



EVROPSKÁ UNIE  
Evropské strukturální a investiční fondy  
Operační program Výzkum, vývoj a vzdělávání



MINISTERSTVO ŠKOLSTVÍ,  
MLÁDEŽE A TĚLOVÝCHOVY

# **Veletrh „ Jak na společné vzdělávání III ? “ – 12.11.2019**

*„Implementace Krajského akčního plánu 1 Ústeckého kraje A“  
Reg. č.: CZ.02.3.68/0.0/0.0/16\_034/0008368*



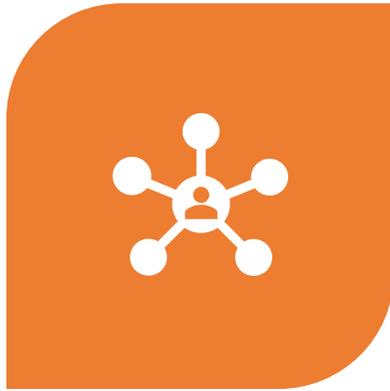
# Co-Teaching

Susanna Bäckman



# Learning happens best when

---



LEARNERS FEEL A SENSE OF  
SAFETY AND BELONGING.



LEARNERS KNOW WHAT  
THEY ARE LEARNING AND  
WHY IT'S SIGNIFICANT.



LEARNERS KNOW WHERE  
THEY ARE AS LEARNERS AND  
HOW TO GO FURTHER.

# What is co-teaching?

---

Brings together everyone's strengths and skills

More interesting and varied lessons

Supports efficient differentiation

Agile reacting in changing circumstances

Helps with teachers' stress management

Supports teacher development

Develops the school as a learning community

# 1. Commit

---



Find a suitable  
partner/partners



Verify  
commitment from  
the school  
leadership



Start with a  
discussion, learn  
about each other's

- Strengths
- Teaching  
philosophy



Recognize your  
own strengths

## 2. Define values, roles and responsibilities

---

### Values

- Prioritize!

### Rules of conduct

- How to act in different situations
- What actions are not acceptable
- When you will do lesson plans and how much lesson planning is needed
- How you will collaborate with the leadership, other teachers and parents
- How you will work with students together and on a personal level

### Roles and responsibilities

- Focus on managing the instruction
- Use your skillsets and strengths
- Challenge yourself!

### Communication

- When, where, how
- Web-based documentation!

# 3. Define goals

---



What are your goals for co-teaching concerning your teaching, your well-being, student assessment etc.



In what ways will you differentiate instruction?



Which things can you do with a multidisciplinary approach?



Stop to evaluate your progress every once in awhile so that you can continue to improve strategically.

# 4. Communicate with parents

---



## **Parents need to know**

How the school year will progress?

What co-teaching means?

What are the goals?

Who to contact when need arises?

How their child will benefit from this?



## **Decide on the rules for conduct and responsibilities concerning communication**

# 5. Create common rules for the class and stick to them

---



**Involve your students!**



**Conversation:**

What does it mean to have many teachers?  
What are the goals for the year?  
What are the class values?



**Class rules help the students to:**

Work as a group  
Participate in lesson planning  
Maintain good atmosphere



**Print out & sign by all**

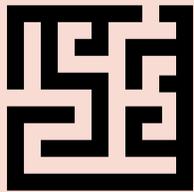


**-> show to parents**

# 6. Change structure

---

**What structure helps you work**



**Changes in the learning environment**

- Out of the classroom
- Clear rules
- Possibility to work without supervision?

**Pedagogical choices**

- Flexible models
- Individually paced learning

# 7. Define student assessment

---



**GOALS**



**CRITERIA**



**BEGINNER'S  
SKILLS**



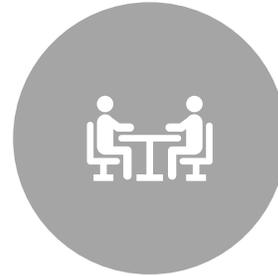
**PROFICIENT  
LEARNER'S SKILLS**

# 8. Reflect on your own teaching

---



Co-teaching requires continuous self-development and putting yourself out of your comfort zone.

