SELECTED, ANNOTATED BIBLIOGRAPHY RELATING TO NEW PATTERNS OF STAFF UTILIZATION.

BY GEORGIADES, WILLIAM AND OTHERS
OREGON STATE DEPT. OF EDUCATION, SALEM

PUB DATE JUL 65

EDRS PRICE MF-$0.50 HC-$4.36 109P.

DESCRIPTORS- EDUCATIONAL IMPROVEMENT, *STAFF UTILIZATION, INNOVATION, *ELEMENTARY SCHOOLS, *SECONDARY SCHOOLS, *COLLEGES, *BIBLIOGRAPHIES, TEACHER RECRUITMENT, TEACHER EDUCATION, INSTRUCTIONAL TECHNOLOGY, TEACHER AIDES, EDUCATIONAL FACILITIES, TEAM TEACHING, FLEXIBLE SCHEDULING, LARGE GROUP INSTRUCTION, ANNOTATED BIBLIOGRAPHIES, SALEM

THIS BIBLIOGRAPHY DRAWS TOGETHER AN EXTENSIVE SOURCE OF LITERATURE RELATED TO NEW PATTERNS IN THE UTILIZATION OF STAFF AND TALENTS, TEAM TEACHING, AND FLEXIBLE SCHEDULING.
THE OREGON PROGRAM
A DESIGN FOR THE
IMPROVEMENT OF EDUCATION

SELECTED BIBLIOGRAPHY
RELATING TO NEW PATTERNS
OF STAFF UTILIZATION

Oregon State Department of Education
Leon P. Minear, Superintendent
SELECTED, ANNOTATED BIBLIOGRAPHY
RELATING TO NEW
PATTERNS OF STAFF UTILIZATION

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Published by

The Division of Education Development
Oregon State Department of Education
July 1965

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

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The stated objectives of The Oregon Program include the improved utilization of staff and talent. During 1962-63, staff members from school districts, colleges and universities, and the State Department of Education engaged in extensive in-service training in this area, benefiting from travel and observation as well as the spoken and printed words of well-known consultants.

The purpose of this bibliography is to draw together the body of knowledge currently available concerning staff utilization in order to provide a single reference document for Oregon Program participants and other interested educators.

Dr. William Georgiades directed the compilation of these materials. He points out the significance of this document, as well as some of its limitations, in the following statement:

New patterns of staff utilization are among the dynamic ideas which are breathing new life into the American public schools of the '60's. These patterns have resulted in the development of new concepts in American education. Paramount among these concepts is team teaching which is an organizational structure for using effectively several methods of instruction, such as large-group instruction, small-group instruction, and individual study. Also identified as a newer concept is a program of flexible scheduling employing variable time modules. Professional conferences and publications have produced a "high tide" of materials relating to these ideas.

During a period when such articles are appearing in increasing volume, any bibliography is necessarily partial and tentative. Only those articles which were available to the researchers have been included. It is with an awareness of these limitations that the following materials have been prepared.

Leon P. Minear
Superintendent Public Instruction
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RATIONALE, ORGANIZATION, AND ASSESSMENT OF INNOVATIONS IN STAFF UTILIZATION


An enlightening article presenting a principal's comments about the team teaching staff, the students, and the parents.


Discusses the traditional classroom organization. Implies that better methods are possible.


Administrators are strongly in favor of team teaching because it is regaining and strengthening their role as instructional leaders. Cited is the West District Elementary School in Farmington, Connecticut, for its flexible architectural arrangement.


Team teaching and large group instruction posed as solution to problem of too few competent teachers and too many students. Quality of instruction gains overall.

Gives a brief history of team teaching in the United States.


A concise description of the locale and organization of team teaching. Data complete with examples, results, problems and theoretical advantages.


Discusses some of the many different patterns of school and staff organization that fall under the general heading of "cooperative teaching." Cites 12 patterns in current use, and discusses whether they are set up to solve pupil grouping, administrative, teacher interdependence, or technological and staff resources problems.


Discusses the advantages and disadvantages of team teaching.

Armstrong, Hubert. "Outline for the Use in the Evaluation of the Ford Teaching Team Project Under the Auspices of the Claremont Graduate School." Claremont, California: Claremont Graduate School. 5 pp. (Mimeographed)

Contains descriptions, value judgments, observations, purposes, objectives, philosophy and logic of methodology, experimental design, action research, and decision analysis for program.


 Discusses the importance of the planning session in group teaching—a new dimension in the team approach to teaching.

Points out that team teaching can be an effective means of meeting some of the problems facing schools today; but that the basic purposes should be clearly defined and thoroughly understood before a school initiates such a program. Acknowledging that the wide diversity in the various team programs makes a precise definition difficult, the article does identify some of the common elements. Also, calls attention to some of the pitfalls which may be encountered in inaugurating a team teaching program.


Discusses one of the most advanced team teaching programs in existence today. This is the program initiated and developed by the Lexington (Mass.) Public Schools in cooperation with the School and University Program for Research and Development.


The author discusses the utilization of teacher talents, instructional time, and audio-visual materials.


A summer workshop is organized to study projects in team teaching to improve the program.


Team teaching is defined and evaluated by twelve contributors.


The article lists goals for teaching teams. Models illustrating several team patterns are included.

Recognizes classroom teachers, curriculum directors, directors of audiovisual aids, directors of research, university consultants, etc., as members of teaching team.


Arguments are presented in favor of team teaching. Contains a thorough discussion of teacher aides.


Explains the position of state departments of education in relation to staff utilization projects.


Presents a number of suggestions which should be considered by any school planning to initiate a team teaching program.


The article gives a definition of team teaching; the claims it makes; what critics say about it; and the things that are happening to team teaching today.

Cunningham, Luvern L. "Keys to Team Teaching." Overview, II (October 1960), 54-55.

Discusses teacher recruitment, staff relationships, instructional space, scheduling, and evaluation. The administrator's role is also reviewed.

The focus of this article is upon the reorganization of the professional staff with special reference to the organization and performing of teaching teams.


Taking a penetrating look at team teaching today, this article discusses the elements of a teaching team, the different types of team organization in the United States, the confusion which exists over what is really meant by the term "team teaching," the advantages of this approach over traditional classroom instruction, and the factors indispensable for an adequate test of this innovation in teaching method. Also, the article suggests ways to approach experimentation successfully and the need for more controlled research before judging the future and worth of team teaching.

Downey, L. "Direction Amid Change." Phi Delta Kappan, XLII, No. 5 (February 1961), 186-191.

Describes a planned method to follow in adopting any change in organization. Also proposes a planned system for evaluation.


Traces rapid development of team teaching, presents and discusses five types of team teaching in various stages of development and/or experimentation, and evaluates programs using the assumption that good learning results from the interaction of learner and learners with patient, understanding, intellectually alert, free teachers.


Lists mostly drawbacks to team teaching. Advocates further experimentation in these techniques.


A report on four experimental programs. More detailed description under Marsh, Sickels, Horn, and Tollefson.

A summary of a workshop at which Dr. Fink was the chairman. Dr. Lloyd Trump served as resource person. Dr. Trump discusses his concept of team teaching, and questions about team teaching are answered by Dr. Trump.


Reviews various staff utilization studies in elementary and secondary schools. New types of electronic devices and architectural designs are revealed.


Illustrates staff utilization projects in the United States that are financed by The Ford Foundation.


"Team Teaching offers to the mass education, equal-opportunity schools of America the possibility of an effective, flexible, and nurturing mode of meeting an aggregate of individual needs." Examination of and suggestions for the team framework.


Evaluates an experiment in flexible scheduling in team teaching. Teacher and student reactions to the program are given. This approach is compared to a traditional program of instruction.

Gilchrist, Robert S. "Promising Practices in Education." Phi Delta Kappan, XLI (February 1960), 208-211.

Questions are presented to determine if team teaching is promising.

