ABSTRACT
         This nineteenth in a series of twenty-nine learning
modules on instructional execution is designed to give secondary and
postsecondary vocational teachers help in developing the attitudes
and competencies necessary to be an effective member of a teaching
team. Introductory sections relate the competencies dealt with here
to others in the program and list both the enabling objectives for
the three learning experiences and the resources required. Materials
in the learning experiences include required reading, a self-check
quiz with model answers, a list of questions designed to evaluate a
team teaching lesson plan, and the teacher performance assessment
form for use in evaluation of the terminal objective. (The modules on
instructional execution are part of a larger series of 100
performance-based teacher education (PBTE) self-contained learning
packages for use in preservice or inservice training of teachers in
all occupational areas. Each of the field-tested modules focuses on
the development of one or more specific professional competencies
identified through research as important to vocational teachers.
Materials are designed for use by teachers, either on an individual
or group basis, working under the direction of one or more resource
persons/instructors.) (BM)

EMPLOY THE TEAM TEACHING APPROACH

MODULE C-19 OF CATEGORY C—INSTRUCTIONAL EXECUTION
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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FOREWORD

You, as a vocational teacher, are a person with unique skills, interests, needs, and goals Each of the students in your class is also a person with unique skills, interests, needs, and goals Team teaching is a method of instruction which was developed in the hopes of more effectively meeting all these varying individual needs and more efficiently utilizing all these varying skills.

In team teaching, a group of teachers works together to plan, conduct, and evaluate the activities for all their students Traditionally, teachers are assigned standard classes of standard length with a standard number of students In team teaching, group size and time length are determined by the nature of the activity and the individual needs of the students This requires the coordination of teachers, students, space, and curriculum The goal is to make the best use of faculty and other resources so that each student learns what he/she needs, in the way he/she learns most readily

Since it is the team members—the individual teachers—who must ensure that team teaching will reach its goal of providing better education, this module is designed to help you, a present or future vocational teacher, develop the attitudes and competencies necessary to be an effective member of a teaching team

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual school situation, employ the team teaching approach. Your individual performance as a team member will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27-28 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the principles and procedures involved in employing the team teaching approach (*Learning Experience I*).

2. As a member of a simulated teaching team, plan, present, and evaluate a lesson (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing a lesson plan If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill One option is to complete the information and practice activities in the following module

- *Develop a Lesson Plan*, Module B-4

Resources

A list of the outside resources which supplement those contained within the module follows Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I
Required

Two peers to serve as members of your teaching team throughout the module with whom you can discuss the Self-Check items

Optional

Reference Beggs, David W , III (Ed.). *Team Teaching: Bold New Venture* Bloomington, IN University Press, 1964.

Reference Chamberlin, Leslie, J. *Team Teaching Organization and Administration* Columbus, OH Charles E Merrill Publishing Company, 1969

Reference. Trump, J Lloyd and Delmas F Miller *Secondary School Curriculum Improvement Proposals and Procedures* Boston, MA Allyn and Bacon, Inc , 1968

Videotape or audiotape equipment for taping, viewing or listening to, and evaluating your performance and that of the team during discussion

An actual team teaching situation which you could observe

Learning Experience II
Required

Two peers to serve as members of your teaching team throughout the module with whom you can plan, present, and evaluate a lesson

Optional

A group of peers to role-play students to whom you are presenting a lesson using the team teaching approach

Learning Experience III
Required

An actual school situation in which you can employ the team teaching approach

A resource person to assess your competency in employing the team teaching approach

Learning Experience I

Enabling Objective

After completing the required reading, demonstrate knowledge of the principles and procedures involved in employing the team teaching approach.

Activity

You will be reading the information sheet, Employing Team Teaching, pp. 6–11.

Optional Activity

You may wish to read the supplementary references; Beggs, *Team Teaching: Bold New Venture*; Chamberlin, *Team Teaching: Organization and Administration*; and/or Trump and Miller, *Secondary School Curriculum Improvement: Proposals and Procedures*, pp. 307–324.

Activity

You will be demonstrating knowledge of the principles and procedures involved in employing the team teaching approach by responding with two other team members to the Discussion Questions, pp. 12–14.

