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Team Teaching: How To Incorporate It into Our Schools.

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Team teaching, which provides added professionalism, increased teaching skill and specialization, and individualized learning, can be incorporated into schools by developing a firm philosophical rationale and commitment and by proceeding with sound planning and action. This involves considering the need for the understanding and support of the principal and teachers, open and honest criticism between teachers, expert help in planning a program, acceptance of educational change, and space for a variety of teaching activities. (SP)

(Continued from page one)

It is fallacious to assume that frequent visits by the university supervisor give insight into teacher behavior any more than descriptive check lists. By using tools on a prescribed routine such as the Flanders' *Interaction analysis* (despite its one-dimensional base), the cooperating teacher can help change take place rather than delineate weakness. Using some form of content analysis helps to measure creativity and determine how close this comes to meeting the objectives of the course.

A more professional approach in undergraduate education is needed to provide for these different kinds of objectives in the classroom and at the university, to allow for a more extended experience in the classroom, and achieve a more standardized scheme for evaluation. The university needs to completely alter its present order of undergraduate classes and, at the same time, build into its program more opportunities for prospective teachers to get into the classroom and discover what teaching is all about.

The role and the responsibility of the cooperating teacher undergoes some significant changes under the new scheme. It is the cooperating teacher who is in constant contact with the intern and his involvement in the classroom. At this point, he becomes the keystone to the growth and understanding of the intern.

That responsibility has always been voiced, but the absurdity was that cooperating teachers have too often been chosen who were committed to philosophies that opposed difference, disagreement, mistakes, and creativity. They have had little image of themselves as professionals and advocated only the re-telling of the cultural myths.

A new day has dawned. Psychological research dictates some new approaches and forces the skills required of a cooperating teacher into a new dimension. The universities and school districts must provide frequent training workshops where experienced teachers are trained in the most recent research findings relevant to their tasks. Districts can make available their resources and new programs which can be used in conjunction with the universities in training and placing interns.

To insure an adequate teacher-training program, a resident university director should be in attendance at localities

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far removed from the parent institution. He should have the responsibility to supervise and place interns besides conducting in-service programs and evaluations with experienced teachers.

The new responsibility under this cooperative plan has ominous significance for school districts. Selection of cooperating teachers in a district is tantamount to well-planned, progressive advances in education. Selection has to be based on a criterion that insures a professional attitude broadened in its outlook by new requirements. Any district selection should be allied with recommendations from several sources within the district structures to provide the most competent choices.

In place of any anticipation of prestige or financial remuneration, the cooperative, actualizing approach to student interning is really a call for sophistication and a commitment to everyone concerned. The training of teachers is as clinical as the schooling of the dentist or the social worker, since pliability of the mind is the object of concern.

To develop mediocrity in students, sustain jealousies between university and school districts, allow for incompetence among supervisors and cooperating teachers, and fail to develop carefully-planned learning experiences is admitting a lack of concern for children and the teaching profession.

TEAM TEACHING

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Some teachers are like the old farmer:
Out standing in their field.