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A team teaching program for a ninth grade world cultures course

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A TEAM TEACHING PROGRAM FOR A NINTH GRADE WORLD CULTURES COURSE

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I. INTRODUCTION

In the mid 1950's, team teaching programs were initiated in an effort to improve staff utilization. Led by J. Lloyd Trump, The Commission on the Experimental Study of Utilization of Staff in Secondary Schools attempted to solve the problem of teacher shortages by the creative use of teaching personnel.[1] The original programs for teaming were generally administrative proposals which were aimed at structural changes to meet the needs of over crowded schools. They were not directly intended to improve academic achievement and did not attempt to change instructional practices in the classroom.

A study in 1962 noted that the schools practicing team teaching had no better student-teacher ratios than schools with conventional organizations.[2] As a result of this and other studies, supporters of team teaching began to argue that teaming would improve the quality of instruction. As is the case with many controversial education issues, supporter and opponent alike made claims with equal conviction. The Review of the Literature for this proposal will show that there is much support for and against team teaching.

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[1]Judson T. Shaplin and Henry F. Olds, Jr., Team Teaching (New York: Harpers and Row, 1964):34.

[2]J. Hugh McTeer and John C. Jackson, "The Effect of Team Teaching Upon Achievement In and Attitude Toward United States History," The High School Journal 61 (October 1977):1.

In this paper, some of the research on team teaching will be reviewed to determine the current state of teaming and the potential benefits of using team teaching. Based on the findings of the review of the literature, a specific proposal will be made for implementing team teaching in a ninth grade social studies program at Hemet Junior High School. The program will meet basic needs for the school and district which are not being met at the present time. This proposal is made for a school not presently practicing team teaching and, therefore, will emphasize the planning process. However, several potential uses will be made for the team structure.

II. REVIEW OF THE LITERATURE

The review of the literature for this paper will be dealt with by posing four basic questions about team teaching. The first question will be: What is team teaching? It will focus on the definition and characteristics of team teaching. The second will be: How is team teaching carried out? It will be concerned with the planning, implementation, and most common problems of teaming. The third question will be: Who is involved in team teaching? It will be related to the characteristics of teachers who participate in team teaching. The final question will be: Why use team teaching? Answering this question will explain the rationale for teaming, which is based on the conclusions drawn from research in this area.

What Is Team Teaching?

A clear definition and a listing of specific characteristics of team teaching are fundamental to understanding the nature of team teaching. There are as many definitions of team teaching as there are programs, but certain elements appear consistently in most definitions. The three basic points which form a minimum definition of team teaching are: (1) two or more teachers (2) who are responsible for the co-operative planning, instruction, and/or evaluation of (3) a common group of students. Something very important to note in this defi-

nition is that no mention is made of the methods to be used in the team taught class. Almost all definitions of team teaching are limited to structure rather than process which will be an important consideration in the evaluation of the research.[1]

To add to the definition, four basic types of team teaching have been identified. The team leader type is characteristized by a designated leader. The associate type has no designated leader, although a leader may emerge through the activities of the team. The master/beginning type is a method used to acculturate new teachers by assigning them to teams with experinced teachers. The coordinated type has a common curriculum which is planned by a team of teachers but the team does not share a common group of students. Any team program will fit one of these catagories and many are combinations of two or more team types.[2]

As with the definition, the characteristics of team teaching are as varied as the number of programs. However, there are traits which tend to appear regularly in cooperative teaching efforts. One of the more common factors is the specialization of instruction by persons with areas of expertise within a subject. Even if research could not verify the value

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[1]Shaplin and Olds, p. 15; William L. Rutherford, "Questions Teachers Ask About Team Teaching," Journal of Teacher Education 30 (July/August 1979):29; Serjit K. Verma, "Will Team Teaching Work for You?" Education Canada 19 (Winter 1979):42-45; David G. Armstrong, "Team Teaching and Academic Achievement." Review of Educational Research 47 (Winter 1977): 65; John T. Seyfarth and Robert Canady, "Assessing Causes of Teacher Attitudes Toward Teaching," Education 98 (March/April 1978):298.

[2]Armstrong, pp. 65-66.

of this characteristic, there are obvious benefits in having a teacher give instruction in an area in which he or she is most competent. Students most certainly know when their teachers are enthusiastic about the subjects they teach. Enthusiasm and sharing of the teaching load can be of great assistance in avoiding teacher "burn-out".[1]

Another common characteristic of team teaching is flexible scheduling and grouping of students for instruction. Flexible scheduling permits a wider range of activities. For example, a government class might schedule an entire week's time in one or two days for a field trip to superior court, or to work on a special class project in the library. Flexible grouping provides the opportunity for large and small group activities and individualized instruction to meet the differing needs of each student. Team members can work with different groups according to the task at hand in order to provide variety for both the students and teachers. Related to this flexibility of grouping and scheduling is the need for facilities which enable this flexibility to be put into practice.[2]

As part of the need for consistent interaction and coop-

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[1]Shaplin and Olds, p. 18; Loren D. Tompkins, "Team Teaching in a Core Program," in Common Learning: Core Interdisciplinary Team Approaches, ed. Gordon F. Vars (Scranton, Pa.: International Textbook Company, 1969), pp. 74-75; "Results of Instructor's Team Teaching Survey," Instructor 88 (September 1975):20; Jean Brandenberger and Sid T. Womack, "Division of Labor in a Special Team Teaching Situation," The Clearing House 55 (January 1982):229.

