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Best Practices for Co-Teaching in a Mainstreamed Setting

Best Practices for Co-Teaching in a Mainstreamed Setting

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Goals & Objectives

Learn the when, why, and how to implement the various teaching models into an educational setting.

To effectively collaborate with my co-teacher in order to:

educate students on how to develop their ideas and be able see different perspective that will lead to paradigm shifts and empower them to become change agents.

provide students with the tools they need to develop their passion, which will consequently increase their social, emotional, and academic performance.

support students, build respectful, lifelong learners that can coexist in a diverse society as independent citizens.

empower students to be the best they can be, helping them become intrinsically motivated using positive reinforces and guided support.

Curriculum Area(s):

1. K-12 Cross Curriculum
2. Teachers and Administrators of students in both the General Education Program and Exceptional Student Education Program.
3. The project can be adapted to other ages or achievement levels
4. The project can be used with larger or smaller groups

STANDARDS

LAFS.2.SL.1.1.a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

LAFS.5.SL.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners.

LAFS.K12.SL.1.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

HE.5.C.1.2 Explain the physical, mental/ emotional, social, and intellectual dimensions of health.

HE.3.B.4.3 Interpersonal Communication-Demonstrates the ability to use interpersonal communication skills to enhance, avoid or reduce health risks
.
HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others.

SS.2.C.2.2 Define and apply the characteristics of responsible citizenship

About Best Practices for Co-Teaching in a Mainstreamed Setting:

My idea on how to make co-teaching efficient transpired over the years, while having to co-teach in various settings, via many multicultural environments. Having to share a work space with another teacher can be a challenge. Thankfully, I have acquired many effective skills and techniques that have helped make my co-teaching experience positive and to help promote social-emotional learning. The importance of creating a safe and positive environment is crucial when it comes to helping instill intrinsic motivation in students. In a classroom, where there are two teachers having to respect and work together for a common cause, it can be easy for students to manipulate and have teachers turn against each other. From the first day having co-teacher communicate and setup a healthy consistent environment is key. The saying "two brains work better than one" can be true if both teachers have a positive perspective and similar goals. Consequently, positive attitude and learning gains will transpire if the expectations are clear and the environment is conducive for social- emotional learning to take place.

About Co-Teaching:

Co-teaching involves two or more certified professionals who share instructional responsibility for a single group of students primarily in a single classroom or workspace for specific content or objectives with mutual ownership, pooled resources and joint accountability. (Friend & Cook 2017)

Co-teaching can be a great success if both teachers and classroom have systems in place to help maximize and create a conducive learning environment. From the first day, that students and teachers come together in the classroom, it is important to ab able to share each other's expectations, strengths, and areas where improvement may be needed. Being able to practice mindfulness and humbleness from the first day is crucial. Many students and teachers need to learn how to communicate wants and needs in an efficient and positive way. One easy way to help break the ice in a classroom where so many individuals come together from various backgrounds, beliefs, and interests is a survey. The survey can be filled out in class or at home. Then it is crucial to allow for students to discuss in a small group or in pairs before sharing with the rest of the classroom.

Co-teaching work across all grade levels, achievement levels, content arears, small/large groups. This workshop will show you how the 6 different co-teaching methods can be adapted into every classroom. It just takes to educators who are willing to become see different perspective, that will lead to paradigm shifts and empower their students to become change agents. The techniques and ideas shared in this packet will help increase social, emotional, and academic performance. It will build respectful, lifelong learners that can coexist in a diverse society as independent citizens. All it takes it two humble individuals to become one force to provide continuous guided support.

About Social-Emotional Learning:

