

ED 025 013

By- Wigderson, Harry I.

Team Teaching. Revised July, 1968.

ADAPT, A PACE Supplementary Educational Center, Visalia, Calif.

Spons Agency- Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.

Report No- ESEA-Title-3; Research-Brief-9

Pub Date Jul 68

Note- 35p.

EDRS Price MF- \$0.25 HC- \$1.85

Descriptors- *Bibliographies, *Elementary Schools, *Secondary Schools, *Staff Utilization, *Team Teaching

This ESEA Title III document, a revised version of ED 011 469, defines team teaching and outlines the concepts and problems associated with team teaching. A 22-page bibliography contains entries dating from 1958 to mid-1968. (HW)

RESEARCH BRIEF



A **pace** Multi-County Supplementary Educational Center
KINGS - MADERA - MARIPOSA - MERCED - TULARE
EARL D. CORNWELL, Director

1500 SOUTH MOONEY, SUITE 13
VISALIA, CALIFORNIA 93277
TELEPHONE (209) 734-1981

TEAM TEACHING

Harry I. Wigderson
Director of Research and Evaluation

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

ED025013

Research Brief No. 9

June, 1962
Revised June, 1964
Revised July, 1968

EA 001 787

FOREWORD

The brochure on team teaching was originally written as a concise condensation of resource materials available. To facilitate use by study groups investigating the possibility of an educational innovation, an extensive bibliography was included.

Although originally intended for a limited distribution in Tulare County, the demand was not limited to the State of California, nor even to the Continental United States. Requests have been received from Europe and Asia as well as South America and Canada. Study groups from many parts of the country have requested copies. The brochure has been used in education classes in midwestern universities. ERIC has microfiched it under the code ED 011 469. When the stock of available copies was depleted, it was decided to reprint the original version with an up-to-date bibliography. With the depletion of a second run of the reprint, and with continued interest, a newly up-dated version has been made.

It is our earnest hope that these efforts will be of help to those interested in discovering new ways to teach children.

Harry I. Wigderson
Visalia, California
July 15, 1968

ED025013

TEAM TEACHING

Beginnings

By the mid-point of the twentieth century, the methods and techniques of public education in the United States were firmly entrenched. Americans were complacent about their schools and quite satisfied with the products of these schools, their children. Suddenly, a variety of powerful new forces altered the stability of the situation. The pressures of ever-increasing hordes of children to be educated with an accompanying shortage of qualified teachers, the explosion of man's knowledge and the intense socio-economic changes triggered by the new technologies, led to intensified concern with means to achieve quality education.

The White House Conference of Education in 1955 focused attention on the problems facing education. During discussions by the delegates, the suitability of the formalized patterns of the past were questioned, and a climate favorable to new approaches emerged. As educators sought more effective means of grouping children for instruction and utilizing the teaching staffs, the National Association of Secondary School Principals, in May, 1956, appointed a Commission on the Experimental Study of the Utilization of the Staff in the Secondary School. The commission with funds from the Ford Foundation and the Fund for the Advancement of Education experimented with differing ways to assign teachers to student groups. One of the experiments that attracted attention throughout the country was team teaching.

Concurrently, the School and University Program for Research and Development, a partnership of Harvard's Graduate School of Education and three Massachusetts schools' systems with the financial backing of the Fund for

the Advancement of Education began to develop a team approach. Team teaching, as evolved by SUPRAD, was first operational in Lexington's Franklin School in September, 1957.

Outlines of the team approach also emerged at Englewood, Florida and Carson City, Michigan in 1957. Literature on the subject appeared in the professional periodicals and team teaching was listed in the Educational Digest in 1957 and the Education Index for 1957-59. By 1958, there were fifty pilot studies. This had increased to three hundred by 1960 and over two thousand by 1963. As school begins this September, there will be well over five thousand teams operating. Some will be logical and well-planned, others will be ill-conceived.

The antecedents of team teaching are lost in the past; basically united effort is one of man's early ways of instructing the young, as in the family unit. Teachers have worked together, planned together for a long, long time. Historically, threads of team teaching can be found in the monitorial system, the one-room school, non-graded elementary classes, the Lancasterian, Dalton and Winnetka plans, and the definite contribution of Bay City, Michigan's teacher-aids. The team approach has been used in medicine and in industry; it is especially evident in the planning, development and implementation of aero-space technology. Group action seems to be a major theme in American democracy.

Variability of Concepts

Team teaching presents a profuse array of concepts to an ever-growing number of interested educators. Simply stated, a teaching team is a group of teachers who take joint responsibility for the instruction of a given segment of a school's population. The variety of concepts of team teaching

may be categorized as:

Concepts of Occurrence - the frequency of team function

1. **Fragmentary Team:** a group of teachers bring their classes together for a specific presentation.
2. **Adjuvant Team:** a group of teachers meet regularly to plan a series of presentations that may be given to their individual classes jointly.
3. **Partial Team:** the organization of structure of the school is altered to make a group of teachers responsible for the instruction of a joint group of pupils for a stated period of the school day.
4. **Total Team:** the organizational structure of the school is altered to make a group of teachers completely responsible for the instruction of a group of pupils.

Concepts of Assignment - the power inter-relationship of the membership of the team.

1. **Internship:** a beginning teacher is assigned to an experienced teacher to help with a larger-than-normal class.
2. **Trade-Clique:** a barter situation in which one subject is exchanged for another without disturbance of the basic classroom structure. "I'll take your art if you'll take my music."
3. **Coordinate Team:** two or more teachers join together as colleagues. All planning is with peers and no one teacher is designated as "leader".
4. **Associate Team:** two or more teachers cooperate together as peers with specialists on call for consultation or presentation.
5. **Team Hierarchy:** a group of teachers in which leadership is designated and responsibilities are assigned. In larger teams, a complex strata of line of staff may be operative in which assignments entitled: Team Coordinator, Team Leader, Senior or Master Teacher, Team Teacher, Auxiliary Teacher, Intern Teacher, Student Teacher, Teacher-Aid, Resource Specialist, and Team Clerk are delegated in full or in part.

Concepts of Orientation - the relationship of the teacher group to the pupil group and to instructional presentations.

1. **Horizontal Team:** the teaching team is responsible for all instruction for a given grade level. (Most frequently an elementary school team.)

2. Vertical Team: the team is responsible for a specific instructional area for a group of pupils comprising more than one grade level. (Usually at the high school level.)
3. Diagonal Team: the team is responsible for a subject area block for one or more grade levels. (As would be the case in a junior high.)

Team teaching embodies, or is accomplished by, many other staff utilization practices. Some new trends in education that seem closely allied with the team teaching movement are:

1. Variability of pupil grouping (generally small group/large group combinations),
2. Flexibility of scheduling (individualization through modular or staggered scheduling),
3. Differentiation of teacher roles (with or without salary differentials),
4. Utilization of technological devices (a multi-media approach),
5. Innovative interaction approaches in curricula (inquiry, research and/or programmed oriented),
6. Modification of plant design,
7. Re-assignment of non-teaching duties, and
8. Emphasis on student responsibility.

Claims

An analysis of results reported by current team projects alleges some or all of the following advantages may be obtained through a team effort:

1. Greater interaction of teachers resulting in the promotion of professional development and increased individual stimulation,
2. Release of teacher from routine tasks,
3. Method of induction with emphasis upon the growth factor of becoming an experienced teacher,
4. More efficient and more effective teacher preparation resulting in a varied and flexible presentation,

5. Exploration of and capitalization of special teacher talents, knowledges and training with the most qualified presenting instruction and with the distribution of assignments according to abilities,
6. Greater uniformity of instruction,
7. Avoidance of repetitious presentations,
8. Student group size related to the function of instruction,
9. Higher standards through raising pupil expectancies,
10. Greater identification and use of community resources, including talented citizens, and
11. Less interference with the instructional program through individual teacher absences.

Research

Even before experimentation in team teaching began, educational research had disproved the dogma so blindly accepted by many practitioners of education--the belief that the most productive sized group for instructional purposes was 25 pupils. Studies in class size had discovered that:

1. Large group instruction can be very effective in the presentation of factual information, especially when illustrated by means of visual aids,
2. Small groups are necessary for the efficient interchange of ideas. Pupils have the greatest retention when they can express themselves and interact with their peers, and
3. A great deal of knowledge, as presented in texts, publications and by the newer techniques of teaching machines, tapes, records, etc. can be learned independently.

