

Co-Teaching Models for Fully Integrated IET Implementation

Webinar



Activity Book

Institute for the Professional Development of Adult Educators

WEBINAR ACTIVITY BOOK

Co-Teaching Models for Fully Integrated IET Implementation

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Guiding Questions

Slide(s)	Guiding Questions	My Thoughts
8-10	What is co-teaching?	
10-11	What are the benefits of co-teaching?	
12-13	What are the components of successful co-teaching?	
14-31	What are the different co-teaching models?	
36-37	Why is effective communication critical to the success of co-teaching?	

Workshop Facilitators



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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

Fully Integrated Model - An adult education teacher and other qualified individual providing specific skills training occurring at the same time.

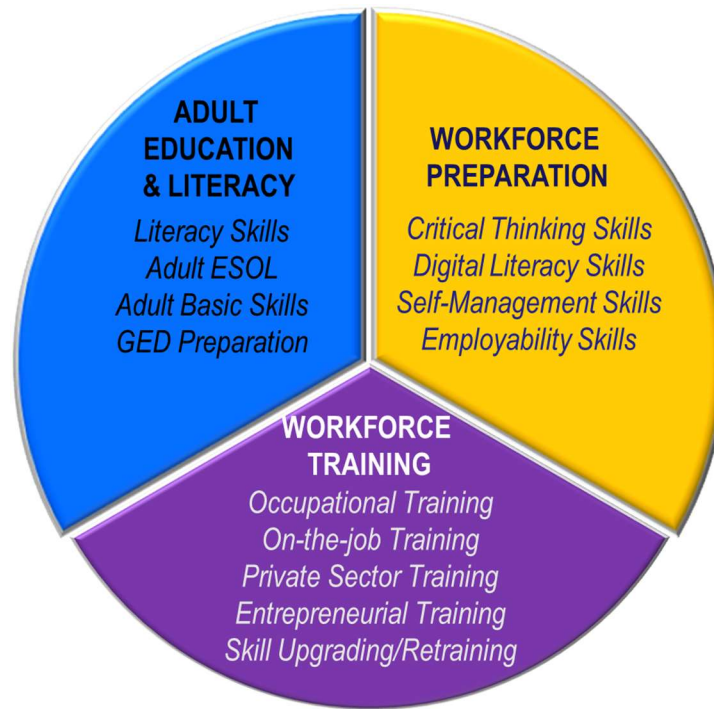
Partially Integrated Model - An adult education teacher and other qualified individual providing specific skills training occurring at different times.

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.

Requirements for Fully Integrated Implementation

- Adult education instructor provides supplemental basic skills instruction within the workforce skills content.
- Technical course materials are integrated to adult education basic skills.
- Workforce preparation activities are consistently provided.
- Instructors align content through joint planning and/or co-teaching.
- One teacher must be certified in the specific occupational program area.



What is 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. (Bacharach, Heck & Dank, 2004)

Benefits of Co-Teaching:

1. 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)
2. This can happen immediately, or it can take time (Conderman et al., 2009).
3. Creativity
4. Shared instruction, responsibility
5. Simultaneously provides whole and small group instruction
6. Students enjoy having two instructors

7. Growth opportunities
8. Allows instructors to gain new perspectives when planning together
9. Provides innovation and unique ways to teach and learn
10. Formulate a positive relationship with co-instructor

Components of Successful Co-Teaching

Partnership: co – teaching is based on “equality” (Conderman, et al., 2009). One teacher does not dominate the other based on years, experience, knowledge, or the saying, “this worked better this way.”

Respect: Each teacher needs to respect what the other teacher is bringing to the table. Every teacher has their areas of expertise or unique and innovative ideas that can lead students to success.

Shared Accountability: Both teachers need to take full ownership of the class, despite the teaching model that is utilized. We don’t say this student isn’t performing because he/she is not MY student. Goals: The goals and objectives for the course should be aligned or shared.

Communication: Effective communication goes a long way! To be co-teachers you must be able to communicate with your partner effectively about the needs of your students. One teacher may notice something another teacher doesn’t, or they may have developed a special relationship with a student- they need to be able to communicate and inform each other about the progress of their class.