[2]Shaplin, p. 12; Tompkins, pp. 74-75; John Freeman, Team Teaching in Britain (London: Ward Lock Educational Company, Ltd. 1969), p. 20.

eration among team members, team teaching situations are marked by regularly scheduled team meetings. The meetings are necessary for planning, program assessment, and student evaluation. The general exchange of ideas not only has immediate benefits but it also has the potential for moving the team to further innovation. By having regular meetings, there is more opportunity to identify and solve problems quickly. Because all of the staff members are involved in student evaluation, the team meetings become even more important.[1]

Other characteristics are mentioned less frequently in the literature. The extended use of nonprofessional aides and expanded use of mechanical aides is prevalent in team teaching. Team teaching offers more opportunities for innovation than conventional structures and record keeping becomes more crucial because of the larger number of students.[2] In general, each cooperative teaching program presents its own unigue characteristics and each new effort at team teaching results in new additions to the definition of team teaching.

How Does Team Teaching Work?

Team teaching has been defined by the in which it has been put into use. This section of the review of the literature will include the necessary steps in planning and implementing cooperative efforts and the prevalent problems arising

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[1]Seyfarth and Canady, p. 298; Rutherford, p. 29; Tompkins, pp. 74-75; Shaplin, p. 9.

[2]Shaplin, p. 18; Freeman, p. 20.

out of these efforts.

Though it seems obvious to say, the primary consideration in developing a successful team endeavor is that the planning should be extensive and carefully done before beginning the program. Most of the teachers who have expressed a positive attitude about a team teaching experience did so because they felt adequate time had been given for preparation. Another important suggested planning activity is for team members to visit a school which has a cooperative program in operation. This will give propective team teachers insight into the commitment required by team members and the complexity of the teaming process.[1] As part of the planning process, members should be assigned specific roles within the team organization before the program begins to decrease the chances for potential confusion and contradiction.

As was mentioned in question one, regular meetings are an essential element of team teaching after putting the program into practice. An important part of the regular meetings is the continuous assessment of the program in order to deal with problems in their early stages. Successful programs are marked by well established means of record keeping, which requires consistent communication among all team members.[2]

Certain problems tend to be recurrent in a number of

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[1]Sandra Bryn Harmon, "Teaming: A Concept That Works." Phi Delta Kappan 64 (Janurary 1983):367; Verma, p. 43.

[2]Verma, p. 44; Harmon, p. 367.

programs. One study points out the problems of vague objectives and the lack of a sound theoritical basis for team teaching, and often no significant change in the instructional patterns of the class takes place.[1] In another study two factors are found to make adjustment to team teaching difficult. Problems occur when the teacher's values are in conflict with the teaching pracitce required of the teacher. This emphasizes the importance of teacher commitment to team teaching. In addition, teachers experiencing frustration during the initial stages of the program expressed a negative feeling about team teaching. This reinforces the need for proper planning before starting a program.[2] Larger team efforts (more than five teachers) have tended to run into more problems for the obvious reason that more personalities have to be molded into a team.[3] Flexible scheduling and grouping can be more of a problem than new teachers realize. A flexible structure requires people who are committed to the program.[4]

Who Team Teaches?

Team teaching is not for all teachers. Some people work better in a solitary teaching environment and create a

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[1]A. G. Green, "Team Teaching in Secondary Schools of England and Wales," Education Review 37 (Fall 1985):34; Shaplin, pp. 5-8.

[2]Seyfarth, p. 300.

[3]Instructor p. 20.

[4]Elizabeth G. Cohen, "Problems and Prospects of Teaming," Education 1 (Summer 1976):58-61; Verma, p. 44.

a better learning situation for the students in it. As was discussed in question two, the potential for conflict is constant and each team member must be aware of this potential and he or she must be committed to cooperation. Therefore, it is best for a team teaching program to be staffed by volunteers rather than to have it imposed on unwilling teachers by the administration.[1]

Harmon describes a successful team, in which the members have a positive outlook on life, especially regarding people. The individuals are generally, "outgoing with a good sense of humor," "participators" and "doers" who possess potential leadership qualities. Each member is adaptable to meet the needs of the various team tasks.[2]

In another study, effective group functioning was most dependent on the level of trust among the participants in the group. Each member on the team must accept the responsibility for planning, instruction, and evaluation. The team, as a group, must work on team building skills--such as values clarification and unit goals development. Before these team building skills can begin, however, there must exist a fundamental trust among the group members.[3]

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[1]Robert R. Nolan and Susan Stavert Roper, "How to Succeed in Team Teaching by Really Trying," Today's Education 66 (January 1977):5455.