Knowledge of this innovation in teaching methods is limited and tentative. Too much of the data is based upon opinion and not enough upon the results of depth studies. However, the results obtained provide enough evidence to justify further exploration and development of the team approach to school organization. More experimentation is needed, but emphasis in the future

should be on identification of variables through a greater control of conditions. It will be up to research to show if team teaching has any lasting virtues.

Research on team teaching has revealed only one fundamental fact: the team approach is no less satisfactory than conventional methods. If this result seems inconclusive, it is well to remember that no experimental approach to school organization or teaching methodology has proven significantly better than the conventional model with which it was compared. Whether the lack of tangible evidence that team teaching is an improved teaching method results from the "Hawthorne Effect" or from faulty measuring instruments, research must come up with answers to the questions:

1. Does better instruction result from team teaching?
2. What pupil gains are made under team teaching? Even though achievement, as measured by standardized tests, does not appreciably improve, are there areas of pupil development that do improve?
3. What happens in areas of problem solving, creativity, leadership, contribution to group activities, interaction with others and many other intangibles of a like nature?
4. What are the definite professional attainments accrued to the teacher in a team? Can these be obtained with less expenditure of time and energy on the part of the teacher?

When research has answered these questions, then a clear-cut decision on the worth of team teaching can be made.

Assumptions

What is the teaching process? Teaching is much more than imparting information, stuffing children full of facts. Teaching is planning. It is organization. It is preparation. It is causing behavioral changes in children. Most of all, teaching is evaluation of what has been done. The team approach is a means of restructuring instruction, emphasizing the

planning and evaluation factors without a de-emphasis of the other aspects in teaching.

What does acceptance of the team teaching concepts connote? The basic assumptions underlying the team organization are:

1. If we group pupils in large units for instruction and regroup them into smaller units for discussion, there will be more stimulation in the former and greater interaction in the latter units with better learning as a result.
2. If we deploy teaching staffs in order to take advantage of individual contributions of unique abilities and talents, better instruction is the result.
3. Better programming will result if we provide teachers with opportunities for cooperative planning.

Although such claims have been forwarded, acceptance of the team concept does not necessarily connote changes in the curriculum, greater use of non-certificated personnel or the retention of superior teachers. It certainly has not led to excessive specialization of teachers; every evidence to date points to the broadening of teacher concepts and the improvement of teaching talents. If there is any danger inherent in the acceptance of team teaching, it is a tendency to over-emphasize large group instruction without enough emphasis on small group work and independent study.

The emergence of this flexible structure allows many educators to live with unanswered controversies that previously demanded acceptance of either one or an opposing philosophy. Some of these either-or disagreements were: the self-contained classroom versus departmentalization; heterogeneous versus homogeneous grouping; graded advancement versus non-graded development; and, finally, large classes versus small classes. Until research gives us definite answers, team teaching permits educators to group children for instruction without making a decision on these prickly points.

Refinement

As with everything new, team teaching has operational "bugs". Some problems that will need to be faced and, hopefully, solved are:

1. Increased probability of teacher personality conflicts through a greater number of contacts,
2. Increased pressures of conformity,
3. Further impersonalization of teacher-pupil relations,
4. Teacher reluctance to give up the autocracy of the self-contained classroom,
5. Special salary increments to master teachers and team leaders conflict with the established principle of the single salary schedule,
6. Belief in equality of teachers with similar experience and training is challenged,
7. Dangerous appeal to over-emphasizing presentation in the learning process,
8. Increase in capital expenditure, especially in the early stages,
9. Difficulty of teachers to clearly understand their roles, especially since team teaching is still in the realm of experimentation,
10. Lack of flexibility in plant design to meet new demands,
11. Recruitment and training of master teachers and team leaders, and
12. Difficulty of replacement of a team member, once the team is established.

Analysis/Synthesis

The primary question to be answered before a team teaching project is launched is: What problems are solved that cannot be solved by any other means? A comprehensive survey of the literature is necessary before those who have become interested in the team innovation can answer this question to their own satisfaction.

If the answer to the primary question is affirmative, then a whole series of questions arise and must be answered to the satisfaction of the embryo team before a model for experimentation can be designed:

- What constitutes a teaching team?
- What are the basic elements that identify this approach and differentiate it from other teaching methods?
- What is the purpose of the team approach? Is this the purpose our specific team proposes to achieve?
- What educational climate is conducive to the introduction of this innovation? Can our school attain this favorable climate?
- What should be done to assure a successful undertaking? What should the administrative staff do to help? What special efforts should the team members make? Do the pupils in the teaching unit have a part? Do their parents? What about the non-team members of the school staff?
- What are the requirements for a team teacher? How are these measured so that selection of the team members may be made?
- How many teachers should compose the team? What should be their specific individual responsibilities and what should be their relationship to each other?
- What functions, other than instructional (administrative, guidance) shall be assigned team members?
- What non-teaching specialists shall be assigned the team? What shall be their duties and responsibilities?
- How many pupils will constitute a teaching team unit?
- Should the students comprising the team unit include more than one grade level?
- Should the scope of the team unit be limited to one subject or should an inter-disciplinary approach be used?
- How large a block of time should be allocated to the team unit? How shall this block be broken down into instructional, discussion and independent study units?
- What is the optimum size for large-group instruction? For small-group discussion?
- How is time for teacher-planning allocated in the daily schedule?

- How can the present plant and school resources be used in a team effort? How much conversion is necessary? What new special space will have to be constructed? What new educational materials will have to be purchased?
- How is appraisal going to be "build in" to the team project? What do we wish to achieve? (Refer back to stated objectives.) How can we best prove our goals have been achieved? Will new measurement instruments and statistical design be required?
- How much will this project cost? What part of this cost is peculiar to the introduction of an innovation, and how much will be a permanent feature of team teaching? Are these costs justified?

When the prospective team has answered this series of questions to their satisfaction, they are ready to begin planning for a team teaching project. As they plan, the team should keep in mind:

- The means for team teaching can be provided--how successfully the team operates depends upon each individual in the team.
- Enthusiasm is necessary--without it we cannot have good teaching, but enthusiasm is not enough; quality teaching must have expertese, both of technique and of instructional knowledge; planning; ability; and evaluation. Above all, superior teaching requires creativity. Team teaching is a form that allows freedom for the teacher to use these qualities. Whether team teaching becomes an integral part of American education or is soon discarded as another new "gimmick" that has failed will depend upon the thousands of teachers in the team projects all over this country.

Conclusions

Team teaching is a form, not a substance; an organization, not a program. As such, it cannot solve problems created by inadequate or incompetent instruction. A staff of mediocre teachers becomes a mediocre team; excellence of instruction may become available to larger numbers of students; but at the same time, it is spread thinner. Nor can team teaching solve problems stemming from the financing of the educational program. These must be solved through re-districting and increased amounts for education. Further, although many arguments are forwarded that team teaching will solve the

present and predicted teacher shortage by decreasing the teacher numbers needed to instruct a given group of students, experience has shown that classroom time gained by the use of large group instruction is shifted to time spent in small groups (ten-to-fifteen pupil discussion groups), cooperative planning and professional development.

There is no research evidence that team teaching increases pupil effectiveness. This may be a result of the crudeness of present-day measurement devices rather than a condemnation of the new approach; students might very well gain in areas admittedly inaccurately measured, such as critical thinking and creativity.

Team teaching is one approach to the search for new ways of organizing personnel for the teaching function that has resulted from a growing dissatisfaction with the restrictions and inadequacies of conventional teaching methods. It is an experiment. If a team teaching project is undertaken, it should be with full understanding of what can be achieved and what shortcomings are inherent in the structure. It might be wise to "build-in" an evaluation procedure in the initial experiment so that mature judgements could later be based upon evidence stronger than opinions. In initiating a team project, these postulates could be used as guidelines:

1. Extensive orientation and pre-planning is vital.
2. Adequate personnel and funds are essential.
3. Careful selection of each team member is necessary to mold a cohesive, compatible and inter-related team.
4. The team will go through a series of stages of development before it begins to function competently; evaluation should be withheld until full evolution has taken place.

If team teaching achieves educational approbation for no other reason, it is worthy of serious consideration as one of the most stimulating and effective teacher growth processes developed to date.

