

Collaboration Self-Assessment Tool

Category	1	2	3	4	Explanation	SCORE
Contribution	I tend not to share ideas, information or resources.	I share ideas, information and resources upon request.	I usually share ideas, information and resources.	I freely share ideas, information, and resources.		<input type="text"/>
Motivation/ Participation	I tend not to participate or remain engaged when a project moves away from my own immediate interests.	I sometimes make an effort to participate and remain engaged when a project moves away from my own immediate interests.	I often make an effort to participate and remain engaged even when a project moves away from my own immediate interests.	I can be relied on to participate and remain engaged even when a project moves away from my own immediate interests.		<input type="text"/>
Quality of Work	My work reflects very little effort and often needs to be checked and/or redone by others to ensure quality. I rarely get things done by the deadline and others often have to adjust deadlines or work responsibilities.	My work reflects some effort but occasionally needs to be checked and/or redone by others to ensure quality.	My work reflects a strong effort. I self-monitor to improve the quality of my work.	My work reflects my best efforts. I continuously make small changes to improve the quality of my work.		<input type="text"/>
Time Management	I am often critical of the team or the work of fellow group members when I am in other settings.	I tend to procrastinate, meaning others may have to adjust deadlines or work responsibilities.	I usually use time well to ensure that things are done so others do not have to adjust deadlines or work responsibilities.	I routinely use time well to ensure things are done on time.		<input type="text"/>
Team Support	I forget or lose materials needed to work.	Occasionally I am critical of the team or the work of fellow group members when I am in other settings.	I usually represent the team and the work of fellow members in a positive manner when I am in other settings.	I represent the team and the work of fellow group members in a positive manner when I am in other settings.		<input type="text"/>
Preparedness	I usually do not participate in group problem solving with an open mind. I either tend not to share my thoughts and ideas or I inhibit the contributions of others.	I make an effort to bring or find materials needed to work, but often misplace things.	I usually bring needed materials and come ready to work.	I consistently bring needed materials and come ready to work.		<input type="text"/>
Problem Solving	I do not know how to gauge my own impact on the group, and am generally unaware of team dynamics.	I make an effort to participate in group problem solving with an open mind. I generally share my thoughts and ideas, but I sometimes inhibit the contributions of others.	I usually participate in group problem solving with an open mind, sharing thoughts and ideas without inhibiting the contributions of others.	I consistently participate in group problem solving with an open mind, sharing thoughts and ideas without inhibiting the contributions of others.		<input type="text"/>
Team Dynamics	I do not know how to gauge my own impact on the group, and am generally unaware of team dynamics.	I occasionally know how to gauge my own impact on the group and am somewhat aware of team dynamics.	I often know how to gauge my own impact on the group and am generally aware of team dynamics.	I consistently know how to gauge my own impact on the group and am routinely aware of team dynamics.		<input type="text"/>

SCORE

Category	1	2	3	4	Explanation
Interactions with Others	I rarely listen to, respect, acknowledge, or support the efforts of others. I allow conflict or personal differences to interfere with communication.	I sometimes listen to, respect, acknowledge and support the efforts of others, but at times allow conflict or personal differences to interfere with communication.	I usually listen to, respect, acknowledge, and support the efforts of others. I occasionally allow conflict or personal differences to interfere with communication.	I consistently listen to, respect, acknowledge, and support the efforts of others.	
Role Flexibility	I like to either lead or follow but am uncomfortable when functioning outside my perceived role.	I am uncomfortable with role flexibility, but attempt to move outside my perceived role.	I can assume both roles (leader and follower) but am more comfortable in one role than the other.	I can easily move between leader and follower, assuming either role as needed to accomplish the task.	
Reflection	I rarely engage in self-reflection after collaborative activities but tend to focus on the behavior of others.	Self-reflection occurs after collaborative activities when prompted or reminded by others.	Self-reflection usually occurs after collaborative activities, but most often when things don't go well.	I consistently use self-reflection after collaborative activities.	

Total Score:

Maximum score: 44 points

Guide to Scoring:
 10-25: Collaboration skills are emerging
 26-34: Collaboration skills are developing
 35-44: Collaboration skills are established

Personal reflection: What have you learned about yourself by completing this rubric? What skill area do you want to target for personal improvement? What one thing could you do tomorrow to begin your skill enhancement?

