


IET Support Teachers - Dos and Don'ts for Effective IET support

Ashley Sexton and Hilary Parr



By the end of the session, participants will be able to

- train effective IET support teachers
 - utilize support staff more efficiently
 - manage support teacher hours so that they may support multiple classes at the same time
 - increase success with IET's through proper student support
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About your presenters

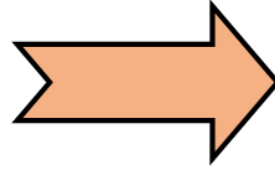
Ashley Sexton is the IET Lead Instructor for Chesterfield County Adult Continuing Education. She has a Masters in Adult Education and has spent the last 4 years building a successful collaborative program between content instructors and support teachers for over 25 IET courses.

Hilary Parr is the GED/IET Support Specialist for Chesterfield County Adult Continuing Education. Hilary has over 18 years in education with 13 years in Adult Education. She has worked over the last 4 years to increase the IET offerings in Chesterfield, which now include up to 30 IETs per semester including at the corrections facility.



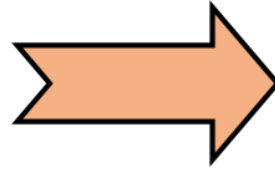
3 Parts of an IET

1 - Adult Basic Education
2 - Workplace Readiness



Support Teacher

3 - Workforce Training




Workforce Instructor



Misnomers

Support teachers are there to **“support”** the students (not instructor). They are not an assistant to the instructor.

What they are **not** supposed to do be doing for the instructor:

- Grading papers
 - Make all the copies for the instructor
 - Write all the lessons plans
 - Substitute instructor (unless qualified)
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Training: Handbook

- Create a handbook for instructors and support teachers so that they are aware of running IETs.
- Discuss pre-testing procedures for students in IETs and completing ASPD forms.
- Include resource links for help with the courses such as CTE Resource Center, IET Blueprints, Work-Readiness Skills, etc.
- Links to videos from I-Best for running IETs.

[IET Handbook Fall 2024](#)



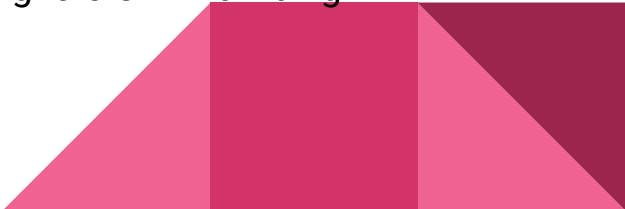
Training: Pre-semester Meeting

- Hold a beginning of year/semester meeting with IET support teachers and course instructors to discuss the roles and responsibilities for each person.
 - Make sure they are making plans to meet on a regular basis and have good communication to work as a team.
 - Make sure everyone has access to the IET Handbook.
 - Possibly give out document reiterating duties of the IET Support teachers.
 - Make sure everyone understands the importance of, and procedures for, registration and pretesting.
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Co-Planning

- Support teachers and instructors should co-plan when needed.
- Support teacher should be the expert on Basic Education skills while the instructor is the expert on the course material.
- Co-planning should be used to incorporate basic education skills into course material lessons when needed. Support teachers can do “**pre**” lessons.

Examples:

- Lesson on basic equations before the Electrical class starts working on Ohm’s Law.
 - Lesson on Prefix/Root/Suffix prior to a medical course going into medical terminology section.
 - Lesson on converting/adding/subtracting fractions and reading rulers in Plumbing.
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Co-Planning

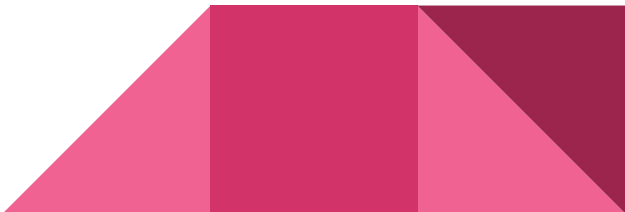
- Instructors should be sharing their lesson plans **before** class with the support teacher, so that the support teacher is prepared for class.
- Use a template design for the instructor and support teacher to co-plan.
- Workplace readiness skills should be incorporated into lesson plans and classroom activities.



Getting to Know the Students


- Support teachers should be going into the classes so that students get to know them and feel comfortable with asking them for help.
- Support teachers need to build a rapport with the students so that students are not embarrassed to reach out for help.
- Support teachers should have the pretest results for all students so they can identify students who may need extra assistance.

