


INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Co-Teaching Models for Fully Integrated IET Implementation

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

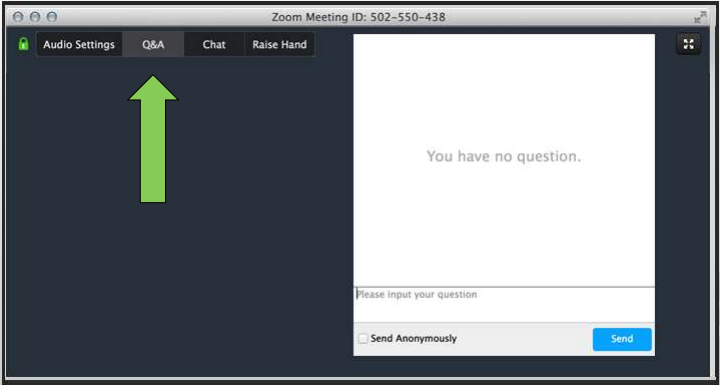
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Webinar **Things to Remember**

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Training Facilitators



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Co-Teaching Models for
Fully-Integrated IET


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Review: What is IET?

Integrated Education and Training is a service approach that provides adult education and literacy activities **concurrently and contextually** with workforce preparation activities and workforce training for a **specific occupational cluster** for the purpose of educational and career advancement (WIOA, Title II: AEFLA, 2014).



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Types of Instructional Models

Partially Integrated Model - An adult education teacher and other qualified individual providing specific skills training occurring at different times.


One Instructor Model - Adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor.

Employee | Community Partners – Adult education students are with a community partner in local or regional workforce development area.

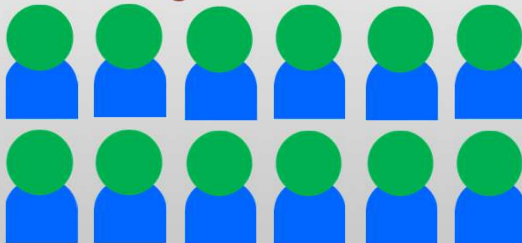
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IET Implementation Models



Fully Integrated Instruction




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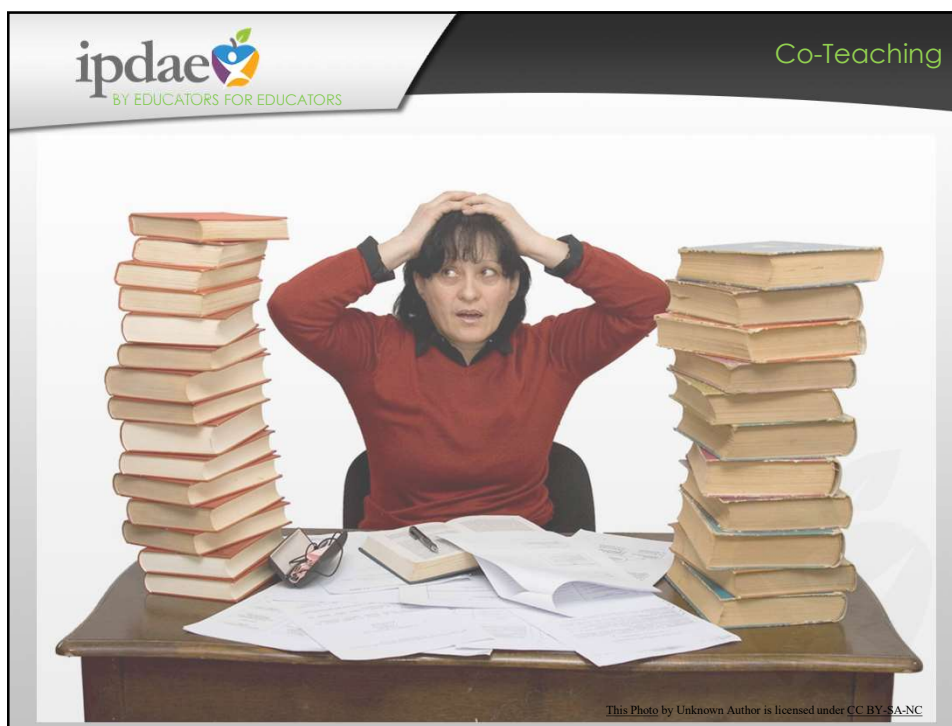


