



CO-TEACHING FOUNDATIONS

Building Blocks to Successful Co-Teaching

May 2019



**West Virginia Board of Education
2018-2019**

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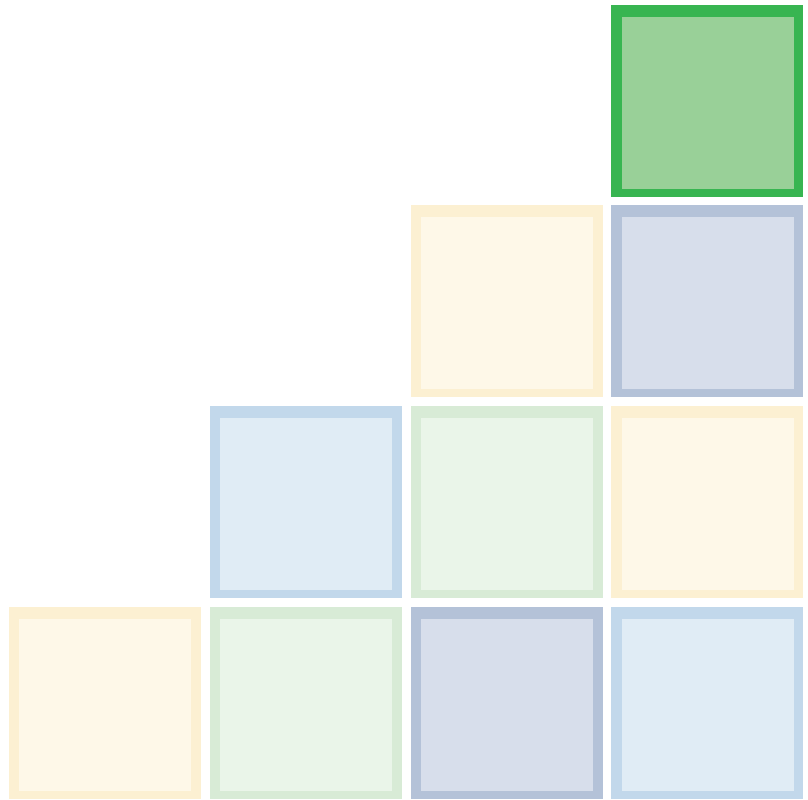
INTRODUCTION

This Co-Teaching Guidance Manual (CTGM) is designed to assist Regular Education Teachers, Special Education Teachers and Administrators in planning and implementing Co-teaching. The CTGM incorporates 'Best Practices' from a variety of nationally recognized experts, such as Anne Beninghof, as well as other specifically designed resources. The CTGM was designed to provide suggestions to administrators in the planning, scheduling, implementation and assessment of Co-teaching. Teachers, both Regular Education and Special Education, are provided Co-teaching suggestions that range from planning and implementing instruction to delineate Co-teacher responsibilities, identifying and adjusting to student learning styles, and implementing Support for Personalized Learning (SPL) techniques.

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This document was adapted from the RESA 6 Co-Teaching Guidance Manual prepared by the Regional Education Service Agency Co-Teaching Committee consisting of Michelle Hogan, Joseph Paolo, Rick Redd and Cheryl Tuba at RESA 6.



SECTION I: ADMINISTRATION

To maximize prescriptive instructional capabilities of both teachers during one instructional class:

- Administrative Co-Teaching Introduction
- Administrative Observation/Feedback Form
- Co-Teaching Observation Form
- Administrative Conversation Summary Form
- Reflective Comments for Future Planning Form

ADMINISTRATIVE CO-TEACHING INTRODUCTION

Purpose:

To maximize prescriptive instructional capabilities of both teachers during one instructional class.

Scheduling:

High school emphasis on Language Arts and Math in ninth grade.

Match teacher personalities for teams.

Maximize schedule to provide appropriate Co-teaching match-ups and opportunities.

Keep in mind that Co-teaching can be two general education teachers.

Considerations for restricted common planning: i.e. stipends, comp time, etc.

Observation:

E-walk options.

Frequent scheduled monitoring by principal of Co-teaching teams.

Scheduling of feedback meetings by principal.

Resources:

Refer to Section IX

- Instructional Resources
- Planning

ADMINISTRATIVE TOOLS

Administrative Observation/Feedback:

Upon reviewing Co-teaching Strategies and Expectations in Section III, Weekly Co-teaching Documentation, the administration will be ready to observe the Co-teaching classroom and provide feedback.

Administrative Conversation Summary:

Following the observation, the administration will schedule a meeting with the Co-teachers to provide and document feedback using this tool.

Reflective Comments for Future Planning:

At the end of the Administrative Conversation Summary, the administration and Co-teachers will collaboratively complete this tool.

**Not to be used as an evaluation tool*

ADMINISTRATIVE OBSERVATION/FEEDBACK

Core Teacher _____ SPED/Core Teacher _____

Grade Level _____ Subject _____ Week of _____ Observation Date _____

Rating Scale 1 = Lowest, 4 = Highest

1. Rate student engagement.

1 2 3 4

Comments _____

2. Does the physical environment of the room support the Co-teaching activity selected?

1 2 3 4

Comments _____

3. Are both teachers actively engaged in the co-teaching process?

1 2 3 4

Which model if any are they using? _____

4. Are IEP accommodations and modifications for special education students considered?

1 2 3 4

Comments _____

CO-TEACHING OBSERVATION CHECKLIST

General Educator: _____

Special Service Provider: _____

Observer: _____

Date/Time: _____

Behavior Checklist	Analysis/Comments
LOOK FORS	
Two or more professionals working together in the same physical space	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Class environment demonstrates parity & collaboration (e.g., both names on board/door, sharing of materials & space)	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Both teachers begin and end class together & remain in room entire time	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
During instruction, both teachers assist students with and without disabilities	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
The class moves smoothly with evidence of co-planning and communication between co-teachers	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Differentiated strategies, to include technology, are used to meet the range of learning needs	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
A variety of instructional approaches (e.g., the 5 co-teaching approaches) are used, including regrouping students	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Both teachers engage in appropriate behavioral management strategies as needed and are consistent in their approach to behavior management	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
It is difficult to tell the special educator from the general educator	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
It is difficult to tell the special education students from the general education students	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
LISTEN FORS	
Co-teachers use of language (e.g., "we", "our") demonstrates true collaboration and shared responsibility	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Co-teachers phrase questions and statements so that it is obvious that all students in the class are included	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Students' conversations evidence a sense of community (e.g., including peers with and without disabilities)	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it
Co-teachers ask questions at a variety of levels to meet all students' needs (basic recall to higher order thinking)	<input type="checkbox"/> Saw it done well <input type="checkbox"/> Saw an attempt <input type="checkbox"/> Didn't see it

© Murawski, W. W. (2007). *Co-teaching Solutions System*. www.coteachsolutions.com

ADMINISTRATIVE CONVERSATION SUMMARY

Core Teacher _____ SPED/Core Teacher _____

Grade Level _____ Subject _____ Week of _____ Observation Date _____

Conversation Date _____

1. Student Engagement

2. Physical Environment

3. Co-Teaching Models

4. Iep Accommodations and Modifications

5. Other Concerns/Considerations Impacting the Lesson

Not to be used as an evaluation tool

REFLECTIVE COMMENTS FOR FUTURE PLANNING

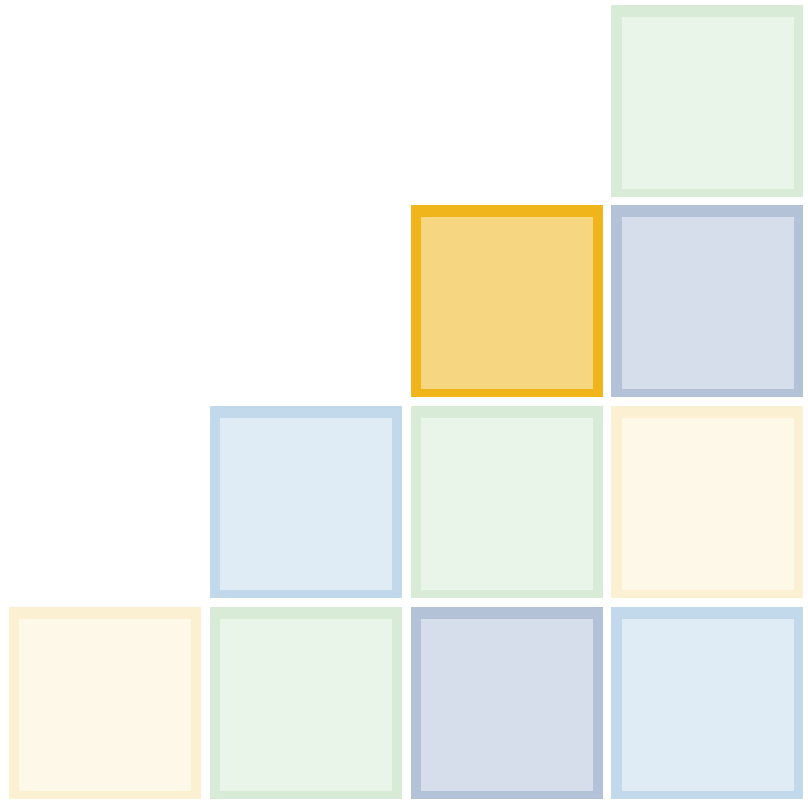
Core Teacher _____ SPED/Core Teacher _____