A study on the three goals being tested in team teaching. One is to see whether there are some things that can be taught just as well in a large group. A second is to see if there are special skills of teachers which can be used better than we traditionally used them. A third is to see whether children with differing achievement and ability levels in different aspects of a course can be regrouped in terms of different phases of the activities of the course.


Cooperative teaching is examined in the general context of cultural change and educational reforms. It is a flexible, horizontal organization of students, teachers, and classes. Cooperation and close communication of teachers opens up possibilities for leadership and specialization in teaching.


A discussion of the role of the principal in the success of any team teaching program. Care in the selection of team members and an evaluation of the program are stressed.

Hagstrom, Ellis A. "Fit Teacher to Job or Job to Teacher?" Overview, Vol. 2 (August 1961), 26-27.

Summarizes some of the literature the author investigated for his doctoral dissertation when he was project coordinator of the teaching teams project in Lexington, Massachusetts.

Hagstrom, Ellis A. "New Opportunities for Outstanding Teachers." Grade Teacher, Vol. 78, No. 5 (January 1961), 13-14.

A list of exacting professional expectations by SUPRAD (School and University Program for Research and Development) for aspirants of team teaching.

An analysis of how team chairmen should be chosen. Included are the following: why there should be team chairmen, who should make the selection, their role in the team teaching situation, what qualities of leadership they should possess, and how to evaluate these qualities.


A description of various techniques used in teaching large classes. The selection of team members, mechanical aids and their usage are included.


A critical evaluation of team teaching with special attention given to Robert Anderson's article on team teaching appearing in the March NEA Journal. Considerable space is given to describing how team teaching is organized, scheduled, and housed.


Provides information on a three-year study in team teaching carried on in Jefferson County, Colorado. Class sizes, schedule modifications, teaching teams, various aides, and recommendations for the future are related.


A description of the team teaching program in Jefferson County, Colorado. Contains extensive statistical data for study and evaluation as well as advantages and disadvantages of team teaching.

An interesting and different program of team teaching helps teachers to understand the importance of preparation.


A consideration of the impact of team teaching on individuals. The effect on the following groups is included: team leaders, students, teachers (both team members and non-team members), administration, and parents.


A provocative article presents the challenging problems and possible solutions involved in introducing a program of team teaching.


"This report concerns the kinds of teaching and learning relationships, or forms of classroom interaction in the team teaching arrangement." The report also compared student adjustment and student achievement in the team structure with that in the self-contained classroom.


Emphasizes that individual instruction should be an important byproduct of team teaching. Staff structure and teacher aides are explored.


Excellent material on the advantages that can be gained from team teaching.

Recommendations are made for the staffing of teaching teams. Independent study, discipline problems, and advantages and disadvantages for team teaching are reported.


Discusses a new teaching concept which finds discipline less of a problem. Presents very good summary of advantages of team teaching.


Discussion of the team teaching program at West Clermont School District in Amelia, Ohio, on which team leaders received a salary increase.

McDonald, Floyd E. "Team Teaching Reinforced." The Texas Outlook, Vol 47, No. 4 (April 1963), 29, 44.

Other than personnel problems which may arise, team teaching is found to be challenging and a means to professional growth and greatly improved instruction through more effective teaching.

McNassor, Donald. "On Being Learners in Teaching Teams: What Can We Be Sure About?" A study prepared by the Claremont Graduate School Teaching Team Project, Claremont, California, 1962. 21 pp. (Mimeographed)

Summarizes a longitudinal interview study of a number of team pupils. Could be referred to loosely as a study of attitudes and dispositions toward learning and teachers. The fifteen criteria used as the basis for individual interviews are listed at the end of the study.

Michael, Lloyd S. "What Are We Trying to Accomplish in Staff Utilization Studies?" The Bulletin of the National Association of Secondary-School Principals, Vol. 43, No. 243 (January 1959), 5-10.

An article explaining why the team teaching experiment has been attempted.

Examines the attitude toward changes adopted by educational planners and directors, and presents case studies on innovations that have already been introduced.


Describes the author's philosophy in regard to other staff members, course content, the pupils, and society in general.


How the staffing of various teams is accomplished and what the advantages and disadvantages of team teaching are.


A collection of addresses delivered at the conference presenting the advantages of team teaching. Team patterns, flexible scheduling, and teacher roles are represented.


Summarizes what was said at the conference about flexible scheduling, independent study, student grouping, and future recommendations.


Presents guidelines for team teaching programs, and stresses the importance of incorporating some kind of research design into the program to compare its effectiveness with the traditional approach to learning.
Morlan, John E. "Think Twice About Team Teaching." Instructor, Vol. 73, No. 1 (September 1963), 65, 72, 142.

Discusses the personnel and facilities problems that should be considered before rushing into an adoption of a team teaching program.

Morse, Author D. "Open Minds and Flexible Schools." Saturday Review, Vol. 43, No. 38 (September 17, 1960), 91-92.

Explains some of the advantages of team teaching. It also comments on teacher salaries and the use of television.


Describes experimental studies throughout the United States. Suggestions and proposals are made in the areas of team teaching, teacher aides, and education by television.


An article which indicates that large group instruction is not consistent with good learning principles. It advocates using large group instruction on a very limited basis, and substituting the use of programmed instruction and multiple-class teaching.


Defines team teaching (makes a distinction between teaching and instruction), defines tasks, structure, goals, and policies from an administrative point of view.


Proposes a program to follow for introducing team teaching in a school.


Reviews the performance of the teaching team members, including
student assistants and community help. Questions for future programs in team teaching are supplied.


A report on advantages of team teaching. A few disadvantages are also included.


Relates several team teaching programs in operation throughout the United States. Lists advantages and disadvantages of team teaching.

Reasoner, Robert W., and Wall, Harvey R. "Developing Staff Interaction in Team Teaching." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 84-86.

Describes a recent study in California's Mt. Diablo Unified School District which clearly demonstrated a positive relationship between the important dimension of teacher communication and the effectiveness of team teaching as an organizational technique. Discusses the unique role of the administrator, how he can identify the kinds of teachers who will be effective on a teaching team, and how he can help provide an environment conducive to positive outcomes.


Shortage of teachers combined with increasing enrollment has resulted in various attempts at improving or maintaining quality of education on a mass level, among which are improvements in teacher recruitment and training; organization of small school districts into larger ones; curriculum study and revision; new groupings of students; and advances in the technology of education.


Defines and discusses the components of cooperative teaching, including team teaching. Also gives an organizational analysis of team teaching and compares it with other types of school organization, past and present, and analyses the future potential of team organization.

Explains why team teaching can be more effective than ordinary classroom instruction. The roles of aides and other nonprofessional personnel are described.


Specialists in administrative theory, curriculum development, architectural planning, sociology, and psychology describe team teaching, place it in a historical context, discuss its operation, and assess its value for the development and improvement of American education.


Contains questionnaires and tables showing the responses of six states in regard to team teaching, student grouping, teacher aides, schedule changes, and use of technological devices.


Team teaching is endorsed as a means of helping students achieve 100% of their learning capacity, whether handicapped, retarded, gifted, or average.


A discussion by Wisconsin's dean of education on the search for better methods of instruction.


An excellent and detailed report on the size of the educational job, population growth, the need for more teachers and aides, the need
for more and different buildings, and a comprehensive report on educational television.


An evaluation of Ford Foundation's grants to programs in teacher education innovations reveals favorable findings.


Results are furnished of a questionnaire on team teaching sent to Colorado, Illinois, Michigan, New York, Georgia, and California. English and science were the subjects involved in team teaching programs more often than others.

"Summer Meeting Stresses Technology Theme." Audio-Visual Instructor, Vol. 6, No. 7 (September 1961), 352-353.

Definitions are given for various types of teaching teams. Questions are posed to the regular classroom teacher on the subject of team teaching.


