Technology, or CAST, lists three questions that co-teaching partners should consider when designing or selecting assessments:

1. How are the assessments linked to the learning goals?
2. How do the assessments engage learners?
3. What barriers might learners experience?

Using Assessments as Opportunities to Demonstrate Learning

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

CAST UDL Assessment

When developing classroom assessments to determine a learner's understanding of a new concept or skill, typically one assessment is given to all learners. Why not instead offer assessment opportunities where co-teachers provide a few options for learners to demonstrate their understandings? An example is to allow learners to choose between writing, speaking, and creating as a means of expressing any given concept.

Note that even though assessments are individualized, they should always assess how the student is doing in relation to the learning target. Individualizing the assessment doesn't mean making the assessment easier, it's about finding a way to allow the learner to demonstrate their understanding and growth toward grade level learning targets.

Further information from CAST on assessment can be found in the materials document or by clicking the link on this slide.

Modules from CAST - review and include in resources?
https://www.youtube.com/playlist?list=PLIF3m0HAU305DkOThHc5A7S2O4WlnE1fP

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).

The Association for Supervision and Curriculum (ASCD) outlines four steps that learners should be able to complete independently through the use of formative assessments:

1. Learners identify learning objectives and expectations — Learners should be able to infer what they need to learn from each unit in the curriculum based on grading rubrics, quizzes in their textbooks, and other available resources.
2. Complete self-assessments — Learners should know how to assess their prior knowledge and track their improvements throughout a unit of study.
3. Learners set their own learning goals — Based on the previous two steps, learners should be able to identify what topics and skills they need to master by the end of the unit of study.
4. Learners identify practical steps they can take to meet their goals —Learners should know how they can conduct further research and practice skills to improve their work.

Coaching learners through each of these four steps during each unit of study allows learners to take ownership of their educational journey. Although co-teaching partners lead their class through these steps as a large group during a unit of study, it's also important for learners to *individually* develop these skills

as well so they become lifelong 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.

Take a moment to pause the presentation and complete this activity. Remember, the first three steps you can do now, the last three steps will be completed after viewing the entire presentation.

4.b. Co Assessing Specially Designed Instruction (SDI)

Co-Teaching Foundations

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Special considerations need to occur to ensure that the specially designed instruction in a co-taught classroom is co-planned and evaluated by co-teachers. To ensure a full understanding of specially designed instruction, look back at the Co-Teaching Foundations Module if necessary.

Monitor and Evaluate Progress

Specially Designed Instruction Data is gathered in the following domains:

- Organization
- Academic
- Vocational
- Social
- Communication
- Functional
- Sensory
- Motor
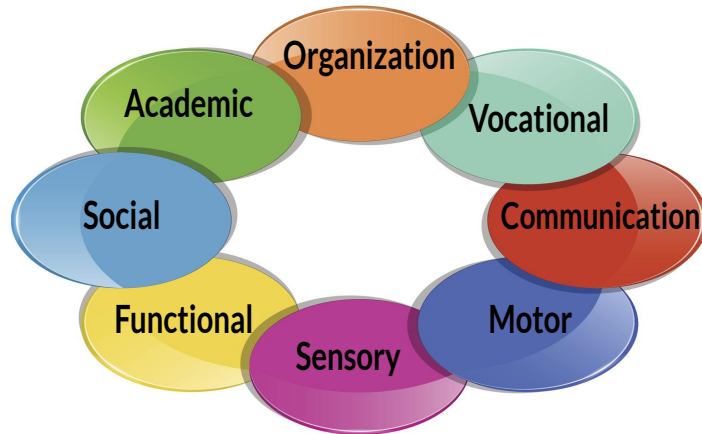
Specially Designed Instruction gathered in different domains, as listed on this slide, is systematically collected to monitor and evaluate the student's progress during co-planning towards IEP goals.

Remember, IEP goals should not be static, if learners are meeting or not meeting their goals the IEP team should discuss the lack of progress and make any needed revisions to the IEP. The goals should be readjusted OR the specially designed instruction should be re-planned. Always scaffold instruction to the learning target and then ensure that the progress made is reflected. IEP goals constructed by the IEP team annually need to clearly reflect progress made from year to year. If a student is not making sufficient progress toward achieving their goals within the term of the IEP, the IEP team should discuss the lack of progress and any needed revisions to the IEP.

Evaluating the Effects of Specially Designed Instruction

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.

Co-Teaching partners regularly review data from formative assessment as well as from other sources of information. This can be accomplished during common planning time to determine what effect Specially Designed Instruction is having on the student's progress towards grade level learning targets and IEP goals. Co-Teaching partners can then adjust instruction based on data.