Grade Level _____ Subject _____ Date _____

1. Lesson Content:

2. Teaching Strategy:

3. Expectations:



SECTION II: BUILDING BLOCKS TO SUCCESSFUL CO-TEACHING

To ensure a successful Co-teaching continuum, these foundation blocks should be established and built upon:

- Key Co-Teaching Components
- Successful Co-Teaching Strategies
- What Co-Teaching Is, What It Is Not
- Optional Co-Teaching Enhancement Ideas
- Recognized Co-Teaching Models

KEY CO-TEACHING COMPONENTS

1. Classroom management practices, related to behavior, will be shared and will comply with students' IEP/504/BIP/SAT.
2. Check for understanding with individual students.
3. Check for engagement by walking around, supporting students and gathering/recording engagement data.
4. Both teachers must reinforce positive student behavior, i.e. engagement activities, individual/small group, etc.
5. Procedures for contacting parents will be shared by Co-teachers.
6. Delineate the handling of classroom logistics/procedures, i.e. passes, routines, etc.
7. Share the creation of formative assessments and utilize summative assessments for student progress.
8. Both teachers must have copies of Co-teaching daily/weekly lesson plans.
9. General education teacher is responsible for lesson plan adherence to content standards and objectives.
10. Special education teacher will ensure lesson plan compliance with students' IEP/504/BIP/SAT.
11. Delineation of recap/check for understanding activities at the conclusion of each lesson.
12. Share identification of those students needing reteach and implementation modality options.
13. Consider classroom physical arrangement (Section VII).
14. After reviewing students' learning styles and performance, adjust current and future instructional strategies.

SUCCESSFUL CO-TEACHING STRATEGIES

1. Pre-planning and preparation of stations/activities.
2. Incorporate relationship-building interactions as part of group or team activities that result in easing collaborative tension and promoting a comfortable environment to express individual ideas or opinions (i.e., development guidance CSOs).
3. Verbally reinforce key concepts.
4. Visually designate key points on the board or using technology at hand.
5. Utilize modeling where needed.
6. Ask clarifying questions on behalf of the students who may be intimidated or confused.
7. Provide kinesthetic tools, manipulatives, aids, props, etc. to encourage the use of multiple instructional modalities (see examples in Section IX).
8. Pre-determine shared approach to homework.
9. Share the responsibility for student evaluation procedures and the assignment of grades, including programs/requirements such as Roster Verification, the West Virginia Early Warning System (BrightBytes), etc.
10. Determine who will state the purpose at the beginning of each lesson.
11. Determine who will introduce/review relevant vocabulary for each lesson.
12. Pre-determine instructional modalities used for individuals/groups for each lesson.
13. Pre-determine individual responsibilities within each lesson.

WHAT CO-TEACHING IS, WHAT IT IS NOT

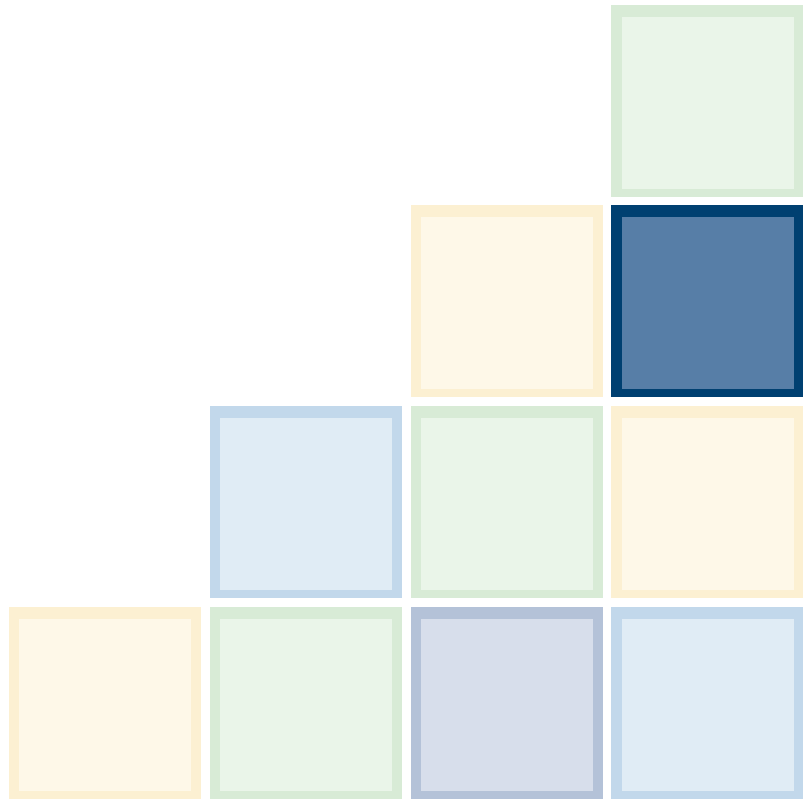
Element of co-teaching	Co-teaching DOES	Co-teaching does NOT
<i>"two or more professionals"</i>	involve at least 2 credentialed professionals—indicating that co-teachers are peers having equivalent credentials and thus can truly be partners in the instructional effort. The general education curriculum provides the instructional framework, with the flexibility of it being modifiable for students who require it (Fennick, 2001).	involve a teacher and a classroom volunteer or paraprofessional, many of whom have not had the professional preparation to co-teach nor is co-teaching an appropriate role expectation for them. This is not to say that paraprofessionals do not have important classroom roles—they just should not be asked to fulfill responsibilities of certificated staff (Friend, 2003).
<i>"joint delivery of instruction"</i>	mean both professionals coordinating and delivering substantive instruction, ensuring that both teachers have active roles. Co-teachers should work to ensure that their instructional strategies engage all students in ways that are not possible when only one teacher is present (Austin, 2001, Gately & Gately, 2001).	mean two adults merely being present in a classroom at the same time. It also does not mean that the general education teacher plans and delivers all of the lessons while the special education teacher circulates. Co-teaching does not involve taking turns lecturing to the whole group (Murawski, 2002).
<i>"diverse group of students"</i>	allow teachers to respond effectively to diverse needs of students, lower the teacher-student ratio, and expand the professional expertise that can be applied to student needs (Hourcade & Bauwens, 2001).	Include separating or grouping students with special needs in one part of the classroom or along the fringes, even if these practices are well-intentioned (Friend, 2003).
<i>"shared classroom space"</i>	Feature co-teachers instructing in the same physical space. Although small groups of students may occasionally taken to a separate location for a specific purpose and limited time, co-teaching should generally take place in a single environment—separating it from the practice of regrouping for pullout programs (Friend, 2003).	Include teaching teams that plan together but then group and instruct students in separate classrooms (Trump, 1966, Geen, 1985).

OPTIONAL CO-TEACHING ENHANCEMENT IDEAS

1. Illustrate or create a mind map.
2. Flip-flop reading aloud (teachers take turns reading material).
3. Go to appropriate websites to support instruction and to provide visual images (see examples in Section IX).
4. Create a Wordle (www.wordle.com) of the conversation/vocabulary.
5. Write color coded notes on the board/white board.

ANN BENINGHOF CO-TEACHING MODELS

Co-Teaching Model	Description	Pros	Cons
Lead and Support	General education teacher does up front planning. Special education teacher is fully involved in daily planning, implementation, and assessment.	Both teachers involved in most phases of instruction	Less input in planning for differentiation
Duet Model	Both teachers share the entire instructional process	Most integrated for students, fully utilizes all expertise	Most time intensive
Speak and Add/Chart	One teacher leads, the other teacher adds visually or verbally	No co-planning time, almost anyone can do this	Can step on toes, doesn't fully utilize expertise
Learning Style	Teachers plan lesson and divide responsibilities by learning styles	Addresses learning style of the 'typical' struggling student, clear responsibilities	Assumes that teacher will tolerate activity in the lesson
Adapting Model	One teacher leads, while the second teacher wanders the room, providing on-the-spot adaptations	Very little co-planning time, focused expertise	Less fundamental impact on student learning
Complementary Instruction	General education teacher focuses on curriculum. Special education teacher focuses on study skills, survival skills and special education strategies through mini-lessons or input.	Good for related professionals, focused expertise, sets up expectation that special education will be provided in general education setting	May slow down pacing
Skills Group	Teachers divide students into more homogeneous subgroups and provide leveled instruction	Clear responsibilities, focused expertise	Possible feel of "tracking"
Station Teaching	A small group of students is pulled to the side for direct instruction	Focused expertise	Impacts only a few kids with the expertise of the specialist
Parallel Teaching	Class is broken into 2 heterogeneous groups; each teacher takes a group	Good student-teacher ratio	Requires equal expertise, lots of planning time