Aligned Goals: Both teachers should be able to understand the goal or objectives that are in mind or the required outcomes of the course to be able to plan and produce an effective lesson.

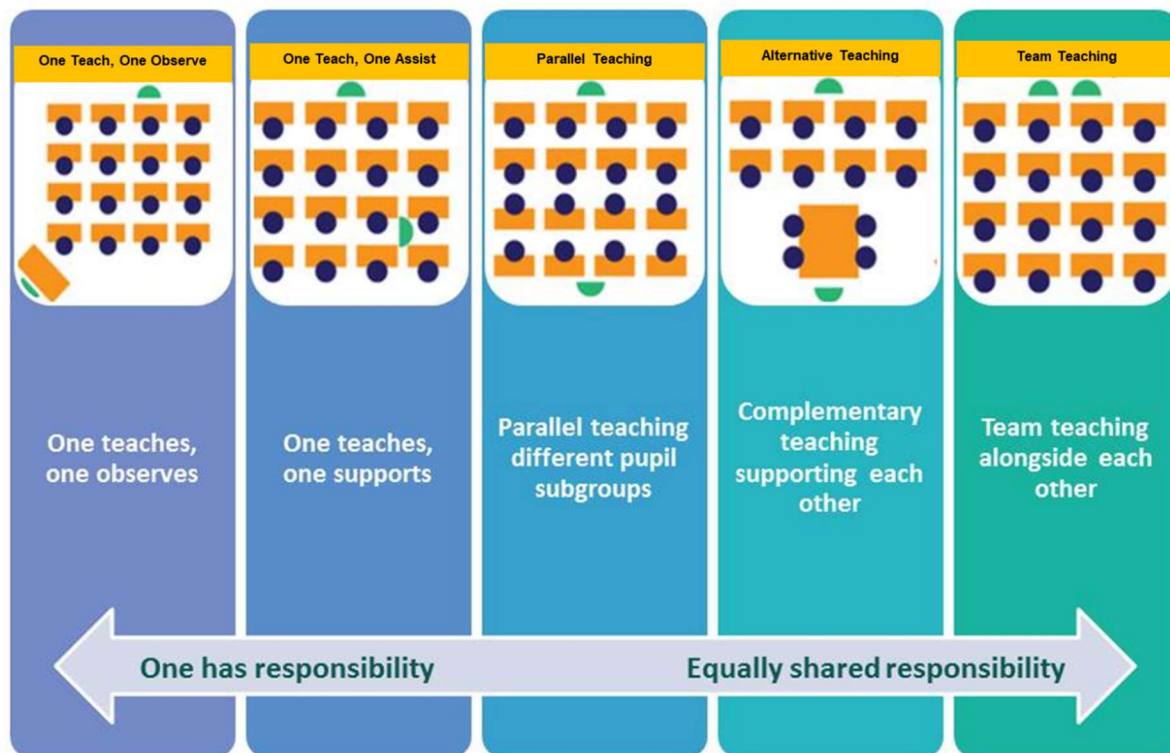
Shared Resources: one teacher doesn’t utilize their own resources to teach a lesson, it is shared and a collaborative effort.

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.

Models for Co-teaching



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

When one teacher is directly instructing the students, the other should be observing. The observing teacher is collecting data, which can be useful in determining what instruction takes place next, which students need additional help, and what co-teaching model may be used next to address any identified needs.

In a “one teach, one observe” setting, one teacher serves as the primary instructor, while the other is simply observing students’ learning and collecting data, which can be useful in:

- Determining what instruction takes place next
- Seeing which students need additional help
- Deciding what co-teaching model may be used next to address any identified needs

- Identifying and tracking helpful school services, such as IEPs, 504 plans, functional behavioral assessments (FBA), behavior intervention plans (BIP), or response to intervention (RTI)

What it looks like in the classroom: The instructing teacher is at the front of the room teaching all the students, while the other teacher is stationed somewhere inconspicuous to make observations.