Co-Teaching is defined as two teachers working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. (Bacharach, Heck & Dank, 2004)

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The slide has a header with the ipdae logo and the text 'BY EDUCATORS FOR EDUCATORS' on the left, and the title 'Benefits of Co-Teaching' on the right. The main content area has a light blue background with two white rounded rectangles. The first rectangle contains an icon of a teacher pointing at a screen with three students, followed by the text: 'Co-teaching requires a "shift in perspective." You will change your mindset from being this one teacher to providing curriculum and learning materials for all students with your co-teacher. This can be a rewarding experience. (Conderman et al., 2009)'. The second rectangle contains an icon of a clock, followed by the text: 'This can happen immediately, or it can take time (Conderman et al., 2009)'. A large, faint star graphic is visible in the bottom right corner of the slide.

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Benefits of Co-Teaching

- Creativity
- Shared instruction, responsibility
- Simultaneously provides whole and small group instruction
- Students enjoy having two instructors
- Growth opportunities
- Allows instructors to gain new perspectives when planning together
- Provides innovation and unique ways to teach and learn
- Formulate a positive relationship with co-instructor

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Successful Components of Co-Teaching

- Partnership
- Respect
- Effective Communication
- Shared Accountability
- Aligned Goals

Conderman et al., 2009

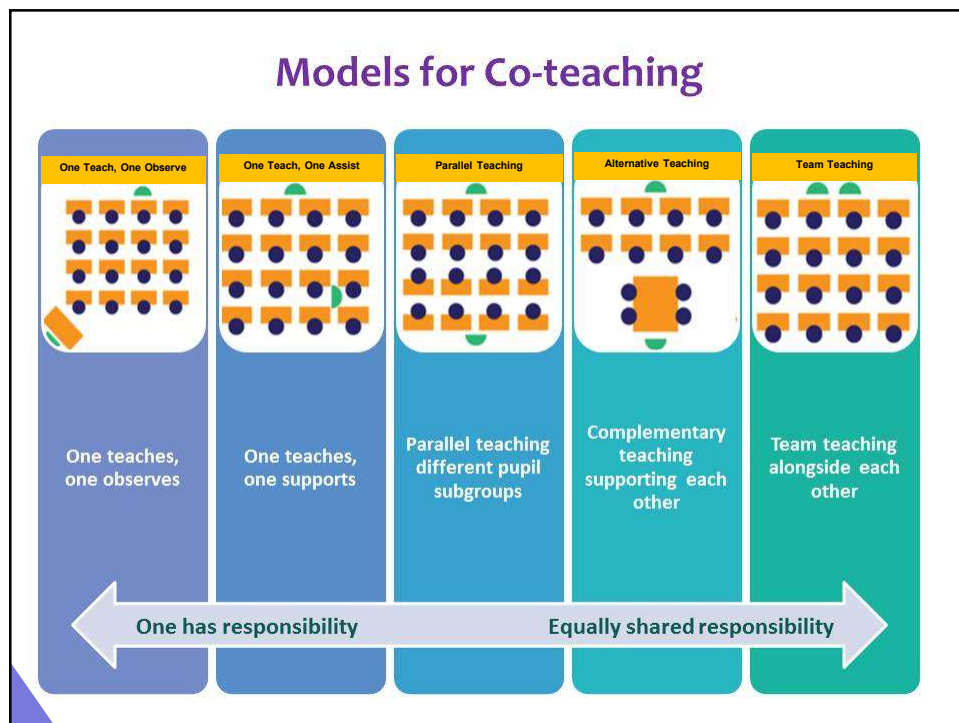
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Successful Components of Co-Teaching

- **Shared Resources:** one teacher doesn't utilize their own resources to teach a lesson, it is shared and a collaborative effort.
- **Flexibility:** able to embrace your co-teacher's ideas for effective lessons.
- **Requires Planning:** this should be a time where both instructors can plan lessons and activities together, not in isolation.
- **Adaptive & Innovative:** both teachers can change lessons or provide innovations while teaching, dependent upon the needs of students.