[2]Harmon, p. 367.

[3]William M. Bechtol et. al., "Objectives, Competencies, and Trust--They're All Essential for Effective Group Functioning," The Clearing House 27 (Fall 1976):229-31.

Why Team Teaching?

The general advantages of team teaching are aptly summarized in a British study. Financially, team teaching costs less because of shared facilities and less duplication. As previously discussed in the characteristics of team teaching, specialization allows the teacher to instruct in an area in which he or she is most competent. Scheduling and grouping flexibility present the opportunity for the student to receive help in the subjects in which he or she needs it most and in groups small enough to receive maximum benefit. Team teaching situations that are interdisciplinary are closer to real life, in that human activity is the interaction of knowledge from more than one subject at a time. Finally, learning does not take place in isolation and, if the team process is conducted properly, the student is given a good example of cooperation.[1]

Another study points out that student progress can be monitored more carefully because more teachers are involved in evaluating the students. There is also more potential for interaction among teachers, parents, administrators, and the student. Due to the flexibility of schedule and group, boredom can be somewhat diminished. The shared knowledge of students is helpful in attempting to gain insight into a student's problems. Other benefits mentioned in this study are personality conflicts between teacher and student can be minimized, teacher absenteeism is not as critical as another

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[1]David William Warrick, Team Teaching (London: The University of London Press, 1971):23-31.

member of the team can carry out the lesson and more resources are available in the teaching pool.[1]

A significant advantage for team teachers is the fact that it allows teachers to work cooperatively and to see other teachers work on the job. One of the more heated issues of the 1980's has been that of teacher evaluation and the desire to improve instruction through the evaluations. It is related to the concern of the public, politicians, and school board members to eliminate incompetent teachers. However, teachers have little opportunity to observe and provide feedback to other teachers about teaching practices. In this area, team teaching can be a tremendous asset, as time in team meetings may be set aside for team members to offer suggestions for improvement.[2] The team approach is also a structure that gives the teacher support, particularly in remedial classes.[3] In general, teaming can reduce the isolation from their colleagues under which most teachers operate.

A major area where research into teaming has been inconclusive is the effect of team teaching on student achievement. In most studies, there is no significant difference between team-taught students and solitary-teacher taught students with

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[1]Harmon, p. 367.

[2]Ram Singh, "Peer-evaluation: A Process That Could Enhance the Self-Esteem and Professional Growth for Teachers," Education 105 (Fall 1984):73-75.

[3]Robert Gerver and Richard Sgroi, "Remediating Math: A Team Effort," Curriculum Review 23 (April 1984):59-62.

regard to academic achievement.[1] Some studies have shown that some students who are team-taught achieve significantly higher, but these findings are not consistent enough to state conclusively that team teaching results in higher achievement. Research does indicate that students who are self reliant tend to be reinforced in a team teaching environment. There is also support for the notion that team teaching participants have a generally more positive attitude toward their work.[2]

There are several reasons why the research is inconclusive regarding student achievement. First, in the early stages of development, team teaching was designed to improve staff utilization during the teacher shortages of the 1950's rather than improve student performance. Team teachers who have been surveyed generally rank student achievement low as a reason for paprticipating in team teaching.[3] Studies also indicate that much of the effect of an educational innovation depends on how that innovation is used. As was mentioned earlier, often the implementation of team teaching is done without making any changes in the pattern of instruction.[4]

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[1]Roger C. Schustereit, "Team Teaching and Academic Achievement," Improving College and University Teaching 28 (Spring 1980):85-89; Armstrong, p. 66; Rutherford, p. 30.

[2]Armstrong, p. 65; Verma, p. 44; Seyfarth, p. 297; McTeer, p. 2; Harmon, p. 367.

[3]J. Lloyd Trump, "Summary and Some Findings," National Association of Secondary School Principals 43 (January 1959): 284-290; Armstrong, p. 65.

[4]Armstrong, pp. 79-80.

There are also problems with the research designs on team teaching. Little study has been conducted on the day-today activities of the learners in teaming, that is, what the actual instruction is on an everyday basis. There is also a lack of information on the actual stategies used by team teachers. The research has tended to cover a short period time (less than two years) which is relatively brief when one is considering an educational innovation. As with most new educational programs, the first year of team teaching tends to be an experimental experience.[1] The research indicates the need for further, long-term studies of the effect of team teaching on academic achievement.[2]

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[1]Ibid.