Gives an historical account of the team system of teaching in Scotland, and suggests what is needed for a successful team teaching program today.


A summary of what has been accomplished in staff utilization studies to this date. The article is very brief and the remarks are general in nature.


A report on methods and procedures for promoting changes in our educational system.

Explains the difficulty in obtaining information on staff utilization programs throughout the entire country. Outlines many studies on staff utilization that could be made.


A brief evaluation of team teaching listing some of the advantages and disadvantages.


Discusses team teaching, team learning, and the dual progress plan, pointing out the weaknesses of each. A strong plea is made to redirect financial and human resources away from large-scale administrative innovations as these into channels which will be certain of producing higher quality instruction--such as the recruiting of promising young people for a career in teaching.


A detailed discussion on the grouping of students in a team teaching program.


Reviews reports on teaching and learning for both small and large groups.

Wigderson, Harry I. "Team Teaching." Visalia, California, June 1962. 4 pp. (Mimeographed)

Outlines the advantages and disadvantages of team teaching, and defines some terms used in team teaching programs.

Relates the attitude taken by accreditation associations in relation to staff utilization projects.


Describes the Wisconsin Improvement Program's team teaching proposals that were incorporated in several Wisconsin school systems. Use of television and other electronic aids are reported.


An article with favorable arguments for team teaching.


The last chapter in the report deals with team teaching and how it could be incorporated into a training program.


Discusses technological innovations, new staffing patterns, program reorganization, curricular reforms stressing new content, and new programs for teacher education. The article points out that these educational reforms seem to have arisen from social and political pressures and from widespread public discontent rather than from new psychological discoveries, with the result that psychology no longer plays a very important role in determining the direction of educational experimentation.


A discussion of staff selection, teacher aides, mechanical aids, staff relationships, and staff morale in regard to team teaching. Included is an evaluation of team teaching.

An interesting example of team teaching that was formulated in a month. Explains use of conventional classrooms and discusses improvisation which took place while program was in progress. Contains reactions of teachers, students, and parents.


Describes the team teaching projects in Englewood, Florida, and Norwalk, Connecticut. This article also gives suggestions for planning a team teaching program.


An approach to team teaching that is described as a relatively new way of organizing and utilizing existing instructional talents and facilities around flexibility of grouping in relation to individual ability and group size. Presents and evaluates an existing program in an elementary school, grades 1 through 6. Presumed advantages and disadvantages are realistically presented as are the projected needs of team teaching related to cost, teacher roles and secretaries, and a different concept of buildings.

Describes the many functions of various team members. Administrators' roles are also described.


Explains why team teaching has come into use and is rapidly spreading as a teaching method. Discusses its advantages of flexibility, homogenous grouping, and closer matching of individual student needs and teacher abilities. Describes the team approach to instruction in a new elementary school especially designed for team teaching.

Bradley, Philip A. "Individualized Instruction Through Cooperative Teaching and a Programed Text." National Elementary Principal, Vol. 43, No. 6 (May 1964), 46-49.

Stone Mountain Elementary, DeKalb County, Georgia, used the team method as a means to individualize English instruction. The overall result was a greater achievement in the team taught group than in a control group of equal initial ability.


Understaffing in music education in the elementary schools makes team teaching a desirable technique to put into practice. Cited here is experiment with Estabrook School by Harvard Graduate School in 1961.


Suggest a plan of team teaching that utilizes persons with kinds of training other than for teaching as a means of both relieving the teaching of functions for which teachers are not trained and maintaining the values of the self-contained classroom. It further suggests the use of television by the teacher who is particularly skilled in teaching art, music, a foreign language, arithmetic or any other specific subject.

The underlying assumptions, findings, and conclusions of a team teaching study for elementary grades are interestingly presented and evaluated.


Presents a team teaching program whereby two, four, or more elementary teachers exchange classes for special subjects. Presented a compromise between self-contained classroom and departmentalization.

Douglass, Malcolm P. "The Teaching Team in Elementary School." Claremont Graduate School, Claremont, California. 10 pp. (Mimeographed)

Presents comparative settings of conventional elementary school and a new school of team teaching. The teaching team in the elementary school, general organization of the school, organization of certificated staff, use of non-certificated personnel and resource persons, initiating the team approach, some administrative considerations, and a summary of the teaching team approach in elementary education is given in detail.


McKnight School, University City, Missouri tries team teaching at the intermediate level. Description of the children's and the staff's day; evaluation of the curriculum; and endorsement of the method in general.


The total effectiveness of a reading program is improved and simplified through combining the efforts of a group of teachers into a team to teach an independent reading program.

A portion of the article is concerned with team teaching. It involves an experiment at five elementary schools in Cleveland, Ohio. Included are teaching-team planning, large-group instruction, small-group instruction, and in-service training for the team.


 Discusses the process of selecting personnel, the criteria for selection, and the training of team teachers. Practical selection and training procedures are outlined.


 An excellent description of the investigation, planning, organization, composition, problems, and evaluation for a unique program of team teaching.


 Reviews structure of the self-contained classroom and challenges seven basic assumptions of its organization. Continues with a definition of team teaching and a presentation of two different organizational patterns, including insights and implications, curriculum organization and sequence, grouping for instruction in science, utilization of teaching members of the team, and an extensive evaluation.


 An overview of recent programs in team teaching with particular emphasis given to the Englewood, Florida, Plan, its method of grouping, teacher teams, and flexible space arrangements in buildings.
Describes a program of 40 first graders and two teachers wherein the children are divided homogeneously for language, arts and numbers. Flexibility permitted children to move from one group to another.

Goodlad, John I. "Reading in the Reorganized Elementary School." A report prepared for the 28th Annual Claremont Reading Conference. Claremont, California: Claremont Graduate School. 6 pp. (Mimeographed)

Some structural problems and issues, proposals for reorganization and the reading program, reading and nongrading, reading and team teaching, and evaluations are contained in this report.


Describes the "big room" concept developed at Filwirth Elementary School in Cupertino, California, which permits children to move easily from one skill area to another without leaving the room. Discusses the daily program, the better preparation and planning resulting from the cooperative efforts of the teachers involved, and the advantages this approach has for children and teachers.


Discusses how cooperative administration can improve the principalship, the models of team structure that are available, and the prospects for the adoption of such a scheme.

Hagstrom, Ellis A. "New Opportunities for Outstanding Teachers." Grade Teacher, Vol. 78, No. 5 (January 1961), 13-14.

A list of exacting professional expectations by SUPRAD (School and University Program for Research and Development) for aspirants of team teaching.


Reports on research undertaken to establish a base against which to measure changes in staff utilization practices. Four fairly recent studies of teaching load or staff utilization in the elementary school are evaluated.

A report on the multi-grade, multi-age grouping plan in Torrance, California.


Stressing the fact that team teaching is a general approach which must be tooled to achieve specific objectives, this article describes the four general aspects of the Pittsburgh T.T. Project. Discusses how effective team teaching can be in culturally deprived areas.


Discusses the principal's role in developing a program in cooperative teaching. Although mainly a practitioner, he must take into account the same four factors as the researcher: outcomes, program features, relations between program features and outcomes, and influences of the local situation.


Discusses scheduling problems involved in implementing team teaching on the elementary level and how these can be overcome through cooperative planning and intelligent staff utilization.


Evaluates the present team teaching organization in the Birmingham, Michigan elementary schools. Conclusions and recommendations are given which lead to the development of new objectives. The importance of the new objectives is emphasized.


A most comprehensive explanation of the planning and development of a program of team teaching. An excellent administrative aid.


An article which discusses a triangle within the schools with its three sides labeled the curriculum, the teaching staff, and the school as an institution. The author submits team teaching as a means of preventing obsolescence in the midst of change. However, his recommendations are very conservative.


A report on large and small group instruction, class scheduling, teacher selection, and mechanical aids.