Benefits:

- Allows for uninterrupted observation and data collection
- Provides data that can inform future instruction, interventions, and student grouping

Challenges:

- Can create a dynamic in which students see one teacher as the “real” teacher
- Can make it difficult for co-teachers to build a strong partnership
- Loses instructional opportunities in a true co-taught classroom

When to use it: When something specific needs to be observed, whether it’s information for an IEP meeting, FBA, or RTI, or simply about how students respond to the way material is being taught

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

One Teaching, One Assisting: This model is often implemented in a one-sided fashion, with one teacher left in the role of assistant. This model can be extremely useful if the teachers swap roles so that both gain comfort in teaching the content and in assisting students one-on-one. Being professional and looking for signs that students are either not on task or are struggling with the content and sharing those signs with the other teacher can mean the difference between a student’s success or failure in a lesson.

In the “one teach, one assist” model of co-teaching, one teacher teaches a full group lesson, while the other teacher roams and helps individual students. This is sometimes called “one teach, one support,” because the second teacher often provides additional support for learning or behavior management .

This model of co-teaching can be difficult to negotiate because it may leave one teacher feeling more like an assistant. Building a strong relationship with your co-teacher and talking through when it makes sense to swap roles can make it easier. That’s key to

making sure that both of you have a chance to teach content and to provide support to students one-on-one.

Debriefing after a lesson is also key. Both of you need to know which students needed extra support during the lesson, what that support looked like, and what each student was struggling with. Here's what you need to know about this co-teaching method:

What it looks like in the classroom: The lead teacher is at the front of the room, where all students can see, while the other teacher roams among students and assists as needed.

Benefits:

- Allows one teacher to teach a lesson without interruption from students who need assistance
- Gives real-time help for students who need it
- Allows teachers to use proximity to keep students on task
- Provides for increased classroom management, which can be helpful if the class makeup is particularly challenging
- Can provide newer teachers with the opportunity to observe more experienced teachers

Challenges:

- Can create a dynamic in which students see one teacher as the one who manages behavior
- Can appear as though one teacher is more "in charge" than the other
- Sets up a possible expectation that one-to-one support can always be immediate
- Requires solid planning to make sure the supporting teacher is used efficiently

When to use it: When one teacher is more familiar and comfortable with teaching a strategy, and you know many students will need individual support

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

Parallel Teaching can be a great way to reduce the feel of a larger class. By breaking the students into two groups and teaching the lesson simultaneously, more students can get the close, small-group instruction that research indicates helps struggling

learners. More students have the opportunity to ask questions throughout the process than they would in a larger group.

This is also a great model when the content is extremely challenging because it allows each teacher to really differentiate instruction for each student in the smaller group.

In parallel teaching, the team splits the class into two groups and each teacher teaches the same information at the same time. Parallel teaching works well to differentiate instruction when the content being taught is particularly challenging. Students can benefit from learning difficult material in a smaller group.

Parallel teaching can be a comfortable way to start co-teaching. You and your co-teacher plan together to make sure you're covering the same material. And since you're teaching your half of the class, you're less likely to feel closely observed by your colleague. Here's a closer look at parallel teaching:

What it looks like in the classroom: The class is divided into two groups, and both teachers teach the same information simultaneously in different sections of the room.

Benefits:

- Provides both teachers with an active instructional role
- Lowers the student-teacher ratio and reduces the load of teaching a large class
- Allows for small group instruction, which can be especially helpful for students who learn and think differently
- Gives students the chance to ask more questions during lesson time
- Provides a chance for students to work in heterogeneous groups (made up of varying abilities instead of groups of students with similar strengths and challenges)
- Keeps the academic rigor of a demanding lesson, but splits the responsibility between both teachers

Challenges:

- Requires both teachers have strong knowledge of the content so students will learn the same thing
- Can be challenging to control for noise, distraction, and space when working in the same classroom
- Requires careful timing to make sure both teachers end the lesson at the same time

When to use it: When teachers have equal content expertise and there's a lot of information being covered in one lesson.

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

In alternative teaching, one teacher instructs most of the class and the other teacher teaches an alternate or modified version of the lesson to a smaller group of students. Alternative teaching is also sometimes described as “big group/small group” teaching.