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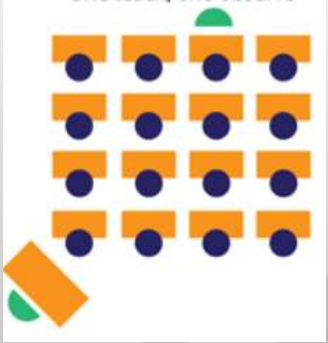


Co-Teaching Models

One Teaches, One Observes - One teacher is directly instructing students while the other observes students for evidence of learning.


Pros: less time collaborating, less interruption, more focused and purposeful data collection.

Cons: loss of one instructor, can be used too often due to a lack of planning or a lack of content knowledge or self-efficacy, can be underutilized for its intended purpose without focused data collection.



Sean Cassel., 2019. How to Choose a Co-Teaching Model. Job for the Future, Edutopia. San Rafael, CA
15 <https://www.edutopia.org/article/how-choose-co-teaching-model>.2021-22 The Institute for the Professional Development of Adult Educators

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Co-Teaching Models

One Teaches, One Observes

This type of model is not to be utilized to criticize or provide negative data about the teacher who is conducting the lesson.

Questioning

Student Participation



Teacher Behavior

On-Task Behavior

Group Interactions


Young, Fain, & Citro, 2020

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One Teaches, **One Observes**:

- Visitors who come in might think the teacher who is observing is doing absolutely nothing.
- To avoid this, it is recommended that the observing teacher use a clipboard, tablet, notebook, etc., for observational data.



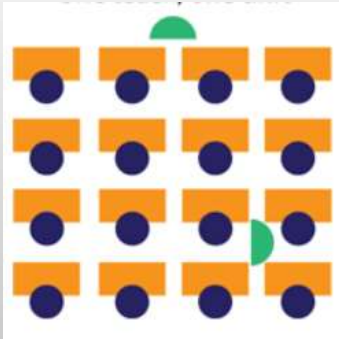
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One Teaches, **One Assists** - One teacher is directly instructing students while the other assists individual students as needed.


Pros: smaller instructional groups, more time for students to fill in instructional gaps, classroom management is easier.

Cons: difficult logistics, takes more time to collaboratively plan, requires that both teachers have content expertise.




Sean Cassel., 2019. How to Choose a Co-Teaching Model. Job for the Future, Edutopia. San Rafael, CA
18 <https://www.edutopia.org/article/how-choose-co-teaching-model>. 2021-22 The Institute for the Professional Development of Adult Educators


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Co-Teaching Models

One Teaches, **One Assists**

Clarify a task


Provide additional strategies

Assist with behavior

Highlight questions students may have

Young, Fain, & Citro, 2020

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Co-Teaching Models

One Teaches, **One Assists**

- Might be best used when one person feels more comfortable with a unit or curriculum.
- It can also be used when specific students need 1:1 guidance and support.
- You can switch the roles of who will lead and who will assist during the lesson to ensure both teachers have an opportunity to lead.
- Can be used when **new** co-teaching partnerships are being formed.

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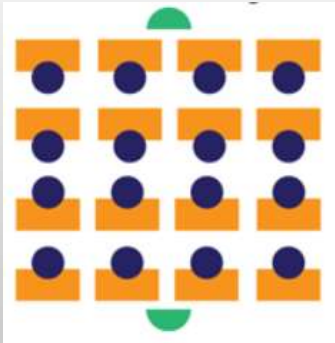
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Co-Teaching Models

Parallel Teaching – The class is divided into two groups and each teacher teaches the same information at the same time.


Pros: smaller instructional groups, more time for students to fill in instructional gaps, classroom management is easier.

Cons: difficult logistics, takes more time to collaboratively plan, requires that both teachers have content expertise.