BIBLIOGRAPHY ON TEAM TEACHING

- Ackerlund, George C., "Some Teacher Views on the Self-Contained Classroom," Phi Delta Kappan, 40:283-85; April, 1959.
- Adams, Andrew S., "Operation Co-Teaching; Dateline: Oceano, California," The Elementary School Journal, 62:203-2; January, 1962.
- Adams, Andrew S., Operation "Co-Teaching"; Dateline: Oceano, California, District Superintendent, Freedom Union School District; 1962. 38 pp. + V Tables.
- Alden, Robert C., "Team Teaching at North Texas State University, 1960-61," Peabody Journal of Education, 39:283-7; March, 1962.
- Allen, Dwight W. and Moore, Robert B., "Talents, Time, Tasks and Teachers," California Journal of Secondary Education, 35:232-5; April, 1960.
- Anastasion, Nicholas J. and Fischler, Abraham S., "A Proposal for Teaming Principals," National Elementary Principal, 44:59-64; November, 1964.
- Anastasion, Nicholas J. and Fischler, Abraham S., The Teaming of Principals Project: A Report to the Fund for the Advancement of Education, Palo Alto Unified School District, California; 1966. 78 pp. (ERIC - ED 010 708).
- Anderson, Edward and Harkness, J. C., "Planned Variability," The Nation's Schools, 65:83-91; April, 1960.
- Anderson, Edward J., "How We Made the Change-Over," Life, 54:86; March 22, 1963.
- Anderson, Robert H., "Some Types of Cooperative Teaching in Current Use," National Elementary Principal, 44:22-6; January, 1965.
- Anderson, Robert H., "Team Teaching," NEA Journal, 1:52-4; March, 1961.
- Anderson, Robert H., "Team Teaching in the Elementary School," The Greenwich Public Schools Bulletin, 3:1-3, 7; June, 1959.
- Anderson, Robert H., "Three Samples of Team Teaching in Action," The Nation's Schools, 65:62-5, 102-10; May, 1960.
- Anderson, Robert H., Hagstrom, Ellis A., and Robinson, Wade M., "Team Teaching in an Elementary School," The School Review, 68:71-86; Spring, 1960.
- Anderson, Robert H. and Mitchell, Donald P., "Team Teaching, New Learning Concepts Demand Changes in School Plant Design," The Nation's Schools, 65:75-82; June, 1960.
- Anderson, V. E., "Team Teaching vs. Core? Reply to N. L. Bossing," Educational Leadership, 23:620-2; May, 1966.

Andree, Robert G., "How To Improve Instruction with Teaching Teams," School Management, 4:51-4; November, 1960.

Arnold, William E., "Is Team Teaching the Answer?" School and Society, 91:407-9; December 14, 1963.

Audiovisual Instruction, "Community Services Backstop Pittsburgh Teaching Teams," Department of Audiovisual Instruction, NEA, 7:390-1; June, 1962.

Bahner, John M., "Grouping Within a School," Childhood Education, 36:354-6; April, 1960.

Bahner, John M., "Team Teaching in the Elementary School," Education, 85:337-41; February, 1965.

Bair, Medill and Woodward, Richard G., Team Teaching in Action, Houghton Mifflin Company; 1964. 214 pp.

Becken, Elliott, Team Teaching in Grades Five and Six Through Partial Departmentalization, Bulletin, Vol. 5, No. 3. Eugene: Oregon School Study Council, School of Education, University of Oregon, September, 1961. 11 pp.

Becker, H. A., et al, "Team Teaching," The Instructor, 71:43-5; June, 1962.

Beggs, David W., III, "The Decatur-Lakeview Plan," Overview, 3:42-3, 47-8; December, 1962.

Beggs, David W., (Ed.), Team Teaching - Bold New Adventure, Unified College Press; 1964. 192 pp.

Belford, Elizabeth, "Team Teaching in Foreign Languages," Modern Language Journal, 46:363-6; December, 1962.

Bernucci, Vincent; Fowles, Floyd; Hartdegen, Max; and Rodacker, Mel, "Team Teaching and Large Group Instruction in Industrial Arts," Industrial Arts and Vocational Education, 52:26-30, 52; May, 1963.

Berzofsky, Max and Ousler, Joseph C. Jr., "Organizing Team Teaching in Science," Science Teacher, 31:30-2; October, 1964.

Bissex, Henry S., "Newton Plan Challenges Traditions of Class Size," Nation's Schools, 65:60-4; March, 1960.

Blount, Nathan S., "Fructify the Folding Doors: Team Teaching Re-examined," English Journal, 53:177-9, 195; March, 1964.

Bodine, Ivan; Hollister, E. M., and Sackett, Harry, "A Contribution to Team Teaching," Bulletin, National Association of Secondary-School Principals, 46:111-17; April, 1962.

- Borg, Walter R., Study of Human Interaction Variables in Successful and Unsuccessful Teacher Teams, Unpublished Research Proposal (S-247-64, Project S-159); March 11, 1964 (Revised June 12, 1964).
- Bowes, John S., "A Venture in Team Teaching," Social Studies, 54:257-9; December, 1963.
- Bradley, Philip A., "Individualized Instruction Through Cooperative Teaching and a Programmed Text," National Elementary Principal, 43:46-9; May, 1964.
- Brown, Charles I., "Make It a Team - Teaching Venture," Clearing House, 37:340-2; February, 1963.
- Brown, James; Casimano, Geno, and Goodell, Jerome, "Team Teaching Large Instruction in Industrial Arts," Industrial Arts and Vocational Education, 51:20-22; April, 1962.
- Brown, Richard D., "Questions and Answers About Team Teaching," Business Education World, 45:24, 34-6; May, 1965.
- Brownell, John A., The Claremont Teaching Team Program, Claremont Graduate School; 1961. 31 pp.
- Brownell, John A., Second Annual Report to the Ford Foundation by the Claremont Teaching Team Program 1960-61, Claremont Graduate School; 1962. 52 pp. (Available Upon Request).
- Brownell, John A. (Ed.), Annual Report, 1961-62, Third Annual Report to the Ford Foundation, Claremont Teaching Team Project, Claremont Graduate School; 1963. 46 pp.
- Brownell, John A. and Taylor, Harris A., "Theoretical Perspectives for Teaching Teams," Phi Delta Kappan, 43:150-7; January, 1962.
- Bruntz, C. G., "Team Approach to Social Science Teaching," High School Journal, 43:370-4; April, 1960.
- Brush, R. N., "Editorial: The Team Teaching Bandwagon," California Journal of Secondary Education, 35:207-8; April, 1960.
- Cahall, T. Wilson, "Team Teaching in the Elementary School," Grade Teacher, 78:62, 117, 122; November, 1960.
- California Journal of Secondary Education, Symposium: "Using Team Teaching to Individualize Instruction," 36:414-46; November, 1961.
- Campbell, Edward A., "New Spaces and Places for Learning," School Review, 68:346-52; Autumn, 1960.

- Campbell, Marion M., and Others, Team Teaching with the Trainable Child: A Pilot Program, Worcester Public Schools; 1966. 42 pp.
- Carlin, Philip M., "A Current Appraisal of Team Teaching," Education, 85:348-53; February, 1965.
- Carlin, Philip M., Dimensional Aspects of Role Perceptions in Team Teaching, Abstract, Unpublished Doctoral Dissertation, University of Chicago; 1966. 8 pp.
- Cashen, V. M., "Using Specialists as a Team," Educational Leadership, 19:115-17; November, 1961.
- Castaldi, Basil, "New Dimensions in Plant Planning," Overview, 3:44-6; January, 1962.
- Clement, Stanley L., "More Time for Teaching," Bulletin, National Association of Secondary-School Principals, 46:54-9; December, 1962.
- Clinchy, Evans, Profiles of Significant Schools: Wayland Senior High School, Wayland, Massachusetts, Educational Facilities Laboratories; January, 1960. 28 pp.
- Clinchy, Evans, Schools for Team Teaching, Educational Facilities Laboratories, February, 1961. 63 pp. (Copies Available Upon Request).
- Conner, Berenice G., "Let Your Enthusiasm Show," English Journal, 50:626-8; December, 1961.
- Coody, B. E. and Sandefur, W. S., "Designing Schools for Variability," Educational Leadership, 24:505-7; March, 1967.
- Cooperative School Study Council, Approaching Tomorrow's Schools: An Evaluation of a Team Teaching Project, Sacramento, California; 1963. 54 pp.
- Corbett, E. M., "Different Approach to Team Teaching," Ohio Schools, 38:10-11; November, 1960.
- Cordry, Vernon, "A More Flexible Schedule at Fremont," California Journal of Secondary Education, 35:114-16; February, 1960.
- Corliss, William S.; McBride, Robert; Risberg, Joy; and Welch, Daniel, "Progress Report on Team Teaching in the Birmingham Schools," Birmingham Public Schools, Michigan; February 23, 1962. 4 pp.
- Corrigan, Dean and Hynes, Robert, "What Have We Learned from Team Teaching?" Social Education, 28:205-8; April, 1964.
- Costin, Roberta, et al, Report on Six Years of Organization and Utilization of Staff, O'Farrell Junior High School, San Diego City Schools; May, 1962. 9 pp.