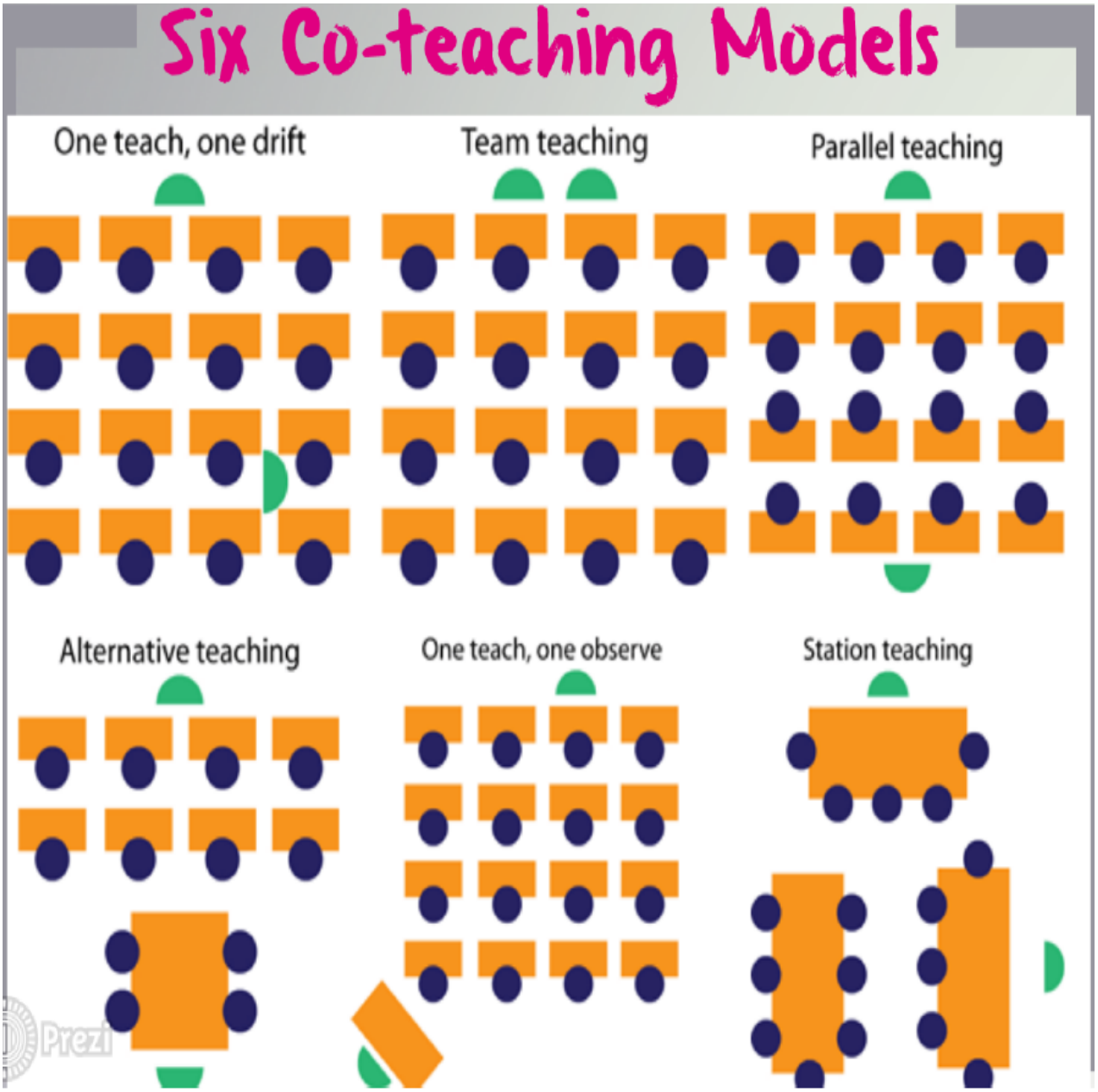
Social-emotional learning is the process through which students and adults manage, establish, and maintain positives goals, relationships, and decisions. Developing the self-awareness, self-control and interpersonal skills are vital in becoming a positive and independent citizen of society. Always maximize on the teachable moments that promote positive peer interactions. Through various activities/actions, the students and teachers can build a safe, healthy classroom climate that is conducive for learning and instill principles of citizenship. Many of the activities and actions that are listed in this presentation can help develop the intrapersonal and interpersonal skills needed to be successful both in school and outside of school.

Overall Value:

Co-teaching draws on the strengths of both teachers. The learning environment draws on the strengths of all those that are in it. The general educator tends to understand the structure, content and pacing of the general education curriculum, while the educator with the exceptional certification specializes in identifying the unique learning needs of everyone. Learning how to collaborate and communicate together, along with applying the different co-teaching models is key in creating a successful safe learning environment. Whether you are teaching alone, with a paraprofessional, or co-teacher, knowing one another's likes/dislikes, interests/non-interests, beliefs/disbeliefs as it pertains to education is imperative. Knowing how to differentiate instructions using various models can be extremely helpful in maximizing stuent achievement (cognitive and affective). Being able to use the different co-teaching methods will ensure that all the Social-Emotional needs are being addressed and will ultimately lead to an effiecient teaching/learning journey.

Materials:
The setup will allow for six different co-teaching models which all have a different purpose. Which model/s the teacher/s decide to incorporate really depends on the teachers/students and classroom dynamic. Also, the models are interchangeable and can be shifted and used to help maximize teaching and social-emotional learning.

The materials consist of items that are usually found within the classroom that will allow for the different stations or methods: desk, chairs, tables, dry erase boards (Easels), dry erase markers. Some techniques may require computer/s, internet, and applications. It depends on what you want to implement from the presentation. Also rewards (tangible/nontangible) that may serve as a positive or negative reinforcers.


Six Co-teaching Models
One teach, one drift
Team teaching
Parallel teaching
Alternative teaching
One teach, one observe
Station teaching
Prezi

One Teach, One Drift/Assist

"In this approach to co-teaching, one person would keep primary responsibility for teaching while the other professional circulates through the room providing assistance to students as needed."

Image copied from U.S. Department of Education.
http://www.kernruralteacherresidency.org/co-teaching.html

Team Teaching

"In team teaching both the teachers are delivering the same instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach. This approach depends highly on teacher's style of teaching."

Image Copied from *Six Approaches to Co-Teaching.*
https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching?tmpl=component&print=1

Parallel Teaching

"On occasion, student learning would be greatly facilitated if they jus had more supervision by the teacher or more opportunity to respond. In parallel teaching, the teachers are both covering the same information, but they divide the class into two groups and teach simultaneously"

Image Copied from *Six Approaches to Co-Teaching.*
https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching?tmpl=component&print=1

Alternative Teaching

In most class groups, occasions arise in which several students need specialized attention. In alternative teaching, one teacher takes responsibility for the large group while the other works with a smaller group.

Image Copied from *Six Approaches to Co-Teaching.*
https://ctserc.org/component/k2/item/50-six-approaches-to-co-teaching?tmpl=component&print=1

One Teach, One Observe

One of the advantages in co-teaching is that more detailed observation of students engaged in the learning process can occur. For example, the co-teachers can decide in advance what types of specific observational information to gather during instruction and can agree on system for gathering the data. Data is then analyzed by both teachers together.