While both co-teaching partners are responsible for monitoring learner progress and the effects of universal instruction, progress monitoring of IEP goals, and evaluating the effects of specially designed instruction is the primary responsibility of the special education teacher. The special education teacher brings the information regarding how the learner is responding to specially designed instruction to the co-planning session. The general education teacher, during co-planning, contributes valuable insight and classroom data on whether or not the learner is generalizing the skills being addressed with specially designed instruction in different settings and learning environments. Co-teachers then adjust the specially designed instruction as needed. It is important to remember that changes to specially designed instruction can be made without revision the IEP, depending on how the IEP is written and what adjustments are being made. For instance, increasing the time or services needed for specially designed instruction would require an IEP revision that would need to be taken to and discussed by the IEP team, but changing the methodology or materials used during specially designed instruction would

likely not require IEP revision because this level of detail is typically not documented in the IEP.

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

In a co-taught classroom, where differentiation and universal design for learning are common teaching strategies, specially designed instruction happens naturally and, as such, can often be 'lost.' Special education teachers in the co-taught partnership have the responsibility of documenting what is individualized, or specially designed, for learners with IEPs. In that way, there is a record of what is working for the learner, adjustments that may have been made, and progress that is documented. This is essential for both co-planning sessions and annual IEP meetings.

Documentation of Specially Designed Instruction is different than documenting the success rate of a group of learners during universal instruction and curriculum. This is also different than collecting and reporting out grades or scores. Other learners in the co-taught classroom may benefit from the strategies presented in co-instruction that are specially designed. However, for the learner with the IEP, the documentation is used for IEP meetings, quarterly progress reports, parent contacts, and, in some cases, to prove in litigation that what was provided for the learner in a co-taught classroom was specially designed for the learner per their IEP goals.

Monitoring Specially Designed Instruction and Co-Planning

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

While goals are constructed annually in IEP meetings, it is also required by Individuals with Disabilities Education Act that IEP goal progress is periodically reported to parents. The frequency of a student's progress reports is documented in the IEP. Interim reporting on annual goal progress may be done through quarterly or other periodic reports issued concurrently with report cards. In co-planning sessions, co-teachers can document the progress made with specially designed instruction for this reporting. In cases where learners are making progress on their goals, instructional intensity is increased and, if goals are met prior to the annual IEP date, IEP teams can use the I-10 form to construct new goals with agreement from the parents.

For further information about the I-10 Form, you can refer to the GUIDE TO SPECIAL EDUCATION FORMS, which can be found on the materials document.

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.

REFLECT
RETHINK
REVISE

Any of the domains of specially designed instruction are appropriate for a special education teacher to be planning Specially Designed Instruction around in a general education classroom. When planning for specially designed instruction it is important to remember that learners with IEPs need to generalize skills. Generalization involves demonstrating or performing a behavior in settings that are different from the original teaching environment. If the behavior plan is not consistently followed in all environments, behavioral changes may not be maintained. The same is true whether we're talking about behavior, academics, communication, etc.
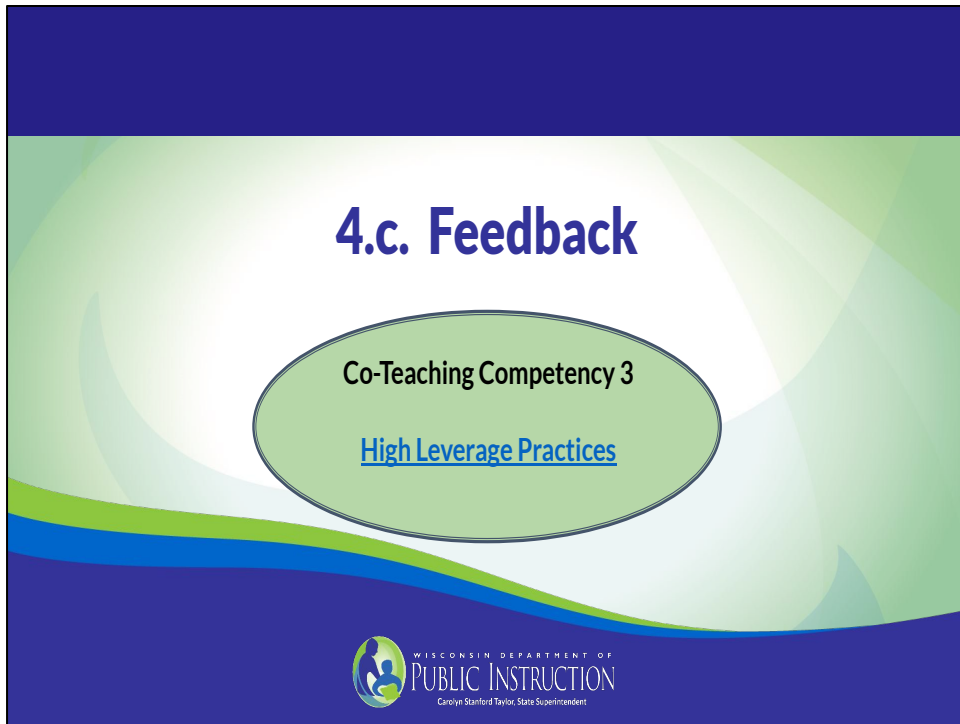
Activity: Try It Out

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.