Interpersonal vs. Intrapersonal skills: Shaded boxes represent - interpersonal skills, clear score boxes represent - intrapersonal skills.

Interpersonal score

Intrapersonal score

* note that the scores will most likely be different as there are unequal numbers of boxes

Co-Teaching Strategies & Examples

Strategy	Definition/Example
<p>One Teach, One Observe</p>	<p>One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation - where the teacher doing the observation is observing specific behaviors.</p> <p><u>Example:</u> One teacher can observe students for their understanding of directions while the other leads.</p>
<p>One Teach, One Assist</p>	<p>An extension of One Teach, One Observe. One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</p> <p><u>Example:</u> While one teacher has the instructional lead, the person assisting can be the "voice" for the students when they don't understand or are having difficulties.</p>
<p>Station Teaching</p>	<p>The co-teaching pair divides the instructional content into parts - Each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station - often an independent station will be used along with the teacher led stations.</p> <p><u>Example:</u> One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.</p>
<p>Parallel Teaching</p>	<p>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p> <p><u>Example:</u> Both teachers are leading a question and answer discussion on specific current events and the impact they have on our economy.</p>
<p>Supplemental Teaching</p>	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</p> <p><u>Example:</u> One teacher may work with students who need reteaching of a concept while the other teacher works with the rest of the students on enrichment.</p>
<p>Alternative (Differentiated)</p>	<p>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</p> <p><u>Example:</u> One instructor may lead a group in predicting prior to reading by looking at the cover of the book and the illustrations, etc. The other instructor accomplishes the same outcome but with his/her group, the students predict by connecting the items pulled out of the bag with the story.</p>
<p>Team Teaching</p>	<p>Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p> <p><u>Example:</u> Both instructors can share the reading of a story or text so that the students are hearing two voices.</p>

The strategies are not hierarchical - they can be used in any order and/or combined to best meet the needs of the students in the classroom.

Planning Time is critical to the success of Co-Teaching

• Co-Teaching is defined as two teachers working together with groups of students - sharing the planning, organization, delivery and assessment of instruction, as well as the physical space.

Co-Teaching Models				Day 1/Block 1	Day 2/Block 2	Day 3/Block 3	materials & setup
<p><u>One Teach, One Observe</u> - one teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation. It is important to remember that either (teacher candidate or cooperating teacher) could take on both roles.</p>							
<p><u>One Teach, One Assist</u> - One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments. Often lending a voice to students or groups who would hesitate to participate or add comments</p>							
<p><u>Station Teaching</u> - the co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Often an independent station will be used along with the teacher led stations.</p>							
<p><u>Parallel Teaching</u> - Each teacher instructs half the students. The two teachers address the same instructional material and present the lesson using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</p>							
<p><u>Supplemental</u> - This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</p>							
<p><u>Alternative (Differentiated)</u> - Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the instructional methodology is different.</p>							
<p><u>Team Teaching</u> - Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader - as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.</p>							

Co-Teaching is an Attitude... An Attitude of sharing the classroom and students
Co-Teachers must always be thinking...
We're Both Teaching!

One Teach/One Observe

Topic/Standard(s): _____

Grade Level _____

Objective _____

Teacher 1

Teacher 2

Observed Information:

Results:

Team Teaching

Topic/Standard(s): _____

Grade Level _____

Objective _____

Teacher 1

Teacher 2

Team Theme/Delineations:

Considerations:

One Teach/One Assist

Topic/Standard(s): _____

Grade Level _____

Objective _____

Teacher 1

Teacher 2

Outcome(s):

Considerations:

Station Teaching

Topic/Standard(s): _____

Grade Level _____

Objective: _____

Teacher 1 _____

Teacher 2 _____

Independent Station? _____

Considerations: _____

Parallel Teaching

Topic/Standard(s): _____

Grade Level _____

Objective: _____

Teacher 1 & 2 _____

Considerations: Pace/Common Questions/Space

Supplemental Teaching

Topic/Standard(s): _____

Grade Level _____

Objective: _____

Teacher 1

Teacher 2

Considerations:

How will you determine groups?

Alternative/Differentiated Teaching

Topic/Standard(s): _____

Grade Level _____

Objective: _____

Teacher 1

Teacher 2

Considerations:

How will you determine groups?