Optional Activity

You may wish to record your team discussion on videotape or audiotape.

Feedback
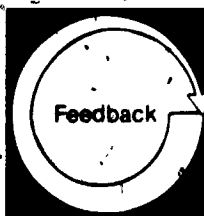
You will be evaluating your competency by comparing your team's responses to the Discussion Questions with the Model Answers, pp. 15–16.

Optional Activity

You may wish to check with your resource person to see if there is an actual team teaching situation which you and your team members could observe

EMPLOYING TEAM TEACHING

If a beginning teacher learns an instructional method such as, "presenting an illustrated talk," it is fairly simple to employ that single method during a classroom lesson Team teaching is not the same kind of method. It is not a method you use as part of one or two single lessons in a unit as appropriate

Team teaching involves a **total change** in the organizational structure It is part of a particular **attitude** toward education which grew out of dissatisfaction with some of the fundamental beliefs that educators have always seemed to operate from, or perhaps the constraints educators have always had to operate under In terms of reality, these beliefs or constraints can be seriously questioned
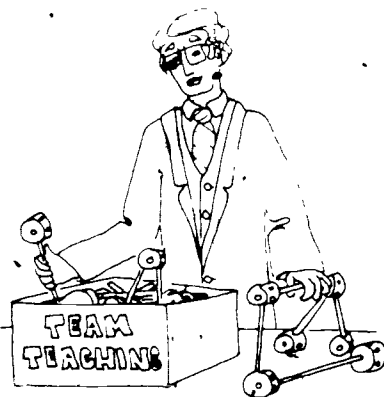
Belief.—Subject matter is organized into neat little compartments by subject area

Reality.—Learning does not divide neatly into separate areas On a simple level, consider the young girl who is assembling the model airplane she got for her birthday She is applying language skills (reading directions), math skills (measuring, etc.), science skills (principles behind why the propeller operates as it does to make the plane fly), and maybe even history skills (the plane is a model of the one Lindbergh flew)

Belief.—Teachers all have identical competencies and can be treated accordingly

Reality.—Teachers are not all alike Some are better speakers than others Some relate better on an individual, one-to-one level than others Their talents are varied, their interests vary

Belief.—All classes should be an ideal 50 minutes long (or some other arbitrary length)

Reality.—While 50 minutes may be an ideal length of time for certain activities, it is not ideal for all activities What happens when a teacher needs to fit an excellent two-hour film into those 50 minutes?

Belief.—Classes contain an ideal number of students, for instance, 30

Reality.—While 30 students may be an ideal number for some activities, it is not ideal for all activities. Does it make sense to show that excellent film five times in one day to five classes of 30 students each?

Belief.—Students and teacher should be assigned to a single, self-contained classroom

Reality.—For some activities, the room to which the teacher has been permanently assigned may be fine, but what if it has 30 desks and the activity being pursued requires students to work in groups at tables?

Belief.—A curriculum (state or district) indicates what knowledge, skills, and attitudes should be conveyed to all students, and in what order

Reality.—If students are indeed individuals with individual goals, needs, interests, and abilities, how can one curriculum serve all those individual variations?

In an attempt to create an organizational structure to fit these realities, team teaching was born Team teaching **demands** that—

- two or more teachers plan, instruct, and evaluate cooperatively
- teachers are mutually responsible for a group of students equivalent in size to two or more conventional classes
- teachers are assigned a large block of time during which they can schedule activities according to the length of time required by each activity
- teachers have a common planning period each day
- teachers have aides or assistants to assist in non-teaching duties

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- teachers divide responsibilities so that all teachers are operating in their areas of strength and interest—that they combine their talents to strengthen their total impact
- instruction is planned using groups of various sizes and compositions, and various time limits depending on the purpose of the activity
- a variety of technical aids, audiovisual materials, learning labs, etc , are used
- teachers cooperatively, continuously evaluate their own performance(s)
- teachers may be drawn from one or more subject areas, or one or more grade levels

It has been claimed, as with many innovative ideas in education, that team teaching cuts costs, results in more student learning, or allows teachers more free time These claims are unproven, and furthermore, they are not the major goals of team teaching

Team teaching is designed to better meet student needs by making better use of staff, facilities, time, and materials presently available Team teaching is intended to allow teachers to utilize a variety of alternatives to reach the variety of individuals whom they are responsible for educating Team teaching attempts to bend the organization to fit the varying instructional needs, rather than limiting instruction to rigid organizational constraints

Essential Qualities for Team Members[1]

Most of the same qualities that make a good teacher, make a good team member curiosity, patience, intelligence, enthusiasm, imagination, confidence, intellectual honesty, and a desire to improve professionally In addition, of course, each teacher has individual talents, interests, and skills.