Sean Cassel., 2019. How to Choose a Co-Teaching Model. Job for the Future, Edutopia. San Rafael, CA
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Co-Teaching Models

Parallel Teaching

- Students can participate more
- Teachers can collect observational data
- Use data for planning
- Decreases teacher to student ratio

Young, Fain, & Citro, 2020


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Co-Teaching Models

Parallel Teaching

- Unit or lesson has a lot of information.
- Start off parallel teaching but can join both groups back at the end for discussion.



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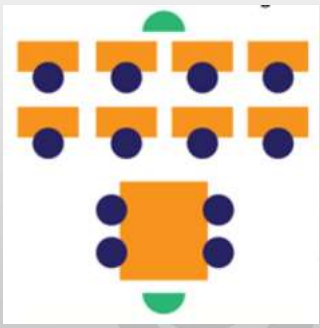
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Co-Teaching Models

Alternative Teaching – One teacher teaches the bulk of the students, and the other generally teaches a small group based on need.


Pros: gives students opportunities to close instructional gaps, can help students with chronic absenteeism, focuses resources on a target student population.

Cons: requires dual planning of time and content so that there's no missed instruction.



Sean Cassel., 2019. How to Choose a Co-Teaching Model. Job for the Future, Edutopia. San Rafael, CA
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Co-Teaching Models

Alternative Teaching


"Opportunity to tailor instruction based on students' interests, interactions, strengths, competencies" (Young, Fain, & Citro, 2020).

Both are "lead teachers"

Materials and lessons do not have to be the same

Easiest way to provide differentiation


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Co-Teaching Models

Alternative Teaching

- Front Loading
- Teaching
- Remediation
- Enrichment



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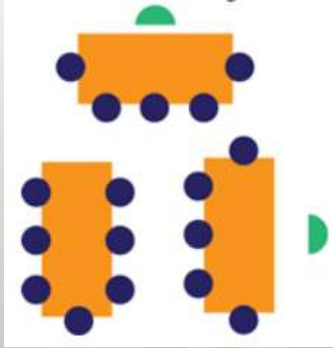
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Co-Teaching Models

Station Teaching – Each teacher teaches a specific part of the content to different groups as they rotate between teachers.


Pros: capitalizes on each teacher’s strengths, smaller instructional groups, refined lesson planning.

Cons: takes more time to plan, requires good timing on the part of both teachers.



Sean Cassel., 2019. How to Choose a Co-Teaching Model. Job for the Future, Edutopia. San Rafael, CA
27 <https://www.edutopia.org/article/how-choose-co-teaching-model>. 2021-22 The Institute for the Professional Development of Adult Educators

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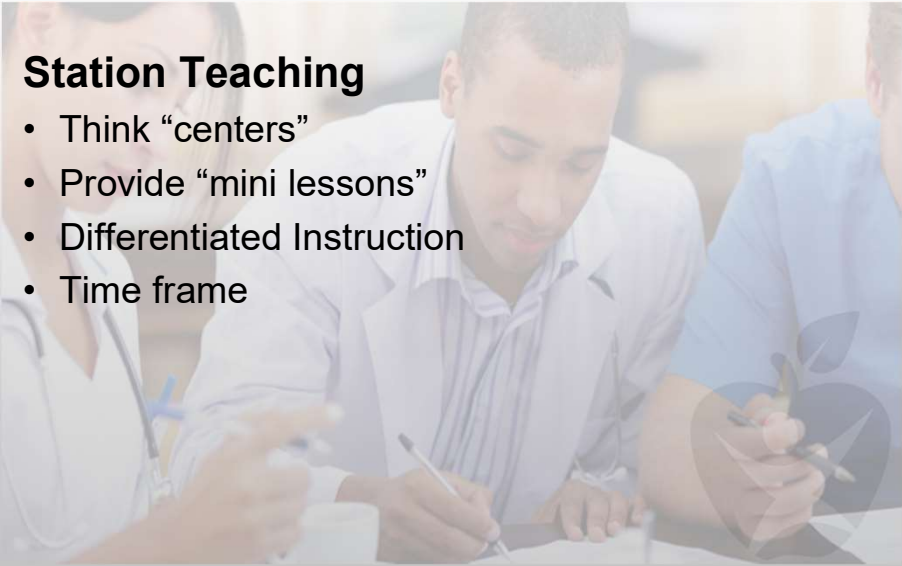


