I-BEST WebEx – 4.17.20 – Summary

WebEx called to order and welcome by Will Durden
Welcomed Christie Knighton, North Seattle, I-BEST Faculty

Christie Knighton explained the Six Team Teaching Models

1. Traditional Team Teaching
   Team teachers actively share the instruction of the content and skills to all students.
   *Notes:
   - One teacher takes a verbal instructional lead (explaining a concept), while the other teacher takes a written instructional lead (documenting key points or constructing a visual.)
   - Teachers can trade roles as needed.

2. Collaborative Team Teaching
   Team teachers deliver material not by monologue, but by exchanging and discussing ideas and theories with students.
   *Notes:
   - Teachers can model joint test-taking by using problem-solving dialogue to model test-taking strategy.
   - Teachers can engage in a discussion that models asking questions, active listening, and paraphrasing.

3. Parallel Team Teaching
   The class is divided into two or more groups and each teacher is responsible for teaching the same material to their group.
   *Notes:
   - Each teacher coaches one or more groups in a project-based learning activity.
   - The Parallel Model is often combined with the Monitoring Model.

4. Split-Differentiated Team Teaching
   The class is divided into smaller groups, each with a unique focus.
   *Notes:
   - One teacher challenges students who grasped the concept more quickly, while the second teacher reviews for those students who require further instruction.
   - The Split-Differentiated Model is often used in lab or competency-based classroom spaces.

5. Complementary Team Teaching
   If a separate support course is offered, all supplemental and follow-up activities are contextualized to the content course.
   *Notes:
   - The Complementary Model complements team teaching in the content course through contextualization.
   - The Complementary Model can also be used in the content course – but watch out for "tag" teaching!

6. Monitoring Team Teaching
   One teacher takes instructional lead in the classroom, while the other circulates the room and monitors understanding.
   *Notes:
   - In a computer lab, one teacher lectures or demos an activity, while the other teacher offers individualized support to students and feedback as needed for the presenting teacher.
   - The Monitoring Model often combines with other models, such as the Parallel Model.
**Activity**
In your breakout rooms, discuss the following:

- How can the team teaching models translate into online teaching?

When we return from the breakout rooms, be prepared to share at least one ah-ha moment from the discussion.

- Thought the level of synchronous instruction that Paul is using Zoom is encouraging. It works well for their style.
- Justin reminded us that we need to think of ourselves as co-teachers vs. support teachers. We need to be empowered and view the students as all of ours.
- It takes time to find your groove and you need to be patient with yourselves!
- A strategy to have the students see you both, is to alternate who posts the assignments each week. This allows the students to “see” you both as teachers.

**Concern over recording Zoom sessions**

- GRC - Ensure that students know they are being recorded at the start of the class / every time
- SPSCC – checked with the AG’s office and recording your class is not a violation of students FERPA rights – however, you always remind the student that the meeting is being recorded.
- One is using Google Meet, which is FERPA compliant, and Zoom is not technically. Advises that the class is being recorded.
- For recorded Zooms, Have students not share their video (face) and only display their first name (or nickname).
- A colleague of mine records demonstrations/modelings. The recording is turned on and off in a class session.
- Please also continue to work with your dean/director on attendance tracking and guidance related to COVID-19 (but feel free to keep asking questions!)
  o Yes - plan to invite our Distance Education expert in next week to help answer the attendance/tracking issues.

**Chat Questions:**

**Q)** Where can we find these resources?
**A)** Sign up for [Addressing Racial Bias and Microaggressions in Online Environments](#)

**Q)** Kathryn - asked the question to my group about how to report contact time with students in the online environment. One member mentioned 3 reporting models - Learner Mastery, Teacher Verification, and Clock Time. Will, do you have a handout on this that gives more details?
**A)** Kathryn, yes, let me work on finding that resource and sending it out. In addition, I think we will provide an overview of the three models next week.
  o See page 18, of the [SBCTC Assessment Policy](#), for the three distance ed models
  o [Six Team Teaching Models Online](#)
  o Learner Mastery is what is used in I-DEA

**Q)** I just received notification that the State Board is not requiring CASAS testing for spring quarter. Is this true?
A) CASAS testing will not resume until the remote access is figured out. Here's the guidance sent out to CBS.

- Updates on Students Unable to Test, Remote CASAS Testing, and Accountability
  - OCTAE is requiring an unduplicated head count of individuals that were not able to be administered a CASAS test due to suspended operations.
    - Programs must track students not tested. All students that were not able to be tested will be counted even if they end up taking a test later on in the same quarter. That means do not delete students who take a test once face to face testing is allowed. The count would begin again with the new program year July 1, 2020.
    - Programs can design their own tracking tool (e.g., Excel or Google Sheets).
    - Programs can use TOPSpro’s new “Force Majeure” data field to track students.
    - Available in the online version. Corrections Education programs using the offline version of TE should track manually.
    - See TE Client Release Notes for Build 76 on 4/15/20.
    - Programs can upload student information into TOPSpro. This might be helpful to populate new spring students who have never tested before.
    - Record the program’s counts of students not able to be tested on a quarterly basis using the Quarterly Data Review and Checklist.
    - Report the unduplicated annual head count in your end of year Federal Report (usually released mid-July and due mid-September).

Please share good examples of the team teaching models online at the above link! We will check throughout the week and come back to this next Friday

Resources
- SBCTC Assessment Policy
- Six Team Teaching Models Online
- CBS COVID-19 Updates
- Remote Learning Resources

I-BEST Webinar Series – Will Durden

**Spring 2020 I-BEST Zoom Series** | Fridays @ 10:30am – 11:30am
- April 24th: Navigation for Online Programs (Focus on navigation)
- May 1st: Team Teaching Check-in: Successes, Challenges, and Next Steps
- Future dates on demand and as need/topics arise