- Croft Educational Services, "Team Teaching," Professional Growth for Teachers, Vol. 7, No. 3; 1962. 8 pp.
- Cunningham, Luvern L., "Key to Team Teaching," Overview, 2:54-5; October, 1960.
- Cunningham, Luvern L., "Team Teaching: Where Do We Stand?" Administrators Notebook, Midwest Administration Center, University of Chicago, Vol VIII, No. 8; April, 1960. 4 pp.
- Cunningham, Luvern L., "When Is A Team A Team?" High School Journal, 45:7-13; October, 1961.
- Darling, David W., "Team Teaching," NEA Journal, 54:24-5; May, 1965.
- Davis, Harold S., A Survey of Team Teaching and Large Group Instruction, Staff Utilization Project, Educational Research Council of Greater Cleveland; November, 1963. 24 pp.
- Davis, Harold S., How to Organize an Effective Team Teaching Program, Successful School Management Series, Prentice-Hall Inc.; 1966. 64 pp.
- Davis, Harold S., Planning A Team Teaching Program, Staff Utilization Project, Educational Research Council of Greater Cleveland; October, 1963. 23 pp.
- Davis, Harold S., "Planning for Team Teaching," Education, 85:333-6; February, 1965.
- Davis, Harold S., Team Teaching Bibliography, Staff Utilization Project, Educational Research Council of Greater Cleveland; 1964. 95 pp.
- Davis, Harold S., Why Team Teach? Staff Utilization Project, Educational Research Council of Greater Cleveland; 1964. 11 pp.
- Davis, Russell C. Jr., "Teacher Assessment of Team Teaching," Science Teacher, 33:38-9; December, 1966.
- Dean, Ray B., "Team Teaching in the Elementary Schools," American School Board Journal, 145:5-6; December, 1962.
- Dean, Stuart E., "Team Teaching: A Review," School Life, 44:5-8; September, 1961.
- Dean, Stuart E., Team Teaching in the Elementary School, Education Briefs, No. 38. Washington, D.C.: U. S. Department of Health, Education and Welfare, Office of Education; January, 1962. 17 pp.
- Dearborn Public School District, Analysis of a Team Teaching and of a Self-Contained Home-Room Experiment, Dearborn, Michigan; 1962. 45 pp.
- Decatur Public Schools, The Road to Progress: The Decatur-Lakeview Plan, Publication of Decatur, Illinois, Public Schools; September, 1960. 4 pp.

- Department of Education, Auburn, Maine, Team Teaching: A Report of the Pilot Team; September, 1960. 35 pp.
- Diesman, Florance M., "Team Teaching Has Many Forms," English Journal, 53:617-23; November, 1964.
- Douglass, Malcolm P., "Team Teaching: Fundamental Change or Passing Fancy?" CTA Journal, 59:26-9, 55-6; March, 1963.
- Drummond, Harold D., "Team Teaching: An Assessment," Educational Leadership, 19:160-5; December, 1961.
- Durrell, Donald O., "Implementing and Evaluating Pupil-Team Learning Plans," Journal of Educational Sociology, 34:360-5; April, 1961.
- Durrell, Donald O., "Team Learning," Grade Teacher, 77:20,87-8; June, 1960.
- Duval, Frank H.; Theiss, Elizabeth Stryker; and McKinnon, Edith, "Three Heads Are Better Than One," Grade Teacher, 81:61, 122-4, 126; May, 1964.
- Eakin, Gladys A. and Spence, Eugene S., "Team Teaching and Independent Reading," Elementary English, 39:266-8; March, 1962.
- Editors of Education U.S.A., "Team Teaching: An Idea In Action," The Shape of Education for 1964-1965, Vol. 5, National School Public Relations Association; 1964. pp. 33-6.
- Educational Equipment and Materials, "'Big Room' Plays Big Role," Robinson-Phillips, pp. 46-8; Fall, 1964.
- Educational Facilities Laboratories, New Schools for New Education. Report on University of Michigan Conference on New School Design; 1961.
- Educational Facilities Laboratories, The Cost of a Schoolhouse; 1960. 144 pp.
- Elliott, Richard W., "Team Teaching: Effective In-Service Training," The American School Board Journal, 144:19; February, 1962.
- Empey, Donald W., "Student Self-Direction, Flexible Scheduling, and Team Teaching," Bulletin, National Association of Secondary-School Principals, 47:118-24; February, 1963.
- Falk, Philip H., "The Improvement of Instruction," The Bulletin, Madison Education Association, 30:1; April, 1960.
- Fink, David R. Jr., "The Selection and Training of Teachers for Teams," National Elementary Principal, 44:54-9; January, 1965.
- Fischler, Abraham S., "The Use of Team Teaching in the Elementary School," School Science and Mathematics, 52:281-8; April, 1962.

- Fischler, Abraham S., and Shoresman, Peter B., "Team Teaching in the Elementary School: Implications for Research in Science Instruction," Science Education, 46:406-15; December, 1962.
- Fisher, Mildred Ogg, "Team Teaching in Houston," English Journal, 51:628-31; December, 1962.
- Ford Foundation, Time, Talent and Teachers; June, 1960. 49 pp.
- Ford, Paul M., "Different Day for the English Teacher," English Journal, 50:334-7; May, 1961.
- Fraenkel, Jack R., A Comparison of Achievement Between Students Taught by a Teaching Team and Students Taught in Traditional Classes on a Standardized Examination in United States History, Unpublished Masters Thesis, San Francisco State College; 1965.
- Fraenkel, Jack R., "Team Teaching: A Note of Caution is in Order," NEA Journal, 56:16-17; April, 1967.
- Fraenkel, Jack R. and Gross, Richard E., "Team Teaching: Let's Look Before We Leap!" Social Education, 30:335-7; May, 1966.
- Fredenburgh, F. A., "Innovating Instruction Through Team Teaching," Junior College Journal, 37:12-18; October, 1966.
- Fullerton, Bill J., "Team Teaching Activities," The Outlook in Student Teaching, Forty-First Yearbook, Association for Student Teaching; 1962. pp. 80-93.
- Gaskell, William, "In-Service Education Potential of Team Planning - Teaching," Peabody Journal of Education, 45:152-5; November, 1967.
- Gaskell, William and Sheridan, Jack, "Team Teaching and the Social Studies in the Elementary Schools," Elementary School Journal, 68:246-50; February, 1968.
- Georgiades, William, "Team Teaching: A New Star, Not a Meteor," NEA Journal, 56:14-15; April, 1967.
- Georgiades, William and Bjelke, Joan, "Evaluation of English Achievement in a Ninth Grade, Three-Period, Team-Teaching Class," California Journal of Educational Research, 17:100-112; May, 1966.
- Georgiades, William and Bjelke, Joan, "An Experiment in Flexible Scheduling in Team Teaching," Journal of Secondary Education, 39:136-43; March, 1964.
- Giltinan, Betty, "The Rise and Demise of a Team," English Journal, 54:429-32; May, 1965.
- Giltinan, Betty, "We Solved the Problem of Size," English Journal, 52:89-93; February, 1963.
- Ginther, John R. and Shroyer, William A., "Team Teaching in English and History at the Eleventh-Grade Level," School Review, 70:303-12; Autumn, 1962.