[2]Lyn S. Martin and Barbara Pavan, "Current Research on Open Space, Nongrading, Vertical Grouping, and Team Teaching," Phi Delta Kappan 57 (January 1976):315; Armstrong, p. 85.

III. IMPLICATIONS FROM RESEARCH

The most important conclusion to be drawn from the research is that teaming in itself is a structural element in the educational environment. There are certainly substantial arguments in favor of changing the structure of education--the need for more interaction among teachers, increasing the variety of experiences in the schools, specialization of subject matter and interest to name only a few. The one claim which cannot be made conclusively, and yet often is, is that team teaching improves the academic achievement of students. This is an important consideration when a plea is being made for the use of team teaching. A cooperative structure might allow for a variety of methods to be used which can lead to improved academic performance but team teaching in itself not an instructional method. It is also important for those involved in the planning process to be aware that once the structure is organized, an instructional program (how the instructional will take place) must also be developed.

The research is also quite clear on the qualities that make a successful team program. First, the group members must be committed to the concept of teaming and the idea that cooperation is essential. This commitment will be tested continouosly by such requirements as regularly scheduled meetings. This would logically infer that volunteers are

preferrable for team programs. The second important quality in a team program is a well organized structure which is completed before the program is implemented. Mechanical aspects of the team, such as clerical tasks, must be planned in advance. It is also important for the group to decide how the structure is going to be used and what methods will be used to take advantage of the team structure.

Another important implication of the research reflects the fate of other educational innovations of the 1950's and 1960's. The Educational Index began listing team teaching as a separate entry in 1957 and, as of 1980, over three-fourths of the over 700 listings came before 1970.[1] There have only been an average of eight items listed from 1981 through 1985. The interest in team teaching has decreased in the past fifteen years, as it has for open classrooms, nongraded schools, and flexible scheduling. This diminished interest is due on the one hand to the perceived failure of innovations, such as team teaching, and on the other hand to the increased concern for such topics as declining test scores and teacher incompetence. However, the value of any educational method or structure should be determined by its usefulness within a specified program and not by its popularity.

The proposal which follows is divided into two parts. The first part will be an explanation of the specific structure of the team teaching program. The initial step in

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[1]Schustereit, p. 85.

planning will be setting of group goals that need to be accomplished before the team effort can go into effect. A primary goal is to establish a firm commitment to the concept of team teaching from all of the participants in the program. Yet, even with extensive planning and commitment, one of the main benefits of teaming must not be lost, that of flexibility. Any cooperative effort should be structured in such a way as to allow for growth and innovation.

The second part of this proposal will focus on the advantages to be derived from the use of a cooperative structure to improve the teaching and learning environment. Specific recommendations will be given for flexible grouping and scheduling, and the improved utilization fo school resources.

IV. PROPOSAL FOR TEAM TEACHING PROJECT

Setting

This proposal is made for a ninth-grade social studies course titled world cultures/life skills. The life skills part of this course was mandated by the Hemet Unified School District governing board during the 1982-83 school year and was taught for the first time during the 1983-84 school year. Life skills was included in an attempt to give students basic skills for everyday living, such as career education, family living, and computer skills. Before the 1983-84 school year, the world cultures class had been taught in a solitary teacher manner for fifteen years. The program is now a limited team effort, in that the students rotate to a different teacher for a new unit every thirty-six days. There is also cooperative evaluation of the students by the teachers. In terms of skill levels, the students are grouped heterogeneously.

Need

There are three specific reasons which make the adoption of team teaching beneficial for Hemet Junior High School and the Hemet Unified School District. First, the use of team teaching will meet specific academic needs which are not presently being met, through flexible grouping. Second, this structure will enable the social studies program to adapt

to changes more readily which are mandated by the district and the State. Third, the fact that teachers will be working in areas of interest and expertise should improve instruction and it will certainly promote more enthusiastic teaching. The main point about each of these items is that they are not currently being carried out in the program.

The first and most important advantage is the ability to group students in order to meet their special needs. As was stated in the setting, the students are grouped heterogeneously, with students of low ability and skills in classes with high functioning students. Those students having difficulty are not receiving any special assistance with social studies, while on the other hand, the most able students are not being challenged. The team structure will permit grouping to meet these needs and the grouping can be changed more easily to meet new needs as they arise. In the team structure, the best of heterogeneous and homogeneous grouping can be combined into one class. If the special needs are met in a separate course, the groupings are not as easily altered to move students in and out of the groups as necessary. There is also a benefit in terms of scheduling, as students will not have to change classes to receive appropriate instruction.

The benefits derived from team teaching will cost the district minimally. The most and least able students will receive special attention with only an investment in research and development, which is a one time cost. To meet special needs in the present structure would require that staff be

added or that separate courses be taught. It is obvious that each new staff member increases cost significantly and that separate courses limit the special areas which can be served. If separate courses are offered with the present number of teachers, it requires would the other teachers in the department to assume larger class loads so that the special needs could be met in smaller classes.