Image copied from U.S. Department of Education.
http://www.kernruralteacherresidency.org/co-teaching.html

Station Teaching:

"In this co-teaching approach, teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third station could give students an opportunity to work independently."

Image copied from U.S. Department of Education.
http://www.kernruralteacherresidency.org/co-teaching.html

Co-Teaching Rules for Communication

1) Listen to each other actively and fully
2) Respect each other's experience and perspectives
3) Communicate regularly to plan instruction and solve challenges
4) Value differences and learn from each other
5) Resolve disagreements politely and professionally

Strategies for Survival

Flexibility
Personality
Do's/Don'ts
Pet Peeves in classroom
Learning/Teaching Style
Classroom Management
Planning, Instruction, Assessment
Strengths/Area not so comfortable with
Grades/Lesson Plans (Common Planning)

"co-teaching draws on the strengths of both the general educator, who understands the structure, content, and pacing of the general education curriculum, and the special educator, who can identify unique learning needs of individuals and enhance curriculum and instruction to match the needs" (Hanocer Research, 2012.)

These aspects of co-teaching may be most effectively illustrated in the context of specific instructional approaches. Figure 1.1 lists several key co-teaching structures, along with a description of each and the circumstances under which each is most appropriate.

Figure 1.1: Co-Teaching Structures[17]

Co-Teaching Method	Description	When to Use	Level of Planning Required
One Teach, One Observe	One teacher observes specific characteristics while the other teaches. After the class session, both teachers analyze the information together.	❖ In new co-teaching situations ❖ When questions arise about students ❖ To monitor student progress ❖ To compare target students to others in class	Low
One Teach, One Drift	One teacher presents material to the class while another circulates through the room and provides unobtrusive assistance to students.	❖ When the lesson lends itself to delivery by one teacher ❖ When one teacher has particular expertise for the lesson ❖ In new co-teaching situations ❖ In lessons emphasizing a process in which student work needs close monitoring	Low
Parallel Teaching	Two teachers present material to the class simultaneously by dividing the class group.	❖ When a lower teacher-student ratio is needed to improve instructional efficiency ❖ To foster student participation in discussions ❖ For activities such as drill and practice, re-teaching and test review	Medium
Station Teaching	Teachers divide class group and content, and teach one group first, then the other.	❖ When content is complex but not hierarchical ❖ In lessons in which part of planned instruction is review ❖ When several topics comprise instruction	Medium
Alternative Teaching	One teacher instructs the larger group while another works with a smaller group needing more specialized attention.	❖ When students' mastery of concepts taught or about to be taught varies tremendously ❖ When extremely high levels of mastery are expected for all students ❖ When enrichment is desired ❖ When some students are working in a parallel curriculum	High
Team Teaching	Both teachers work together to deliver content to the class at the same time.	❖ When teacher experience is comparable ❖ During a lesson in which instructional conversation is appropriate ❖ In situations in which the teachers have considerable experience and a high sense of comfort ❖ When a goal of instruction is to demonstrate some type of interaction to students	High

Source: Cook, Lynne. (2004). "Co-Teaching: Principles, Practices, and Pragmatics."

Figure 1.1 retrieved from *The effectiveness of the co-teaching model by Hanover Research*

Figure 1A: Coordinated Co-Teaching Activities[63]

While one teacher is:	The other teacher is:
Lecturing	❖ Modeling note-taking on the board/overhead ❖ Ensuring "brain breaks" to help students process lecture information
Taking roll	❖ Collecting and reviewing last night's homework ❖ Introducing a social or study skill
Passing out papers	❖ Reviewing directions ❖ Modeling first problem on the assignment
Giving instructions orally	❖ Writing down instructions on board ❖ Repeating or clarifying any difficult concept
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 of the class for one side of a debate	❖ Prepping the other half of the class for the opposing side of the debate
Facilitating a silent activity	❖ Circulating, checking for comprehension
Providing large group instruction	❖ Circulating, using proximity control for behavior management
Running last minute copies or errands	❖ Reviewing homework ❖ Providing a study or test-taking strategy
Re-teaching or pre-teaching with a small group	❖ Monitoring large group as they work on practice materials
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 new concept	❖ Conducting role-play or modeling concept
Asking clarifying questions	❖ Considering modification needs Considering enrichment opportunities

Source: Dieker, Lisa. A. and Murawski, Wendy W. (2003). "Co-teaching at the Secondary Level: Unique Issues, Current Trends, and Suggestions for Success."

Figure 1A retrieved from *The effectiveness of the co-teaching model* by Hanover Research

Figure 2B: CtRS, General Education Teacher Format

Respond to each question below by circling the number that best describes your viewpoint:

1: Rarely **2: Sometimes** **3: Usually**

1. I can easily read the nonverbal cues of my coteaching partner.	1	2	3
2. Both teachers move freely about the space in the cotaught classroom.	1	2	3
3. My coteacher understands the curriculum standards with respect to the content area in the cotaught classroom.	1	2	3
4. Both teachers in the cotaught classroom agree on the goals of the cotaught classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. My coteaching partner often presents lessons in the cotaught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. The special educator is familiar with the methods and materials with respect to this content area.	1	2	3
12. Modifications of goals for students with special needs are fully incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The "chalk" passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I am confident of the special educator's knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the classroom curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3

Source: CEC

Figure 2B retrieved from *The effectiveness of the co-teaching model* by Hanover Research

Figure 2A: CtRS, Special Education Teacher Format

Respond to each question below by circling the number that best describes your viewpoint:

1: Rarely **2: Sometimes** **3: Usually**

1. I can easily read the nonverbal cues of my coteaching partner.	1	2	3
2. I feel comfortable moving freely about the space in the cotaught classroom.	1	2	3
3. I understand the curriculum standards with respect to the content area in the cotaught classroom.	1	2	3
4. Both teachers in the cotaught classroom agree on the goals of the cotaught classroom.	1	2	3
5. Planning can be spontaneous, with changes occurring during the instructional lesson.	1	2	3
6. I often present lessons in the cotaught class.	1	2	3
7. Classroom rules and routines have been jointly developed.	1	2	3
8. Many measures are used for grading students.	1	2	3
9. Humor is often used in the classroom.	1	2	3
10. All materials are shared in the classroom.	1	2	3
11. I am familiar with the methods and materials with respect to this content area.	1	2	3
12. Modifications of goals for students with special needs are incorporated into this class.	1	2	3
13. Planning for classes is the shared responsibility of both teachers.	1	2	3
14. The "chalk" passes freely between the two teachers.	1	2	3
15. A variety of classroom management techniques is used to enhance learning of all students.	1	2	3
16. Test modifications are commonplace.	1	2	3
17. Communication is open and honest.	1	2	3
18. There is fluid positioning of teachers in the classroom.	1	2	3
19. I feel confident in my knowledge of the curriculum content.	1	2	3
20. Student-centered objectives are incorporated into the classroom curriculum.	1	2	3
21. Time is allotted (or found) for common planning.	1	2	3
22. Students accept both teachers as equal partners in the learning process.	1	2	3
23. Behavior management is the shared responsibility of both teachers.	1	2	3
24. Goals and objectives in IEPs are considered as part of the grading for students with special needs.	1	2	3

Source: CEC

Figure 2A retrieved from *The effectiveness of the co-teaching model* by Hanover Research

Building Academic Ownership & Intrinsic Motivation Through Co-Teaching

Commercial Breaks: Between a lesson teacher/s or a student can share a side story. Sometimes it can be related to the content, other times the commercial break might be totally off topic. It can be the teacher or student who asks for the commercial break and/or sometimes the conversation just happens naturally where it deviates from the topic at hand.

Learning Opportunities: Having a co-teacher in the room can help you redirect and focus on areas where one wants to improve. It allows for corrective feedback and best practices to be measured on a consistent basis. For example, when a child answers incorrectly; many teachers say "No, not correct" and never ask the child to explain how he got the incorrect answer. This is where having a second teacher who is attentive and waiting for the incorrect answer may help the teacher teaching remember to ask why when the wrong answer
is given.

Positive Affirmations: As students walk in it is important to always have a positive affirmation on the board. For example, the "Dear Student: We Believe in You" message. Throughout the year teacher can project the same message or any other positive affirmation as they walk in or before an important assessment. One co-teacher can be greeting the students with a positive affirmation, while other is helping students' transition. (Samples Below)

Dear Student:

We BELIEVE in you

We are here for you

You are CAPABLE

You are RESPECTED

You are listened to

You are UNIQUE

You are worth it

We expect wonderful things

We will never give up on you

We care about you

Your SUCCESS is our SUCCESS

We are in this together

You are the reason we teach!