The conventional educational organization allows a teacher to plan alone, shut the classroom door, and lecture to the students with a minimum of interaction Some teachers with this closed-door policy are excellent teachers, but they would be unhappy team teaching. Their individual talents, interests, and skills do not lie in this area

Ideally, in a school committed to team teaching, all teachers should be hired as parts of teams. Realistically, however, schools already have a full staff of teachers to work with when they make the move to adopt a team teaching structure What does that school do with the teachers who can't or won't team teach?

If part of the philosophy underlying team teaching is that each teacher should be allowed to operate in a situation that makes maximum use of his/her particular talents, then, within the school, provision should be made for some teachers to maintain self-contained classrooms Furthermore, the organization needs to create an environment of mutual respect and tolerance so that a teacher choosing not to be a part of a team is not treated as an outcast.

We said that teaming requires a **commitment.** Therefore, any teacher about to team teach must first want it to succeed Then, in addition to the qualities previously described, teachers must possess, or develop through some kind of human relations training, some additional qualities in order to function effectively as team members These additional qual-

INSTRUCTIONAL NEEDS

1 Partially adapted from Melvin P Heller Qualities for Team Members In David W Beggs III (Ed) Team Teaching Bold New Venture (Bloomington IN Indiana University Press, 1964) pp 145–154

ities are related to the fact that two or more people are planning, instructing, and evaluating **together.** Thus, the teacher must possess the following qualities which make for effective group interaction.

- The teacher must be cooperative.
- The teacher must be able to express himself/herself clearly.
- The teacher must be a good listener.
- The teacher must be able to lead in those areas in which he/she is strong.
- The teacher must be able to follow in those areas in which he/she is not as strong and must be willing to learn from others.
- The teacher must keep an open mind and be willing to change.
- The teacher must be willing to be evaluated by team members, and be interested in self-evaluation.
- The teacher must be able to maintain his/her own individuality while cooperating with others. Teaming does not mean blending a team of teachers into a single unit of indistinguishable personalities. Rather, it involves the close cooperation of persons with differing strengths and talents

This cooperation between teachers cannot be stressed too much. It is the pivot around which the entire concept of team teaching revolves. The advantages that result from employing the team teaching method can be many if this close cooperation exists .

In a conventional teaching situation, the teacher in a given service area is assumed to be equally competent in all aspects of that service area For example, the home economics teacher has been trained in sewing and is assumed to be equally competent in all areas of sewing However, that home economics teacher may have only a **minimum** competency in tailoring due to a lack of real interest in that area. He/she may have a phenomenal interest in clothing design and possess expert skills in that area.

In the conventional teaching situation, this teacher teaches all areas, probably unevenly By teaming him/her with another teacher whose special expertise and interest lie in tailoring, two things happen: (1) the students get a better education, with a more balanced presentation of all areas; (2) the two teachers exchange information and ideas so that each becomes stronger in his/her weaker area—there is continual inservice training within the team among team members

This information exchange does more than just create more knowledgeable teachers. It creates a dynamic environment. In other words, it creates an environment in which each person serves as a

catalyst to the other persons on the team. One person's enthusiasm at one time serves to inspire enthusiasm in the other person. One person's creativity can start the creative juices flowing in the other person. Two heads are often, in fact, better than one, and enthusiasm and creativity are, indeed, contagious.

Normally when a teacher is absent, there is a substitute teacher. We all know from our own experience in school that a substitute leads a harried life. With team teaching, this unhappy situation is alleviated. A substitute coming in becomes a member of a team, not an isolated stranger. Thus, the discipline established by the team can ope for the substitute, and the substitute can get clear direction as to his/her responsibilities for the day. He/she is not alone. Another option available in team teaching is that, by regrouping, the remaining members can accomplish their goals without a substitute teacher being called in.