The second advantage to the school and district is that any changes mandated by the district and the State can be more readily adapted to the overall social studies program. This would result from regularly scheduled team meetings and informal interaction during the common conference periods and between the team members. The teams can deal with program changes as soon as the mandates are known because the team meets on a daily basis rather than once or twice a month at department meetings. An example of the benefit of the common conference period alone occurred this year when the new State mandate requiring more world history had to be organized. By discussing the problem each day during the conference period, the world cultures/life skills teachers were able to develop a program which met the new mandate and also helped the high school in meeting its program requirements.

The third specific advantage is that teachers will be able to focus planning and teaching on areas of strength. The social studies program has received mandates to include life skills (district, 1982-83) and world history (State, 1987-88) as part of the program. The range of subjects in

social studies is so wide that there is much difficulty in incorperating an entire new course into the curriculum. Specialization will enable teachers to focus on limited areas of expertise rather than to have to deal with an entire course. Being able to specialize will also enable the team to teach ability-appropriate materials designed and taught by specialists in the area in which they are working.

Basics of Team Teaching Program

The program to be presented in this proposal is a team teaching structure which will have two-teacher teams and all of the elements of team teaching as defined in the review of the literature (page 3). The proposed program will be a departmental team teaching program with a designated team leader, who could be selected by the team or rotated periodically among the team members. Teams of two teachers each will share a common group of students, giving instruction and evaluating each group as a team. Each teacher in the program will have an area of expertise for which he will be responsible for the main planning in that area.

In terms of organization, there will be two teams which will divide approximately 650 to 700 students into equal groups. Each team will give instruction to half of the total group for a semester during a five period day. There will be between sixty-four and seventy students per period. The teams will exchange groups at the end of the first semester and repeat the course of instruction. The proposed teacher

assignments and areas of expertise are:

TEAM I	Teacher A:	Juvenile and Consumer Law
	Teacher B:	Values and Family
TEAM II	Teacher C:	Economics
	Teacher D:	Government

An important part of this proposal is a request for research and development funding from the district. The request will be for enough funding for two weeks of full-time planning for each member of the team during the summer preceding implementation of the program. The research has shown that a major problem with team teaching is a lack of additional time for proper planning.[1] This combined with the fact that planning is more important for a team effort than solitary teaching makes this a reasonable request. In addition, the district has increased the scope of ninth-grade social studies by adding life skills and world history, further justifying funds for planning.

Physical Organization

It is recommended that rooms 401, 402, 411, and 412 be used for the program (see Fig. 1). The rooms were originally constructed for flexible grouping and team teaching. They allow for cooperative instruction (folding walls), individual and small group instruction (small group-resource rooms), and interaction among the teachers (door arrangement and close proximity). The walls would remain open most the time and each pair of rooms would be, in reality, one room. This is

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[1] Instructor p. 20.

important in that it reinforces the fact that the teams are a single class. The small group-resource rooms can be used for:

1. Small group instruction and individual help.
2. World cultures/life skills resource center.
3. A meeting room for team sessions.
4. Central record keeping for all students.

Room 1 is to be assigned to team I and room 2 to team II although other arrangements could be made, if necessary.

There are two basic arguments in favor of this arrangement. First, no large rooms, such as a cafeteria or an auditorium, exist on the Hemet Junior High campus. There are, however, three pairs of rooms with folding walls. This would mean that no construction would be necessary in order to use the facility and the rooms are not being used in any special way at the present time. Second, this arrangement would allow for future growth and innovation. The possibility exists for new teams to be added, as enrollment increases (Hemet is a growth district). As the program develops and ideas are generated, there is a strong possibility that new arrangements will be possible, such as three member teams or an additional two-person team.

Scheduling and Meetings

As has been emphasized throughout this paper, research indicates that team teaching requires more planning than solitary teaching and that proper planning is key to a successful program. Therefore, a daily time should be set aside for student evluation, program assessment, and any other matters relating to the team (see Fig. 2). All team members must attend