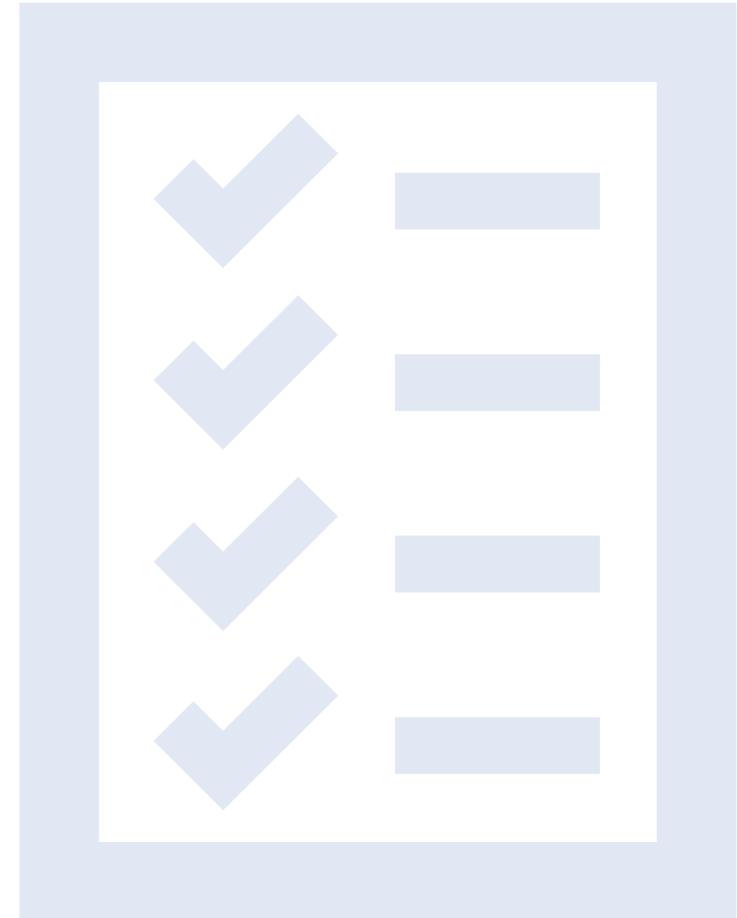


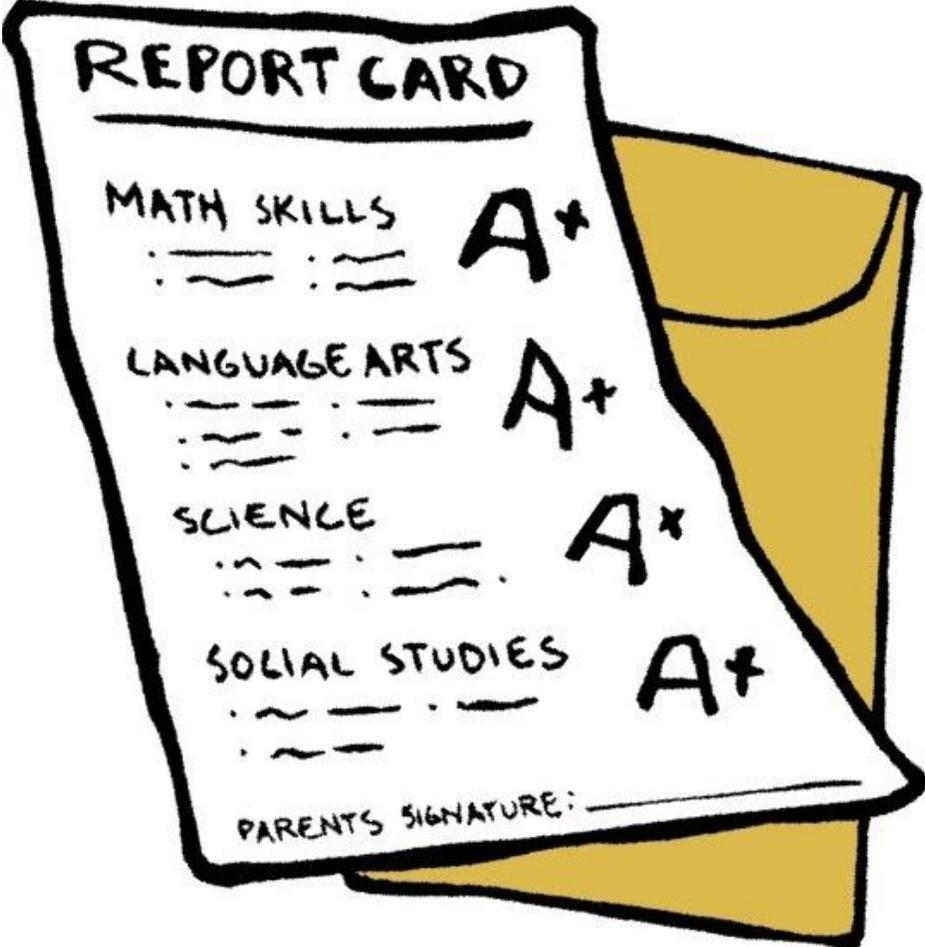
Reserve time approximately twice a year to stop and reassess the practices and goals of co-teaching.



# Student Assessment

Susanna Bäckman





# Why do we need to assess the students?

---



## Gather:

We need to collect information about how the students are doing.

## Report:

We need to share that information (along with our judgments, perhaps) with the students and their parents.