Similarly, a teacher who has some weak areas which would cause problems in the classroom can be supported sufficiently by the team to function more effectively. For instance, if a team has four members, one of whom has problems maintaining any kind of order in the class, he/she can benefit from a situation where students are responding to a team with three strong disciplinarians The discipline and control will transfer to some extent Or, a teacher who has a strong expertise, but tends to make dry presentations, can benefit from the creative ideas generated by his/her teammates

In addition, when students view teachers working in close cooperation, it sets an excellent example for them to follow

Team Structure

As was mentioned before, a team can be composed of teachers from one or several subject areas, from one or several grade levels A team can be structured as a hierarchical team, or as a cooperative team.

The **hierarchical team** has a designated leader, probably a master teacher Although the team is still working as a cooperative unit, the leader has the ultimate responsibility for guiding the team and for decision-making.

The **cooperative team** has no designated leader. All members share the leadership and decision-making responsibilities equally. Members can take turns being informal leaders, or members can lead in their areas of expertise, or members can just share the leadership

Both the hierarchical and cooperative team structures should include some **differentiated**

staffing. This term relates to a concept discussed previously: a teacher is not equally competent in all areas, and all teachers are not equally competent. Differentiated staffing is an attempt to assign duties and responsibilities on the basis of a teacher's background, training, and interests.

Further, since teachers are skilled professionals, differentiated staffing calls for them to do professional level work. It calls for the use of aides and assistants to work with and support the professional teachers, and to relieve them of their non-professional duties. A truly differentiated staff would include persons in such various levels as master teacher, instructor, assistant instructor, technician, clerical assistant, teaching aide, etc.

With differentiated staffing, the teacher can spend his/her time teaching, working with students, preparing to teach, keeping up to date, conferring with colleagues, evaluating, and self-evaluating. The technicians, clerical assistants, or teachers' aides assume such nonprofessional tasks as taking attendance, collecting money, typing and duplicating materials, ordering audiovisuals, supervising study hall, supervising the lunchroom, etc. These paraprofessionals (persons working under the supervision of the professional teacher) can also be trained to do such tasks as grading papers, working individually with students, organizing bulletin boards, etc They are members of the team and, as such, should be included in the planning sessions
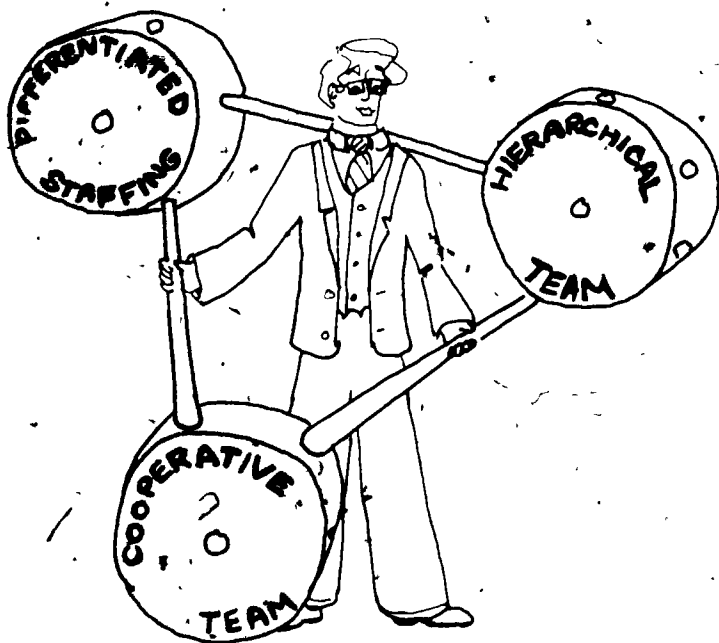
Planning

The core of team teaching lies primarily in the cooperative planning Planning sessions should

involve all the teachers in the team and any para-professionals belonging to the team Furthermore, other professionals on the school staff such as guidance personnel, reading specialists, school psychologists, librarians, and media specialists should be included periodically in planning sessions They have much to offer, and they can do a better job if they are kept aware of what the teachers are trying to accomplish

It is during the planning sessions that the following kinds of questions are discussed and answered

- Initially, what are our program objectives and our unit objectives?
- Weekly, what are our lesson objectives?
- What lesson content is to be presented?
- Which content is to be presented by large-group presentation?
- What methods and aids will be used to present that content?
- Who will make the large-group presentation?
- What will be discussed during small-group meetings?
- How will the small groups be organized?
- Who will be assigned to each small group?
- What types of independent study would be appropriate?
- How will students be evaluated?