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Co-Teaching Models


Station Teaching

- Think “centers”
- Provide “mini lessons”
- Differentiated Instruction
- Time frame



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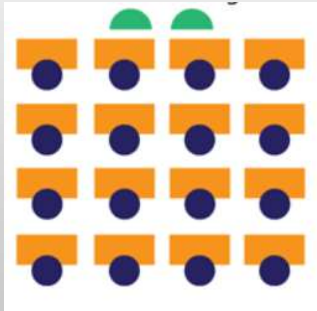


Co-Teaching Models

Team Teaching – Both teachers are directly instructing students at the same time—sometimes called “tag team teaching.”


Pros: capitalizes on two teachers’ expertise and instructional strategies, gives both teachers the spotlight in front of the entire class.

Cons: often requires experience in working together (although it can be done with a new pair of team-teachers), immense planning, and a healthy relationship in order to work.



Sean Cassel., 2019. How to Choose a Co-Teaching Model. Job for the Future, Edutopia. San Rafael, CA
29 <https://www.edutopia.org/article/how-choose-co-teaching-model>. 2021-22 The Institute for the Professional Development of Adult Educators

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Co-Teaching Models

Team Teaching



Compliment each other

One can pick up or provide insight where the other one left off


Both are teaching and monitoring





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Whole Group Instruction	Small Group Instruction
<ul style="list-style-type: none">• Team Teaching• One Teaches, One Assists• One Teaches, One Observes	<ul style="list-style-type: none">• Alternative Teaching• Parallel Teaching• Station Teaching




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Co-teaching is not.....

- One person teaching, the other taking a lunch break or making copies.
- One person has all the ideas and lesson plans while the other person just follows.
- One person teaches for three days, and the other person teaches for two days.




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Co-Teaching: Getting Started

- **Selection of Co-Teachers**
 - Ensure they are teachers who want to work together
 - They don't mind a lot of communication and collaboration
- **Training**
 - Co Teaching Models
 - Goals / Objectives
- **Resources**
 - Support



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Co-Teaching Contract


Co-Teaching Checklist
▪ We understand what co-teaching is.
▪ We both agree on a definition of what co-teaching will look like for us.
▪ We have discussed and agreed upon what co-teaching models we will use.
▪ We have discussed the roles and responsibilities of our co-teaching partnership.
▪ We have discussed similarities and differences, and how to resolve conflict if it arises.
▪ We have discussed and shared the potential strengths and liabilities we bring to this co-teaching partnership.

Co-Teacher #1 Signature: _____

Co-Teacher #2 Signature: _____

Adapted from Utah State Office of Education

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Co-Teaching Contract

Co-Teaching Contract	
Communication	How will we communicate with each other?
Time Frame	When will we communicate with each other?
Expectations	What do we expect to get out of this co-teaching partnership?
Recognition	How will we provide compliments or recognition for hard work or a dynamic relationship?
Planning	How will we plan? What template or technology will we use?
Data Analysis	How often will we look at student data? What data will we use to drive instruction?
Feedback	How do you like to be given feedback? In the moment? In an e-mail?

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Co-Teaching: Getting Started

Effective Communication

Discuss
communication
style

→

Be honest and
open

→

Listen
attentively

Open to
feedback

→


Provide
feedback

→

Pay attention

Mastering the Art of Co-teaching: Building More Collaborative Classrooms. Bacharach et al. (2008) as cited in Young, Fain, & Citro (2020)

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Co-Teaching: Getting Started

Effective Communication

- Try not to continue to operate in a silo
- Eliminate using “I” when discussing teaching together
- Develop a plan to diminish conflict if it arises
- Agree on what to do before, during, and after a lesson
- Seek professional development from admin to continue to improve your co teaching relationship