The multi-grade plan is described by the superintendent of the Torrance, California, schools.


Team teaching plus a non-graded system resulted in improved individual accomplishment of children and greater communication and cooperation among staff.


Advocates use of team teaching in geography curriculum. Purposes of large-group instruction are listed.

Geography is used as basis for a team teaching program with science and history used as reinforcing material. Large group presentations are followed by small group discussions.


Describes the FLES program in elementary schools. The article explains how high school foreign-language instructors can benefit from the elementary program.


A team of teachers and their students draw some very interesting conclusions from a 5th grade experiment in team teaching. Boys and girls in experimental group as a whole did much better in academic tests than did other groups following strictly orthodox classroom procedure.


Team teaching was used for a pioneer unit in third-grade social studies in a Cleveland elementary school. Maps and globes and related aids were used.


Offers basic principle behind team teaching while suggesting a possible team arrangement. Shows how team teaching might provide answers to hypothetical problems through typical cases. A well conceived summary of advantages and disadvantages of team teaching.


Staff patterns, scheduling, building space, and mechanical aids are discussed. Comments by the administration are included.

Both the common purposes and individual goals of the use of television, team teaching or variations in staff utilization, and programmed learning are extensively discussed. Stresses a place for experimentation and a need for change in education but within framework of goals.


The school library becomes an integral part of the team teaching program. The library serves as a resource station for both group and individual projects.


An account of an elementary team teaching program in Norton, Massachusetts, in which two teachers instruct approximately sixty students. Allowance made for flexible scheduling and grouping.


Consists of a series of interviews with principals whose schools are at various stages in the development of team teaching. What the principal as coordinator looks for in a teacher, what difference in pupil response can be expected, the increased association of the principal with instruction, closer contact with parents, are among the facets discussed. Above all, it is stressed that satisfaction with the status quo is incompatible with team teaching.


Regular classroom facilities are supplemented by other persons, machines, and materials.


A descriptive and evaluative study of a program in team teaching for the primary grades.

Team teaching approach used to improve instruction in fifth and sixth grades at Elbridge Elementary School. Facets of the program are constant evaluation, flexibility of scheduling, better use of time and talent. Program based on Shaplin's definition of team teaching.

Olson, Clarence E. "Team Teaching, No Grades." *St. Louis Post-Dispatch* (Sunday, January 24, 1965), 2-7.
Valley Winds School in the Riverview Gardens District of north St. Louis County, Missouri, uses building design, top talents, and technical aids in its all-out team teaching program.

Describes the ways the Norwalk Plan uses audio-visual and other materials.

Norwalk's team teaching program is described by its superintendent after one year of operation.

Depicts the team teaching program in Pittsburgh, Pennsylvania. Many photographs and illustrations are inserted. Most phases of a team teaching program are reviewed.

Reasoner, Robert W., and Wall, Harvey R. "Developing Staff Interaction in Team Teaching." *The National Elementary Principal,* Vol. XLIV, No. 3 (January 1965), 84-86.
Describes a recent study in California's Mt. Diablo Unified School District which clearly demonstrated a positive relationship between the important dimension of teacher communication and the effectiveness of team teaching as an organizational technique. Discusses the unique role of the administrator, how he can identify the kinds of teachers who will be effective on a teaching team, and how he can help provide an environment conducive to positive outcomes.


Briefly reviews activities comprising an experimental program of five teachers and ninety children, grades 1-3.


Presents the reasons for team teaching, its organization, describes existing experiments, and sums up the results. It warns against research becoming a series of crusades rather than careful investigation.


Principal's report on the staff utilization projects in five schools. A college professor evaluates the program and includes statistical data.


Defines and discusses the components of cooperative teaching, including team teaching. Also gives an organizational analysis of team teaching and compares it with other types of school organization, past and present, and analyses the future potential of team organization.


An experimental summer enrichment program proves an "Adventure in Learning" for teachers as well as pupils. Three teachers gain a much greater appreciation for each other's talents.

Relates the team teaching program conducted by the Claremont Graduate School in Claremont, California. Team patterns, teacher aides, guest speakers, and advantages and disadvantages are reviewed.


An excellent and very comprehensive report on the team teaching program conducted by the Claremont Graduate School in eight California school districts. Covers all phases of team teaching and lists many recommendations, advantages, and statistical evaluations.


Slover Special School in Fontana, California, adapted the Claremont concept of team teaching to its own needs. Outline of program which staff used for three years and which was considered to give greater flexibility is discussed.


A report on the staffing of teams. Physical facilities, flexible scheduling, as well as teachers' and administrators' reactions to team teaching are included.


Lists purposes for which large group instruction can be used. Discusses how large group instruction can provide for individual differences. A schema for individualizing large group instruction is given.

Principal's comments and evaluation of a team teaching program at the elementary level at Lawrenceburg, Indiana.


Discussion of trends in teaching reading: organizational models, such as team teaching; methods, such as linguistic; materials and aids.

Weston Public Schools. "What Is the Accordion Plan?" Weston, Massachusetts, June 1962. 15 pp. (Mimeographed)

Describes the elementary and secondary team teaching program at Weston, Massachusetts. Tapes and programmed texts were used for stenographic training at the secondary level. Teaching teams, scheduling, large- and small-group instruction, and independent study are illustrated.

An enlightening article presenting a principal's comments about the team teaching staff, the students, and the parents.


Explains an experiment at Van Nuys (California) High School which involved teaching beginning typing to a large group of students. A teacher, who presented all the lessons, demonstrations, and explanations, and an assistant teacher, who helped with individuals and other odd jobs, were involved.


An experimental program in team teaching during a summer session at the Niles Township High School, West Division, Skokie, Illinois is briefly described. Some interesting student opinions and teacher observations are reported.


A discussion of team teaching in the Wayland, Massachusetts, High School. The article is aimed at the lay public and has an emphasis on selling this program to citizens.

Relates how large and small group instruction is scheduled at Wayland High School, Wayland, Massachusetts.


Describes and presents illustrations of the program of the high school at Wayland, Massachusetts, which was designed for team teaching.


Describes the team teaching projects in Englewood, Florida, and Norwalk, Connecticut. This article also gives suggestions for planning a team teaching program.


Discusses the advantages and disadvantages of team teaching.

Ashley Valley Junior High School. "Research Proposal for Ashley Valley Junior High School." Vernal, Utah, October 1962. 9 pp. (Mimeographed)

Relates a team approach in teaching science to students grouped according to subject, talent, and interest. Also contains an evaluation and costs.


Describes a team teaching program involving sixteen Illinois high schools. The article explains how the Illinois Curriculum Committee cooperated with other state agencies to put the program in operation.

Battrick, Delmer H. "How Do Team Teaching and Other Staff Utilization Practices Fit Into the Instructional Program of a Junior High
A brief discussion of team teaching and other staff utilization practices, as well as the use of instructional technology devices on the junior high school level.


Describes the team teaching program at Ridgewood High School in Norridge, Illinois. Advantages of team teaching are presented in the article.


Describes a six-state study on team teaching and staff utilization. Many examples of programs are given.


The Six articles discuss independent study, large-group instruction, small-group instruction, facilities, curriculum content, and administration.


A report of the team teaching program at Lakeview High School in Decatur, Illinois. Flexible scheduling, independent study, large-group instruction, and small-group instruction are included.


A discussion of the teaching team, testing program, grading system, instructional techniques, and an evaluation of the program at Decatur, Illinois.

A mimeographed paper which lists tables of flexible scheduling for each day of the 1962-63 school year at Lakeview High School, Decatur, Illinois.


Emphasizes the opportunity teachers have for role specialization in team teaching; discusses the importance of frequent and regular coordination between team members and the importance of the learning groups, pointing out that the small group may be the most vital to learning.


"Story of what actually occurred in a typical Midwest high school when the staff changed its instructional methods and put into practice some of the most advanced educational theories of today."