Take a moment to pause the presentation and complete this activity. Remember, the first three steps you can do now, the last three steps will be completed after viewing the entire presentation.

4.c. Feedback

Co-Teaching Competency 3

High Leverage Practices

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According to John Hattie, "Feedback is one of the most powerful of all influences on learning."

In Competency 3, we discussed the power of feedback through the use of high leverage practices. The high leverage practices are research-based practices and are known to foster important kinds of student engagement and learning. They are a collaborative effort of the Council for Exceptional Children, its Teacher Education Division, and the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center; its members include practitioners, scholars, researchers, teacher preparation faculty, and education advocates. If you would like to learn more about the high leverage practices, you can watch the competency 3 presentation, or visit the high leverage practices website. Both links can be found on the materials document.

High Leverage Practice 22 states that the purpose of feedback is to guide student learning and behavior and increase student motivation, engagement, and independence. Effective feedback must be strategically delivered by both co-teaching partners and is goal directed. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, and age appropriate. Feedback is most effective when the learner has a goal and the feedback informs the learner of their strengths, as well as areas needing improvement. Remember that parity is important here as both co-teachers need

to provide feedback to all learners in the classroom to ensure equitable practice.

Providing Formative Feedback

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

TIME TO EVALUATE

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

According to John Hattie in his book "Visible Learning," Feedback is a compelling influence on learner achievement. When teachers seek, or at least are open to what learners know, what they understand, where they make errors, when they have misconceptions, when they are not engaged- then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible. Hattie, J. (2009). Visible learning, Oxford, UK:Routledge, p173

During co-planning sessions, co-teaching partners should decide on how they will provide feedback to learners. Feedback starts with learning targets that are rigorous and aligned with grade level standards.

The process of giving feedback begins with co-teachers clarifying the learning targets for the activities they are undertaking and the success criteria by which they will assess the level of achievement to be demonstrated by learners. The learning targets are then shared with the learners in a co-taught classroom. This enables the learners to measure their performance in terms of both mastery of the set task and the processes inherent in it. It also helps them to be clear about future goals. Co-teachers bring the learner's feedback to the co-planning session to assist them in determining the next instructional moves. In order to create a feedback loop, co-teaching partners then share the next instructional moves with their learners.

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

Helen Timperley and John Hattie note that effective feedback is most often oriented around a specific achievement that learners are (or should be) working toward. When giving feedback, it should be clear to learners how the information they are receiving will help them progress toward their final goal.

Take a moment to pause the presentation and observe how one teacher provides his learners with effective feedback. Watch the video Formative Assessments: Using Feedback to Guide Instruction. The link is located on your materials document.

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

When co-teaching partners model how to provide positive and supportive feedback, they can then begin coaching their learners how to provide their peers with positive and supportive feedback. This will lend itself to developing a safe, and collaborative classroom culture in which all learners will benefit.

Precision Partnering is a structure for classroom discussion that is explicitly taught to learners. Specifically, we teach the four 'Ls'.

- The first 'L' is that learners should 'look' at their partner. The general rule of thumb is for partners to make eye contact, but we know that with learner variability, this may prove uncomfortable for some and unrealistic for others. So in that case, it is also okay to teach learners to make a plan so that they are showing signs to their partner that they are listening to them intently.

- The next 'L' is lean. Partners should slightly lean towards each other when they are listening. Again, the idea is to visibly show their partner they are listening so if you have learners who are unable to do this, the idea is to make a plan so that their partner knows they are being heard and the teacher can see the partners actively listening to one another.

- The third 'L' is instructing learners on the level of voice they should use in discussions. With an entire class talking to one another, it can get loud if learners aren't using a low voice. For younger learners, it can be helpful to teach this 'L' as a 'library voice'. If you have learners who are using an augmentative or alternative communication device, you will want to ensure the volume is set such that it is not interfering with other conversations but still is at a volume that allows the learner's voice to be heard.

- The last 'L' is for listening. Most of us believe we are good listeners and that it is not something that needs to be taught. The reality is we are often listening to respond or become distracted while we are listening. Explicitly teaching learners the art of active listening is beneficial for participation in precision partnering and will also transfer to limitless instances beyond your classroom. Co-teachers are in a unique position to demonstrate this type of classroom discussion. Co-teaching partners take advantage of having two teachers in the room to model how this will look for the learners.