Support teachers should **NOT** be just sitting in the back of the classroom waiting for someone to come to them. They need to engage with all of the students, and be careful not to single out anyone who needs extra help.




Team Teaching - Instructor and Support Teacher

When the instructor is introducing new/difficult topic to students:

- Instructor and support teacher can pre-plan together on strategies for the introducing the lessons in unique ways.
 - Support teacher should become familiar with the material prior to class to be an extra set of hands in class to walk around and assist students.
 - Support teacher can do introductory lessons on ABE topics such as math skills for the lesson or vocabulary prior to the instructor teaching the lesson.
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Utilizing Support Teachers - Review Material/Study Skills


Many of the IET students have not been in school for many years. These are items the support teachers can do to help these students:

- Design/Present lessons on test taking or study skills
 - Help students utilize study aids such as flash cards, vocabulary lists, etc.
 - Create guided notes sheets for students to use
 - Create Quizlets/Kahootz for students to study
 - Teach the students how to utilize these materials and how to search for other study aides online
 - Small group tutoring or review sessions to help with material such as **vocabulary or math skills**
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Utilizing Support Teachers - Testing/Tutoring

- If a student or group of students, needs help studying for, or fails a test, the support teacher can help/remediate these students until they master the material.

Struggling students may need more individualized assistance on material that is being covered.

- One-on-one tutoring sessions outside of regular class time (before class, virtual or on other days)
 - One-on-one review of failed tests to help remediate for future tests and/or certification testing
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Utilizing Support Teachers - Workplace Readiness Skills

- Support teachers can do lessons on resume writing, interviewing skills, job search skills, etc.
- Help individuals update their resumes.
- Help students gather information needed for credentialing or needed to prepare for state testing or employment. Items could include:
 - Transcripts
 - Apprenticeship hours/forms
 - Test results
 - Necessary certifications and documentation



Utilizing Support Teachers - Digital Skills

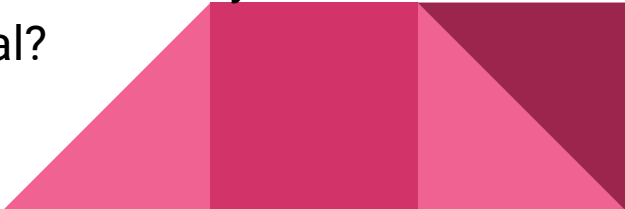
- Help students to utilize Learning Management Systems that the teacher may use such as Canvas or Google Classroom.
- Help them with utilizing search engines to find additional information for their program.
- Teach students to use popular job search sites for finding jobs.
- Word processing for writing resumes and cover letters.
- Help students feel comfortable using computer based testing if their certification test will be online.



How can teachers support more than one class?

Support teachers do not do EVERYTHING for EVERY class and should NOT be present for the entire class, every class meeting!


The amount and types involvement will depend on:

- The class itself - credentialing and employment processes/level (introductory or 2nd/3rd level)
 - The workforce instructor - teaching experience and amount of premade teaching materials and resources available to them
 - Students in the class - how well prepared are they academically? As the class progresses, are they able to master the material?
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How do support teachers know when to be present?

Support teachers must be careful not to “take over” the class or make the instructor feel that they are trying to do so!

They should know when they are needed by:

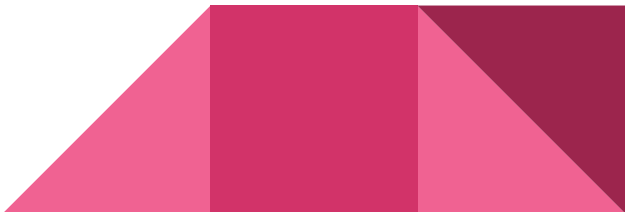
- Staying informed and up-to-date regarding knowledge and skills needed to be successful in the class, the credentialing process/requirements, and the employment process for that particular industry
 - Effective co - planning! Monitoring lesson plans and keeping up regular communication with the instructor throughout the class session.
 - Knowing which students need help by utilizing pretest scores, being present, getting to know students, and monitoring class progress including grades, tests, and attendance
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Support teacher documentation

- Have a system in place for support teachers to record their daily work activities such as tutor sessions, co-planning, teaching lessons, etc.

Example: We use a spreadsheet with a tab for each support teacher and they list their activities daily.

Date	Student name	Hours	Class	What did you work on?	Mode- in class, virtual, before/after class
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Questions?