SECTION III: WEEKLY CO-TEACHING DOCUMENTATION

This tool captures the delineation of Co-teaching responsibilities, expectations, models, and strategies to be used to optimize student performance:

- Co-Teaching Strategies and Expectations
- Co-Teaching Lesson Plan Template
- Co-Teaching in the Classroom

CO-TEACHING STRATEGIES AND EXPECTATIONS

Core Teacher _____ SPED/Core Teacher _____

Grade Level _____ Subject _____ Week of _____

Lesson Content _____

Expectations:

		Mon.	Tues.	Wed.	Thurs.	Fri.
Materials	Gen Ed					
	Spec Ed					
Evaluation Tool: Choose an item	Gen Ed					
	Spec Ed					
Intro Statement	Gen Ed					
	Spec Ed					
Vocab Review	Gen Ed					
	Spec Ed					
Wrap-up Activity	Gen Ed					
	Spec Ed					

Teaching Strategies (based on Anne Beninghof's Co-Teaching Models):

Models	Mon.	Tues.	Wed.	Thurs.	Fri.	Comments
Duet						
Lead and Support						
Speak/Add						
Learning Style						
Adapting						
Complementary						
Parallel						
Station						
Skills Group						

Note: Duet and Lead and Support must be checked daily; other styles are complementary

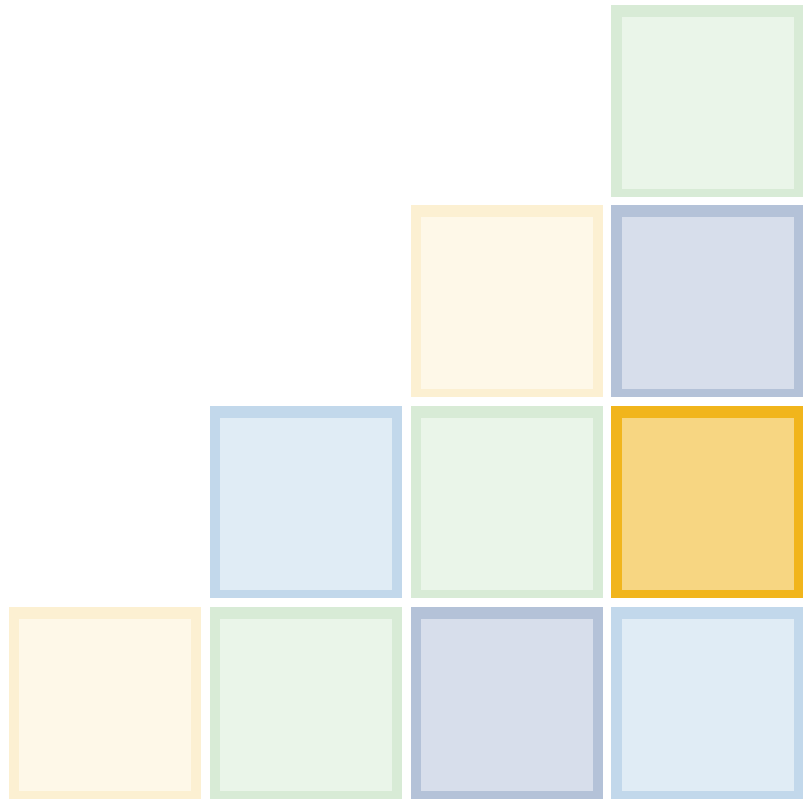
CO-TEACHING LESSON PLAN TEMPLATE

Date Prepared		Teacher	Support Needed (Students)		Co-Teaching Model	
Week of		A)			Lead & Support	
Subject					Duet	
Class					Speak & Add/Chart	
Period					Adapting	
Comment		B)			Learning Style	
					Complementary	
					Skills Group	
					Stations	
					Parallel	
	Std Number(s)	Goal	Methods/ Instructional Strategy	Materials/ Support Needed	Assessments	Co-Teaching Model
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

CO-TEACHING IN THE CLASSROOM

If one of you is doing this:	The other can be doing this:
Lecturing	Modeling notetaking on the board or overhead, ensuring “brain breaks” so that students can process lecture information
Taking attendance	Collecting and reviewing last night’s homework; introducing a social or study skill
Passing out papers	Reviewing directions; modeling the first problem on the assignment
Giving instructions orally	Writing down instructions on the board; repeating or clarifying any difficult content
Checking for understanding with large heterogeneous group of students	Checking for understanding with small heterogeneous group of students
Circulating, providing one-on-one support as needed	Providing direct instruction to whole class
Prepping half the class for one side of a debate	Prepping the other side of the class for the opposing side of the debate
Facilitating a silent activity	Circulating, checking for comprehension
Providing a large group instruction	Circulation, using proximity control for behavior management
Running last minute copies or errands in the building	Reviewing homework, previewing a study skill or test-taking strategy
Re-teaching or pre-teaching with a small group	Monitoring the large group as they work independently
Facilitating sustained silent reading	Reading aloud quietly with a small group; previewing upcoming information
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Creating basic lesson plans for standards, objectives, and content curriculum	Providing suggestions for modifications, accommodations, and activities for diverse learners
Facilitating stations or groups	Also facilitating stations or groups
Explaining a new concept	Conducting role play or modeling the concept, asking clarifying questions
Considering modification needs	Considering enrichment opportunities

Source: *Tips and Strategies for Co-Teaching at the Secondary Level* by Wendy Murawski and Lisa Dieker, *Teaching Exception Children*, May/June 2004, p. 57. Copyright 2004 by The Council for Exceptional children. Reprinted with permission.



SECTION IV: BUILDING STUDENT LEARNING PROFILES

Build student learning profiles to establish baseline information to enhance future student engagement and performance:

- Building Student Profiles
- Multiple Intelligences: Strategies in the Classroom
- Student Engagement Profile
- Student Learning Preferences
- Student Engagement Profile Directions

BUILDING STUDENT LEARNING PROFILES

Multiple Intelligences Online Assessments: It is recommended that students be given a Multiple Intelligence Assessment to determine best teaching strategies to accommodate student learning styles. This will provide insight into the types of engagement activities in which they will be most interested and successful.



Learning Styles:

Verbal-Linguistic - Learn best through reading, writing, listening, and speaking

Logical-Mathematical - Learn best by classifying, categorizing, and thinking abstractly about patterns, relationships, and numbers

Visual-Spatial - Learn best by drawing or visualizing things using the mind's eye.

Auditory-Musical - Learn using rhythm or melody, especially by singing or listening to music

Bodily-Kinesthetic - Learn best through touch and movement

Interpersonal - Learn through relating to others by sharing, comparing, and cooperating

Intrapersonal - Learn best by working alone and setting individual goals

Naturalistic - Learn by working with nature

Multiple Intelligences Online Assessments:

Edutopia: <http://www.edutopia.org/multiple-intelligences-assessment>

Birmingham Grid for Learning: http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/questions/choose_lang.cfm

Student Learning Preferences Quick-Glance (page 13): This document is meant to be used as a quick view of how students learn best. Additionally, there is a tabulation component that will provide data for individual, class, homeroom and school.

Student Engagement Profile (page 15): This tool will be used to give insight into the quality of transitions, effectiveness of instructional strategies, seating configurations, effectiveness of existing routines and procedures, types of classroom distractions, etc.

MULTIPLE INTELLIGENCES STRATEGIES IN THE CLASSROOM

Verbal - Linguistic	Logical - Mathematical	Visual - Spatial	Bodily - Kinesthetic
choral speaking lectures storytelling retelling speaking debating presenting reading aloud dramatizing book making nonfiction reading researching listening process writing writing journals group discussions word games audio books describe and discuss interview label give and follow directions	problem solving, puzzles measuring coding sequencing critical thinking predicting playing logic games collecting data experimenting classifying using manipulatives scientific model using money using geometry Socratic questioning scientific demonstrations calculations Heuristic Technique Piagetian cognitive stretching exercises computer programming advanced graphic organizers critical thinking opportunities data and statistics	use of maps, diagrams photographing making visual metaphors making visual analogies mapping stories making 3D projects painting illustrating collages charting, graphing graphic organizers use of symbols visualizing sketching, drawing patterning visual puzzles and mazes art appreciation color cues and coding computer graphics and design idea sketching optical illusions visual awareness activities picture literary experiences create models describe in detail	hands-on thinking experiments activities changing room arrangement creative movement, mime going on field trips physical education activities crafts dramatizing using cooperative groups dancing competitive games relaxation activities, mindfulness cooking, gardening, “messy” activities manipulatives virtual reality software communicating with body signals/gestures tactile materials perform create and construct

Musical	Interpersonal	Intrapersonal	Naturalistic
humming rapping playing background music patterns form playing instruments tapping out poetic rhythms rhyming singing chants sing-song mood music musical concepts linking old tunes with concepts creating new melodies for concepts music software or technology limericks	classroom parties peer editing cooperative learning sharing group work forming clubs peer teaching simulations social awareness conflict mediation discussing cross age tutoring study group brainstorming interactive software social situations people sculpting partner work/activities role-playing	personal response individual study personal goal setting individual projects journal and log keeping personal choice in projects independent reading self-paced instruction private spaces for study one-minute reflection periods interest centers personal connections options for homework choice time self-teaching programmed instruction self-esteem activities exposure to inspiration/motivational curricula conferencing and meetings	reading outside cloud watching identifying insects building habitats identifying plants using a microscope dissecting going on a nature walk build a garden studying the stars nature observations collecting rocks making bird feeders classifying sorting investigating identifying analyzing using criteria to organize

STUDENT LEARNING PREFERENCES QUICK-GLANCE

Student Name _____ Class/Subject _____ Period/Time of Day _____

Place a check in the box that best describes how you feel about the statement.