This team teaching study covers large-group instruction, small-group instruction, use of machines, and the use of student assistants.


A summer workshop is organized to study projects in team teaching to improve the program.


The common elements in languages make both single-language teams and inter-language teams not only possible but highly profitable and stimulating for both teachers and students of the Ridgwood High School.

The article uses a question and answer technique and answers many pertinent questions relevant to the use of team teaching in industrial arts.


A team teaching method used for a summer industrial arts course is expanded for the regular school year at Andrew Hill High School in San Jose, California. Outlines of the course content and teaching units are given.


Describes a team teaching situation at Towsontown Junior High School in Towson, Maryland, in which two eighth-grade science teachers each planned for and taught five science classes in a cooperative venture. Identifies strengths and weaknesses of team teaching based on opinions of teachers and pupils involved in this experimental program.


Valuable materials presented on the use of the overhead projector and other mechanical aids. Teaching techniques are also included in the article.

Bissex, Henry S. "Newton Plan Challenges Traditions of Class Size." Nation's School, Vol. 65, No. 3 (March 1960), 60-64.

Describes the team teaching program at Newton High School, Newton, Massachusetts. Includes a discussion of several courses of study and changes in the physical plant.

Explains the team teaching program at Newton, Massachusetts. Use of the overhead projector, large-group lectures, teacher preparation, and evaluations are contained in the article.


Reports how teaching teams operate in science, U.S. history, English, social studies, physical education, drama, and typing. The various duties of the teachers and aides are described.


A team teaching program in San Diego, California, that cuts across several subject areas, including physical education. College student aides are used. Teachers' and aides' comments are included in the article.


A team teaching study incorporating several high schools in the San Diego, California, area. A teacher and pupil questionnaire that was developed for part of the program's evaluation is illustrated.


A team teaching program at Glenbrook High School, Northbrook, Illinois. Geometry and general science are taught with the help of teacher aides. A foreign language teacher-internship program has also been developed.


Discusses a team teaching experiment involving grade 11 American history classes. Stumbling blocks, advantages, and disadvantages are discussed.

Reports a team teaching study involving English, French, mathematics, and general business. Teacher aides are also discussed in the article.


Description of a team teaching program at Urbana, Illinois, in typing, shorthand, general business, and bookkeeping.


Contains a description of the use of school-bus drivers in assisting the regular teacher to instruct in driver education. The qualifications a driver must have to participate in the program are included.


The first-hand report on the operation and results of a revolutionary educational system by the principal of Melbourne High School, Melbourne, Florida. Tells how the graded structure developed, how it handicaps American education, and why the nongraded school, from the primary years through college, is essential to break the lockstep.


A report on an attempt to incorporate the team teaching technique on the junior high level to industrial arts education in the Burbank schools. It discusses advantages, problems, etc., of the program along with presenting an outline of a pair of lessons described to indicate the possibilities of this plan.

Social science classes are easily organized for a program of team teaching. Presents organization and advantages.


Describes a program that uses lay readers to help correct papers for English teachers. Advantages and disadvantages of the program are discussed.


An editorial which evaluates the present status and future use of team teaching, programed learning and teaching machines, and flexible scheduling. It raises questions about these innovations as they are now being utilized. Conservative thoughts about the future use of these concepts are presented.


A proposal of four basic reasons why more flexible schedules need to be adopted.


The author comments on some of the problems in planning for team teaching. Evaluations of programs are criticized.


Presents a technical approach to the secondary curriculum to meet the demands of a changing occupational pattern. Stresses team teaching, teaching machines, programed learning, and other new concepts in methodology.

George Peabody College for Teachers instigated a program to promote team teaching at several schools in Tennessee.


Explains the many advantages team teaching offers in teaching basic business courses.


Reports the use of records and tapes to teach foreign languages. Student assistants are utilized.


Describes team teaching activities in the Centinela Valley Union High School District. Includes flexible scheduling; course enrichment, large-group and small-group instruction; independent study; administrators', teachers', and students' comments; recommendations; and an evaluation of the program.


Team teaching programs that were instigated on a statewide scale in Illinois are depicted. Various schools submitted reports covering a wide range of materials pertaining to team teaching.


Recounts a team teaching program in Mattoon, Illinois. Teacher comments about the program and an evaluation are included.

Describes a team teaching program involving science, English, and physical education. Testing procedures are explained and statistical data are included.


Explains the position of state departments of education in relation to staff utilization projects.


A good discussion of the advantages and disadvantages of team teaching on the secondary level. However, the author obviously is in favor of team teaching, and there is undoubtedly considerable bias in the points presented.

Colton, R. G. "Progress Report on Team Teaching, Modesto High School." Modesto, California, October 1962. 6 pp. (Mimeographed)

A recount of the strengths and weaknesses of the team teaching program at Modesto High School, Modesto, California. Teacher aides were used in the program.


Four English literature teachers' experiment in team teaching is presented. Interesting but indecisive.


Tapes were used to teach shorthand and foreign languages. Also, a teaching team taught English and American literature.

A team teaching program in teaching shorthand, English, history, and foreign languages by tapes is explained. Methods of teaching in the language laboratory are described.


This article comments on the team teaching program developed at Winfield, Kansas. Parents' comments about the program are also included.


Students are grouped in classes of 120 for lectures and classes of 8 to 12 for discussion periods. 70-minute periods are employed; 40 minutes class and 30 minutes supervised study.


Description of flexible scheduling at Fremont High School in Sunnyvale, California. Some planning suggestions are given.


A continuation of the National Association of Secondary-School Principals Commission experiments in team teaching at the O'Farrell Junior High School, San Diego, California. The total school organization is divided into small units, two at each grade level. Team teaching and staff utilization are explained in detail.


A description of a team teaching experiment at the D. W. Griffith Junior High School, Los Angeles, California. The experiment was limited in that only two teachers were involved in each team. An evaluation and limitations are included.

Reports on team teaching at Griffith Junior High School, Los Angeles, California. Duties of members of the teaching team are related.


Lists specific functions that a teaching team should perform. Reasons are given for the author’s statements.


Team teaching approach in seventh grade science is tried at Geneva Junior High School. Plan developed was adaption of suggestions by Trump and Baynham.


The author evaluates and states his opinion of what the National Association of Secondary-School Principals Commission accomplished in the first two years of its study on staff utilization.


Describes a team teaching program experimenting in teaching business administration courses and Latin with tapes. Some problems are discussed and recommendations given.


Several programs in team teaching at Hoquiam, Washington, are illustrated. Contains tables of flexible schedules.

A report of the purpose for the study of staff utilization in the secondary schools.


Bend Senior High School in Bend, Oregon uses team teaching and student responsibility in all phases of its operation.


A summary of a workshop at which Dr. Fink was the chairman. Dr. Lloyd Trump served as resource person. Dr. Trump discusses his concept of team teaching and questions about team teaching are answered by Dr. Trump.


Describes interesting and creative plan for modified team teaching which is working successfully in Houston. Problems and mechanics of selection of teachers, housing, operation of plan, along with advantages and suggestions are given special attention.


An English program at Wayland High School, Wayland, Massachusetts, a school organized entirely for team teaching, is described. Large, medium, and small group instruction are discussed. A sample teacher schedule is included.


Purposes of the tachistoscope, controlled reader, reading accelerator, and tapes are described. Use of student aides is evaluated.
Tapes were used to teach foreign languages, typing, and spelling. Student aides and non-certificated person acting as a librarian were used.


This study incorporates the use of students as "cadets" in teaching physical education and uses them in clerical work.


A better guidance program was developed through staff utilization. Questionnaires and other techniques were developed to improve guidance services.


The methods and techniques used in teaching Spanish and spelling by tapes are revealed. A comparison is made between the experimental groups and the control groups.