Co-Teaching Train the Trainer Workshop | 19

Example:
Planning Sheet
Pre-K - 6
Week 3

Key
*Denotes Lead Teacher
J = Jack, Teacher Candidate
M = Mary, Cooperating Teacher

CO-TEACHING STRATEGIES	MONDAY	TUESDAY	WEDNESDAY	RESPONSIBILITIES MATERIALS, ETC.
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One Observe, One Teach, 4 groups to count/graph the rings on each sample J Observe interactions; participation etc.	Science *M Count the rings of the "tree cookies. Divide into 4 groups to count/graph share findings M Observe students' roles...who took the lead, who said very little	Science *J Review graphs from Mon. Ask student to share findings M Observe students' roles...who took the lead, who said very little	Science *J (1 st) Read aloud Big Book: When Daddy Cuts Down the Chestnut Tree (2 nd) Lead disc.: "What are some uses for trees?" M Record the student responses on chart	2-3 books from each previous author studies: Mercer Mayer, Tomie DePaola, Eric Carle Highlight student's scripts for <i>The Mitten</i> and <i>The Log</i> 5 examples of art from around the world Foam pieces for pattern lesson 4 hoola-hoops from the gym for ind. group activity Jan Brett collection of books Print scripts for <i>The Log</i> and <i>The Mitten</i> When Daddy Cuts Down the Chestnut Tree Pella tree kits, sandpaper, paint cups and potting soil M: 4 "tree cookies" and log samples 5 examples of art from around the world Ask Joyce to co-teach with us on Wed. afternoon and to bring 5 examples of art from around the world.
One Teach, One Assist, examples of kids' drawings M Discussion: <i>Art All Around Us Overhead</i> J Assist (help bring out from around the world responses, pay special attention to blue group)	Social Studies *M Discussion: <i>Art All Around Us Overhead</i> J Assist (help bring out from around the world responses, pay special attention to blue group)	Math - Patterns M Group 1: Create a pattern using traced items J Group 2 Tour the school. Use the digital cameras to get pictures of both scripts for Readers Theater: J: <i>The Mitten</i> M: <i>The Log</i>	Reading Make predictions based on illustrations. Use books from previous author studies. Reading (10:30) J Work with the group doing the Readers' Theater M Do Partner read alouds 100's chart; do skip counting with other #s	Math - Tessellations M Intro concept J Share Escher poster M & J demo how to cut a tessellating pattern. Help students as they make their own tessellations
Station Teaching	Reading The Mitten by Jan Brett Compare retelling of similar story, <i>The Log</i> Create a Venn Diagram	Math - Activity 107 J Counting by 2's, 5's, 10's M Challenge Math Group Look for patterns in the 100's chart; do skip counting with other #s	Reading M Intro. Jan Brett books for SQUIRT time. J Blue reading group to the media center to share 2-3 Jan Brett stories aloud.	Math - Tessellations M Intro concept J Share Escher poster M & J demo how to cut a tessellating pattern. Help students as they make their own tessellations
Supplemental Teaching	Spelling J RED Word Spelling with K, S, A, M, L and T? M Spell Around activity with large group	Math - Tessellations M Intro concept J Share Escher poster M & J demo how to cut a tessellating pattern. Help students as they make their own tessellations	Alternative Teaching (Differentiated)	Math - Tessellations M Intro concept J Share Escher poster M & J demo how to cut a tessellating pattern. Help students as they make their own tessellations
Parallel Teaching	Alternative Teaching (Differentiated)	Alternative Teaching (Differentiated)	Alternative Teaching (Differentiated)	Alternative Teaching (Differentiated)
Team Teaching	Alternative Teaching (Differentiated)	Alternative Teaching (Differentiated)	Alternative Teaching (Differentiated)	Alternative Teaching (Differentiated)