	<i>Seldom</i>	<i>Sometimes</i>	<i>Often</i>
I remember more about a subject through lecture.			
I prefer using maps, pictures, and graphs to find information.			
I like to take notes.			
I like to create posters/models.			
I prefer explanations along with diagrams, graphs, or visual directions.			
I enjoy making graphs and charts.			
I remember best by picturing things in my head.			
I like jigsaw puzzles and mazes.			
I prefer to learn by listening instead of reading.			
I remember best by writing things down several times.			
I like working in groups with my peers.			
I like answering questions in class.			
I feel confident in my writing skills.			
I like to volunteer for activities and assisting in class.			
I like using technology to learn.			
I like being a group leader.			
The type of tests that I like best are short essay.			
The type of tests that I like best are fill-in the blank.			
The type of tests that I like best are multiple choice.			
The type of tests that I like best are verbal tests.			
I like taking tests on the computer best.			

STUDENT ENGAGEMENT PROFILE DIRECTIONS

To use this tool effectively, one teacher will instruct while the other teacher collects data. Begin the class assuming that all students are engaged. As soon as you see a student disengaged, put the time in the top half of the box. When the student becomes re-engaged put the time in the bottom half of the box.

This tool may indicate one of the following:

- Quality of your transitions
- Effectiveness of instructional strategy
- Seating configurations
- Indicator of routines and procedure effectiveness
- Possible classroom distractions
- Student engagement patterns by period (i.e. medications)

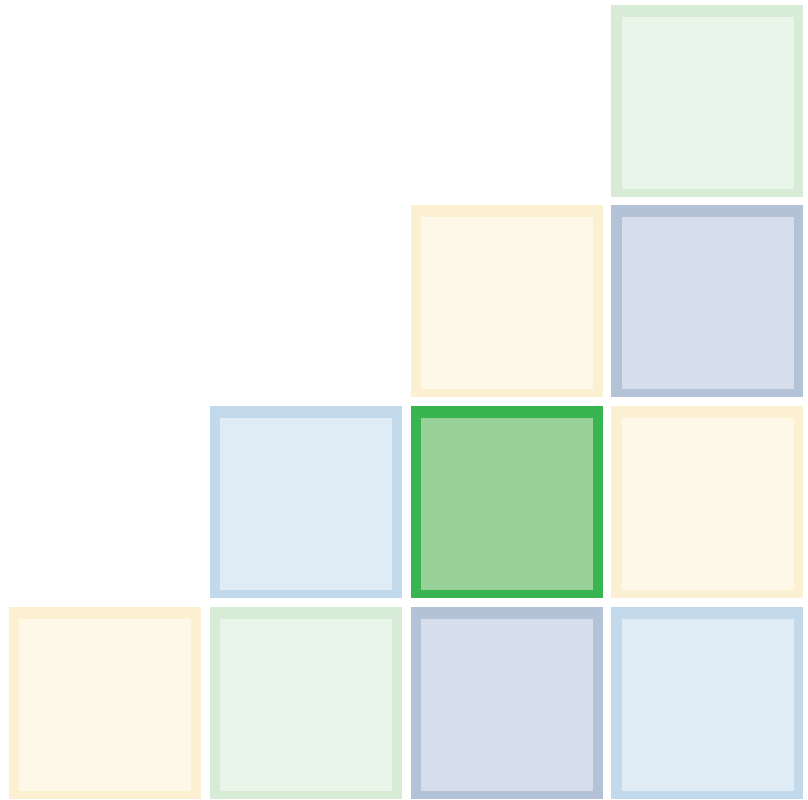
Students Learning Styles Inventories online:

Edutopia: <http://www.edutopia.org/multiple-intelligences-assessment>

STUDENT ENGAGEMENT PROFILE

Grade _____ Subject _____ Period _____

[illegible]



SECTION V: STUDENT/TEACHER ASSESSMENT TOOLS

The following tools give Co-teachers a targeted perspective on their student evaluation system and student performance:

- Formative Classroom Performance Assessment Data
- Teacher Grading Profile
- Student Performance Assessment Profile

ASSESSMENTS

Assessments are essential in the instructional process and are to be utilized on an on-going basis.

Three Types of Assessments:

- Pre-Assessment
- Formative Assessment
- Summative Assessment

Pre-assessment

Pre-assessments are used to establish a baseline of students' prior content knowledge. This information will help guide the instruction to fit the needs of the student/classroom.

Examples of Pre-Assessment Strategies:

- Previous year's standardized test data
- Pre-test
- Individual Graphic Organizers
- Individual KWL Charts
- Pre-load elements of prior content knowledge of lesson
- Observations and student performance

Formative Assessment

Formative assessments are used to continuously gauge student content knowledge during the learning process. Formative assessments provide information on student needs, assist in planning student activities and instruction, and provide feedback to students on their progress.

Examples of Formative Assessment Strategies:

- Journals
- Graphic Organizers
- Quizzes
- Presentations/Portfolios
- Exit Cards
- Probing questions

Summative Assessment

Summative assessments occur at set points in time. Summative assessments are used to determine cumulative student achievement, needs and proficiency levels at the end of a lesson.

Examples of Summative Assessment Strategies:

- Unit test
- Benchmark tests
- Authentic Assessment
- Portfolio Review
- State Tests

Resources

The IRIS Center for Training Enhancements. (2010). *Differentiated Instruction: Maximizing the Learning of All Students* Retrieved on August 26, 2015 from <http://iris.peabody.vanderbilt.edu/module/di/>

Tomlinson & Imbeau (2010) - Leading and Managing a Differentiated Classroom

McTighe, Jay and Carol Ann Tomlinson. Integrating Differentiated Instruction and Understanding by Design. ASCD: Alexandria, 2006.

This guidance document was adapted from various sources including:
<http://www.tecweb.org/styles/gardner.html>

TEACHER GRADING PROFILE & STUDENT PERFORMANCE ASSESSMENT PROFILE

The following tool is a two-part diagnostic. The first part analyzes the contributing elements of the teacher's grading profile. The second part provides detailed interpretation of how the individual student performed in relationship to the assessment components of the teacher's grading profile. The next two pages are pictures of the two tools. Examples and detailed instructions on how to use this tool are provided on RESA 6 website.

General instructions:

TEACHER GRADING PROFILE

- I. Fill in headings as appropriate
- II. Teacher enters the total points for the individual grade components. Do not enter possible points in the Modified Grade area*
- III. The tool automatically calculates the teacher's grading profile
- IV. The tool provides percentages for each category contribution to the total grade
 - a. Provides effectiveness of each component for the class
 - b. Self analyzes teacher grading system
- V. Calculates by category average percentage of student performance

STUDENT FORMATIVE PERFORMANCE ASSESSMENT PROFILE

- I. Fill in heading as appropriate
- II. Enter points earned per grade in the appropriate category
- III. For the individual student, enter any points earned and point possible based on IEP/504 modifications in shaded Modified Grade area
 - a. Be sure to enter a zero for the assessment in the category that the modified points replaced
- IV. The tool automatically calculates the percentage of each student's categorical contribution to the total grade, as well as, the cumulative final grade

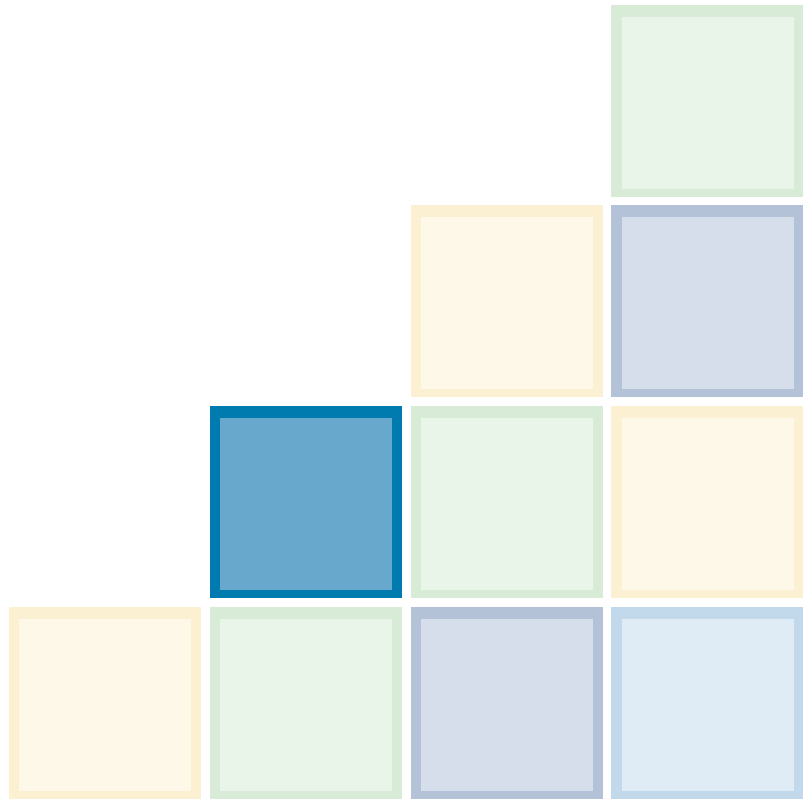
*Be sure to properly weigh the value of each assessment component.