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.

Take a moment to pause the presentation and watch a brief video titled "Teaching Students to Give Effective Peer Feedback." You can find a link to this video on your materials document. After watching the video, complete the Try It Out activity. Remember, the first three steps you can do now, the last three steps will be completed after viewing the entire presentation.

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.
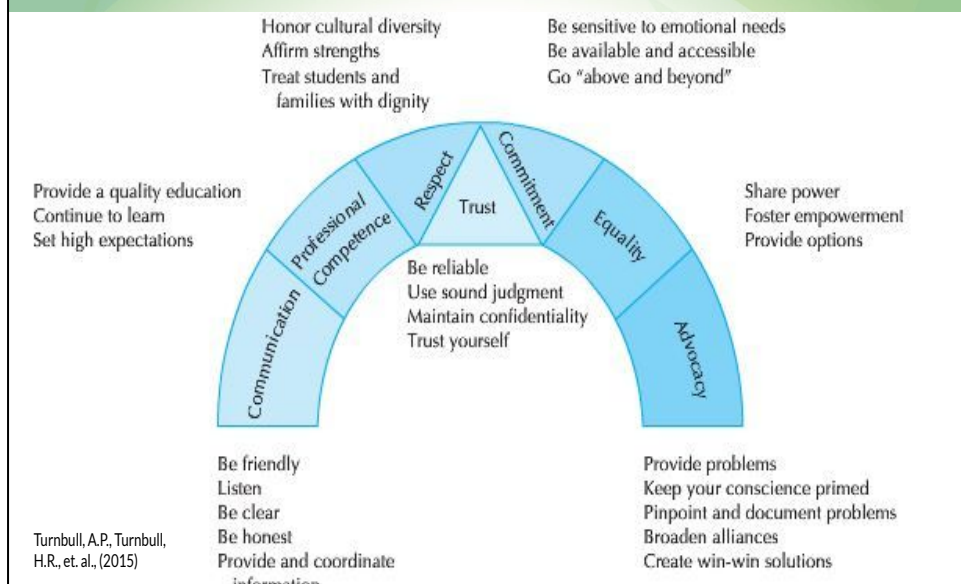
High Leverage Practice #3 supports the importance of feedback between co-teaching partners, learners, and families.

A critical element of effective teaching is to build collaborative relationships with families to support learning and to enable learners to access needed services and support.

Principles that promote a positive feedback loop with educators and families revolve around Communication, Professional Competence, Respect, Commitment, Equality, Advocacy and Trust.

When co-teaching partners are highly committed, they will effectively share resources, identify family strengths and needs, and build trust with families. When co-teachers practice professional competence they will effectively communicate and advocate for family's rights under federal, state, and local laws. The next few slides will explore these concepts more in depth.

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

Professional Competence

Communication

Respect

Commitment

Trust

Equality

Advocacy

Be reliable
Use sound judgment
Maintain confidentiality
Trust yourself

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

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

Consider this graphic from the publication *Families, professionals, and exceptionality: Positive outcomes through partnership and trust.*
The concepts of Communication, Professional Competence, Respect, Commitment, Equality and Advocacy support a feedback loop that connects parents to the co-taught classroom. Without the cornerstone of trust, the whole arch will collapse. Refer to this graphic again in the activity at the end of this section.

Communicating Feedback

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

Co-teaching partners work together to communicate feedback to both learners and families. This is an important piece of the co-teaching commitment.

To continue to build a trusting relationship with families, communication must be timely and ongoing. It is also important to find out how families would like to communicate. A few ideas are:

Face to Face Interactions, which can include:
- Planned, formal, and informal meetings
- Open houses
- Classroom and school volunteering opportunities
- Home visits and other forms of face to face interactions

Written Correspondence

Phone Calls

Technology-based Means of Communication such as
- Emails or Texts
- Course management systems, school or classroom websites or blogs

For more information on feedback, consider the resources from DPI's Family and Community Engagement page, which is located on the materials document.

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?

Take a moment to pause the presentation and discuss or reflect on these three questions.

Conclusion

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

How to Co-Teach, Potts & Howard
www.brookespublishing.com
1-800-638-3775
BROOKES PUBLISHING CO.

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

While co-teaching exists to capitalize on instructional impact as two teachers serve all learners, the relationship between co-teaching partners must be meaningful and genuinely authentic. Collaborative attitude and ability will impact the success of ALL learners. At any point in your co-teaching journey, please remember that recorded webinars and additional resources available on DPI's Co-Teaching Webpage can assist you in preparing for any co-teaching experience. Thank you for taking part in DPI's Co-Teaching Series.