- What blocks of time will be assigned to large-group, small-group, and independent study activities?
- How could we have improved the previous day's activities?
- What specific problems have arisen with particular students and how can these problems be solved?

Grouping and Scheduling

You have probably noticed by now that we are talking about three basic grouping patterns: **large group, small group,** and **independent study.** The size of the group your team decides to use for any given activity depends primarily on the type of activity it is. Likewise, the amount of time and the amount of supervision necessary is determined by the nature of the activity.

TEAM TEACHING INCREASES YOUR OPTIONS BY PROVIDING FOR LARGE-GROUP INSTRUCTION, SMALL-GROUP DISCUSSIONS AND INDEPENDENT STUDY.

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Large-group instruction involves 60–300 students in an auditorium-type setting. It can be used to introduce a topic or to convey the basic information or the background material which all the students need to know. It also can be used to present a film.

If the information is to be presented via an illustrated talk, then the teacher who will make the presentation should be the one who is most knowledgeable in that area, and/or who is the best speaker. Depending upon the teachers involved, it may be advantageous for a combination of several speakers to be used. This does not mean that one teacher works, while the other team members have free time. All team members should have input into what the talk should contain and how it should be presented. Furthermore, since the talk is usually discussed at a later time in small groups which will involve each team member, each member needs to sit in on the talk when it is presented.

If a film that is to be presented in a large group setting has been previewed by all team members, then it is possible that only one or two members would be used to supervise the presentation of the film to the students. This allows each member to be involved, to be aware, and to be able to evaluate the talk or film at a later planning session. Student involvement here is as listener and note taker.

Large-group instruction is frequently followed by **small-group** discussion involving groups of 12–16, each of which is headed by a team member. Here, students become active participants. They can discuss the content presented in the large group, or further content can be introduced on a more individualized basis. The small-group situation is a good place to demonstrate a manipulative skill, or to use oral questioning techniques. It is also a good place to have students use the discovery method or to involve them in laboratory work (15–60 students). Students can be grouped arbitrarily or by special interest areas depending on what is to be covered. The grouping should be flexible depending on the nature of the activity.

The sequence of use need not always be large group followed by small groups. Small groups could be used to discuss a new area, provide motivation, and raise questions. Then, a large-group presentation could be used to answer those questions.

Independent study provides a student or group of students (1–4 students) with the opportunity to explore a topic of special interest in greater depth. Time must be provided for students to pursue such activities. Furthermore, during planning sessions, teachers should generate ideas for possible independent studies which could be pursued by a student who wants to do more relative to that day's lesson. A student may be very interested in a topic, but not go any further because he/she doesn't know where to go. If a list of related projects is provided, that student may decide to probe deeper.

Cooperative Teaching

As a vocational teacher, you may not be in a position to meet all the demands of team teaching. A modified version of team teaching which you may be able to use instead is cooperative teaching (not to be confused with cooperative teaming). Cooperative teaching uses group planning, presenting, and evaluation, but unlike team teaching, it occurs on a limited basis.

For a particular unit or lesson only, two or more teachers cooperate in their teaching efforts. For example, in a school in which there is only one teacher for each vocational service area, these teachers could cooperatively teach units needed by students in all service areas (e.g., applying for a job). During the time period when these teachers are using the cooperative teaching method, the procedures for planning, presenting, and evaluating are the same as for team teaching.

Activity

As a team, attempt to reach consensus on answers for each of the discussion questions which follow on this page. The questions check your comprehension of the material in the information sheet, Employing Team Teaching, pp. 6–11. Discussing the questions with peers will give you a chance to work as a group. Select one team member to record your answers in writing.