- Glanz, Edward C.; Calia, Vincent F., and Smith, Gene M., "Scholastic Growth in a Program Using the Team Approach," Journal of Educational Research, 57:386-7; March, 1964.
- Goldstein, W., "Problems in Team Teaching," Clearing House, 42:83-6; October, 1967.
- Goodlad, John I., "Cooperative Teaching in Educational Reform," National Elementary Principal, 44:8-13; January, 1965.
- Goodlad, John I., "News and Comment: In Pursuit of Visions," Elementary School Journal, 59:1-17; October, 1958.
- Greenleaf, W. T., "The Walls Come Tumbling Down," American Education, 3:22; March, 1967.
- Grieg, James and Lee, Robert R., "Cooperative Administration," National Elementary Principal, 44:71-6; January, 1965.
- Gross, Calvin E., "Team Teaching in Pittsburgh," Educational Digest, 28:12-15; November, 1962. (Digest from Pupils, Patterns, and Possibilities, Annual Report of Pittsburgh Superintendent of Schools; 1961.)
- Gross, Jan, "Teaching in the Big Room," National Elementary Principal, 44:79-82; January, 1965.
- Gross, Richard E., "Emerging Horizons for Social Studies," Social Education, 24:21-4; January, 1960.
- Grossbach, Wilmar and Rowan, Norman, "Mathematics Laboratory Uses Programs and Teaching Teams," California Journal for Instructional Improvement, 8:37-45; March, 1965.
- Gurney, T. C., and Others, "What Responsibilities for the Principal in Organizing, Supervising, and Evaluating Teaching Teams?" (Symposium), Bulletin, National Association of Secondary-School Principals, 45:115-20; April, 1961.
- Haddad; Della and Watkins, Team Teaching in Austin, Non-Graded School, Report Number BR-5-0249-13; 1966.
- Haeckel, Lester C., "Facilities for Elementary Team Teaching," American School Board Journal, 146:27-8; January, 1963.
- Hagstrom, Ellis A., "New Opportunity for Outstanding Teachers," Grade Teacher, 78:13, 104; January, 1961.
- Hagstrom, Ellis A. and Stone, Beverly S., The Teaching Teams Project, Franklin School, Lexington, Massachusetts. School and University Program for Research and Development (SUPRAD), Graduate School of Education, Harvard University. Revised November, 1960.

- Hahn, Robert O.; Nelson, Jack; and Robinson, Gertrude, "Team Teaching: A Second Look," Journal of Teacher Education, 12:508-10; December, 1961.
- Hahn, Robert O.; Nelson, Jack; and Robinson, Gertrude, "Team Teaching: The New Approach," Journal of Teacher Education, 12:380-82; September, 1961.
- Hameyer, Will and McGrew, Jean B., "Big Ideas for Big Classes," The School Review, 68:308-317; Autumn, 1960.
- Hass, Erv; Peters, Jean; Brandt, Gail; and Irving, Joan, "Design for Team Teaching," Instructor, 77:65-76; May, 1968.
- Hastings, John, "Teaching Team at Washington School," Memo to George P. Young, Director of Instruction, Urbana Community Schools, Urbana, Illinois; April 13, 1961.
- Hathaway, L., "Team Teaching in an Illinois High School," American Teacher Magazine, 46:11-12; April, 1962.
- Hayes, Charles H., "Team Teaching in Culturally Deprived Areas," National Elementary Principal, 44:60-5; January, 1965.
- Heaps, H. and Hanson, G. A., "Procedures in Team Teaching," Balance Sheet, 49:9-10; September, 1967.
- Heathers, Glen, "Research on Implementing and Evaluating Cooperative Teaching," National Elementary Principal, 44:27-33; January, 1965.
- Heinrich, June Sark, Team Teaching, Unit IV, Science Research Associates, Inc. Teacher Education Extension Service; January 1, 1965. 23 pp.
- Heller, Melvin P., "Creativity in Team Teaching," Catholic School Journal, 66:23-4; May, 1966.
- Heller, Melvin P. and Belford, Elizabeth, "Hierarchy in Team Teaching," Bulletin, National Association of Secondary-School Principals, 46:59-64; December, 1962.
- Heller, Melvin P. and Belford, Elizabeth, Team Teaching and Staff Utilization in Ridgewood High School, Reprint from the Bulletin (January, 1962), National Association of Secondary-School Principals; 1963. 18 pp.
- Herbert, John, Team Teaching: A Working Bibliography, Horace Mann-Lincoln Institute of School Experimentation, Interim Reports, Teachers College, Columbia University; August, 1964. 39 pp.
- Hertzke, G. E., "Team Teaching Approach to Physical Education," Athletic Journal, 47:76; March, 1967.

- Hoffa, Harlan and Fawcett, Temple, "Team Teaching and Art Teaching," School Arts, 62:18-20; February, 1963.
- Hoffman, Jerry, "Team Teaching Spells Progress in Business Education," Business Education World, 42:12-13, 33; September, 1961.
- Hoopes, Ned, "Team-Teachers Play a Winning Game," PTA Magazine, 55:29-31; March, 1961.
- Honn, Floyd R., "What's Happening?" Journal of Secondary Education, 40:89-90; February, 1965.
- Hoppock, Anne, "Team Teaching: Forms Without Substance?" NEA Journal, 50:47-8; April, 1961.
- Houston, Clifford (Chairman) and Teaching Team Committee, "An Experiment in Team Teaching," Bulletin, National Association of Secondary-School Principals, 46:74-6; December, 1962.
- Houston, Clifford, Chairman, et al, "Team Teaching: An Experiment," California Parent-Teacher, 39:22-3; September, 1962.
- Howe, Harold, II, "Needed: A Radical Change," Saturday Review, 43:73-4; September 17, 1960.
- Howe, Harold, II, "The Curriculum, The Team, and the School: An Examination of Relationships," California Journal of Secondary Education, 37:353-61; October, 1962.
- Hulit, L. Darl, "Team Teaching in Industrial Education," IAVE, 55:22-3; May, 1966. 55:20-2; June, 1966.
- Iannizzi, Elizabeth and Robinson, Charles, "Team Teaching Worked for Us in Office Practice," Business Education World, 43:18-20; January, 1963.
- Illinois Education, Symposium: "Experiments in Team Teaching," 50:111-115; November, 1961.
- Industrial Arts and Vocational Education, "How to Use Team Teaching in Industrial Arts," 50:18-20; January, 1961.
- Ingram, J. P., "Time for Team Teaching," American Vocational Journal, 42:20; February, 1967.
- Instructor, "A Critical Look at Team Teaching," 71:39-42; October, 1961.
- Jarvis, Galen M. and Fleming, Roy C., "Team Teaching as Sixth-Graders See It," Elementary School Journal, 66:35-9; October, 1965.
- Jenkins, K. D., "Teaming and Teaching," Clearing House, 42:80-2; October, 1967.

Jenness, Raymond N. Jr., "In Harness on a Team," English Journal, 55:1214-15, 1224; December, 1966.

Jensen, Lawrell; Rizzle, Wanda B.; Merkley, Philip; Nielsen, Virginia, and Rudy, Rhoda, "Eighth Grade Team Teaching at the Roosevelt Junior High School," California Journal of Secondary Education, 35:236-43; April, 1960.

Jirak, Ivan L., "Team Teaching and Geography," Journal of Geography, 62:31-3; January, 1963.

Johnson, Robert H. and Lobb, M. Delbert, Jefferson County, Colorado, Completes Three-Year Study of Staffing, Changing Class Size, Programming, and Scheduling. Jefferson County Schools, District R-1, Lakewood, Colorado; 1960. 28 pp.

Johnson, Robert H. and Lobb, M. Delbert, "The Transformation of the Sacred Secondary School Schedule," California Journal of Secondary Education, 35:96-105; February, 1960.

Johnson, Robert H. and Shutes, R., "Biology and Team Teaching," The American Biology Teacher, 24:247-55; April 1962.

Jonsson, Stewart R., "Team Teaching? Enthusiasm Is High," New York State Education; November, 1962. pp. 14-7.

Kelly, E. T., "Why Team Teaching Fails," Instructor, 76:25; April, 1967.

Kenmore Public Schools, Kindergarten Curriculum Guide, Kenmore, New York; 1962. 92 pp.

Ketterson, S., "Don't Be a Jill of All Trades," Ohio Schools, 41:44-5; February, 1963.

King, Arthur R. Jr., "Planning for Team Teaching: The Human Considerations," California Journal of Secondary Education, 37:362-7; October, 1962.

Kivett, Ruth S., "Team Teaching Is Tops," Indiana Teacher, 106:368-70; May, 1962.

Klausmeier, Herbert J. and Wiersma, William, "Team Teaching and Achievement," Education, 86:238-42; December, 1965.

Klinkerman, Ginger and Bridges, Faith, "Team Teaching in Geometry," Mathematics Teacher, 60:488-492; May, 1967.

Kluwe, Mary Jean, and Harrell, Ruth, "Team Television Teaching," Elementary School Notes, 11:1-2, 4; School Year 1964-65.

Korb, Sister Mary Victor, R.S.M., "Positive and Negative Factors in Team Teaching," Mathematics Teacher, 61:50-3; January, 1968.