ATTITUDE

IS

EVERYTHING

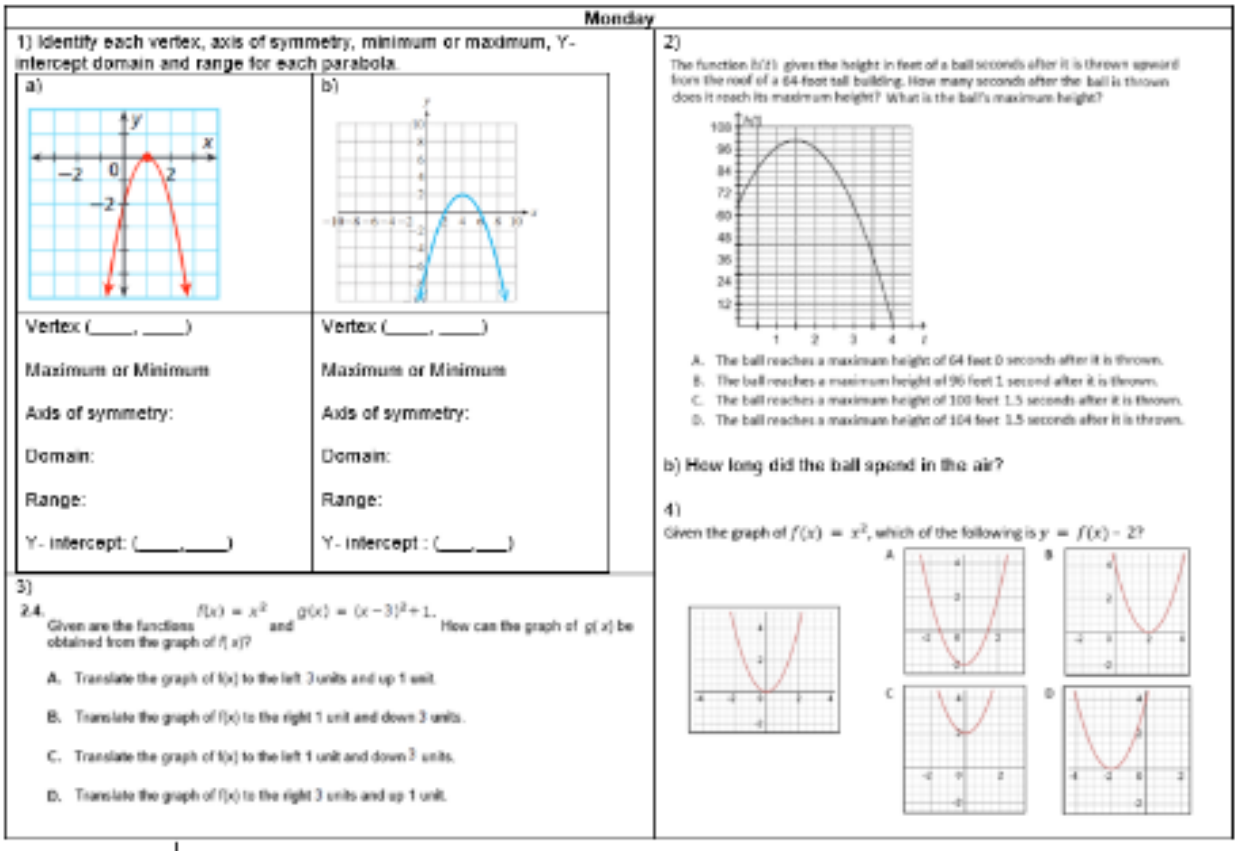
PICK A GOOD ONE

Random Name Calling (Popsicle Sticks):

One Teacher can be teaching while the other is randomly calling names. This is the best way to assure that all students have a chance to participate and receive their daily/weekly Dojo points for participation. This also helps identify students who are following along, have misconceptions, or are struggling with the skill/s being taught. After a student is called, his/her name goes into another cup or can be tied with a rubber band so that he is not called again until all other students have had a turn. This helps prevent the issue of always calling on the same student and allows for students to learn how to respect each other's turn. A teacher will then have to prompt and scaffold a student to help him/her get to the answer.

One Page Weekly Home Learning/Stamp

Keeping the home learning short and concise is extremely important and will help increase the completion rate. It's about having quality questions and not quantity. Also keeping it short allows for the teacher to be able to review the home learning and give feedback of the correct answers which is extremely crucial for learning to occur. As students work on a mini bell ringer or problem of the day, one teacher walks around the room giving a stamp or sticker for those who attempted the home learning. The other teacher can be getting the homework review ready. An effort grade for those who attempt to do their home learning is crucial to help build intrinsic motivation.



Monday

1) Identify each vertex, axis of symmetry, minimum or maximum, Y-intercept domain and range for each parabola.

a)

Vertex (____, ____)

Maximum or Minimum

Axis of symmetry:

Domain:

Range:

Y- intercept: (____,____)

b)

Vertex (____, ____)

Maximum or Minimum

Axis of symmetry:

Domain:

Range:

Y- intercept : (____,____)

2)

The function $h(t)$ gives the height in feet of a ball seconds after it is thrown upward from the roof of a 64-foot tall building. How many seconds after the ball is thrown does it reach its maximum height? What is the ball's maximum height?

A. The ball reaches a maximum height of 64 feet 0 seconds after it is thrown.
B. The ball reaches a maximum height of 96 feet 1 second after it is thrown.
C. The ball reaches a maximum height of 100 feet 1.5 seconds after it is thrown.
D. The ball reaches a maximum height of 104 feet 1.5 seconds after it is thrown.

b) How long did the ball spend in the air?

3)

2.4. Given are the functions $f(x) = x^2$ and $g(x) = (x-3)^2+1$. How can the graph of $g(x)$ be obtained from the graph of $f(x)$?

A. Translate the graph of f(x) to the left 3 units and up 1 unit.

B. Translate the graph of f(x) to the right 1 unit and down 3 units.

C. Translate the graph of f(x) to the left 1 unit and down 3 units.

D. Translate the graph of f(x) to the right 3 units and up 1 unit.

4)

Given the graph of $f(x) = x^2$, which of the following is $y = f(x) - 2$?

SAMPLE WEEKLY HOME LEARNING

Binder/Notebook Rubric

Students self- check their portfolio (notebook/binder/work folder). One teacher can have a few minutes to sit individually with each student to go over the rubric and portfolio. While the other teacher gives review of previous taught lesson. This allows for constructive feedback as to organization and completion of the tasks within the portfolio. Teacher can focus on a specific skill or area in which to give feedback for. For example, the first rubric check teacher may want to focus on students putting the correct header and title on all assignments or that the assignments are placed in some order (chronological).