SAMPLE TEACHER GRADING PROFILE

Teacher Grading Profile												
Teacher												
Grading Period												
Subject	Date											
	Test		Quiz		Classwork		Homework		Projects		Class Participation*	
	Enter	Points Possible	Enter	Points Possible	Enter	Points Possible	Enter	Points Possible	Enter	Points Possible	Enter	Points Possible
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
Reserved for Individual Modified Grades												
Totals		0		0		0		0		0		0
Percentage	0.00%											
% of total points	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	
*Classroom Participation as defined by the teacher												

SAMPLE STUDENT PERFORMANCE ASSESSMENT PROFILE

Student Performance Assessment Profile												
Teacher					Student							
Grading Period												
Subject					Date							
	Test		Quiz		Classwork		Homework		Projects		Class Participation*	
	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible	Points earned	Points Possible
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
		0		0		0		0		0		0
Enter Modified Grades Here												
Totals	0	0	0	0	0	0	0	0	0	0	0	0
Percentage	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	
% of total points	0.00%		0.00%		0.00%		0.00%		0.00%		0.00%	
*Classroom Participation as defined by the teacher												



SECTION VI: STRATEGIES TO INDIVIDUALIZE LEARNING

Teaching students what they don't know, when you find out they don't know it, and teach it in a way that they will understand:

- Differentiated Instruction (DI)

EXECUTIVE SUMMARY

1. Know students learning styles – CTGM-Student Learning Style Inventory, IEP, 504
2. Utilize pre-assessment techniques to know students beginning skill sets
3. Recognize the need to use multiple instructional strategies to meet the various student learning styles (linguistic/language, musical, bodily kinesthetic, intrapersonal, logical/mathematical, spatial/visual, interpersonal and naturalist)
4. Utilize different teaching strategies (direct instruction, inquiry-based learning, cooperative learning, and information processing models)
5. Engage students in a variety of instructional activities that makes sense to them
6. Employ different grouping formats for instruction (e.g., whole-class, small groups, independent instruction) and use flexible grouping
7. Implement Rigor/Relevance Framework to broaden students' knowledge of key concepts
8. Provide various methods for students to demonstrate understanding (journals, graphic organizers, quizzes, presentations/portfolios, exit cards, models/structures, etc.)

SUCCESSFUL DIFFERENTIATED INSTRUCTION STRATEGIES

Differentiated instruction (DI) is not a one-size-fits-all approach but a framework for effective teaching that involves providing students with different avenues to acquire content; to process, construct or make sense of ideas; and to develop teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability.

Planning for Differentiated Instruction:

- Know your students. Use previous student data and student learning style inventory to determine what type of learning styles your students have: linguistic/language, musical, bodily kinesthetic, intrapersonal, logical/mathematical, spatial/visual, interpersonal and naturalist. It is also important to know what their interests are and what level of knowledge they already have in content areas.
- Utilize different teaching strategies: direct instruction, inquiry-based learning, cooperative learning, and information processing models.
- Implement a variety of instructional activities. Engaging students with instructional activities will challenge and motivate students to apply what they have learned in ways that make sense to them.

Some challenges for teachers planning DI:

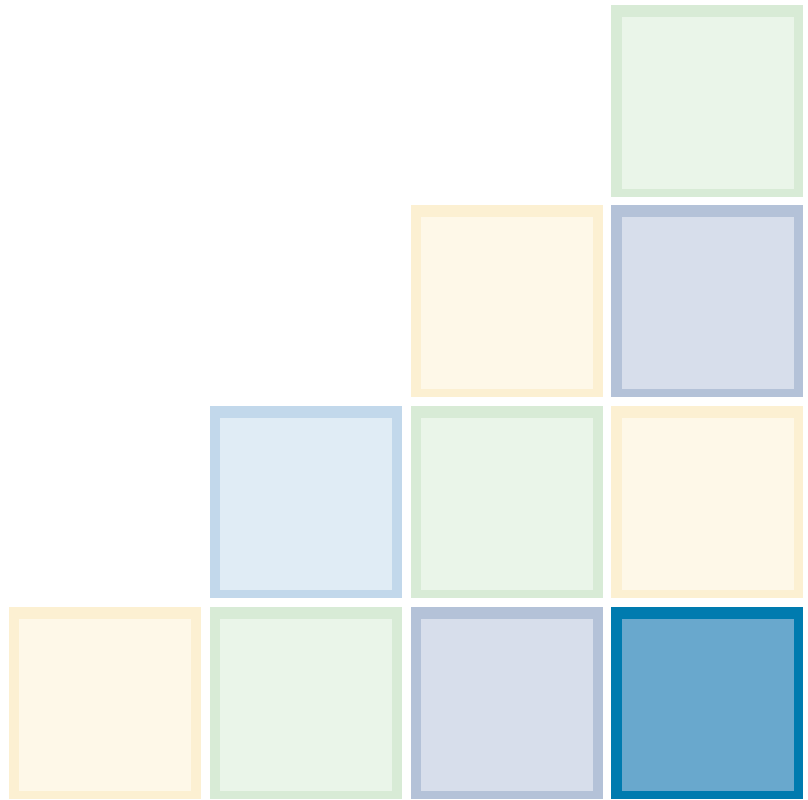
- Some students' needs vary across content areas (ex. some students may do well in reading but struggle in math).
- Some students' needs vary within content area (ex. some students do well with addition but struggle with fractions).
- Some students' needs vary across the school year (ex. at the beginning of the year, some students may struggle with reading but improve as a result of instruction).
- Consideration must be given, in the initial planning stages, for meeting the potential broad range of physical, emotional, intellectual and functional needs of individual students as related to basic principles of Universal Design for Learning.

4 Ways to differentiate instruction:

- Content—the knowledge and skills students need to master the content.
 - » The same content and skills are taught to all students, however, the curriculum to teach the content may be different for each student.
- Process—the activities students use to master the content.
 - » The same content and skills are taught to all students but varying activities should be used to teach the content. Teachers should understand students' interest, readiness and learning profile to determine activities.
- Product—the method students use to demonstrate learning of the content.
 - » The teacher will assess content knowledge for each student at the end of a unit but provide students with different ways to demonstrate that knowledge.
- Learning Environment – the way the classroom accommodates individual learning styles.

DI Strategies:

- Use a variety of instructional strategies (i.e. incorporation technology, summarizing and note-taking, cooperative learning).
- Provide students with options to the same material (i.e. visual, auditory and kinesthetic).
- Assess students on an ongoing basis to determine their readiness levels (i.e. teacher-made probing questions, quizzes).
- Use formative assessment results to adjust instruction as needed, either real-time or planned.
- Provide a variety of options for how students can learn and demonstrate their knowledge (i.e. presentations, narrative).
- Strive to make lessons engaging and meaningful (i.e. learning styles inventory).
- Employ different grouping formats for instruction (i.e. whole-class, small groups, independent instruction) and use flexible grouping.
- Recognize students' strengths and weaknesses as learners (i.e. student learning styles inventory).
- Refer to Section IV for student learning styles inventory.