Lalime, Arthur W., "Elementary Schools Designed for Team Teaching," Audio-Visual Instruction, 7:540-1; October, 1962.

Lambert, Philip, "Team Teaching for the Elementary School," Educational Leadership, 18:85-8, 128; November, 1960.

Lambert, Philip, "Team Teaching for Today's World," Teachers College Record, 64:480-6; March, 1963.

Lambert, Philip; Goodwin, William L.; and Wiersma, William, "A Comparison of Pupil Adjustment in Team and Self-Contained Organizations," Journal of Educational Research; 58:311-14; March, 1965.

Lambert, Philip; Goodwin, William L.; and Wiersma, William, "A Study of the Elementary-School Teaching Team," Elementary School Journal, 66:28-34; October, 1965.

Lanning, Thomas C. and Weaver, Robert J., "Multiple Grouping and Teamwork," Ohio Schools, 40:28-9; November, 1962.

Lefler, Ralph W. and Gallagher, Harry S., "Laboratory Design to Implement Multidisciplinary Teaching," Science Teacher, 32:41-4; March, 1965.

Levensohn, Alan, "Team Teaching for Elementary Schools," School Management, 2:45-8; December, 1958.

Lewis, Phyllis A., "Team Teaching - A Creative Approach," Educational Horizons, 41:11-14; Fall, 1962.

Life, "Crackling Excitement in School Corridors," "From One-At-A-Time Talk... To the Clatter of 100 Typewriters," "A Schedule that Only a Computer Can Love," and "A Way to Keep a Drop-Out In," Photographic Series on Team Teaching, 54:78-84; March 22, 1963.

Lloyd, Bruce A., "Real Team Teaching," Education, 87:296-300; January, 1967.

Lobb, M. Delbert, A Experimental Study of the Utilization of the Staff in Education, A Report of a Three-Year Project, 1957-1960. Jefferson County, Colorado, School District No. R-1; June, 1960. 30 pp.

Lobb, M. Delbert, "Planning for Team Teaching," A Presentation at the Stanford Conference on Team Teaching and Flexible Scheduling, July, 1962.

Lobb, M. Delbert, Practical Aspects of Team Teaching, Fearon Publishers; 1964. 60 pp.

Lobb, M. Delbert, Staff Utilization Program, 1961-62, Board of Trustees, Fremont Union High School District (Sunnyvale, California), August, 1962.

- Lobb, M. Delbert; Moall, M. F., and Slichenmyer, H. L., "What Are Some Promising Practices in Team Teaching?" Bulletin, National Association of Secondary-School Principals, 44:2-7; April, 1960.
- Lonsdale, Bernard J., "Television and Team Teaching in California Elementary Schools," California Journal of Elementary Education, 31:75-94; November, 1962.
- Lord, J. Charles E., "Team Teaching Should Be Tailored To the Individual School Situation," Business Education World, 43:10-11, 36; April, 1963.
- Lowrie, Jean E., "Team Teaching and the Creative Elementary School Library," Wilson Library Bulletin, 36:129-32; October, 1961.
- Mahoney, William M., "Try Coordinate Teaching," American School Board Journal, 139:13-14; November, 1959.
- Manlove, Donald C. and Beggs, David W. III, Team Teaching, Bold New Venture; 1966. 192 pp.
- Marko, Andrew; Jones, Ronald W., and Waltz, Robert E., "Operation - Science Teaching Co-Op," Science and Children, 2:26; December, 1964.
- Marks, Merle B., "Trump in Transition," Social Education, 28:149-51; March, 1964.
- Martin, Charles K. and Munger, Daniel I., "Team Teaching in a Course in Fundamentals of Speech," Speech Teacher, 14:331-3; November, 1965.
- Marsh, Robert, "Team Teaching - New Concepts?" The Clearing House, 35:469-99; April, 1961.
- Maxwell, Gerald W., et al, "How Effective is Team Teaching in General Business?" Business Education World, 42:7-10, 30-1; December, 1961.
- Mayer, Frank C. and Wooldridge, James H., "Preparing for Team Teaching at West Clermont," American School Board Journal, 154:10; July, 1962.
- McBeth, Edwin, "How to Field a Winning Teaching Team," Grade Teacher, 83:174-9; May - June, 1966.
- McMahon, Eleanor, "Principals' Views of Team Teaching," National Elementary Principal, 44:34-42; January, 1965.
- McMahon, M. and Others, "New Look for Kindergartens," Wisconsin Journal of Education, 100:14-15; December, 1967.
- McNamera, E. J., "2. Experiments in Team Teaching," Innovations in Washington Schools, Bulletin 10, School Information and Research Service (SIRS), Seattle Washington; February 28, 1964. pp. 5-7.

- McVey, Marcia; Casey, Robert; McClane, Calvin; and Bunte, Howard, "No Tempest in a Team Pod," California Journal for Instructional Improvement, 7:18-21; March, 1964.
- Meiskin, Milton, "Cooperative Teaching in the Elementary School," Education, 88:342-4; April - May, 1968.
- Mercer, W. J., "Teaming Up to Teach," School and Community, 53:4; December, 1966.
- Meyer, James A., "Group Grope: Problems of Team Teaching," Clearing House, 42:362-4; February, 1968.
- Meyers, Kent E. and others, Team Teaching at the College of Southern Utah, College of Southern Utah; 1966. 8 pp. (ERIC - ED 011 012)
- Michael, Lloyd S., et al, "Team Teaching," The Bulletin, 47:36-63; National Association of Secondary-School Principals; May, 1963.
- Miller, Virginia and Kallenbach, Warren W., "Comparisons of Selected Elementary Pupils in Team-Taught and Self-Contained Classrooms With Respect to Pupil Behavior Patterns, Self-Concept and Academic Achievement," Paper presented to the 43rd annual California Educational Research Association, Santa Rosa; March 12, 1965. 4 pp.
- Mitchell, Donald P., "Housing Cooperative Teaching Programs," National Elementary Principal, 44:44-52; January, 1965.
- Morlan, John E., "The Team Approach to Large-Group Instruction," Audiovisual Instruction, 9:520-2; October, 1964.
- Morlan, John E., "Think Twice About Team Teaching," Instructor, 73:65, 72, 142; September, 1963.
- Morse, Arthur D., "Open Minds and Flexible Schools," Saturday Review, 43:67-8, 90-2; September 17, 1960.
- Morse, Arthur D., Schools of Tomorrow--Today, Doubleday and Company, Inc., Garden City, New York; 1960. 191 pp. (Elementary, pp. 11-25; Secondary, pp. 103-122).
- National Association of Secondary-School Principals, The Bulletin.
 "New Horizons in Staff Utilization," Vol. 42, No. 234; Jan., 1958. 213 pp.
 "Exploring Improved Teaching Patterns," Vol. 43, No. 243; Jan., 1959. 321 pp.
 "Progressing Toward Better Schools," Vol. 44, No. 252; Jan., 1960. 345 pp.
 "Seeking Improved Learning Opportunities," Vol. 45, No. 261; Jan., 1961. 285 pp.
 "Focus of Change," Vol. 45, No. 270; Jan., 1962. 321 pp.
- National Education Association, Research Division, "Studies of Staff, Buildings and Audio-Visual Aids in the Public Schools," Research Report, 1959-R17; October, 1959. pp. 9-24.

National Education Association, Research Division, Team Teaching, Research Bulletin 45:114-15; December, 1967.

National Elementary Principal, "Toward Improved School Organization," 41:115-27; December, 1961.

National Lumber Manufacturers Association, Teacher-Architect Planning Produces Flexible Design for Team Teaching in the Robert Frost Elementary School, Pasco, Washington, Technical Services Division; 1965. 4 pp.

NEA Journal, "Focus on Change," Illustrated Summary of Focus on Change-Guide to Better Schools, by J. Lloyd Trump and Darsey Baynham, 51:43-58; March, 1962. 17 pp.

Neilson, Elizabeth A., "The Team Approach to New Frontiers in Health Education," Journal from Office of Health, Physical Education and Recreation, NEA, 33:28, 74; March, 1962.

Nelson, Jack; Hahn, Robert O. and Robinson, Gertrude A., "Team Teaching for Teacher Education: The New Approach," Journal of Teacher Education, 12:380-82; September, 1961.

Nelson, Jack L. and Robinson, Gertrude A., "Teacher Education Through Team Teaching," School and Society, 91:409-10; December 14, 1963.