Small groups are often put together based on students' learning needs. You and your co-teacher will need to find time to look over student data. This will help you figure out which students need support filling in gaps in background knowledge, which students need remediation, or which students could benefit from accelerated learning because they already know the content or have mastered the skills of the large group lesson. Here's more of what you need to know about alternative teaching:

What it looks like in the classroom: One teacher is at the front of the room or roaming providing large group instruction, while the other teacher works with a small group of students in a different space.

Benefits:

- Provides both teachers with an active instructional role
- Allows for a lower student-teacher ratio
- Provides additional support to struggling students without specifically singling them out
- Gives a chance to re-teach, review, and pre-teach
- Allows for intervention as well as enrichment opportunities
- Lets teachers use flexible groups

Challenges:

- Requires strong data collection in order to group students appropriately
- May make students feel self-conscious, especially if they're often in the small group
- Can be challenging to control for noise, distraction, and enough space when working in the same classroom

- Needs careful planning to make sure students don't miss material being taught to the large group

When to use it: When there is a small group of students who need pre- or re-teaching of skills or content or who would benefit from enrichment on the topic.

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

Station Teaching: Station teaching is a way for each teacher to own a piece of the content and replicate that piece of the lesson multiple times within the same period with different groups of students. Unlike parallel teaching, teachers using this model can each focus more on a specific part of the lesson as groups rotate through each teacher's station. Additional stations that aren't led by one of the two teachers can foster students' independence and give them time to practice the material.

In station teaching, the class is divided into three or more groups and the classroom has multiple learning centers. As the students rotate through the stations, the teachers teach the same material in different ways to each group. For example, fractions may be taught with a fraction line at one and with cubes at another. If there are more stations than teachers, some stations may be student-led and at least one will focus on independent work or practice opportunities.

Both you and your co-teacher are responsible for planning and teaching an in-depth concept that helps meet the overall lesson goal. Learn more about station teaching:

What it looks like in the classroom: Different learning stations are set up in various areas of the classroom, one for each teacher and at least one for independent student work.

Benefits:

- Provides both teachers with an active instructional role
- Allows teachers to use flexible grouping to tailor teaching to each groups' needs
- Lowers the student-teacher ratio
- Resets student focus with each station rotation, increasing engagement
- Provides time for students to engage with the content on their own as well as with teachers
- Supports a UDL approach to teaching
- Allows for more material to be covered in a shorter time frame

- Provides a clear teaching responsibility for each adult in the room

Challenges:

- Requires significant planning for teaching and material preparation
- Students may not get to all of the stations if they're not moving at the same pace
- May be noisy and distracting for some students
- Requires pre-teaching around expectations for independent work time

When to use it: When co-teachers have varying depths of knowledge on a topic and the students would benefit from differentiated instruction.

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

Team Teaching: A true team-teaching lesson is a thing of beauty. Two teachers whose personalities complement each other offer benefits for all students in the classroom. Getting to this point requires years of experience, collaborative planning, and a positive, professional relationship that is always being refined and improved. Supervisors and principals need to know that this model can be achieved by making the teaching pairs a priority when scheduling the building.

In team teaching, both teachers are in the room at the same time but take turns teaching the whole class. Team teaching is sometimes called “tag team teaching.” You and your co-teacher teacher are a bit like co-presenters at a conference or the Oscars. You don't necessarily plan who takes which part of the lesson, and when one of you makes a point, the other can jump in and elaborate if needed.

Team teaching can make you feel vulnerable. It asks you to step outside of your comfort zone and allow another teacher to see how you approach a classroom full of students. However, it also gives you the opportunity to learn about and improve your teaching skills by having a partner who can provide feedback and — in some cases — mentorship.

In team teaching, as well as the five other co-teaching models below, a teacher team may be made up of two general education teachers, two special education teachers, or one of each. Or, in some cases, it may be a teacher and a paraprofessional working together. Some IEPs specify that a student's teaching team needs to include a general education teacher and a special education teacher.

What it looks like in the classroom: Both teachers teach at the front of the room and move about to check in with students (as needed).