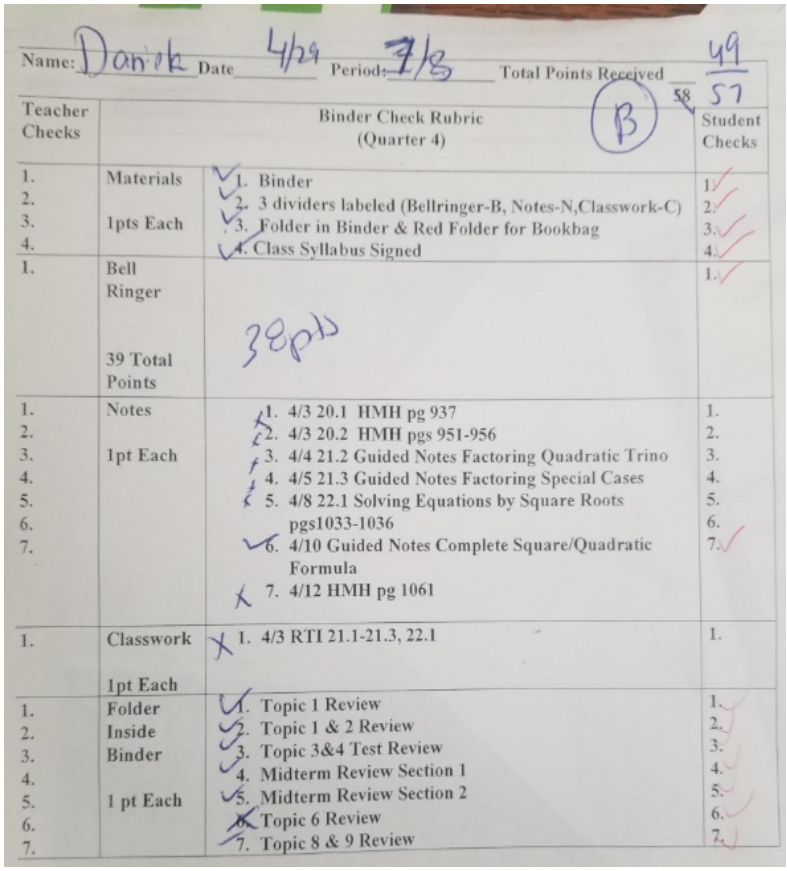
5th BINDER CHECK Rubric: Quarter 3 Week 4 Score: $\frac{__}{41}$ = ____

Check your binder and complete your own self checkup. Give this rubric to the teacher when your name is called during binder checkup. All Work should be properly dated, neat and placed in the correct divider.
If work is ordered incorrectly or placed in the incorrect divider you will not earn the points for it.

Name:_____ Period: _____

Self Check	Section	Work Title	Date	Points	Teacher Checks /Notes
	Supplies	Binder		+1	
		Syllabus Signed (Front of Binder)		+1	
		3 dividers		+1	
		1 folder in the binder		+1	
		Home Learning Folder R-1 B-2 Y-3		+1	
	1st Divider (Bell Ringers)	Bell Ringers Jan. 13th – Jan. 17th		+5	
		Bell Ringers Jan. 21st – Jan. 31st		+8	
		Bell Ringers Feb. 3rd – Feb. 13th		+9	
	2nd Divider (NOTES)	Topic 6 Test Data Chats	01/24	+1	
		Law of Exponents Chart	01/27	+1	
		14.1 Understanding Rational Exponents & Radicals	01/27	+1	
		14.2 Simplifying Expressions with Rational Exponents & Radicals	01/28	+1	
		15.1 & 15.2 Understanding & Constructing Geometric Sequences	01/30	+1	
		15.3 Constructing Exponential Functions	02/03	+1	
		15.4 Graphing Exponential Functions	02/05	+1	
		15.5 Transforming Exponential Functions	02/06	+1	
		16.1 & 16.2 Modeling Exponential Growth & Decay	02/10	+1	
		16.4 Comparing Linear & Exponential Models	02/12	+1	
	3rd Divider (Classwork/RTI)	RTI Lesson 14.1 & 14.2 Rational Exponents & Radicals	02/04	+1	
		RTI Topic 6 Review Systems of Equations & Inequalities	02/06	+1	
	Binder Folder	Topic 6 Section 1	01/16	+1	
		Topic 6 Section 2	01/22	+1	
	= Total				

Rubric (BlanK)

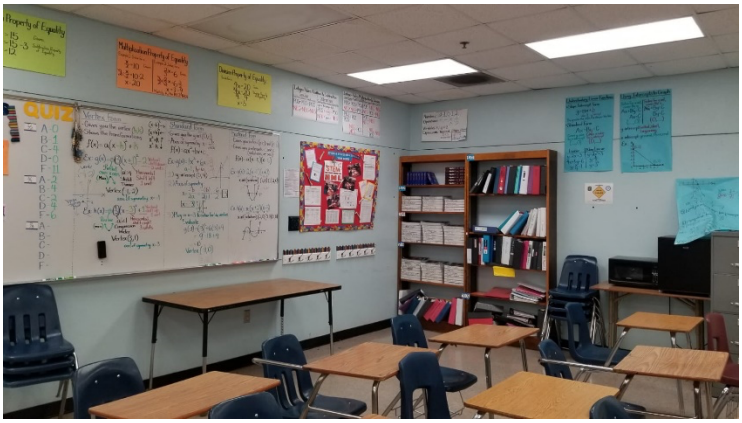


Name: Danik Date 4/29 Period: 7/8 Total Points Received 49/57 58 B

Teacher Checks	Binder Check Rubric (Quarter 4)		Student Checks
1. 2. 3. 4.	Materials 1pts Each	1. Binder 2. 3 dividers labeled (Bellringer-B, Notes-N,Classwork-C) 3. Folder in Binder & Red Folder for Bookbag 4. Class Syllabus Signed	1. 2. 3. 4.
1.	Bell Ringer 39 Total Points	38pts	1.
1. 2. 3. 4. 5. 6. 7.	Notes 1pt Each	1. 4/3 20.1 HMH pg 937 2. 4/3 20.2 HMH pgs 951-956 3. 4/4 21.2 Guided Notes Factoring Quadratic Trino 4. 4/5 21.3 Guided Notes Factoring Special Cases 5. 4/8 22.1 Solving Equations by Square Roots pgs1033-1036 6. 4/10 Guided Notes Complete Square/Quadratic Formula 7. 4/12 HMH pg 1061	1. 2. 3. 4. 5. 6. 7.
1.	Classwork 1pt Each	1. 4/3 RTI 21.1-21.3, 22.1	1.
1. 2. 3. 4. 5. 6. 7.	Folder Inside Binder 1 pt Each	1. Topic 1 Review 2. Topic 1 & 2 Review 3. Topic 3&4 Test Review 4. Midterm Review Section 1 5. Midterm Review Section 2 6. Topic 6 Review 7. Topic 8 & 9 Review	1. 2. 3. 4. 5. 6. 7.

