



Preparation for Adults Through
Training and Higher Education



CUNY INTEGRATED INSTRUCTION VIDEO

College: CUNY

Program Administrator: Amy Prince, CUNY Curriculum and Instruction Specialist

Reviewer: Nicole Tavares, CUNY Start Professional Development Coordinator

12/23/2014

The City University of New York was awarded \$19.86 million through the United States Department of Labor's Trade Adjustment Assistance Community College and Career Training grant program to offer CUNY CareerPATH, a three-year program aimed at supporting adult students in career advancement and successful college transition, responding to local industry needs, and building CUNY's capacity to serve adult workers. CareerPATH provides academic and English language skills instruction "contextualized" to five industry sectors – health care, education, manufacturing, culinary arts and hospitality, and business – with the goal of engaging adult learners and accelerating their progress once they enroll in college. Strengthened connections between English language pre-college programs, occupational training, and degree programs — bolstered by strong advisement and enhanced student services — help students progress on each step of their education and career pathway. In the short term, participants earn industry-recognized credentials and find jobs. In the longer term, they translate their training into college credit and enter degree programs.

The program director/product liaison should enter the following information below:

- Intended audience: *administrators and instructors throughout the CUNY system; external higher education and workforce training institutions and organizations*
- Product name and description: *Integrated Instruction in the CUNY CareerPATH program*
- Intent of CareerPATH product: *to provide an introduction to the integrated instruction model as implemented across the CUNY CareerPATH program; to serve as an illustration of how integrated instruction can be implemented in a higher education context; to provide scenes of integrated instruction in action for those contemplating its use; to foster discussion about the benefits and challenges of the integration instruction model.*

The reviewer should complete the information below:

Based on your expertise, how would you rate the product's ability to meet standards within
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Reviewer: Type Reviewer Name and Title

SUMMARY

The "CUNY Integrated Instruction Video" is an informative and persuasive document. Extensive footage of students from several CUNY campuses in a variety of classroom settings, engaged in hands-on industry specific activities supported by academic skills instruction, alternates with shots of and testimonials from CareerPath program staff-- instructors and administrators. In fact, these testimonials often are presented as a voiceover for classroom shots, effectively providing an explanation for what the viewer is seeing. The audience for the video seems to be primarily for administrators and instructional staff, not only at CUNY's Central Office or at CUNY campuses but also those from other educational and workforce training institutions and organizations. In addition, certain student groups may also gain insight from this video as it portrays the classroom setting and this type of collaborative teaching in such a realistic and vivid way. This video serves as an introduction to the integrated instruction approach, and as a powerful introduction to the Implementation Manual. Both documents together successfully show the "lived experience" of the model, staff's reflections on how it works and its efficacy, and discussion and suggestions towards implementation and further research.

Two threads in the narrative stand out as being especially effective in demonstrating how the model works. The first begins within the first few moments of the video when we see two co-teachers in a business class introducing themselves to their students. We then see the content instructor speaking to the class while the academic skills instructor observes in the background. This is followed by a shot of the content instructor outside of the classroom discussing his thoughts about the co-teaching process; as he continues speaking, we again return to the classroom. We see this particular teaching pair again later, but with the focus turned to the academic skills instructor speaking to students individually as they complete an assignment. To complete this sequence, we hear about her positive experience with the model. By portraying the two instructors together in the classroom, serving different yet complimentary roles, and hearing each of their perspectives, viewer has an eye into what integrated instruction is all about. A similar approach is taken when highlighting the work of another co-teaching unit, a culinary arts chef and a math instructor. We see the math instructor at the board helping students investigate the math required to adapt a recipe while the culinary arts instructor contributes to the discussion by clarifying the industry specific context. Then we are able to hear directly from the math instructor about her co-teaching experience; the video later circles back to capture the chef's reflections. These sequences are evidence of the special power of videography in outlining a particular pedagogical approach and program structure.

Overall, this is a strong and succinct video that provides the viewer with a glimpse into the integrated instruction classroom-- what students are doing and what instructors and administrators are doing, saying, and thinking. What might have further enriched this product would be segments of the two co-teaching pairs in a planning meeting outside of the classroom. Another possibility might have been to interview them while they are sitting in the same room as they consider and make statements about the program together. These inclusions would add another dimension to the depiction of teacher collaboration. Finally, segments in which we hear student voices during a class activity and/or students reflecting aloud about their experience in an integrated classroom would extend the video's purpose of both providing information and celebrating the potential impact of this model on students. In this way, all actors involved in this educational enterprise could be heard.

Reviewer: Type Reviewer Name and Title

Type Name Nicole Tavares

12/23/2014

Signature

A handwritten signature in black ink, reading "Nicole M. Tavares", written over a horizontal line.

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