Key
 *Denotes lead teacher
 J = Julie, Teacher Candidate
 T = Tony, Cooperating

Example: Secondary/K-12
 Planning Sheet
 History/SST
 Week 3

CO-TEACHING STRATEGIES	DAY 1 BLOCK 1	DAY 2 BLOCK 2	DAY 3 BLOCK 3	RESPONSIBILITIES MATERIALS, ETC.
One Teach, One Observe	T Lead discussion of pages 101-106 students were assigned to read, J Observe and record student responses: note gender, area of room, type of ques. CT asks	T Provide instructions for group current event activity - identify issue, population, impact J Assist making sure students understand the assignment and comprehend the event	J (20 min) Jigsaw pages 108-112. Assign pages, and give instructions for student experts. Pose questions for small group and lead follow up disc. T Monitor small groups; engage reluctant students	J Prepare pages 108-115 for jigsaw strategy and several HOT? for discussion starters T Copy of current events. Identify population, impact and issue for each lesson. T Pull the chapter video clips J Reserve the extra TV/VCR cart J Set up "March through Time" program on laptop T TV/VCR and PBS documentary on WWII. Set to the correct spot for viewing. Copies of "5 Poems from Home" J Create power pt. with a list of world impacts identified for each (World and US) Econ, soc, ind, workforce, etc T Scan pictures from "Before and After the World Was at War" to create a photo collage
One Teach, One Assist	T Explain stations; divide the group to view both 8 min. chapter video clips J "A Moment in Time" T "To Serve a Nation"	Small group discussions on the essay "From a Soldier" (Follow outline of questions we chose.)	J Use short clips from the movie, "From a Soldier" to write a conclusion to the essay T Read "5 Poems from Home"; use to write a conclusion to the essay	
Station Teaching	J Explain stations; divide the group to view both 8 min. chapter video clips J "A Moment in Time" T "To Serve a Nation"	Small group discussions on the essay "From a Soldier" (Follow outline of questions we chose.)	J Use short clips from the movie, "From a Soldier" to write a conclusion to the essay T Read "5 Poems from Home"; use to write a conclusion to the essay	
Parallel Teaching	J Share timeline visual with large group J Review unit vocabulary; share timeline visual (T,N,R,L)		J Use short clips from the movie, "From a Soldier" to write a conclusion to the essay T Read "5 Poems from Home"; use to write a conclusion to the essay	
Supplemental Teaching	T Share timeline visual with large group J Review unit vocabulary; share timeline visual (T,N,R,L)		J Use short clips from the movie, "From a Soldier" to write a conclusion to the essay T Read "5 Poems from Home"; use to write a conclusion to the essay	
Alternative (Differentiated) Teaching	J/T Introduce the impact of WWII T Lead disc. On impact US joining the war had on the world. J Lead disc. of impact US involvement had on US	J/T In the large group compare and contrast the two video clips J Use smart board Venn Diagram template to record responses T Use the Pile of Doom to get everyone involved	J Use short clips from the movie, "From a Soldier" to write a conclusion to the essay T Read "5 Poems from Home"; use to write a conclusion to the essay	
Team Teaching	J/T Introduce the impact of WWII T Lead disc. On impact US joining the war had on the world. J Lead disc. of impact US involvement had on US	J/T In the large group compare and contrast the two video clips J Use smart board Venn Diagram template to record responses T Use the Pile of Doom to get everyone involved	J Use short clips from the movie, "From a Soldier" to write a conclusion to the essay T Read "5 Poems from Home"; use to write a conclusion to the essay	

Co-Teaching is an Attitude... an attitude of sharing the classroom and students
 Co-Teachers must always be thinking - We're Both Teaching!

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

Teacher Actions During Co-Teaching

If one teacher is leading instruction...	The other can be doing this...
	<p>Observing for: student understanding and/or questions (through body language facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;</p>
	<p>Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors</p>
	<p>Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed</p>
	<p>Collecting and reviewing last night's homework Introducing a social or study skill Taking roll</p>
	<p>Reviewing directions; modeling first problem on the assignment Writing down instructions on board Repeating or clarifying any difficult concepts Passing out papers</p>
	<p>Giving instructions orally Facilitating a silent activity</p>
	<p>Introducing a new concept to whole group Asking clarifying questions</p>

Planning Tips

Before your planning session:

- ✓ Decide what lesson(s) you will use your hour of planning time for.
- ✓ Who will lead the planning time or will parts be shared? Usually the cooperating teacher will lead in the beginning of the semester and the teacher candidate will take over as the semester progresses.
- ✓ Decide the materials that you will need and don't take on too much.
- ✓ Bring ideas for modifications and accommodations.
- ✓ Bring ideas for enrichment activities.
- ✓ When the teacher candidate is ready to take over a subject/or period, let him/her know ahead of time that they will be leading the planning time for that lesson. They should preview what they will be teaching and come to the planning time prepared with ideas and lessons where co-teaching could occur.