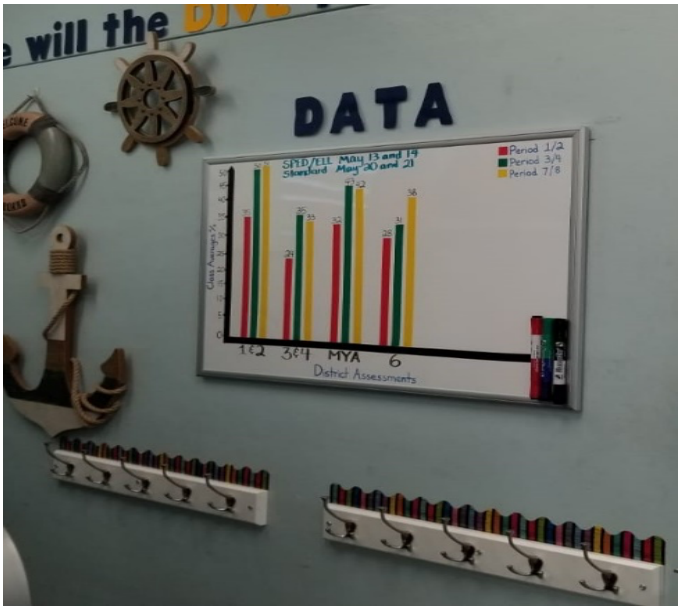
Rubric completed by both the student and teacher

Weekly Quiz for Differentiated Instruction

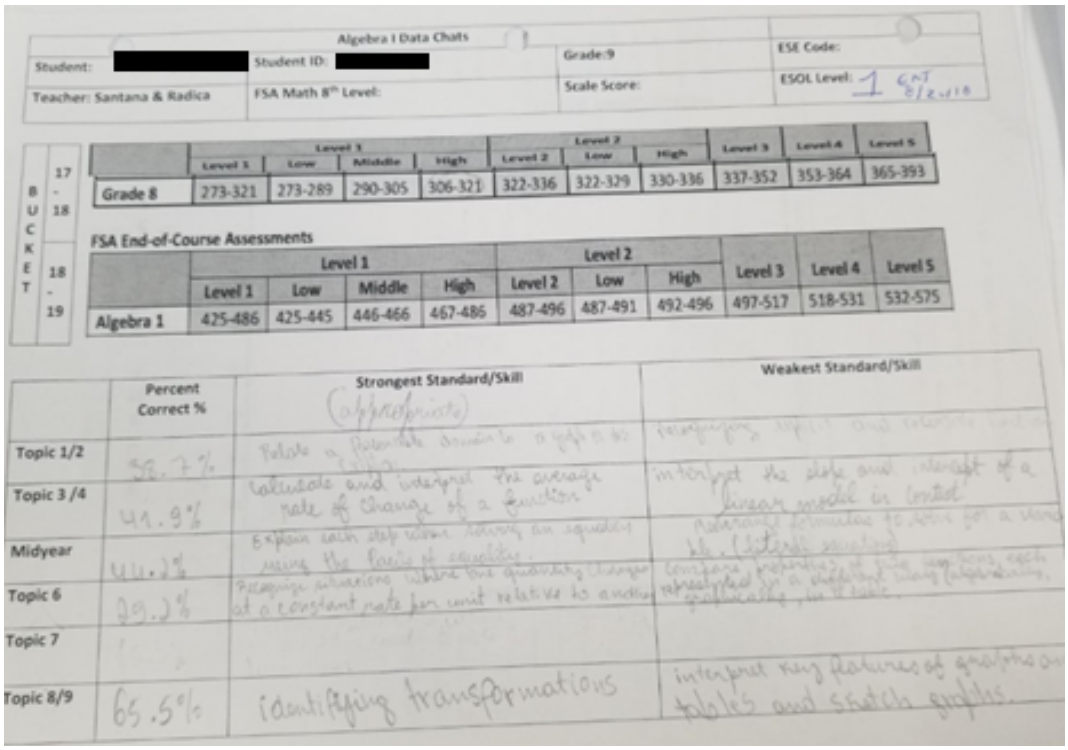


Every Friday student gets a mini quiz 5-10 questions on the topic covered in class that week. Both teaches grade the quiz using a rubric that both decided on for grading. This helps give immediate feedback and puts the total numbers of As, Bs, Cs, Ds and Fs in the corner of the board so that students can see results as they walk in Monday morning. This lets each student see how they are doing compared to their classmates and other classes. On Monday after going over the bell ringer of the day, teacher passes out quiz and reviews the questions with the students. Students are responsible to make corrections and teacher can choose to better the grade for those students who made corrections. Again, feedback on everything a student does is crucial. Every assignment that is given to a student, the teacher should allocate time for feedback. Therefore, it is important to keep every assignment concise with quality questions!