Optional Activity

Instead of recording your answers in writing, you may wish to audiotape or videotape your discussion. This would serve several purposes: (1) the burden of recording the answers won't fall on one person's shoulders, (2) you have a complete record of your responses, and (9) ▓▓▓ an review how well you were operating and cooperating as a ▓▓▓

DISCUSSION QUESTIONS

1. One result of team teaching can be that students become more independent and more responsible What charcteristics of team teaching would cause this to be true?

2. Assume that the members of your team were actually teaching in a school which was changing to a team teaching structure One of the teachers in the school says, "We can't team teach in this old building with our present class loads. We need a modern facility and money to buy innovative instructional materials in order to team teach." Is this true? What minimum conditions would need to be met for team teaching to be possible?

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3. Why are the planning sessions so heavily emphasized in the information sheet?

4. For your team's occupational specialty, what kinds of activities would be appropriate for large-group instruction? . . for small-group discussion or lab work? . . . for independent study?

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5. What are the areas of strength and/or expertise for each of the members of your group? Are there areas in which a member feels he/she is weak?

6 For your team's specific occupational specialty, in what ways could a teacher's aide be used effectively?
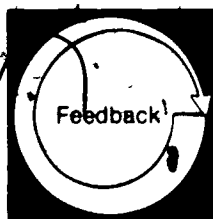
As a team, compare your responses to the Discussion Questions with the Model Answers given below Your responses need not exactly duplicate the model responses, however, you should have covered the same **major** points.

MODEL ANSWER

1 One of the underlying principles of team teaching is that students are grouped according to abilities, needs, and interests, and that subject matter and methodology are selected with those varying characteristics in mind. When students are participating in activities which fit their needs, interests, and abilities, the chances of their taking responsibility for their learning increases Further during large-group instruction, they are responsible for listening and taking notes

During small-group discussion, the small size of the group places responsibility on each student to be involved and to participate. The opportunity for independent study encourages students to plan and take responsibility for their own instruction Finally, if team teaching is truly functioning, then students constitute one part of the team, and, as such, have some input into planning If all these conditions are present under team teaching, students are more likely to become more independent and responsible

2. In the information sheet, the statement was made that team teaching is part of an **attitude** toward education Attitudes do not require expensive facilities and equipment Team teaching can fail just as thoroughly in an ultra modern, totally equipped school as in an old building which lacks many of the modern "extras"

If teachers have the "team teaching attitude," if they are committed to making it succeed, and if they are willing to cooperate, then it will probably succeed despite "inadequate" facilities and equipment What that pessimistic teacher should be asking is (1) Can the teachers who are being teamed actually work together cooperatively? (2) Are the teachers being teamed actually committed to the success of team teaching? (3) Is adequate

mutual planning time being provided for each team? (4) Will a large enough block of time be scheduled for each team that scheduling can be flexible? (5) Will there be provision for access to rooms that will allow the use of varying group sizes? and (6) Will there be some provision for at least a part-time teacher's aide? These are the minimal conditions with which the teachers should be provided in order to succeed

3 During the time that a presentation is being made, "teaming" is not necessarily visible A single teacher may be presenting information or a single teacher may be acting as a consultant to student(s) working independently. A single teacher also may be leading a small group discussion with another teacher conducting a similar activity across the hall The place where teamwork is in evidence, and where it is absolutely essential, is in the planning sessions A team that cannot plan together cooperatively is not team teaching They are still operating as if they had self-contained classrooms Only the methodological name has been changed, not the method itself

4-6 These three questions have no model answers since they are based on the characteristics of your team and your service area However, for question 4, did you consider the class size and content specifications listed on pp. 10-11 as appropriate for each grouping? For question 5, did you consider personal strengths (e g, patience), teaching strengths (e g, good speaker), content strengths (e g, carburetor expert), and outside interests (e g, flies model airplanes)? Were any weaknesses which were discussed done so constructively and gently? For question 6, did you consider non-professional duties and paraprofessional duties as well?

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LEVEL OF PERFORMANCE: Your responses to the Discussion Questions should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Employing Team Teaching, pp 6–11, discuss the question further as a team, or check with your resource person if necessary.

