

Co-Teaching Observation Feedback

Date: 1.24.2025

School: (names removed for this example)

Teachers: (names removed for this example)

Course: Physical Science

Warm

(areas that you match/exceed expectations)

I saw many of the topics we from our TBT training being applied in your lesson. Those include:

- Co-Teaching: Use of both teachers aligned to their expertise
 - Teacher B reviewed and used the “think aloud” practice
 - Teacher A introduced and use of analogy/novelty for engagement with the lesson topic (families)
- Removing barriers with UDL:
 - Use of multiple means of representation (showing or making sense of information)
 - Use of multiple means of engagement (choice and novelty)

Both teachers were established as teachers and provided instruction. It did not appear that one was perceived as a “helper” or aid. Teachers were using Anne Benninghof’s Duet Model of Co-teaching.

Cool

(an area of reflection and opportunity to refine practice/grow)

I wonder how you might consider ways to include multiple means of action & expression, meaning how your lesson design might include a variety of ways for **students to show what they know** -as applied to your learning target and success criteria?

Examples include::

- Color code the periodic table by families and use a writing frame to explain
- Create a periodic table with your cards and share it with your classmates/group (explain) what a periodic table is
- Verbally share a summary of each table and properties, including talking points that demonstrate knowledge of families and why the are included in the table (explaining)
- Create slide presentations for each family with notes (explaining)

These options could be achieved with the same rubric, which might be different from your current.

Additional Followup Questions/Comments

for the Co-Teaching Group that we can discuss together

1. Example students need literacy support, which can be achieved in each room. Since there is a school-wide effort to include writing, I think this would pair perfectly with your posted learning target: “Explain what the Periodic Table is.”
 - How might you include The Writing Revolution or other scaffolds into this lesson (or future lessons) to help students “explain” what the periodic table is?

Example: This could look like a simple “Because, but, so” writing frame. “I am coloring these families blue because they have similar properties.” “Boron families have 3 valence electrons but the Nobel

gasses do not..." "Families are arranged within the periodic table so..."

Additionally: We also discussed the use of vocabulary support as a way to help support SWD (and all students). Explicitly teaching some of the vocabulary could have helped that. I might suggest vocabulary for this lesson: 1) families, 2) valence, and potentially 3) Bohr Model and 4) Lewis Dot model.

2. From my observation, Example School students with disabilities in your class (and perhaps those not identified) need support in executive functioning and pacing. (for this lesson or future lessons)
 - How could you present their independent work time with a gradual release or small group time for additional prompting?
 - How could modeling executive task initiation (where/how to start) functioning benefit all students?

Example: This could look like an "I do" demonstration of how to use the directions and follow them to complete the table color-coding, followed by a "we do" - talking aloud as Teacher B did earlier in the lesson when finding the number of neutrons, to show your thinking.

3. What were the barriers you hoped to remove during this lesson?
4. How were you successful?
5. How has this lesson closed knowledge gaps for SWD? Or supported IEP goals?
 - a. How might you know?
 - b. What data might show this?
6. How could the use of the article "Learning is not a spectator sport" (shared during our learning session) allow more students to respond and engage in the learning?

UDL Design Cycle Feedback

Design Cycle	Notes/Observed and Inferred Practices from the 1.24.2025 Science Lesson
Design Clear Goals 	- Learning Targets were posted at the beginning and middle of the class: "Explain what the Periodic Table is" - The learning target was broken down into at least one success criteria: "Identify trends on the PT" - These were communicated verbally in a similar way- perhaps additional success criteria: "The goal is to identify family to the name." *Note, in UDL we try to keep the goal separate from the means. Your goal is flexible enough that students would be able to show what they know in multiple ways- designed to remove barriers.
Methods and Materials 	Flexible Methods: - Multi-model approach - Demonstration of how to complete the element cards - Think aloud (how to find the number of neutrons, given the atomic number and mass number) Multiple means of Engagement - Use of novelty and analogy to introduce naming of families (soda, pop, etc) - Choice to complete alone or with a partner Multiple Means of Representation - Handout - Links in Google Classroom - Presentation on board Flexible Materials: - Links posted in Google Classroom to access PT examples - Use of colored pencils, graphic organizers/fillable PT table and element cards - Projector/Board/Screen
Planning for Variability 	(This is my inference on your planning since I didn't request lesson plans) Students who need organizational support or support for SWD to remove barriers: - Teacher A and Teacher B circulated during the "you do" part of the lesson - students were color coding families - Teacher B demonstrated ways to display the directions and the table without flipping back and forth - Teacher A and Teacher B repeated directions with table groups/individuals and helped to remove barriers by offering additional supplies (white out or additional handouts) Co-teaching considerations to remove barriers - Teacher A introduced the mini-lesson - Teacher B reviewed, modeled, engaged students, and provided think aloud

Implement & Monitor 	The use of “thumbs up,” hand raising, and circulation to monitor if students were keeping up with the content.
Examine the Process 	Creating and sharing a rubric to help students evaluate whether or not they mastered the learning objective through execution of the project. Creating an environment where students are not afraid to make mistakes (student needed to re-do his periodic table because of the wrong colors) and this was received as “okay” Also, a student answered that Chlorine was a liquid and Teacher A offered “you’re thinking of bleach” validating his attempt to try to answer (even though it was incorrect) and be engaged while also acknowledging his real world connection.