Data Chat Sheet (Error Analysis)



Depending on the type of formal assessments the students participate in, both teachers can provide data chats more efficiently and guide students on how to create a table where they can manually input their achievement and monitor their progress. If possible, allowing students to see the average score for each assessment is important so they can have a reference as to where they are at academically when compared to the other students. Also having them manually graph their results using a bar graph is a great visual and teaches them integrate and evaluate content in diverse formats.



Algebra I Data Chats

Student: [redacted]	Student ID: [redacted]	Grade: 9	ESE Code:
Teacher: Santana & Radica	FSA Math 8th Level:	Scale Score:	ESOL Level: 1

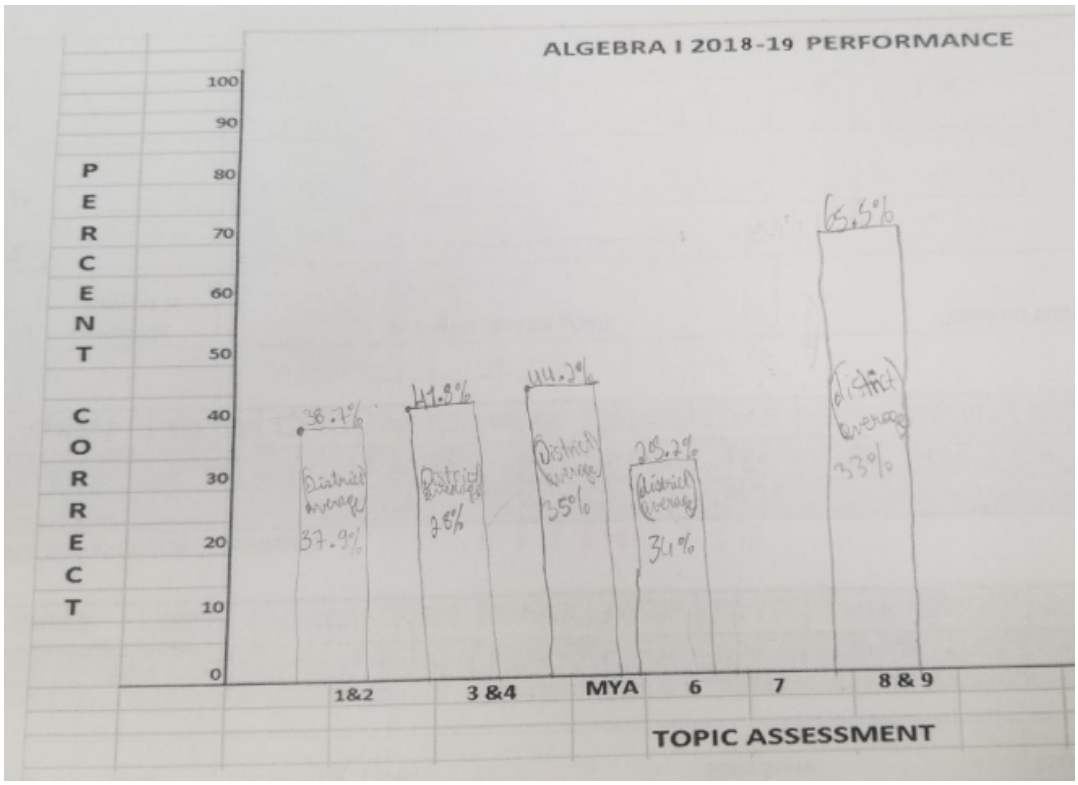
BUCKET		Level 1 Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2 Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
	17 - 18	Grade 8	273-321	273-289	290-305	306-321	322-336	322-329	330-336	337-352	353-364	365-393

FSA End-of-Course Assessments

BUCKET		Level 1 Level 1	Level 1 Low	Level 1 Middle	Level 1 High	Level 2 Level 2	Level 2 Low	Level 2 High	Level 3	Level 4	Level 5
	18 - 19	Algebra 1	425-486	425-445	446-466	467-486	487-496	487-491	492-496	497-517	518-531	532-575

	Percent Correct %	Strongest Standard/Skill	Weakest Standard/Skill
Topic 1/2	38.7%	(appropriate) Relate a particular domain to a graph or table	Interpreting input and output and relate it to a
Topic 3 /4	41.9%	Calculate and interpret the average rate of change of a function	Interpret the slope and intercept of a linear model in context
Midyear	44.2%	Explain each step when solving an equation using the Pacific of equality	Rearrange formulas to solve for a variable (literal equations)
Topic 6	29.2%	Recognize situations where the quantity changes at a constant rate per unit relative to another	Compare properties of two functions each represented in a different way (algebraically, graphically, in a table)
Topic 7			
Topic 8/9	65.5%	identifying transformations	interpret key features of graphs and tables and sketch graphs

FRONT of Data Sheet



BACK of Data Sheet

Class Dojo
https://www.classdojo.com

Class Dojo is an application that allows for a safe way to create a positive culture, give students a voice, and share moments with families.

Teachers/Students/Parents can download Class Dojo as an avenue for communication for academic and behavior updates.

The platform allows you to upload files and pictures. You can organize your daily lessons or activities in one place for students to refer to as needed.

Create a positive culture by creating the classroom rules with your students and adapting the Dojo application to each classroom. Increase intrinsic motivation rewarding positive actions or achievements. Points can be redeemed for prizes. Teacher can also deduct points for inappropriate behaviors.

Students can share their learning by adding photos and videos. All students work can be stored in portfolio. Parents can also be notified every time their child receives or loses points. Great way for them to monitor their child behavior.

As one teacher is teaching the other teacher make sure to give points for on-task, participation or positive behaviors.

References

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