Nelson, Vance C. R., "Time...Team...Tectonics..." CTA Journal, 61:28-30, 40; October, 1965.

Nesbitt, William, An Experimental Study of the Relative Effectiveness on Learning in Selected High School Subjects of the Conventional Methods and A Composite of Procedures Involving Modern Educational Media in Addition to Classes of Varying Sizes, Team Teaching, and Teacher Aids, Unpublished Doctoral Dissertation, University of Texas; 1960.

New England Schools Development Council, The Accordion Plan: The Pursuit of Excellence in the Weston Public Schools, Cambridge, Mass.; the Council; 1960. 43 pp.

New York Times, "Team Teaching," Educational Supplement, 2690:1431; December 9, 1966.

Nichols, Arleen J., "Team Teaching," Kentucky School Journal, 41:20; Jan., 1963.

Nimnicht, Glendon, "A Second Look at Team Teaching," Bulletin, National Association of Secondary-School Principals, 46:64-9; December, 1962.

Nimnicht, Glendon and Ovard, Glen F., "On Planning Academic Classrooms: New Approaches to Teaching Require Planned Academic Facilities," American School Board Journal, 145:53-56, Team Teaching; September, 1962.

Norton, M. S., "Approaches to Team Teaching," Bulletin, National Association of Secondary-School Principals, 44:89-92; October, 1960.

Norwalk Plan, The, A Parents' Report: Team Teaching at Fox Run Elementary School, Parent-Teacher Association of Fox Run School - Norwalk, Conn. Board of Education; March, 1961. 42 pp.

Norwalk Plan, The, The Norwalk Plan: An Attempt to Improve the Quality of Education Through A Team-Teaching Organization, a Two-Year Study Supported by the Fund for the Advancement of Education; September, 1960. 29 pp.

Norwalk Plan, The, The Norwalk Plan: A Study Designed to Establish New Careers for Teachers, Norwalk, Conn. Board of Education; July, 1959. 93 pp.

Novotney, Jerrold M., "T-Groups and Team Teaching," California Journal for Instructional Improvement, 10:242-7; December, 1967.

Ohanion, Arthur, "Team Teaching," Educational Screen and Audio-Visual Guide, pp. 259; May, 1963.

Ohm, Robert E., "Toward a Rationale for Team Teaching," Administrators Notebook, Midwest Administration Center, University of Chicago, Vol. IX, No. 7, March, 1961. 4 pp.

Olson, Carl O. Jr., "Teaching Team in the Elementary School," Education, 88:345-9; April - May, 1968.

Overview, "An Administrator's Guide to Team Teaching," 4:54-5; April, 1963.

Paizis, John, "A Team Approach to Helping Emotionally Handicapped Children," California Journal of Elementary Education, 31:30-8; August, 1962.

Pansino, Louis P., "Permission to Implement Proposed Dual Team Teaching for School Year 1961-62," memo to George P. Young, Director of Instruction, Urbana Community Schools, Urbana, Illinois; April 12, 1961.

Patterson, Gordon E.; Swenson, Lloyd G., and Johnson, Robert H., "Classes of 10, 20, 35 and 70 Under Varied Conditions are Taught in Jefferson County, Colorado, to Discover Effects on Students and Teachers," Bulletin, National Association of Secondary-School Principals, 42:115-7; January, 1958.

Paullin, Charlene, "Team Teaching in General Music Classes in San Diego," Journal of Secondary Education, 36:133-37; March, 1960.

Perkins, Bryce and Prescott, George A., "New Careers for Teachers," Connecticut Teacher, 26:4-5; April, 1959.

Perkins, Bryce and Team Teachers of Norwalk, Connecticut, "Teamwork Produces Audio-Visual Techniques," Grade Teacher, 77:55-58, 60, 61, 64-73; June, 1960.

Perkins, Raymond P., "They Call It 'Team' Teaching," Phi Delta Kappan, 48:137; November, 1966.

Perry, Paul A. (Ed.), "Team Teaching Project," SUPRAD: An Interim Report on the School and University Program for Research and Development 1957-1962, SUPRAD; 1962. pp. 41-8.

Peterson, Carl H., Easton High School Team Teaching Program, Curriculum Publication SE-60-1, Easton Area Joint High School Systems; 1960. 36 pp.

Peterson, Carl H., Effective Team Teaching: The Easton Area High School Program, Parker Publishing Co., Inc.; 1967.

Peterson, Carl H., "Is Team Teaching for Your Schools?" American School Board Journal, 145:11-13; October, 1962.

Peterson, Carl H., "Team Teaching in the High School," Education, 85:342-7; February, 1965.

Peterson, Carl H., "Team Teachings Three Variables: Administrative Intent, Teacher Attitude, Student Reactions," American School Board Journal, 149:15-17; November, 1964.

Pitruzzello, Philip R., "A Report on Team Teaching," The Clearing House, 36:333-36; February, 1962.

Pittsburgh Public Schools, Pupils, Patterns, and Possibilities: A Description of Team Teaching in Pittsburgh, Pittsburgh: Board of Education, 1962. 32 pp.

Ploghoft, Milton E., "Another Look at Team Teaching," The Clearing House, 36:219-21; December, 1961.

Polos, Nicholas C., "Progress in Teacher Education--The Claremont Plan," The Journal of Teacher Education, 11:398-401; September, 1960.

Polos, Nicholas C., "Team Teaching: Past, Present, and Future," Clearing House, 39:456-8; April, 1965.

Polos, Nicholas C., The Dynamics of Team Teaching, William C. Brown; 1965. 152 pp.

Polos, Nicholas C. and others, (Symposium), "Using Team Teaching to Individualize Instruction," Journal of Secondary Education, 36:414-46; Nov., 1961.

Powell, J. and Lou, E., "How We Cut Our Teeth on Team Teaching," Nations Schools, 79:69-71; February, 1967.

Purrington, B. R., "Team Teaching in the Musical Arts," Music Educators Journal, 53:135-7; April, 1967.

Reasoner, Robert W., "Creativity Through Team Teaching," California Elementary Administrator, 26:15, 18-19; February, 1963.

Reasoner, Robert W. and Wall, Harvey R., "Developing Staff Interaction in Team Teaching," National Elementary Principal, 44:84-6; January, 1965.

Rocheleau, R. Lee, "A Team Teacher Bears Witness," Audio-Visual Instruction, 7:204-5; April, 1962.

Rzepka, L., "Team Teaching in the Elementary School: What Is It?" Ohio Schools, 40:14-15; January, 1962.

San Diego City Schools, Report on the Two Year Experimental Project in Staff Utilization, 1958-60, Commission of the Experimental Study of Utilization of Staff in the Secondary School; June, 1960.

Sands, Theodore and Hicklin, Charles R., The Development and Testing of Instructional Materials for Gifted Secondary Pupils: Final Report, Illinois Normal State University; 1965. 69 pp. (ERIC - ED 010 766)

School Management, "A Tool for Team Teaching," 7:76-8; November, 1964.

School Management, "A Second Look at Trump--Norridge Revisited," 8:56-60, 112-17; October, 1964.

School Management, "Flexible Classrooms for a Flexible Curriculum," 3:45-7; November, 1959.

School Management, "How Team Teaching Stopped Double Sessions," 6:89-92, 161; March, 1962.

School Management, "How to Introduce Team Teaching in your Elementary Schools," 5:58-62; November, 1961.

School Management, "A Tool for Team Teaching," 7:76-78; November, 1963.

School and University Program for Research and Development, Lexington and SUPRAD; October, 1963. 28 pp.

Seaberg, Stanley, "Team--But Teach!" Clearing House, 38:167-9; November, 1963.

Shalowitz, Elaine Langerman, "Our School is Trying Team Teaching," NEA Journal, 53:45-6; May, 1964.

Shaplin, Judson T., "Antecedents of Team Teaching," School and Society, 91:393-407; December 14, 1963.

Shaplin, Judson T., "Cooperative Teaching: Definitions and Organizational Analysis," National Elementary Principal, 44:14-20; January, 1965.