SECTION VII: PHYSICAL CLASSROOM LAYOUT

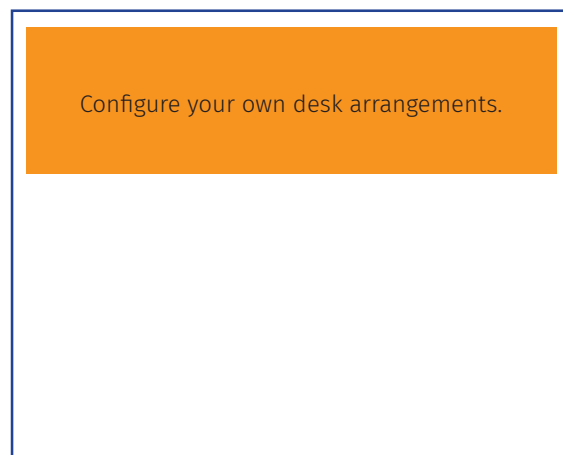
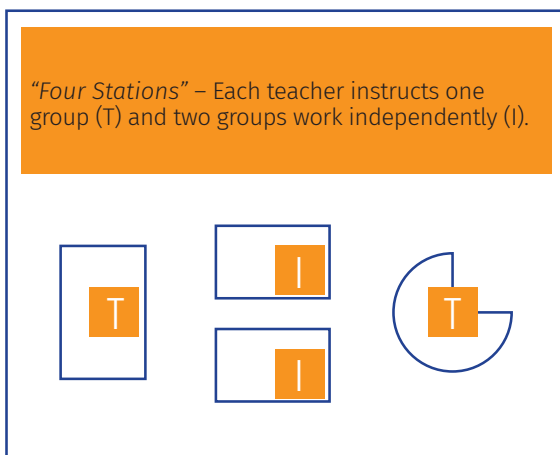
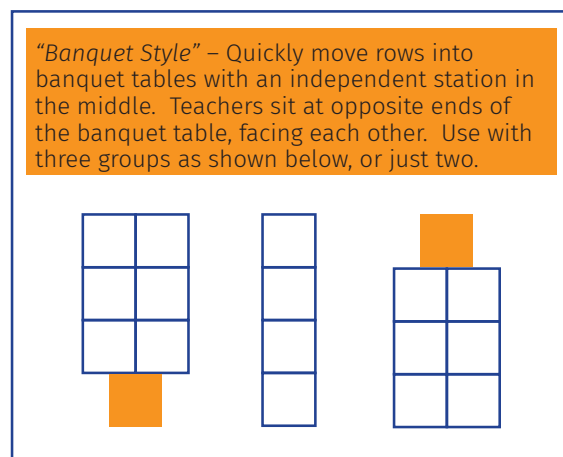
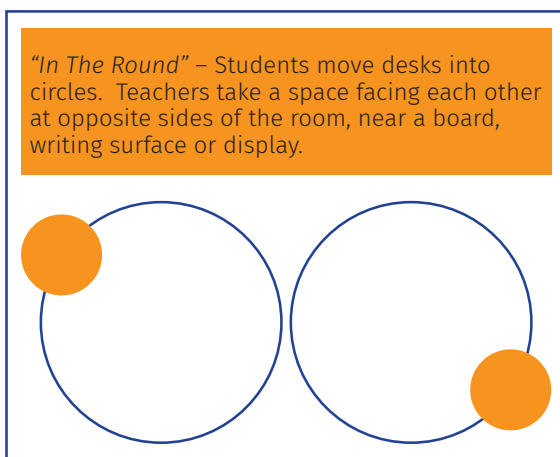
Creating the appropriate environment enhances student learning and productivity:

- Classroom physical arrangement and desk arrangement

PHYSICAL CLASSROOM ARRANGEMENT

OPTIMIZE YOUR INSTRUCTIONAL SPACE

Review the physical environment of each room to eliminate unnecessary material/equipment to expand the learning space to accommodate the variety of Co-teaching styles. Consideration must be given, in the initial planning stages, for meeting the potential broad range of physical, emotional, intellectual and functional needs of individual students as related to the physical environment and the basic principles of Universal Design for Learning. As an example: create space for students to move.



Desk Arrangement: Copyright 2014 A. M. Beninghof



SECTION VIII: PARENT ENGAGEMENT

Parent communication, participation and engagement are critical components in the life-long learning process of students:

- Sample Parent Letter
- Parent Survey

SAMPLE PARENT LETTER

Dear Parents,

We will be co-teaching your child's class this semester/year and want to share some information with you about the class. Co-teaching is an approach that involves two professionals teaching the same class together by sharing their expertise with the students. Co-teaching is being used in classrooms across the country as a way to meet the students' diverse needs that range from students who may need some extra support to those who may need additional challenges to stay engaged.

Each of the teachers in co-taught classrooms possess differing areas of expertise and collaborate to ensure that individual student's needs are met. Co-teachers will use a multitude of instructional strategies to address the variety of student learning styles in the classroom. Co-teachers equally share responsibility for classroom management while working together to assess student learning and to make grading decisions. A few examples of instructional techniques that may be used include two teachers sharing instruction in the front of the room or one teacher leading instruction while the other teacher circulates the classroom to assist individual students. This allows for the individualization of instruction for all students.

We are excited about the opportunities co-teaching will provide to all students in this class. If you have any questions about co-teaching or specific questions about your child, feel free to contact either of us by phone or email. Our contact information is listed below.

Sincerely,

Co-teacher A

Phone:

Email:

Co-teacher B

Phone:

Email:

PARENT SURVEY

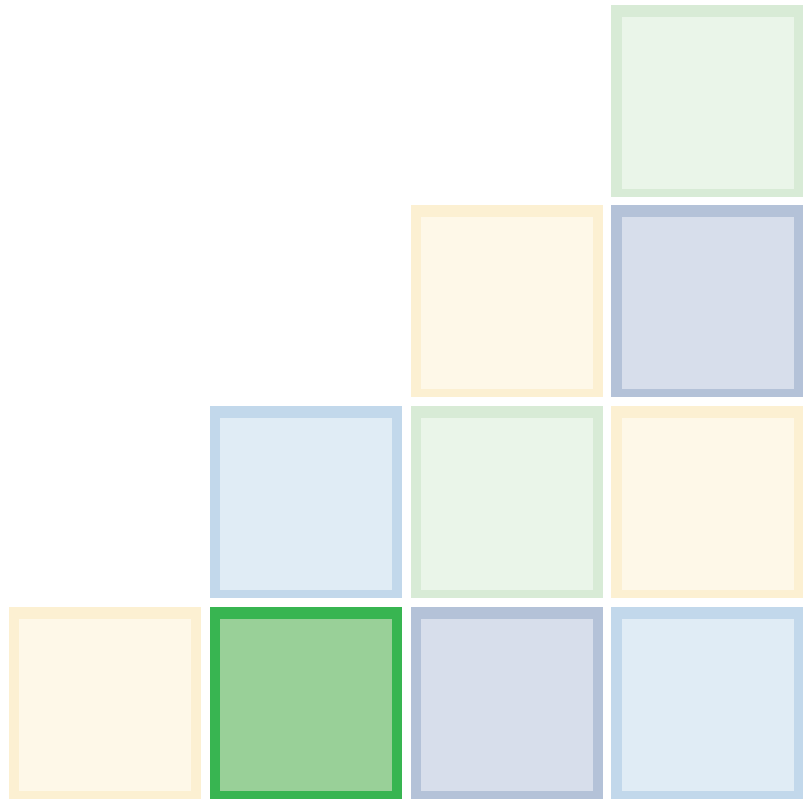
Directions: We would like your feedback on the co-taught class(es) in which your child has participated. Please take a moment to circle the number that best describes your opinion, and return the survey in the envelope provided.

- 1 – Strongly Disagree
- 2 – Disagree
- 3 – Neutral
- 4 – Agree
- 5 – Strongly Agree

1. My child enjoyed having two teachers in class.	1	2	3	4	5
2. My child received more assistance by having two teachers in class.	1	2	3	4	5
3. My child’s academic performance improved by having two teachers in class.	1	2	3	4	5
4. I was adequately informed about the co-teaching program.	1	2	3	4	5
5. Communication with the teachers in the co-taught class was sufficient.	1	2	3	4	5
6. My child accomplished more in a co-taught class.	1	2	3	4	5

Do you have any additional comments about your child’s experience in a co-taught class?