The problem of the small-group discussions in a team teaching program at Andrew Hill High School in San Jose, California, is discussed. The solution is student-directed discussions of the literature studies in the English course.


Student-directed discussions of literature are a feature of a different program of team teaching at the Andrew High School, San Jose, California. Presents interesting form to be used in discussion groups.

Presents a summary of the findings on achievement from research undertaken during the school year 1960-61 on team teaching by the School Improvement Program of the School of Education, of the University of Chicago. Evaluation includes considerable statistical data.


A description of large-group instruction methods used at Sarasota, Florida. Folding walls and modern electronic aids are used in the program.


A discussion and evaluation of a New York state-sponsored experimental project study to prove whether the team teaching approach had merit over the usual classroom procedure. The lecture program, seminar, independent study, personal interview, and composition program are presented.


A program in Clover Park High School, Tacoma, Washington, in which teacher assistants are used in math, chemistry, and English.


The flexible schedule at Wayland, Massachusetts, is described. Large-group and small-group instruction and time for teacher planning and preparation are included.


Illustrates various team teaching programs where social studies have been joined with several other subject areas. Teaching teams, scheduling, class sizes, and building facilities are discussed.

A discussion of the role of the principal in the success of any team teaching program. Care in the selection of team members and an evaluation of the program are stressed.


An explanation of the seventy-minute-period schedule as an instrument for implementing effective staff utilization at Cobre High School, Bayard, New Mexico.


Discusses the use of closed-circuit TV system in Notre Dame High School in Sherman Oaks, California. The purpose of the system was to develop superior programs in religion and history and to make the superior teacher available to an unlimited number of pupils. The article also discusses the costs of the installation of the system.


Relates a team teaching experiment at the Carl Hayden High School in Phoenix, Arizona, which was conducted out of necessity due to overcrowded conditions. English, social studies, and typing were the subject areas utilized. The results of the opinionnaire by both students and teachers is revealed.


Describes a team teaching plan in effect during the 1962-63 school year at the Deerfield (Illinois) High School involving the English and social studies departments. The article discusses the variations of team organization used and how changes were made as needed. Suggests that team teaching should not be attempted with new teachers and emphasizes the importance of having administrative support for the team effort and of retaining and strengthening teacher control and freedom over longer segments of educational time.

Explains a team teaching program in Muskegon, Michigan, involving English, biology, world history, and geometry, in which independent study is emphasized.


A unique adaptation of the Trump Plan to an existing high school curriculum is presented.


A summer workshop was initiated to plan a team teaching program. Attending were several teachers from every school in the district. Recommendations and suggestions were made to improve staff utilization.


An analysis of how team chairmen should be chosen. Included are the following: why there should be team chairmen, who should make the selection, their role in the team teaching situation, what qualities of leadership they should possess, and how to evaluate these qualities.


Relates the role of the team leader, the teacher assistant, and the administrator. Large-group instruction, small-group instruction, and independent study are discussed.


Describes the use of student teachers in a team program at Santa Barbara High School, Santa Barbara, California. Lists advantages of team teaching. Also, a student questionnaire was developed and the responses are revealed.

The use of resource people and of audiovisual tools is encouraged as part of a team teaching project in business education at Lakeview High School in Decatur, Illinois.


Describes the team teaching program at Evanston Township High School in Evanston, Illinois, in which there are twelve teams teaching different courses to approximately 3,000 students.


Rigid schedules, rigid people, rigid facilities, and rigid curricula are impeding progress in instructional quality. These rigidities can be partially overcome by modular scheduling.


A discussion of large-group instruction at Newton High School in Newton, Massachusetts.


A prediction of independent study for students of the future. Also, the author comments on teaching machines and television.


A team teaching program utilizing tapes to teach social studies, office practice, Latin, and English. An evaluation of the program is included.

A summary of the purposes and findings of a survey-study (by the author of this article) of team teaching procedures in public secondary schools enrolling 150 or more students in Arizona, Colorado, and New Mexico.


Describes the study conducted at Urbana, Illinois, in which French was taught with tapes, and biology, science, and chemistry were taught with an emphasis upon independent study.


A team teaching experiment involving the teaching of chemistry, French, and biology. Tables and other statistical data are presented in the evaluation.


Includes parental observation and reaction to the team programs. Entire project subjected to detailed evaluative study.


Provides information on a three-year study in team teaching carried on in Jefferson County, Colorado. Class sizes, schedule modifications, teaching teams, various aides, and recommendations for the future are related.

A study designed to evaluate whether team teaching better meets the needs of pupils and makes better use of teacher's time and talents. Procedures and conclusions are inserted.


Geography is used as basis for a team teaching program with science and history used as reinforcing material. Large group presentations are followed by small group discussions.


Describes the Foreign Languages Elementary School program in elementary schools. The article explains how high school foreign-language instructors can benefit from the elementary program.


Use was made of the science laboratories after school and on Saturdays to provide more laboratory time for the students. Students from the university were used to teach these extra laboratory periods.


A detailed description and statistical analysis of the comparison in achievement between large and small class instruction in which several subject areas are utilized. A complete materials center is also described.

A team teaching program in the area of English, social studies, business education, and mathematics. Flexible scheduling tables are presented and recommendations are made.


Describes a team teaching program involving biology, geometry, English, and American history classes. Evaluations are given in regard to class sizes.


A team teaching program involving biology, geometry, English, and American history. Evaluations are made of class sizes.


Examples of and recommendations for class sizes, schedule modifications, and the staffing of teams. Small-group discussion classes and independent study are also discussed.


Presents a detailed description of flexible scheduling in which achievement of pupils is not determined by class size.

A dynamic presentation of team teaching. Of particular interest for the biology teacher and his administrators. All persons interested in team teaching should include this article on their reading list.


Describes the pilot program of team teaching in English and social studies at James Monroe High School, which was part of a National Association of Secondary School Principals Project.


A description of the non-graded system used at Melbourne, Florida. Students are grouped in non-graded cycles of learning called "phases."


Describes team teaching programs in English undertaken at the Baltimore City Schools. Student comments about the program are revealed.


A consideration of the impact of team teaching on individuals. The effect on the following groups is included: team leaders, students, teachers (both team members and non-team members), administration, and parents.


Describes how team teaching was utilized as the vehicle for providing experiences in the arts for all high school students. Points out that team teaching in the creative arts is effective and results in creative teaching and learning.

A provocative article presents the challenging problems and possible solutions involved in introducing a program of team teaching.


A team teaching program involving English, social studies, mathematics, and science. Involves changes in grouping, scheduling, and methodology. Student observations and administrators' evaluations are listed.


Explains the use of a "floating class" in flexible scheduling.


Max Lerner, a New York Newspaper columnist, presents his views on the high school of the future. In his opinion, some of society's philosophies need changing.


Organization of a team teaching project in English at Senn High School and the benefits to both teachers and students are enumerated.


Contains many suggestions to administrators for entering into a program of flexible scheduling.
Lobb, M. Delbert. "An Experimental Study of Means of Improving the Utilization of the Staff in Education." Sunnyvale, California, 1960. 20 pp. (Mimeographed)

Covers several team teaching programs that cross over different subject areas. Various types of flexible scheduling used are described in the report. Included are the author's conclusions.


Contains some advice for planning a team teaching program. The principal's role is revealed extensively.


Reports on a science program involving team teaching at the secondary level. Covers staffing, scheduling, content, and instructor's comments.


Many subject fields taught by teaching teams are reviewed as well as the advantages and disadvantages found in the team teaching program.


Covers a cross section of subjects in the curriculum taught by teaching teams. Statistical results and a list of advantages and disadvantages are incorporated in the study.


Excellent material on the advantages that can be gained from team teaching.


Discusses the advantages and disadvantages of team teaching and describes in detail the principal innovations of this new concept in education.

A team teaching program designed to teach reading with large-group instruction techniques. Findings from the study are listed.