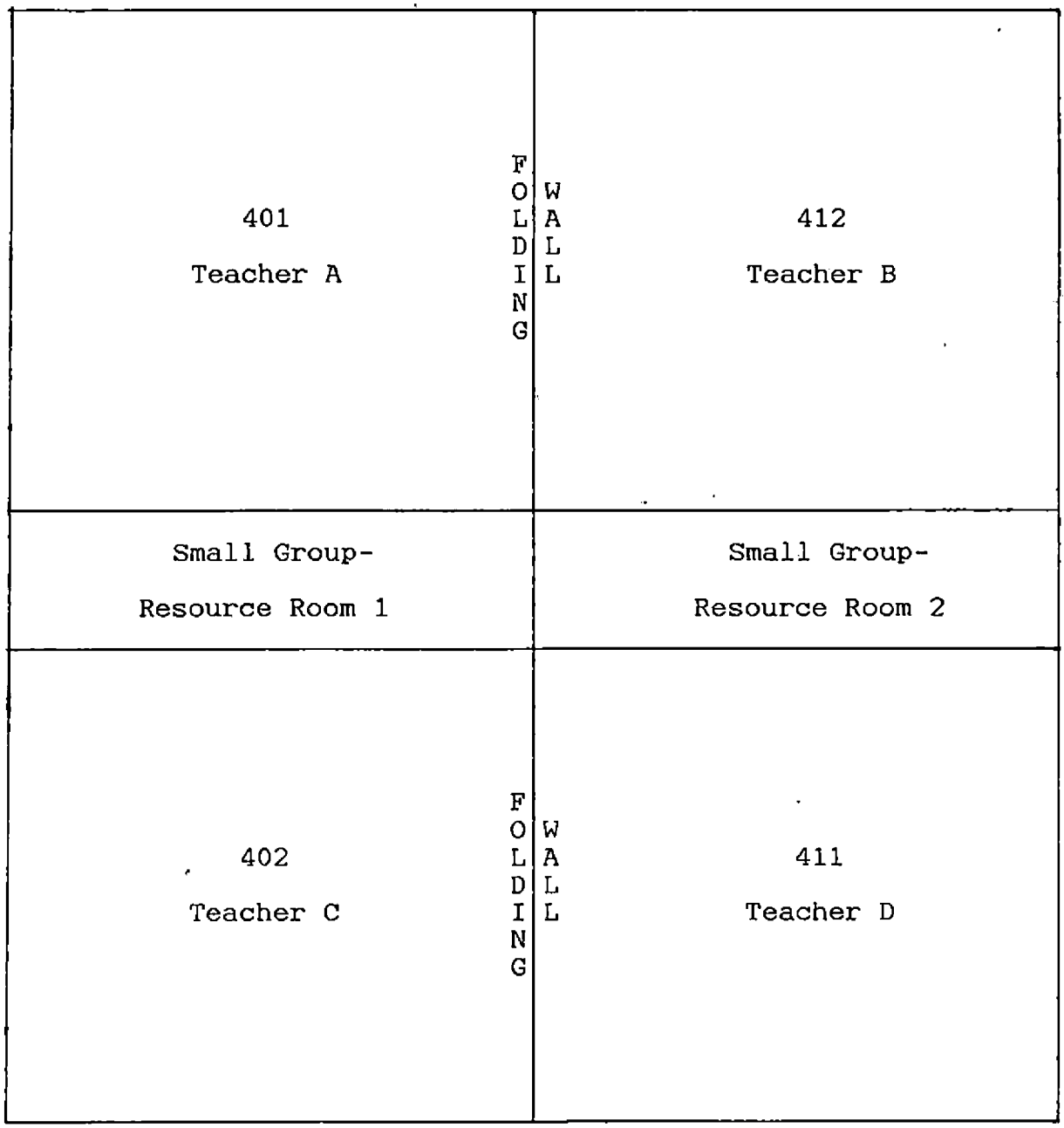

Fig. 1. Map of team room arrangement

one mandatory meeting per week. The benefit to all members having a common conference-preparation period at the end of the day would be that the length of any team meeting would be determined by the task at hand. The most important use of the team meeting is to do lesson planning. This is essential, as the two members need to coordinate their efforts more than a solitary teacher. It will also be necessary to make the best use of the resource center (forty students showing up at the same time could create a few problems). In terms of working with students, the conference period can be used for additional individualized and small group instruction, at a time when the teachers can devote their full attention to the students. It would also be an opportunity for more than one teacher at a time to meet with a parent. There will certainly be other benefits which will become apparent as the program progresses. Along with the preprogram planning, the regularly scheduled team meetings will provide the optimum opportunity for success.

	1	2	3	4	5	6
Teacher A	Juvenile and Consumer Law					O
Teacher B	Values and Family					P
Teacher C	Economics					E
Teacher D	Government					N

Fig. 2. Team schedule

Summary

To this point, the proposal has not described specific teaching strategies. The emphasis in this chapter has been the need for planning before the program is implemented and the importance of commitment from the team members. It has also focused on the importance of team meetings as a way to consistently evaluate and improve the program. This plan is made to provide a structure which allows the team maximum benefits now and the opportunity for expanding and changing the program in the future. However, the key to the success of team teaching is the way in which the structure is applied in the classroom. In the following chapter, some examples will be given for uses of the structure by the teachers of Team I.

V. THE USES OF THE TEACHING STRUCTURE

There will be four basic uses of the team structure described in this chapter. First, and most important, is the use of team teaching for large and small group activities and individualization. Second, the benefits of the teacher being able to specialize in his or her area of expertise will be presented. Third, an explanation will be given of the potential for utilizing school resources more effectively. Fourth, an observer-participant model will be described. In describing each of these uses, specific examples for lessons that can be used will be given. As the researcher's area of expertise is values and family, the examples given will be for teachers A and B.