During co-planning (remember this time is to plan for co-teaching):

- ✓ Spend a few minutes communicating about questions or issues (may use planning sheet).
- ✓ Share what will be co-taught and ideas from curriculum.
- ✓ When will you co-teach? When will each of you teach solo?
- ✓ What co-teaching strategies will best meet the needs of the students?
- ✓ Eventually, try to incorporate all of the co-teaching strategies.
- ✓ Outline questions to be used for parallel, station, etc.
- ✓ Discuss a variety of assessment strategies.
- ✓ What do each of you need to do when you leave the planning session (tasks, gathering resources, copying, etc)?
- ✓ What, if any, changes do you need to make to the layout or organization of the classroom.

After co-planning:

- Teacher candidate writes up lesson plans for each lesson where they have a teaching role.

Important points to Remember

- ✓ Planning is VERY important. Use the planning time wisely, focusing on lessons to be co-taught. Prioritize the time and don't allow outside distractions to take over.
- ✓ The goal is to have the cooperating teacher and teacher candidate actively engaged with students as much as possible. However, EVERY teacher candidate DOES need time to manage the classroom on their own.
- ✓ Full time responsibility means the teacher candidate leads all aspect of the classroom, including how the cooperating teacher and other adults will be involved.
- ✓ University Supervisors ARE prepared in co-teaching, and should observe at least one co-taught lesson. When they do, they will be observing and evaluating only the teacher Candidate.
- ✓ Encourage an attitude that we're both **TEACHING!**

Strategies for Expanding Time for Planning

(Adapted from: A Guide to Co-Teaching, Corwin Press 2004, Villa, Thousand & Nevin)

1. Strategically place multiple candidates at a single site, content or grade level.
2. University supervisors/faculty members cover planning time.
3. Ask co-teachers to identify when during the day and week they prefer to plan, and redesign the master schedule to accommodate this with a block for common preparation time.
4. Layer preparation time with existing functions such as lunch and recess.
5. Use staff development days for co-teacher to do more long-range planning.
6. Use faculty meeting time to problem solve common co-teaching issues of either immediate or long range importance.
7. Build into the school schedule at least one co-teacher planning day per marking period or month.
8. Build in time for more intensive co-teacher planning sessions by lengthening the school year for teachers but not for students, or shortening the school year for students but not for teachers.
9. Institute a community service component to the curriculum; when students are in the community (e.g. Thursday afternoons), co-teachers meet to plan.
10. Schedule a "specials" (e.g. art, music, PE), clubs and tutorials during the same time blocks so that co-teachers have at least that extra time block to plan.
11. Engage parents and community members in conducting half-day or full-day exploratory, craft, hobby (e.g. gourmet cooking, photography), theater, or other experiential programs to free up time for co-teachers to plan.
12. Partner with colleges and universities; have their faculty teach in the school, provide demonstrations, or conduct university-campus experiences to free up time for co-teachers to plan.
13. Hire permanent substitutes to free up co-teachers to plan during the day rather than before or after school.
14. Compensate co-teachers for spending vacation or holiday time planning with pay or compensatory time during non-instructional school year days.
15. Strategically use serendipitous times that occasionally occur (e.g. snow day, student assembly) to plan.

Sharing Responsibilities

Cooperating Teacher and Teacher Candidate

Planning:

The Teacher Candidate and Cooperating Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction:

While Co-Teaching, the Teacher Candidate and Cooperating

Teacher will:

- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment:

While Co-Assessing, the Teacher Candidate and Cooperating

Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

The main focus of *Co-Teaching* is to find ways to keep both teachers actively engaged with students and their learning.

If one teacher is...	The other can be doing this...
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
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
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
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
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

Co-Teaching Lesson Planning Sheet

Date/Time of planning session _____

Date(s) of lesson _____
Goal(s) for this planning session:

Strategy/ies to be used: Observe Assist Station Parallel Supplemental Alternative/Differentiated Team

Teacher #1: _____ **Teacher #2:** _____

Standard(s) for lesson:

Roles/Responsibilities:

Space (classroom set-up) considerations:

Materials necessary and who will be responsible:

Tips to remember:

- bring ideas for modifications and accommodations
- bring ideas for enrichment activities
- when planning together work on what you'll be co-teaching
- focus on communication; planning/teaming takes time
- divvy up the work
- don't use co-planning time to plan what you're doing on your own for the lesson
- outline questions to be used for parallel, station, etc.
- discuss a variety of assessment strategies
- have an attitude that we're both teaching!