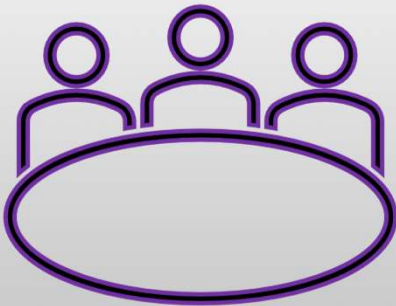


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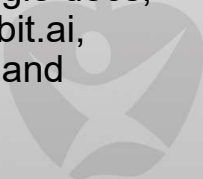
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Co-Teaching: Getting Started

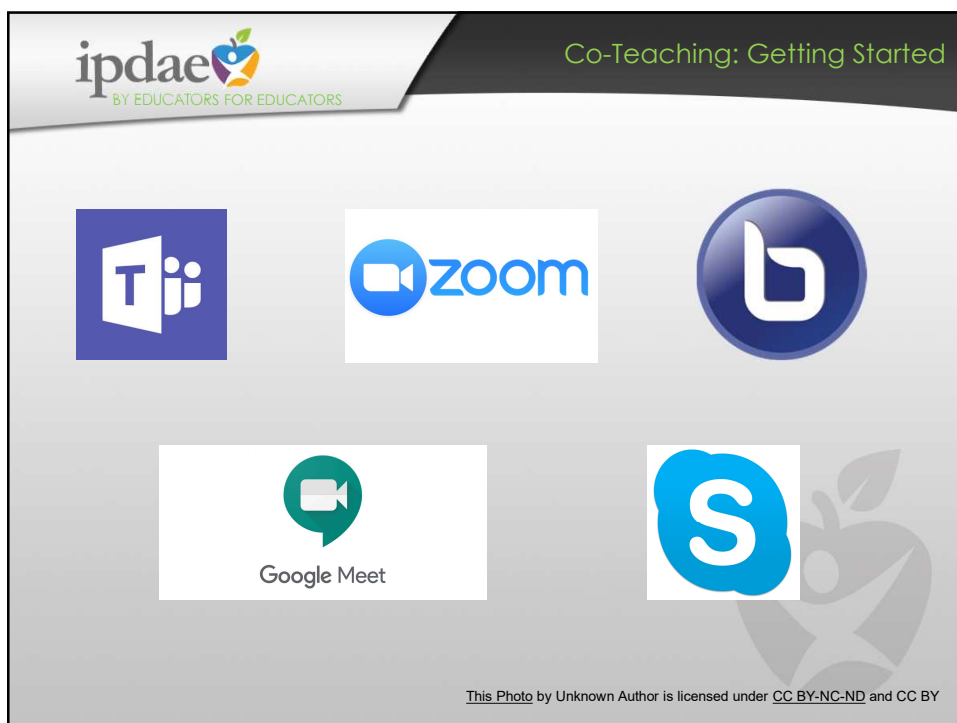


Co-Planning:

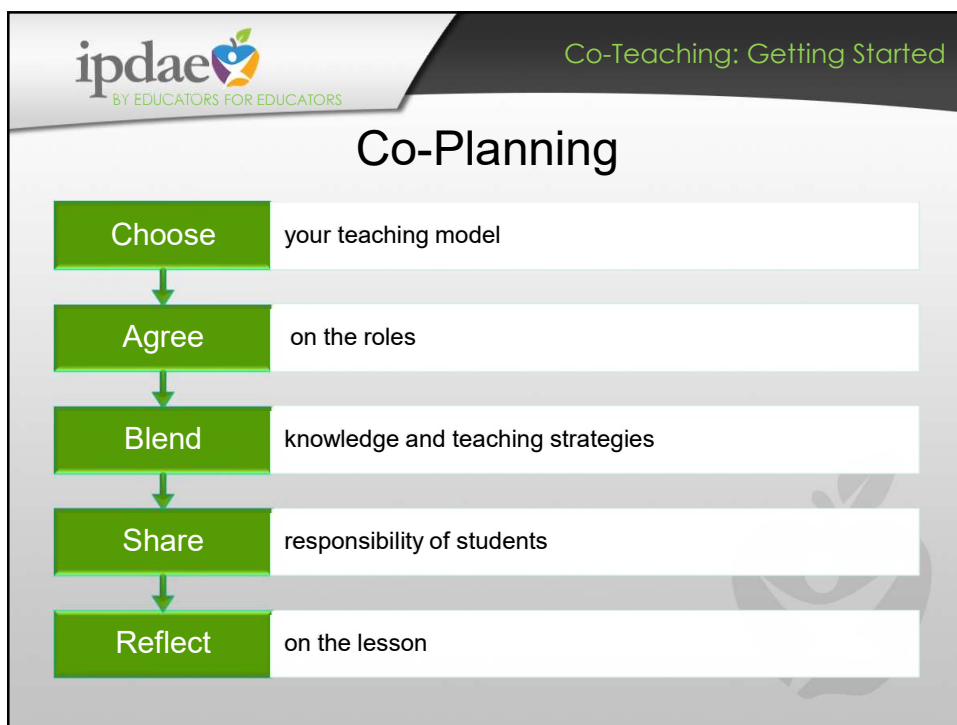
This does not need to be conducted in a traditional format. Teachers can use technology with shared document applications such as google docs, sharepoint, bit.ai, confluence, and dropbox.




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Co-Teaching: Getting Started

Co-Instructing

- Generally, stick to the agreement
- Fill in the gaps
- Don't negatively critique the other teacher during instruction
- Don't make statements such as "I am your teacher"
- Include the other teacher by saying words such as "we, us"





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Co-Teaching: Getting Started

Co-Assessing:


- Review
- Reflect
- Data Analysis (CASAS, TABE, GED)
- Use Data to Drive Instruction



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Co-Teacher #1: _____

Co-Teacher #2: _____

Subject Area: _____


Date: _____

Level(s): _____

Contextualized Lesson Plan

Lesson Topic:		
Objective(s):		
Length		
Contextualized Framework:	<input type="checkbox"/> Career-Infused <input type="checkbox"/> Career-Focused (IET)	
Occupation/ Cluster		
IET Single Set of Learning Objective/ Contextual Task		
	Basic Skills Competencies	Workforce Training Competencies
		Workplace Preparation
		Activity
		Critical Thinking
		Teamwork
		Employment
		Self-Management
		Utilize Resources
		Use Information
		Understand Systems
Contextualized Method:	<input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product	
Co-Teach Model		
Materials Needed		
Anticipatory Set		
Instructional Procedure		
Guided Practice		

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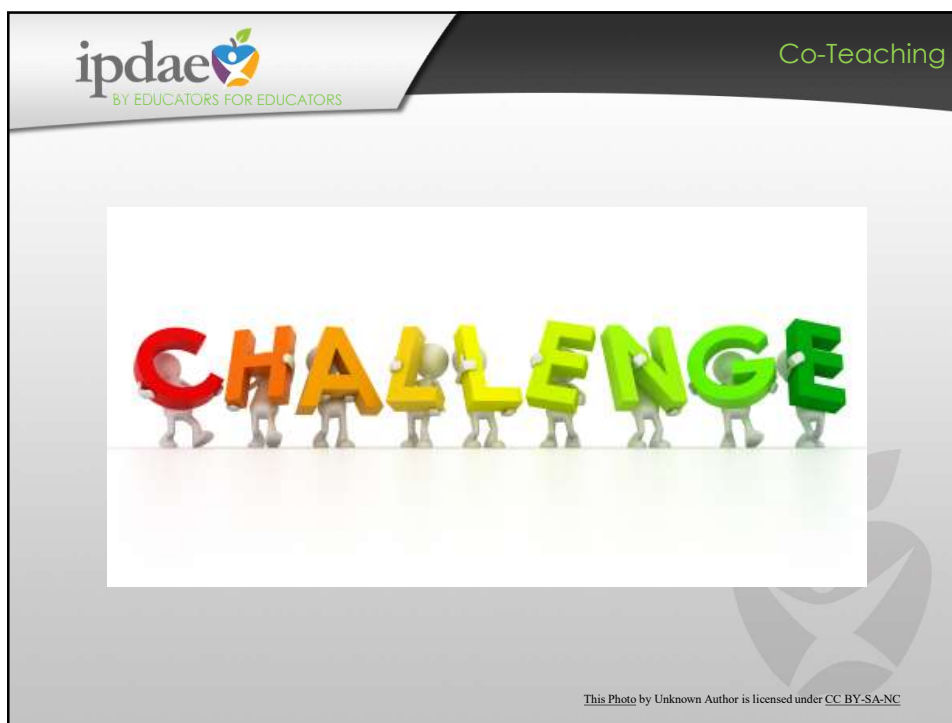
Co-Teaching