Optional
Activity
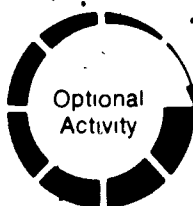
Before attempting to conduct team teaching in a simulated or real world situation, you may wish to meet with your resource person to see if he/she can suggest a location where you could observe an actual teaching team as they plan, present, and evaluate Arrange through your resource person to visit this location and to observe the teaching team. It is **highly** recommended that this activity be undertaken if at all possible.

Learning Experience II

Enabling Objective

As a member of a simulated teaching team, plan, present, and evaluate a lesson.

Activity

As part of a team, you will be selecting a student performance objective, and selecting, modifying, or developing a lesson plan designed to achieve that objective.

Feedback

As part of a team, you will be discussing and evaluating your plan and your planning, using the Discussion Questions, p 21.

Activity

As part of a team, you will be revising your plan based on the previous discussion.

Activity

You will be developing more detailed personal plans on an individual basis.

Optional Activity

As part of a team, you will be selecting a group of "students" (peers, actual secondary students, students in a college class) with the assistance of your resource person.

Optional Activity

As part of a team, you will be presenting the lesson to the "students" you selected.

Optional Feedback

As part of a team, you will be evaluating your lesson presentation, using the Evaluation Questions p. 23.

Feedback

There is no further formal feedback due to the fact that evaluation in this learning experience is continuous.

Working as team members, select a student performance objective For the purposes of this activity, it would be helpful to limit your selection to an objective to which all team members can have equal input

Assume that you and the peers with whom you are working have the following team teaching situation·

- no designated team leader
- 2½ hour block of time
- 75 students
- 1 aide
- 1 laboratory
- 3 classrooms
- access to a multi-purpose room suitable for large group presentations

Sample 1 on p 20 shows what your weekly schedule looks like.

Prepare, as a team, a detailed lesson plan for achieving the objective that has been selected Instead of developing a lesson plan, you may select a lesson plan that you have developed previously, and adapt that plan to include the principles and characteristics of team teaching The plan developed by your team should include teaming, large-group instruction, small-group instruction, and independent study

Activity

SAMPLE 1

WEEKLY SCHEDULE

PERIOD*		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	Vocational Block					
2						
3						
4						
5						
6						
7	Plan-ning					
8						
9	X	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
10	General courses, Co-op, or a second block					
11						
12						
13						
14						
15						
16						
17						

* Most periods are 25 minutes in length However period one is 30 minutes in length with 5 minutes for announcements, and lunch periods eight, nine, and ten are 30 minutes in length

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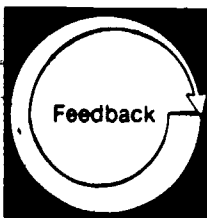
As a team, discuss and evaluate your plan and your planning, using the following questions as a basis for discussion

DISCUSSION QUESTIONS

Planning

- Did team members share their opinions on matters related to the instructional program?
- Did team members share ideas in their area of specialty?
- Were team members actively cooperative (willing to compromise, patient, willing to learn from others)?
- Did members act as both leaders and followers?
- Did members share the total responsibility equally?
- Did members communicate openly?
- Did members constructively evaluate ideas?

Plan

- Were options for student independent study provided?
- Did the plan include a variety of available media and educational technology?
- Were the instructional tools selected relevant to the subject to be learned?
- Did the team make plans for using small-group discussion?
- Did the team make plans for using large-group instruction?
- Were members assigned to groups of students varying in size and composition?
- Were plans made for self-diagnosis?
- Did plans call for members to share diagnostic and evaluation responsibility?
- Were the group sizes selected based on group purpose?
- Was the group composition selected based on group purpose?
- Was the time allotted to each group based on group purpose?
- Was the physical environment selected based on group activities involved?
- Were tasks assigned to each team member based on his or her talents and interests?
- Was the nature of supervision provided for each group determined based on group purpose?
- Did subject matter content include provisions for individual differences?

2ι

Activity

As a result of the previous evaluation activity, the team should revise the original plan as necessary

Activity

Individually, develop more detailed personal plans to meet your responsibilities for the lesson

NOTE: The following activities are optional because of the need to involve a large group of peers as students. However, in order to get the full impact of this experience, it is **strongly** recommended that you complete these optional activities

Optional Activity

With your resource person, decide on the minimum number of peers which you will need to role-play your students Select that number of peers There are at least two alternatives to using peers as students. If you are an inservice teacher, you may use an actual group of your students If you are attending a university or college, your team may wish to arrange with an instructor (whose class you have already had) to take over his/her class for a limited time In this latter case, the lesson should be one which would meet that instructor's objectives.