Benefits:

- Provides both teachers with an active instructional role
- Introduces students to complementary teaching styles and personalities
- Allows for lessons to be presented by two different people with different teaching styles
- Models multiple ways of presenting and engaging with information
- Models for students what a successful collaborative working relationship can look like
- Provides more opportunities to pursue teachable moments that may arise

Challenges:

- Takes time and trust for teachers to build a working relationship that values each teacher equally in the classroom
- Necessitates a lot of planning time and coordination of schedules
- Requires teachers to have equal involvement not just in planning, but also in grading, which means assignments need to be evaluated using a rubric or other non-subjective methods

When to use it: When students would benefit from learning content and skills using multiple strategies and having access to more than one teacher's experience and perspective.

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.

Making Co-Teaching Work

Co-teaching definitely has benefits, but it can also be challenging to implement. It can be especially hard for new teachers who are paired up with teachers who have more

experience, or for co-teachers whose teaching philosophies differ from each other. But there are several steps you can take to help make co-teaching work:

1. Plan who's doing what. No matter which co-teaching model you use, you and your co-teacher need to thoughtfully plan out which responsibilities each of you will have. Planning is vital to your success as a co-teaching team.
2. Agree on expectations. Having a conversation before the year begins about your expectations for students, behavior, homework, bathroom use, etc., can help you work out any differences you may have and come to a consensus for how your shared class will run. It's also essential that both teachers share behavior management equally. Avoiding a "good cop/bad cop" situation can make it easier to maintain a positive classroom culture.
3. Understand the needs of all of your students. It's critical that both you and your co-teacher understand the needs of all of your students, including those who learn and think differently. Knowing how to read an IEP or 504 plan, implement accommodations, and participate in IEP meetings is a shared responsibility.
4. Use signposting. Making sure both of your names appear on the door, on assignments, and in the classroom can also help your students see you as the team you are.
5. Keep setting aside time to collaborate. Planning and reflecting on the lessons you teach together is especially important. Keeping lines of communication open, raising concerns respectfully, and having a supportive and involved administrator can help bridge any gaps.