- Shaplin, Judson T., "Team Teaching," Saturday Review, 44:54-5, 70; May 20, 1961.
- Shaplin, Judson T. and Olds, Henry F. Jr., Team Teaching, Harper and Row; December, 1963. 430 pp.
- Shedd, Mark R., "Team Teaching: Why and How," Maine Teacher, 20:16-17, 30; May, 1960.
- Shoresman, Peter B., A Comparative Study of the Effectiveness of Science Instruction in the Fifth and Sixth Grades Under Two Different Patterns of Teacher Utilization and Pupil Development, Doctoral Dissertation, Harvard University; 1962.
- Shoresman, Peter B., "Teaming up for Science Instruction," Science and Children, 1:17-19; April, 1964.
- Singel, Raymond J., "Arranging Built-In Flexibility In a Grade School," American School and University, 37:36-7; September, 1964.
- Singer, Ira J., "Team Teaching and the School Librarian," School Libraries, 11:21-23, 38; October, 1961.
- Sleight, Ralph H., "Administrative Problems as a Result of Flexible Scheduling and Team Teaching," Journal of Secondary Education, 42:358-62; December, 1967.
- Smith, John Blackhall, Team Teaching: An Approach to Elementary School Instruction, Board of Education, Greenwich, Connecticut; January, 1960. 15 pp.
- Smith G., et al, "Team Teaching, A Challenge to Change," Arizona Teacher, 50:20-4; November, 1961.
- Smith, Verna, "Team Teaching in Geometry," Bulletin, National Association of Secondary-School Principals, 46:97-99; March, 1962.
- Smith, Vernon H., "Team Teaching has Advantages," English Journal, 49:242-4; April, 1960.
- SRIS Quarterly, "About Team Teaching," 1:18, School Research Information, Phi Delta Kappa; Spring, 1968.
- Stafford, James L., An Exploration Into Team Teaching in English and the Humanities, Southern California Council of Teachers of English, National Council of Teachers of English; 1963. 24 pp.
- Stetson, G. Arthur and Harrison, James P., "Junior High School Designed for Team Teaching," American School Board Journal, 140:38-42, May, 1960.

- Stevens, John M. and Richards, A. Winston, "Team Teaching in World Geography-Junior High School," California Journal of Secondary Education, 35:244-5; April, 1960.
- Stevens, Martin and Elkins, William R., "Designs for Team Teaching in English," English Journal, 53:170-6; March, 1964.
- Stiles, Lindley J., "Individual and Team Teaching," Wisconsin Journal of Education, 92:7-10, 13; January, 1960.
- Stoltenberg, James C., "Team Teaching in Junior High School," Educational Leadership, 18:153-5; December, 1960.
- Stone, William Jack, "New Designs for Secondary-School Scheduling," California Journal of Secondary Education, 35:126-30; February, 1960.
- Stone, William Jack and Ramstad, William K., "Team Teaching--The Results of a California Survey," Journal of Secondary Education, 36:273-76; May, 1961.
- Suttle, John E., "Team Teaching," Elementary School Instructional Organization Patterns, Bulletin 10, School Information and Research Service (SIRS), Seattle, Washington; February 19, 1962. pp. 21-31.
- Sweet, Raymond and Dunn-Rankin, Peter, "An Experiment in Team Teaching Seventh Grade Arithmetic," School Science and Mathematics, 62:341-4; May, 1962.
- Sybouts, W., "Supervision and Team Teaching," Educational Leadership, 25:158:9; November, 1967.
- Szabb, Lester J., "Team Teaching for Honor Students," Educational Digest, 27:27-8; January, 1962.
- Szabb, Lester J., "Team Teaching: Honor Students Undergo Experiment," New York State Education; October, 1961. pp. 12-13.
- Taffel, Alexander, An Evaluation of a Team Method of Teaching High School Physics to Academically Talented Students, Doctoral Dissertation, New York University; 1961.
- Taylor, Harris A., "Claremont Graduate Program for Team Teaching," High School Journal, 43:277-82; February, 1960.
- Taylor, Harris A. and Olsen, Katherine, "Team Teaching with Trainable Mentally Retarded Children," Exceptional Children, 30:304-9; March, 1964.
- Taylor, Toni, "American Classroom," Grade Teacher, 81:56-60; May, 1964.
- Taylor, Toni, "Team Talk," Editorial, Grade Teacher, 81:4; May, 1964.
- Thayer, Mildred N., "Experimental First Year," Science Teacher, 31:33-4; October, 1964.

Thomas, Ashley C. and Rubenow, Robert C., Team Teaching Works in Notehand, Business Education World, 43:19; September, 1962.

Thomson, Scott, An Analysis of Achievement Outcomes: Team Teaching and Traditional Classes, Unpublished Ed.D. Dissertation, Stanford University; 1963.

Timpano, D. M., "Aerospace: Topic for Team Teaching," Science Teacher, 34:31-2; December, 1967.

Trump, J. Lloyd and Baynham, Darsey, Focus on Change, Rand McNally and Company, Chicago, Illinois; 1961. 147 pp.

Trump, J. Lloyd, Images of the Future, Commission on the Experimental Study of the Utilization of the Staff in the Secondary School; 1959. 46 pp.

Trump, J. Lloyd, New Directions to Quality Education, Commission on the Experimental Study of the Utilization of the Staff in the Secondary School, (C.A., 1959). 14 pp.

Trump, J. Lloyd, New Horizons for Secondary School Teachers, Commission on the Experimental Study of the Utilization of the Staff in the Secondary School; (C.A., 1956). 35 pp.

Trump, J. Lloyd, "What Is Team Teaching?" Education, 85:327-32; February, 1965.

Valley Unified School District, Junior English Team Teaching Project Guide, Covina, California; 1962. 136 pp.

Vars, Gordon F., "Can Team Teaching Save the Core Curriculum?" Phi Delta Kappan, 47:258-62; January, 1966.

Visalia Times-Delta, "Instructor Praises Cooperative Plan," Thursday, December 7, 1967. p. 10.

Visalia Times-Delta, "Team Teaching to be Tried at College," Thursday, January 24, 1963. p. 2.

Walker, Wally, "Team Teaching: Pros and Cons," CTA Journal, 58:17; April, 1962.

Wall, Harvey R. and Reasoner, Robert W., Team Teaching: A Descriptive and Evaluative Study of a Program for the Primary Grades, Mt. Diablo Unified School District, Concord, California; February, 1962. 133 pp.

Wall, Harvey R. and Reasoner, Robert W., Team Teaching: A Summary of the Findings, Mt. Diablo Unified School District, Concord, California; February, 1962. 23 pp.

Wallace, Richard C. Jr., "Can Large Group Instruction Provide for Individual Differences?" National Elementary Principal, 44:66-70; January, 1965.

Ward, J. O., "Another Plan for Co-ordinate Teaching," American School Board Journal, 140:10; February, 1960.

Watson, Robert A., "People Not Projects Will Improve Education," American School Board Journal, 147:9-11; November, 1963.

Watson, Robert Lee, "Team Teaching of Chemistry at the High School Level," School Science and Mathematics, 65:556-62; June, 1965.

Weiss, Thomas M. and Norris, Mary Scott, "Critique of the Team Approach," Educational Forum, 24:207-8; January, 1960.

Wheater, Stanley B., "Team Teaching in a Course in Speaking and Writing," Speech Teacher, 15:242-7; September, 1966.

White, Robert W., "How Successful Is Team Teaching?" Science Teacher, 31:34-5, 37; October, 1964.

Wigderson, Harry I., "Team Teaching in American Education," Education, 85:323-6; February, 1965.

Williams, Jean, "Experiment in Team Teaching Conducted in RHS (Redwood High School) Civics Class," Visalia Times-Delta, The Teen Times, 5:1A, 2A; September 25, 1962.

Wisconsin Improvement Program, Making Teaching and Learning Better, a Report, John Guy Fowlkes: Director, University of Wisconsin, May-June, 1962. 57 pp.

Wolfe, Mary Ellen, "Fairview Inaugurates Basic Concept Plans," Journal Herald, Dayton, Ohio; March 14, 1962.

Wood, Marion, "Team Teaching Can Help in Smaller Classes, Too," Business Education World, 43:30-1; October, 1962.

Woodring, Paul, New Direction in Teacher Education, Fund for the Advancement of Education; 1957. 142 pp.

Woods, Shirley F. and Stunkel, Gerald H., "Methods Used to Present a Humanities Course by a Teaching Team," Journal of Secondary Education, 39:166-71; April, 1964.

Wooldridge, James H. and Mayer, Frank C., "Building for Team Teaching," Ohio Schools, 40:15; May, 1962.

Wynn, D. Richard and Remer, Richard W., "Staff Utilization, Development and Evaluation," Review of Educational Research, American Educational Research Association, 31:393-4; October, 1961.

July 16, 1968
HIW