Large Group-Small Group and Individualization

The primary use of team teaching to improve instruction is the implementation of large group-small group work, and individualized instruction. Teaching teams of two or three offer the opportunity for instruction which meets specific student needs, without additional staffing or significant increases in spending. This is an approach that can be carried out in a school with a traditional structure, as is the case in this proposal. Not only is it relatively easy to implement but it can also be used effectively to assist in

improving basic skills, such as writing, which is currently an issue receiving much attention. This is a most encouraging advantage, in that these skills are being reinforced outside the English department.

The basic organziation is to have one teacher responsible for the planning of a general unit of study, with the other teacher having responsibility for the small groups and individual instruction. All students will receive instruction over the same content but work with materials geared more to their abilities. For example, teacher A may be doing a large-group activity, such as a lecture, a general review for a test, or a follow-up discussion to a video presentation. At the same time, teacher B can work with a small group of students who need additional help with the same work. For this proposal, a small group is defined as any grouping of ten students or less. The small-group activity might be giving assistance to students with special learning problems or a higher ability group working on an independent project. This is a real advantage in dealing with students who are being mainstreamed into the regular academic program.

The activities will be carried out as described in Chapter Four. Teacher A can conduct the large-group activity in the main classroom (rooms 401 and 412). While this is taking place, teacher B works with a small-group in the Small Group-Resource Room 1. The small group would be selected by the two teachers as part of the student evaluation process. The selection might be based on specific problems students are

having with the law or family materials, or students who have general learning difficulties as determined by English placement or reading test scores.

Individualization is also possible by using this structure. As with the small group, one teacher is able to work with particularly serious learning problems on an individual basis. This is also an opportunity to work with very bright students on individual projects. It is highly unlikely that all students could receive individualized help but it will be available to those students needing the most assistance. While a general lesson is being presented to those who will benefit from it, students with serious learning problems or the very able student may also do work at a more appropriate level. This option is not available in the traditional solitary-taught setting.

Area Specialization

A second specific use of the team structure is to allow teachers to focus their planning efforts on areas of strength and interest. It permits one teacher to plan and prepare specific areas of course content and to be the one primarily responsible for carrying out the large-group lessons for that content area. The teacher having responsibility for the small group will also provide feedback about lessons and activities, which is something not possible in the single-teacher classroom. This will be described more completely in the section on the observer-participant. The second teacher can also assist with activities such as role playing and simulations.

As has been explained in Chapter IV, the structure of the course will have teacher A (law) and teacher B (values and family) combining their areas of expertise to form a one semester class. When the main area of study is the law, teacher A will have the main responsibility for lesson planning while teacher B will organize the small-group activities and contribute where appropriate to general lesson planning. When the values and family section is the course of study, the roles of teachers A and B will be reversed. However, this does not mean that planning will be done separately. On the contrary, it is important for both teachers to plan both areas together, as the teacher working with the small group will be teaching the same content as the large-group teacher. Planning together also makes it possible for the small-group teacher to step in if the other teacher is absent, thus avoiding the "busy work days" that often occur when a substitute teacher is present.

In the two content areas of this course, both teachers can lend expertise to each other. As an example, teacher B can assist teacher A by organizing and conducting a group activity for the law unit. A values activity which can be done in the law unit is groups of four to six students designing a society with the focus of the activity being the establishment of rules for a society which has none. Both teachers move among the groups during the activity to assist the students and answer questions. In the same way, teacher A can assist teacher B during the family unit by providing legal

information on such topics as divorce and family violence. This would be particularly useful when following lessons on the social aspects of these topics.

Better Utilization of School Resources

The third advantage of the team teaching structure is that it offers more flexibility in using school resources such as the library, computer lab, and counseling services. As the case with the large and small group uses of teaming, the better use of school facilities is accomplished by the fact that one teacher is free to focus on such things as library projects. The teacher not responsible for the general lesson planning will be able to devote his full attention to the special project, along with being able to give more attention to students while they are working on their assignments.

To give specific application of this concept to the program, teacher B can be responsible for designing the law unit project (see fig. 3, Thursday and Friday). He will limit the possible topics and establish the requirements for the assignment with the assistance of teacher A. When the teachers reverse roles, teacher A will have the primary responsibility for the values and family library project. This is another illustration of the extensive cooperation and interaction between the two teachers in this program.

This same idea can be used for the new computer lab in the junior high school. One teacher, who has an interest in computers, can develop an assignment to be completed in

the lab. There is also the potential for using support services, such as the counseling staff, in small groups. The values and family unit is particularly suited to this concept. As has been mentioned regarding other aspects of this program, as the team grows, the possibilities for further utilization of school facilities exists.