Lesson Topic: _____ Date: _____

Co-Teach Model: _____

	Before	During	After
Co-Teacher #1	What will I be doing before the lesson occurs?	What will I be doing during instructional time?	What will I be doing after we have taught the lesson?
Co-Teacher #2	What will I be doing before the lesson occurs?	What will I be doing during instructional time?	What will I be doing after we have taught the lesson?

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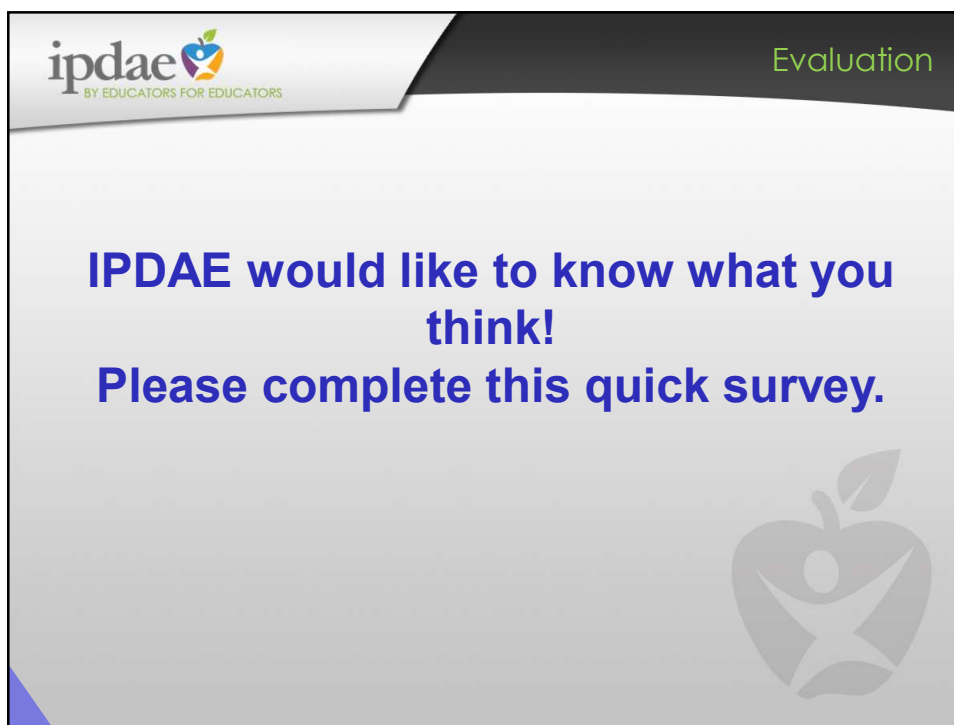
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This slide features the ipdae logo (BY EDUCATORS FOR EDUCATORS) in the top left and the text 'Co-Teaching' in the top right. The title 'P.A.R.T.N.E.R.S.' is centered in large, bold, purple letters. Below the title is a list of seven items, each starting with a purple letter: Plan together weekly, Address classroom concerns proactively, Receive ongoing administrative support, Thrive on challenges, Nurture a sense of classroom community, Evaluate student performance, Reflect on practice and strive for improvement, and Support each other. A faint watermark of an apple with a star is visible in the background. At the bottom right, a small text credit reads: 'Waller-Thomas et al., 2000 as cited in Co-Planning for Student Success Book: Collaboration for Inclusive Education'.

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