# Assessment focuses

---



## Assessment of knowledge

Knowledge of facts = single facts

Knowledge of concepts = typical concepts of the subject



## Assessment of skills

Knowledge of methods = skills to use the typical methods of the subject

Knowledge of metacognition = skills to explore and discuss one's own way of learning

# Assessment objectives

---

## Learning

- Assessment of learning
- Assessments of progress

## Working skills

- Skills in working independently and together
- Skills in planning, regulating and assessing one's own work

## Behavior

What you assess will become the focus in your classroom!

# Your conception about learning affects your assessment practices

---

## Narrow conception of learning

- One way of learning is emphasized
- Learning stays the same over and over again
- Assessing just one kind of goals
- Only one assessment object is actualized
- Students can show their achievements only once and when the teacher wants

## Wider conception of learning

- Multiple ways of learning are used
- There's variance in learning methods
- Assessing many kinds of goals
- All the assessment objects are actualized
- Students can show their achievements on many occasions and in many different ways

# What assessment should mean to the students?

---

**UNDERSTANDING  
ONE'S OWN  
KNOWLEDGE AND  
SKILLS RIGHT THIS  
MOMENT**

**INSIGHT OF LEARNING:  
AHAH!**

**HELP AND ADVICE  
HOW TO CORRECT  
ACTION**

**CONFIRMATION OF  
THE RIGHT ACTION**

**SETTING THE NEXT  
OBJECTIVES**

# Planning versatile assessment

---



The objectives of learning  
– WHAT



The goal of assessment  
– WHY



The conception of learning  
– HOW



The timeliness of assessment  
- WHEN

# Moving to standards-based grading

---

Grading on a curve

Grading based on performance level

Grades conflating a mix of skills & behaviors

Separate reporting on behaviors

Teacher calculation method (average of whatever ends up in grade book)

Grade that reflects most consistent and recent performance level

Grade variation due to differences in teacher expectations

Calibration of marking and moderation of assessments to increase consistency

# Self-directed learners (or not)

---

- Motivation: Grade-hungry vs. wanting to learn
- Compliance / task completion vs. developing competence
- Being in the learning zone (just the right challenge)
- Mindset and relevance: Attitude toward subject



# Again: Why do we need to assess the students?

---



## Gather:

We need to collect information about how the students are doing.

## Report:

We need to share that information (along with our judgments, perhaps) with the students and their parents.

***HOWEVER, collecting information doesn't require tests and sharing that information doesn't require grades.***

# Rethinking grading

---

**Belief 1:** Good teachers give bad grades

**Belief 2:** Good teachers give good grades

**Belief 3:** Not everyone deserves an A

**Belief 4:** Grades motivate learners

”Learning is not merely a behaviour – it is a complex mental process that is mediated by many factors and is unique in every child”

-Cathy Vattertroff

# What the research says: The effects of grading

---

- Grading orientation vs learning orientation: Grades tend to diminish students' interest in whatever they're learning.
- Grades create a preference for the easiest possible task.
- Grades tend to reduce the quality of students' thinking.
- Grade-oriented environment is associated with increased levels of cheating.
- Grades (whether or not accompanied by comments) promote a fear of failure even in high-achieving students.

“When comments and grades coexist, the comments are written to justify the grade.”

–M. Wilson

# “What did you get?”

---

It is essential that we develop a learning space where failure is positive, as it is a catalyst for growth and change. Students need to recognize that taking a risk and not succeeding does not mean they are failing: It means they need to try another way.

Starr Sackstein  
Hacking Assessment

# Some arguments behind grading

---

- “Like it or not, grading is here to stay.”

Is grading really in the best interest of the students?

- “Better get used to it.”

We should do unpleasant and unnecessary things to children now in order to prepare them for the fact that such things will perhaps be done to them later.

Extensive educational and psychological research over decades tells us that removing grades and focusing our time and energy on targeted, specific feedback will help shift from...



# How to “neuter” grades?

---



1. Stop putting letter or number grades on individual assignments and instead offer only qualitative feedback.



2. Invite students to participate in the process of setting the final grade either as a negotiation (such that the teacher has the final say) or by simply permitting the students to grade themselves.

# How to “neuter” grades: Change the vocabulary associated with learning

---

Grades vocabulary	No-grades vocabulary
grading	assessing
score	assess
“What grade did I get?”	“What did I learn?”
“This is wrong.”	“Try another way.”
problem	challenge, opportunity
judgment or criticism	feedback
get good grades	achieve proficiency or mastery



Let's share our challenges, successes and mistakes.

Let's look to the future and create new solutions for learning.

The education policy is the best kind of well-being policy.

[susanna.backman@gmail.com](mailto:susanna.backman@gmail.com)

Děkuji! Thank You!