Name (Optional) _____ Date _____

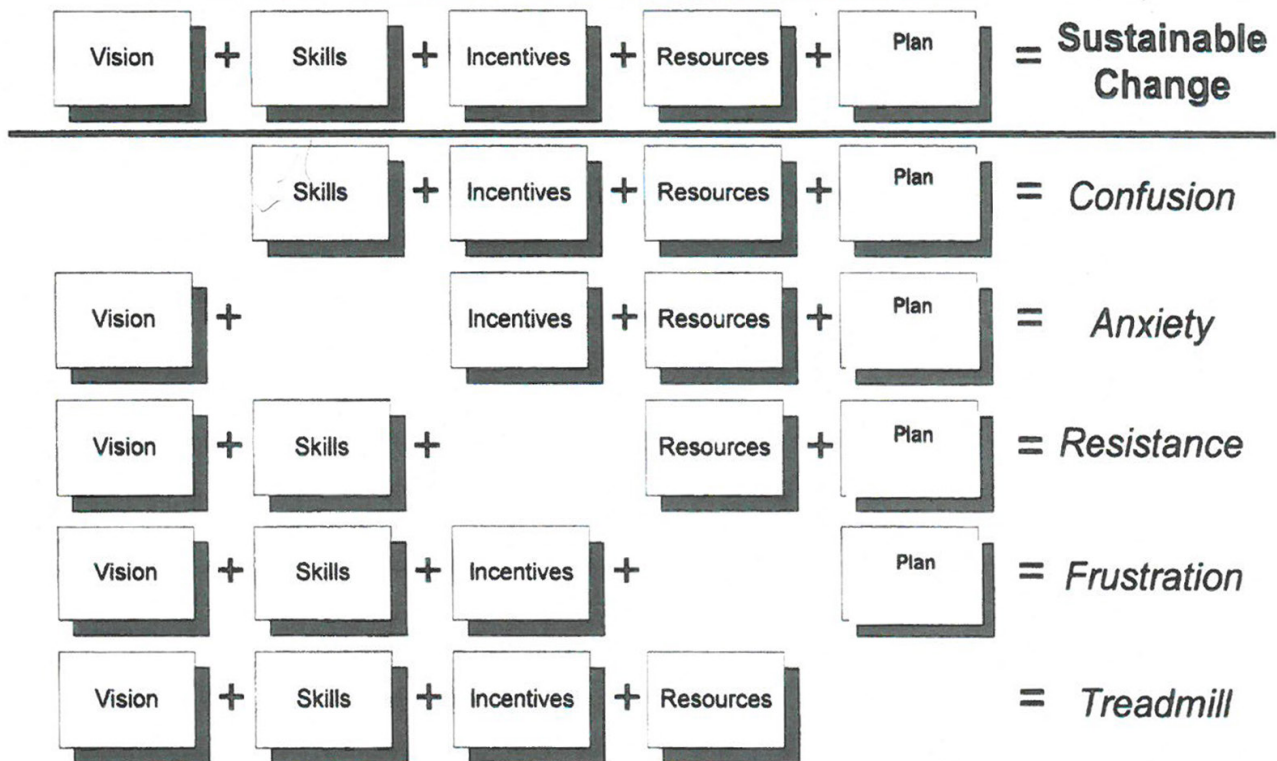


SECTION IX: RESOURCES

Supplementary materials and resources are essential components in the successful 21st Century learning environment:

- Conditions for Successful Implementation
- Options/Feasibility Tool
- Augmented Reality
- Apps
- Websites

Conditions for Successful Implementation



Vision: The "Why are we doing this?" to combat confusion.
Skills: The skill sets needed to combat anxiety.
Incentives: Reasons, perks, advantages to combat resistance
Resources: Tools and time needed to combat frustration.

Plan: Provides the direction to eliminate the treadmill effect.

Knoster, T., Villa, R., & Thousand, J. (2000)

DIRECTIONS FOR OPTIONS RANKING TOOL

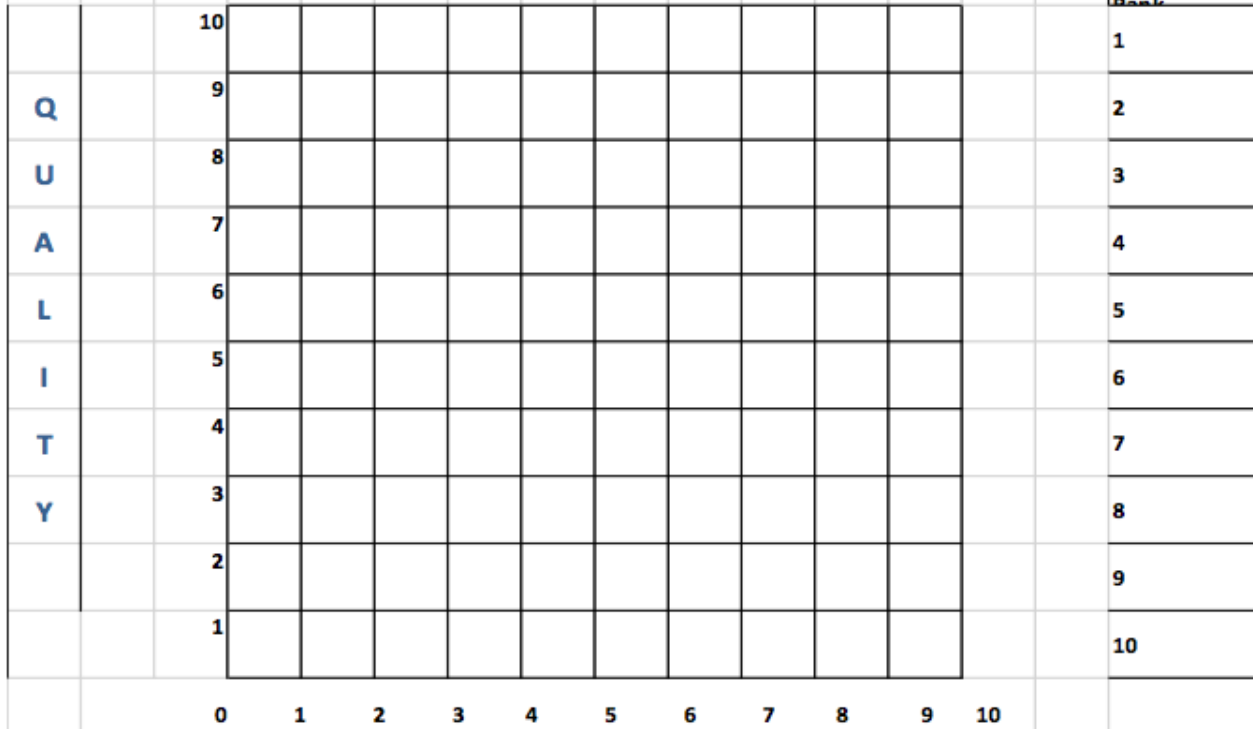
Purpose: The purpose of this tool is to resolve issues consensually at the co-teaching, grade level, and building level.

1. Construct a focus statement that specifically addresses the issue and enter it.
2. Explain to the group that they will confer and come to a consensus on a number of possible options/solutions one at a time.
3. Each option/solution statement will be recorded under the Options section, A-J.
4. The group will then discuss and assign two separate number values (Feasibility/Quality of Option, 1-10; 10 being the highest) to each solution. These options/solutions values will be recorded under the Coordinate Points section.
5. These two numerical values will be recorded as a point (x, y) on the graph. The “x” axis point (horizontal) will represent the Feasibility Factor of the solution. The “y” axis point (vertical) will represent the Quality of the Option/Solution.
6. Once all of the solution points are recorded on the graph, those points highest on the “y” Quality axis and farthest out on the “x” axis will be the best solutions that can be done immediately. Rank and record in the “Best Quality/Feasibility” Column.

OPTIONS RANKING TOOL

Focus Statement: _____

**Best Quality /
Feasibility**
Use Letter A-J
below to
Rank



FEASIBILITY

												Coordinate Points	
Options												(Feasibility,Quality)	
A.												A.	
B.												B.	
C.												C.	
D.												D.	

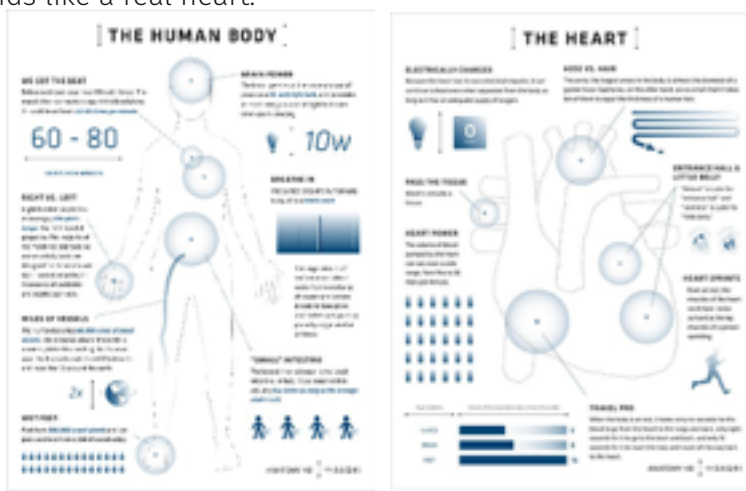
AUGMENTED REALITY

Augmented Reality (AR) is an enhanced image or environment that is viewed on a screen and is produced by overlaying computer-generated images, sounds, or other data on a real-world environment. Basically, it makes the picture look 3D/4D. The following APPs are great educational examples of this technology.

Daqri

Anatomy 4-D (http://daqri.com/project/anatomy-4d/#.Vh6xE_lVhBf)

This free APP allows the user to view and study the various systems of the human body. The beating heart looks and sounds like a real heart.



Elements 4-D (<http://elements4d.daqri.com/>)

This free APP brings the study of chemistry to life and enhances the study of chemistry exponentially. Print the patterns to make the cubes or order the wooden set. This site has great lesson plans for elementary, middle, and high school.