Foretells how flexible scheduling can be integrated with the curriculum. Grouping of students, course objectives, and charts illustrating flexible schedules are presented in the report.


Describes a variation of team teaching - a two-year self-contained experimental program of biology "based on the premise that a learning situation for students is best constructed around a learning situation for teachers."


A special summer program using superior teachers. Includes remedial work, special opportunities, seminars, and lectures.


Describes the use of dictation machines in grading English themes, and a health education course which is taught with team teaching.


Discusses a team approach to the teaching of advanced biology for the top students registering for the course. Points out the importance of having ability grouping at all levels of instruction in biology.

Describes a team teaching program in high school biology to show that this approach is superior to contemporary standard techniques when certain conditions and proper environment prevail.


Recounts the program at Andrew Hill High School, San Jose, California, during the 1960-61 school year. Lesson planning and teaching techniques are described. Costs, grading and an evaluation of the program are revealed.


Many techniques and methods used in this team teaching study have been carried over to the regular classroom at Snyder, Texas. Contains methods of testing and an evaluation of the program.

McNassor, Donald. "The Teaching Team Plan for High School Education." Claremont, California, 1959. 6 pp. (Mimeoographed)

A typical team teaching situation is reported. The teachers', the administrators', and guidance functions are listed.


Suggests the application of the team teaching idea in the high school due to a curriculum with numerous areas of overlap and a faculty each one of whom is trained especially in one area only as a means to stimulate learning.


A social studies teacher discusses the team teaching experienced by him and a fellow business education teacher at Marshall High School in Chicago, Illinois, for the purpose of supplementing the presentation of a unit on stocks and bonds.

Many excellent suggestions on how to improve the utilization of the staff in the secondary school are included. Recommendations are made on class size, teacher aides, and curriculum improvements.


Relates what has been accomplished by the Commission on the Experimental Study of the Utilization of the Staff in the Secondary Schools which was appointed by the Executive Committee of the National Association of Secondary School Principals in May of 1956.


Varied patterns of team organization such as single subject and inter-disciplinary team teaching projects and programs are discussed using examples of them in action all over the country. Viewed as the most promising means of improving secondary education.


A description of how the National Association of Secondary-School Principals Commission provided financial aid to principals' associations for summer workshops, and how the National Association of Secondary-School Principals Commission disseminated news and ideas about staff utilization throughout the United States.


An article explaining why the team teaching experiment has been attempted.

How the Evanston Township High School launched its closed-circuit television program. Typing and English were the two main subjects taught. Evaluation of the program and costs are included.


Staff utilization with the aid of closed-circuit television is used in the teaching of English, drama, typing, and various publicity programs carried on by the school.


Describes the author's philosophy in regard to other staff members, course content, the pupils, and society in general.


How the staffing of various teams is accomplished and what the advantages and disadvantages of team teaching are.


This program was developed to promote student interest in science; raise student expectancies; provide an opportunity for individual experiment; and improve the instruction of diverse groups. Planning, suggestions, and evaluations are presented in the article.

Summarizes what was said at the conference about flexible scheduling, independent study, student grouping, and future recommendations.


Suggestions for team teaching programs on an expanded basis to include the entire year. Details on preparation and planning are presented.


Reports on a team teaching program in science, English, and biology. Teacher teams, aides, and material aids are fully described in the study, and a statistical evaluation is included.


An article which indicates that large group instruction is not consistent with good learning principles. It advocates using large group instruction on a very limited basis, and substituting the use of programmed instruction and multiple-class teaching.


Describes a core program in language arts and social studies. Statistical data are contained in the evaluation of the study. Observations and conclusions are given.


Schedule modification is described in the team teaching program in three Utah high schools. Contains examples of schedule modifications for a large, medium, and small school.

Results of junior high and senior high school programs in staff utilization are discussed and appraised after a three year period of experimentation.


A brief informative article on five utilization studies of various junior and senior high school districts during the school year 1958-59.


States how teachers' time can be saved through team teaching, and how teachers' special talents can be put to better use. Evaluation of the program and testing procedures are included.


Explains the team teaching program in language arts at Hurricane, Utah. Grouping of students and flexible scheduling are illustrated. Included are student comments about the program.


An explanation of how the teacher's time can be saved through staff utilization, and how the course content is enriched by using specific talents and team teachers possess in certain areas.

Compares team teaching to traditional classroom instruction in English and United States history. A detailed statistical analysis of the study appears.


A description of the many duties performed by teacher aides. A list of advantages and disadvantages of the program is submitted. Costs were evaluated and recommendations made.


A statewide project helps small schools to enrich their programs. Films were used to teach physics courses. Contains a detailed statistical evaluation.


A report on the teacher specialist, flexible scheduling, and individual study methods, including a summary and conclusions.


Relates the methods used to teach business education courses in California. Statistical tables show the extent of these practices in the state.

A description of a team for teaching music. Duties of the teachers and the teacher aides are given. Included is an evaluation of the program.


Reviews many team teaching programs that have been developed over a five-year period. Methods and suggestions are reported.


Comments on several team teaching programs in operation throughout the United States. The author believes that future buildings should be designed for team teaching.


Describes a six-week team teaching experiment in typing during the summer of 1962.


Team approach to tenth grade biology. Related materials from other sciences are used. Over a three-year development period, teachers agreed that there was increased effectiveness of teaching and learning.


The Principal of a new high school, known for its team teaching and large group instruction, speaks out frankly on values and limitations inherent in this type of program.

Discusses strengths and weaknesses of the team approach to teaching typing in summer school at La Sierra High School in Carmichael, California.


Explains a program teaching spelling and Spanish by tape. Detailed statistical tables reveal the results of the study.


Depicts the team teaching program in Pittsburgh, Pennsylvania. Many photographs and illustrations are inserted. Most phases of a team teaching program are reviewed.


Relates several team teaching programs in operation throughout the United States. Lists advantages and disadvantages of team teaching.


English and art classes were combined and taught by the team method. English and social studies classes were also combined. Finally, suggestions for planning a program are proposed.


A summer program designed for curriculum enrichment and independent study. Tests and statistical data are reported.

Describes a group guidance program at all the senior high schools in South Bend, Indiana, by radio broadcasts. Testing procedures and an evaluation of the program are given.


The article relates large-group instruction, small-group instruction, flexible scheduling, and individual study in a team teaching program at Chanute, Kansas. A course of study for the teaching of English is supplied.


A team teaching program that incorporates several subject areas in the curriculum. The planning stage of the program is explained in detail.


Reports on a team teaching program in Riverside County, California. Large-group instruction, adult and student aides, flexible scheduling, and mechanical aids are related.


A short discussion of a "modular" scheduling concept at Euclid Central Junior High School, Euclid, Ohio. A "module" is defined and explanation made of how they are combined to create a flexible schedule.

Advantages and conclusions of modular scheduling at Euclid Central Junior High School, Euclid, Ohio, are discussed by the Principal.


Principal's report on the staff utilization projects in five schools. A college professor evaluates the program and includes statistical data.


Contains information on how San Angelo City Schools organized a new school's schedule using thirty minute modules.


Answers the question posed in its title. The teacher shortage problem is involved.


Members of the faculty discuss the origins and aims of an experiment in team teaching. The teaching of Spanish is included in this program.


West Rockville Junior High School's (Montgomery County, Maryland) experiments and experiences with team teaching in English and social studies from an involved teacher's point of view.

Reports on the methods used in teaching by television at Miami Jackson High School, Miami, Florida. A cost evaluation and advantages of the program are revealed in the article.


Describes an experimental project (in world history) which is a cooperative idea with a team concept.


Three speech teachers team up to take advantage of each's specialized training in drama, persuasive speech and debate, and basic speech skills and interpretation. A good discussion of students' benefits as compared with traditional method.