Co-Teaching Checklist

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

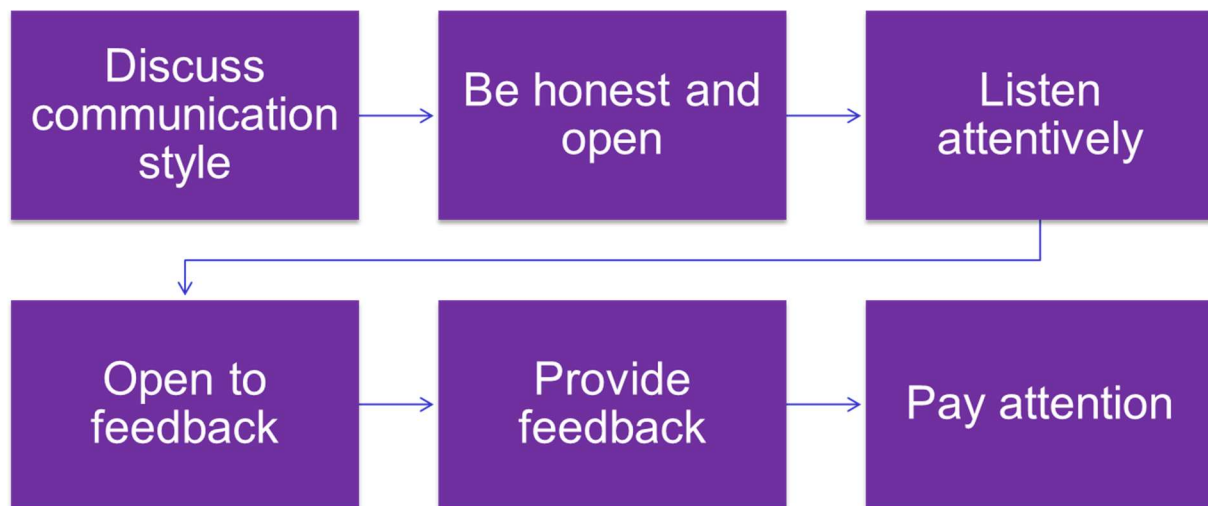
Co-Teacher #1 Signature: _____

Co-Teacher #2 Signature: _____

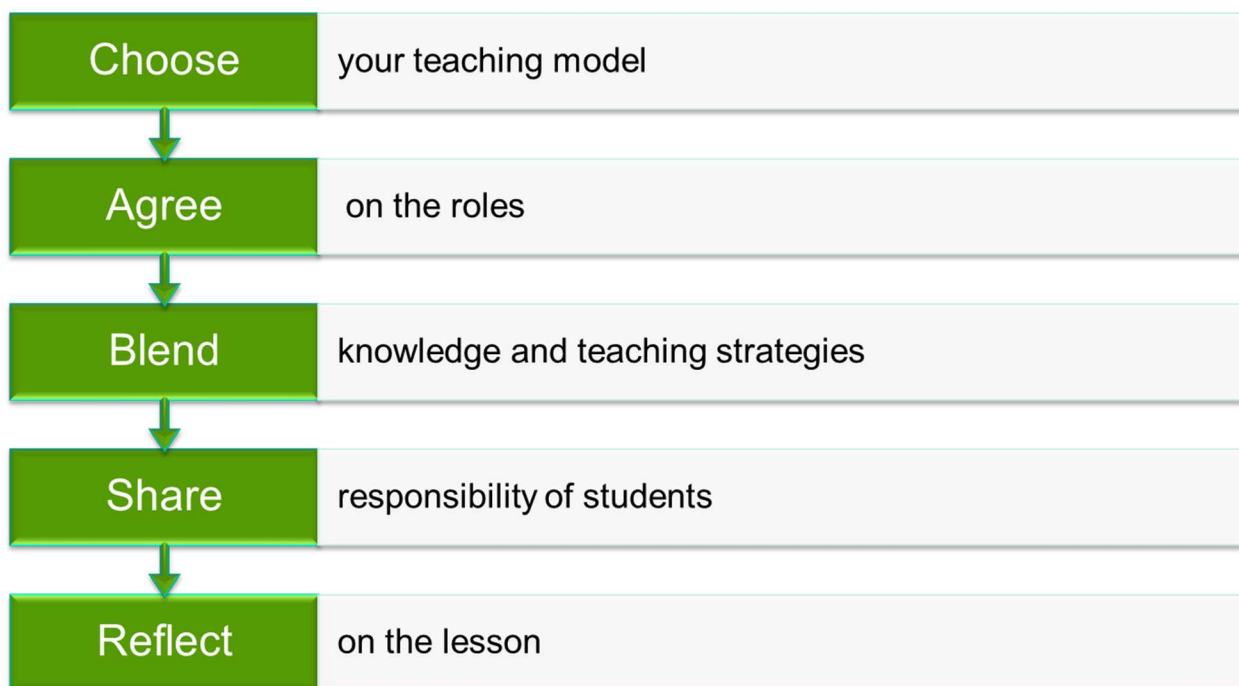
Co-Teaching Contract

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?

Getting Started with Co-Teaching



Co-Planning



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"

Co-Assessing

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

Coordinating Instruction

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?

P.A.R.T.N.E.R.S.

Plan together weekly

Address classroom concerns proactively

Recieve ongoing administrative support

Thrive on challenges

Nurture a sense of classroom community

Evaluate student performance

Reflect on practice and strive for improvement

Support each other

IET Lesson Plan Template

Adult Ed. Teacher: _____ Date: _____
Subject Area: _____ 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			
Closure			

Adult Ed. Teacher: _____ Date: _____
Subject Area: _____ Level(s): _____

GRASPS Contextual Task/Activity

Lesson Topic:	
Single Set of Learning Objective(s):	
Length:	
Occupation/ Cluster:	

- ☐ Critical Thinking
- ☐ Teamwork
- ☐ Employment
- ☐ Self-Management
- ☐ Utilize Resources
- ☐ Use Information
- ☐ Understand Systems

- ☐ Content
- ☐ Process
- ☐ Product