Quiver formerly coLAR (<http://quivervision.com/>)

This free APP turns coloring into an “interactive” 3D rendering tailored with the colors incorporated by the student. Some of the coloring sheets have a cost, but many are free.



AR Flashcards (www.arflashcards.com)

Learning the alphabet was never this much fun. AR Flashcards have all the letters of the alphabet along with an animal that begins with each letter. When the 3D animal on the screen is touched, the letter and the name of the animal is pronounced. There are APPs available for Space and Shapes/ Colors for \$2.99 each.



TECHNOLOGY APPs AND SITES

Sites

Name	URL	Description
Hour of Code*	www.code.org	Anybody can learn computer coding.
Scratch	https://scratch.mit.edu/	Create games, stories, and animations – share around the world!
Scratch Jr.	http://www.scratchjr.org/about.html	Introductory programming language that allows young children (ages 5-7) to create their own interactive games and stories.
Run Marco!	http://marco.allcancode.com/ <i>iPad, Android, and Chrome app</i>	Free App to learn coding.
Alice	http://www.alice.org/index.php	Turns abstract into animation.
Code Studio	https://studio.code.org	
Codesters	www.codester.com	
Girls Who Code	www.girlswhocode.org	
Grok Learning	www.groklearning.com	Learn to code – first two modules are free
Intel's Code for Good	https://software.intel.com/en-us/codeforgood	
Raspberry Pi Foundations	www.raspberrypi.org	
Thinkersmith	http://thinkersmith.org	
Wonder Workshop	https://www.makewonder.com	

*Hour of Code is a global movement by Computer Science Education Week and Code.org reaching tens of millions of students in 180+ countries through a one-hour introduction to computer science and computer programming.

APPS

Name	URL	Description
My Script Calculator App	https://itunes.apple.com/us/app/myscript-calculator/id578979413?mt=8	Turns handwriting into results
Geometry Pad App	https://itunes.apple.com/md/app/geometry-pad/id517461177?mt=8	Similar to My Script Calculator
Number Pieces App	https://itunes.apple.com/au/app/number-pieces-by-math-learning/id605433778?mt=8	Place Value App
The Evolution of the Web	http://www.evolutionoftheweb.com/	Interactive Chart show how the Web evolved
Google Earth Flight Simulator	http://www.gearthblog.com/blog/archives/2014/04/using-google-earth-flight-simulator.html	Fly a plane around Earth!
Curiosity	https://curiosity.com/	Quality videos
I packing	iTunes	
Duolingo	https://en.duolingo.com/	Learn a language for free forever – many languages available.

Websites

Name	URL	Description
Google Earth Flight Simulator	http://www.gearthblog.com/blog/archives/2014/04/using-google-earth-flight-simulator.html	Fly a plane around Earth!
Curiosity	https://curiosity.com/	Quality videos
Parapara	http://parapara-editor.mozlabs.jp/sandbox	Simple animation drawing tool
Sketchlot	http://www.sketchlot.com/	Web whiteboard
Photos for Class	http://photosforclass.com/	Classroom appropriate images, automatically sites the author
Vocaroo	http://vocaroo.com/	Voice recorder
ZoomWV	http://zoomwv.k12.wv.us/Dashboard/portalHome.jsp	Data to assist in education decision making
Open Library	https://openlibrary.org/	Borrow and read books

Name	URL	Description
Google Public Data	http://www.google.com/publicdata/directory	Find information on anything
Seesaw	http://web.seesaw.me/	Student driven digital portfolios
My Maps by Google	https://www.google.com/maps/d/home	Create maps
Pecha flickr	http://pechaflickr.net/	"Enter a tag, press play, and see how well you can communicate a coherent message illustrated by 20 random photos, each one on screen for 20 seconds."
Google World Wonders	https://www.google.com/culturalinstitute/project/world-wonders	"By using our Street View technology, Google has a unique opportunity to make world heritage sites available to users across the globe."
ArtsEdge	https://artsedge.kennedy-center.org/educators.aspx	Kennedy Center's free resource for teaching and learning in, through, and about the arts.
Biblion	http://exhibitions.nypl.org/biblion/	The Boundless Library Engage.Connect.Explore.
Videonot.es	http://www.videonot.es/	Synchronize notes with videos!
Purpose Games	http://www.purposegames.com/	"The #1 place for quizzes and knowledge games!" Create your own!
Watchkin	https://watchkin.com/	"WATCH YOUTUBE VIDEOS WITHOUT DISTRACTIONS IN A FAMILY-FRIENDLY ENVIRONMENT."
Pixabay	https://pixabay.com/	Many free pictures
Read, Write, Think	http://www.readwritethink.org	Great lesson plans, interactives for ELA.
This is Sand	http://thisissand.com/	Stress Reliever
Save Fred	http://www.msichicago.org/play/codefred/#.VcO2HvnzPR9	Medical-related game.
Coggle.it	https://coggle.it/	A clear way to share complex information.
Stupeflix	https://studio.stupeflix.com/en/	Make amazing videos in seconds!

Name	URL	Description
Google Smarty Pins	http://smartypins.withgoogle.com/	Google Maps based geography and trivia games.
Real Time Board	https://realtimeboard.com/3/	"The simplest tool for remote collaboration."
Super Tracker	https://www.supertracker.usda.gov/	Track foods, fitness, and health.
Google Art Project	https://www.google.com/culturalinstitute/project/art-project	Google Cultural Institute
Ancestry Classroom	http://ancestryk12.com/	Free for students!
Tackk	https://tackk.com/	Connect with friends, be creative, and have fun conversations. Requires sign-up.
Adobe Education Exchange	http://edex.adobe.com/	"FREE RESOURCES"
Digital Public Library of America	http://dp.la/	Public Library
Easly	http://www.easel.ly/	Create and share visual ideas – many templates.
Dyslexie Font	http://www.dyslexiefont.com/en/dyslexia-font/	Font for students with dyslexia. Free for students.
Instagrok	http://www.instagrok.com/	"Research any topic with an interactive concept map, which you can customize and share."
Storyline Online	http://www.storylineonline.net/	SAG Foundation – free electronic books read aloud by famous people.
News ELA	https://www.newsela.com/	Lots of news articles that can be printed at different Lexile levels!
Get Pocket	https://getpocket.com/	"Save interesting articles, videos and more from the web for later enjoyment."
We Give Books	http://www.wegivebooks.org/	Free Books!
Phet	http://phet.colorado.edu/	Interactive simulations for science and math.
Bingo Baker	https://bingobaker.com/	"You can generate hundreds of random Bingo cards and print them using the printer-friendly PDF (with no ads or watermarks)."

Name	URL	Description
math4life Educator Resources	https://wvde.us/math4life/educators/grade-specific-resources/	Lots of resources to assist with teacher math content knowledge.
Desmos	https://www.desmos.com/	Free classroom activities and graphing calculators.

Acquiring Accessible Education Materials* (AEM) for Students

Definition of AEM: AEM (previously called AIM) are materials that are designed or converted in a way that make them usable across the widest range of student variability. AEM is the exact same content presented in formats other than print. The Individuals with Disabilities Education Act of 2004 (IDEA) requires state and local education agencies to *provide printed instructional materials in specialized formats in a timely manner* to elementary and secondary school students with disabilities who need them. Students with learning disabilities (SLD) and working in the general education environment may need AEM. Students without IEPs may be more academically successful and/or independent when given a choice of an alternative format. Providing AEM to all students from the beginning of lesson planning is a proactive approach to provide alternative ways for all students to access grade level print materials.

Step by Step Guide to Acquisition

- Step 1: Identify students that are unable to read traditional grade-level print educational materials, or are unable to read at a rate with comprehension to complete academic tasks with success, or are unable to do it independently across environments.
- Step 2: Complete AEM Navigator to determine if AEM is appropriate. If AEM is appropriate, then the team or individual teacher can work with the student to determine in what environments AEM is needed. To better understand student preferences, the teacher and student can complete the AIM Explorer. The AIM Explorer will help you identify what features of accessible materials are most helpful to the student. The decision of what device and software you need begins here.
- Step 3: To acquire textbooks, first contact the publisher to see if an accessible format is available. If it is not available from the publisher, students with IEPs and a print disability that is documented by a medical doctor may obtain the textbook through Bookshare or Learning Ally. Documentation of AEM should be embedded throughout the IEP. Guidance for this can be found at <http://wvde.state.wv.us/osp/accessiblematerials.html>.
For students without IEPs, districts must purchase accessible textbooks directly from the publisher. This content may contribute to the type of device and software you will use.
- Step 4: For non-textbook materials, all students with a print disability can obtain materials through Bookshare or Learning Ally and of course, through any open resources available. Examples of these open resources include accessibility features in the hardware, Chrome apps and all the other numerous accessible materials and software available on the Internet. Please note that if implementing Universal Design for Learning, all students, including those without disabilities, should have access to these tools.

See the WVDE AIM Guidance Document for complete details on this process.



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