An Observer-Participant Model

As was stated in the review of the literature, team teaching enables teachers to observe and be observed by other teachers while they are actually teaching. Teachers can exchange ideas and make suggestions for improvement in the ways they conduct their lessons. Not only does the teacher benefit from being observed by another teacher but the observer also gains from the experience of viewing teaching as the students see it.

A specific model is suggested for this approach by the teaching team of Flanagan and Ralston. The basic premise of this two-teacher team is that when one teacher is conducting a lecture or large-group activity, the other teacher acts as an observer-participant. The main advantages gained from this method are 1) the feedback received from the observer on the strengths and weaknesses of the lesson and 2) more accurate evaluation of what the students are receiving.[1] Following the lesson, the two teachers meet to discuss the lesson and

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[1]Michael F. Flanagan and David A. Ralston, "Inter-Coordinated Team Teaching: Benefits for Both Students and Instructors." Teaching of Psychology 10 (April 1983):116-7.

make suggestions for future improvement. The meeting is also used to comment on student reaction to the lesson. The advantage for the observer is that he can give his full attention to observing and listening to the class presentation. At the same time the observer may also act as a facilitator by asking questions and participating in discussions and activities.

In applying the observer-participant model to the program described in this proposal, any lesson may be used, in which one teacher has the responsibility for the large-group activity. For example, if teacher A is giving a lecture on the juvenile court system (see fig. 3, Monday), teacher B can observe the lesson with the students. Along with the observation, teacher B can also ask questions when it might stimulate class discussion and further questions. As another possibility, teacher A could be an observer-participant when teacher B organizes the group activity on the single-parent family (see fig. 4, Thursday and Friday). Teacher A could ask questions about the activity before the activity actually begins and participate as a member of one of the groups during the group work. As the members become accustomed to the team structure, other uses of the observer-participant model can be discussed in the weekly team meetings.

DAY	TEACHER A	TEACHER B
M O N	Lecture: The Juvenile Court-How It Works.	Small group-less than 10 students having problems with law classwork; instruction on same material as large group.
T U E S	Guest Speaker-Probation officer on juvenile hall; introduce speaker and monitor class during the presentation.	Assist in monitoring students during speaker presentation and follow-up discussion.
W E D	Assist teacher B in simulation activity.	Conduct large-group simulation activity; groups of four to six students design a society with focus on making laws.
T H U R	Video on juvenile delinquency (Group A).	Work with 30 students in library on law project (Group B).
F R I	Video-same as Thursday (Group B).	Same as Thursday (Group A).

Fig. 3. Sample Law Lessons.

DAY	TEACHER A	TEACHER B
MON	Work in small groups of less than 10 students who have reading problems; materials based on large-group activity.	Introduce single-parent family through filmstrip on the changing family; discussion and written assignment follow.
TUES	Work with small group on a written assignment based on large-group reading.	Read article about single-parent family orally, followed by a written assignment.
WED	Work with 1 or 2 students having major problems with the course work.	Information and question session on divorce and custody.
THURS	Work with 30 students in library on family unit project (Group A).	Divide class into groups of 4 to 6 students each each group to organize a single-parent family with follow-up discussion (Group B).
FRI	Same as Thursday (Group B).	Same as Thursday (Group A).

Fig. 4. Sample Family Lessons.

VI. CONCLUSIONS

The primary purpose of this proposal has been to present a team teaching program as an alternative to the traditional solitary-taught classroom. Although further research on team teaching is needed, much of the research in this area indicates that it is a reasonable option when it is planned and implemented properly. The general benefits of teaming are the interaction that is possible among teachers and the flexibility and variety it offers.

The major advantage of the interaction in two or three teacher teams is that peer evaluation can be instituted in a nonthreatening manner. With both the observer and the teacher being observed having an interest in the overall program, evaluation can be done with an eye toward improvement of the classroom instruction. It is also beneficial for teachers to have the direct support of another teacher in the classroom, especially in remedial classes. The interaction is further enhanced by the fact that teachers work together on a daily basis and the members will exchange ideas in regularly scheduled team meetings.

The flexibility and variety are derived from the options available in terms of grouping and methods. By planning carefully, large and small groups may be arranged to meet the specific needs of students. There is also the potential for

a wider variety of instructional methods because more than one teacher has responsibility for the lesson planning. The potential for variety is also enhanced by the fact that each team member comes to the program with a different area of expertise and perspective.

There are also certain basic conditions necessary for a successful team teaching program. First of all, the team should be staffed on a voluntary basis rather than being imposed by the administration. The successsful teams are also smaller in numbers (two or three members). In addition, the teachers should be cooperative, outgoing, and committed to a team effort. Finally, it is essential to plan the program thoroughly, and at the same time, maintain flexibility to allow for new ideas. If these qualities are present, the probable result will be a highly successful team teaching program.

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