Optional Activity

Using the plan you developed, present the lesson to the "students" you have selected

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Optional Feedback
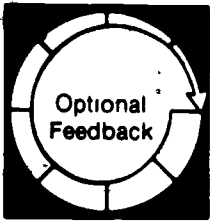
Evaluate your lesson presentation as a group, using the following ques-
tions as a basis for discussion.

EVALUATION QUESTIONS

- Did individual team members prepare adequate personal plans?
- Did the presentation follow the plan?
- Was the plan flexible enough to allow for the unexpected?
- Were there any problems in group size, in group composition, in time limits, in supervision, in the tasks assigned to each teacher, etc?
- In terms of each problem that arose, was it a function of inadequate or faulty planning, or of inadequate or faulty presentation?
- How could these problems be avoided in the future?
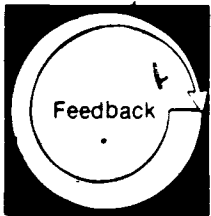
Feedback

There is no further formal feedback. If you have completed this simulation as written, you have been working continuously as a team in evaluating your efforts.

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NOTES

Learning Experience III

Terminal Objective

In an **actual school situation***, employ the team teaching approach.

Either as a member (as a student teacher or inservice teacher) of an actual team which is involved in **team teaching** full time, or as a member of a team formed to use **cooperative teaching** for a limited time period, employ the team teaching approach. This will include—

Activity

- working as a team to select, modify, or develop a lesson plan which includes the use of team teaching
- dividing responsibilities for the lesson based on individual team members' strengths and weaknesses
- including in your lesson, plans for using large-group instruction, small-group discussion, and independent study
- developing your personal plans for the lesson
- presenting the lesson to the students
- evaluating the lesson as a group

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation over an extended period of time (e.g., two to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your resource person may want you to submit your written lesson plan to him/her for evaluation before you present your lesson. It may be helpful for your resource person to use the TPAF from Module B–4, *Develop a Lesson Plan*, to guide his/her evaluation.

Arrange in advance to have your resource person review your documentation, observe at least one planning or follow-up evaluation session, and observe the portions of the lesson in which you are actively involved.

Feedback

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 27–28.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in employing the team teaching approach.
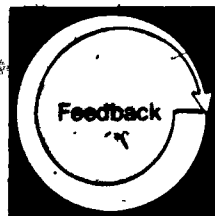
*For a definition of "actual school situation," see the inside back cover

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions Completing these experiences should enable you to achieve the terminal objective in the final learning experience The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher

Procedures

Modules are designed to allow you to individualize your teacher education program You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience

Options for recycling are also available in each of the learning experiences preceding the final experience Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person

Terminology

Actual School Situation refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience You would then do the final learning experience later, i e, when you have access to an actual school situation

Alternate Activity or Feedback refers to an item or feedback device which may substitute for required items which, due to special circumstances, you are unable to complete

Occupational Specialty refers to a specific area of preparation within a vocational service area (e g, the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity)

Optional Activity or Feedback refers to an item which is not required, but which is designed to supplement and enrich the required items in a learning experience

Resource Person refers to the person in charge of your educational program, the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module

Student refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution

Vocational Service Area refers to a major vocational field agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education

You or the Teacher refers to the person who is taking the module

Levels of Performance for Final Assessment

N/A The criterion was not met because it was not applicable to the situation

None No attempt was made to meet the criterion, although it was relevent

Poor The teacher is unable to perform this skill or has only very limited ability to perform it

Fair The teacher is unable to perform this skill in an acceptable manner, but has some ability to perform it

Good The teacher is able to perform this skill in an effective manner

Excellent The teacher is able to perform this skill in a very effective manner

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Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance Knowledge
D-3 Assess Student Performance Attitudes
D-4 Assess Student Performance Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education

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For information regarding availability and prices of these materials contact—

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