Contains questionnaires and tables showing the responses of six states in regard to team teaching, student grouping, teacher aides, schedule changes, and use of technological devices.


The study undertakes to determine the relationship between an overall college grade-point average and students' scores on the verbal and mathematics sections of the College Board examination. Contains many statistical tables. Team teaching studies are also included.

A report on team teaching at Flowing Wells High School in Tucson, Arizona. Large-group and small-group instruction, flexible scheduling, grouping, and observations are contained in the article.


Experimentation at the Verdugo Hills High School, Tujunga, California, with split-week courses and team teaching with the Contemporary American Problems class is explained.


Relates how a split-week schedule is incorporated in a team teaching program. More electives are offered to students under this plan. Advantages and disadvantages are listed.


A report on team teaching at Ridgewood High School, Norridge, Illinois. Included are use of modules, incorporation of staff members into instructional groups, and the physical construction of the school plant.


Discusses the advantages of team teaching in the instruction of English.


Presents the pros and cons of exchanging classes to insure good instruction for today's pupils.


Doubled schedules as well as alternating subjects on different days is tried at the Terman Junior High School, Palo Alto, California.

More time for teacher preparation, variety of presentations, and better use of resource people are listed as advantages in this study.


Description of an experiment in team teaching high school English that proved successful with minimum facilities, a conventional setting, and a small operating budget.


A team teaching program in English and social studies at Racine, Wisconsin, is described. Some problems in class scheduling and large-group instruction are explored.


Compares the team teaching program at two high schools in San Diego, California. The article is concerned with scheduling, program-enrichment, instructional teams, and the administrator's role.


Results are furnished of a questionnaire on team teaching sent to Colorado, Illinois, Michigan, New York, Georgia, and California. English and science were the subjects involved in team teaching programs more often than others.


Describes a team teaching project for senior English classes at Champaign (Illinois) Senior High School. Discusses how this single discipline approach can pool talent and time, how the team situation utilizes better the resources of a community, how it can improve student behavior, and points out that experimentation and innovation are a part of the job of the high school teacher regardless of his subject area.

Describes the team teaching program in American History at Kenmore East Senior High School in Buffalo, New York. More planning was necessary to continue the study.


When the Kenmore American History Teachers collaborate in broadening and deepening instruction the result is an excellent example of a team teaching experiment.


An introduction to explain the purposes of a conference devoted to team teaching and flexible scheduling jointly sponsored by the California Association of Secondary School Administrators and the School of Education, Stanford University, from July 16 to July 20, 1962.

Taylor, Harris A. "Claremont Graduate School Program for Team Teaching." A report prepared for the Claremont Graduate School, Claremont, California, January 6, 1960. 8 pp. (Mimeographed)

Reports the development of a plan for team teaching at the secondary level. Includes basic elements of the teaching team, guidance benefits to students, organizational benefits, evaluation of the project, and hopes for the future.


Describes and discusses elements of the teaching team, guidance benefits to students, organizational benefits, and evaluation of a team teaching program developed by the Claremont Graduate School.


Relates the team teaching program conducted by the Claremont Graduate School in Claremont, California. Team patterns, teacher aides, guest speakers, and advantages and disadvantages are reviewed.

An excellent and very comprehensive report on the team teaching program conducted by the Claremont Graduate School in eight California school districts. Covers all phases of team teaching and lists many recommendations, advantages, and statistical evaluations.


Discusses in particular the Rowland School District near Pomona, California, and its adoption of the two-year junior high school, its development of facilities for team approach, and its staff and schedule organization.


The evaluation of a team method in teaching first year high school physics to academically talented students showed no achievement difference between team group and control group. However, there is some question of whether it was really a team teaching experiment since such things as small group instruction were missing. The study also analyzed the attitudes of students and teachers toward the team method.


A comparison of a team teaching program at Cupertino High School, Sunnyvale, California, with an average typing classroom. Results of this experiment are interpreted as showing that team teaching has advantages over regular classroom organization.


An explanation of how students were taught to do independent study through the use of the Navy Target Plan. Statistical data and evaluations are supplied.

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Proposes ways and methods to encourage students to do independent study through the use of the Navy Target Plan.

Thayer, Mildred N. "Experimental First Year." Science Teacher, Vol. 31, No. 6 (October 1964), 33-34.

Describes a science-math teaching team project at Garland Street Junior High School in Bangor, Maine, carried on by the University of Maine under sponsorship of The Ford Foundation. Discusses usefulness of various sizes of groups for specific purposes; how the problem of group size is influenced by the type of team, physical features of the building, number and quality of instructors, and needs of the students. Emphasizes importance of joint planning and evaluation.


A two-part film depicting the National Association of Secondary-School Principals' ideas on staff utilization. The two half-hour films show teaching teams, large-group instruction, small-group instruction, independent study, and small discussion groups. May be rented for $3.00 from the National Association of Secondary-School Principals, 1201 Sixteenth Street, NW, Washington, D. C.


A filmstrip relating the findings and recommendations of the Commission on the Experimental Study of Staff Utilization in the Secondary School. A recorded narration is given by Howard K. Smith.


Newly employed mathematics teacher works with an experienced and very able teacher one period a day with a class of 60 Algebra I students. Provides excellent orientation techniques.

Supplies information on a team teaching program combining English, history, and mathematics. Flexible scheduling and large-group instruction are explained in detail. Independent study is also stressed.


Predicts a secondary school of the future in reference to the instructional staff, buildings, curriculum, and administrative organization.


Explains how the Commission on the Experimental Study of the Utilization of the Staff in the Secondary School launched its program throughout the United States. The writer comments on financial support, publicity, and future steps.


A brief article on ways of setting up modified schedules.


Contains many suggestions for better staff utilization and for increasing the quality of education.


A report on methods and procedures for promoting changes in our educational system.

Explains the difficulty in obtaining information on staff utilization programs throughout the entire country. Outlines many studies on staff utilization that could be made.


Reviews the functions performed by experienced teachers, para-professionals, clerks, general aides, community consultants, and staff specialists. Flexible scheduling is discussed and illustrated with tables.


Reveals various team teaching programs in progress in the United States.


The question-answer type of format is used in discussing the teaching staff, the students, costs, facilities, and the planning of a team teaching program.


Sums up some of the findings of the staff utilization programs conducted to this date. All the ramifications of the studies are outlined.


A report on the summer workshops in team teaching for the states of Arizona, Minnesota, and Iowa. Pertinent questions and answers relevant to team teaching are inserted.

The principal's role in schools of the future is depicted.


Supplies the names and addresses of members of the new Committee on Staff Utilization and three newly appointed staff associates.


The authors recommend changes in the secondary school to improve education and for better utilization of staff and physical facilities. Discusses large-group instruction, small-group instruction, flexible scheduling, staff utilization, teacher aides, and use of technological aids.


Buena Vista High School in Saginaw, Michigan, makes use of large group instruction, team teaching, closed-circuit television, and small group recitation and instruction in its English curriculum.


Explains how the staff utilization studies can affect the university-high school relationship. Comments on the effect staff utilization projects can have on the teachers and the community.


Compares the point of view of the teacher, student, and administrator on the team teaching program at St. Paul, Minnesota. Indications of the future are also predicted.

The achievement of a student's large group instructional situation in English is compared with that of a control group of thirty-five students in the Grossmont Union High School District, Grossmont, California.


Discussion of the second year of the team teaching program at Northbrook, Illinois. Internship for beginning teachers, large classes, teaching teams, teacher aides, and a language laboratory are reported.

"We Find the Walls Get in the Way." Audio Visual Instruction, Vol. 7 (October 1962), 528-533.

Contains an interview between Dr. Anna L. Hyer, editor of Audio Visual Instruction, and Mr. Leadore D. DuBois, principal, and Mrs. Agnes Kain, associate principal, West Rockville Junior High School in Montgomery County, Maryland. The interview is concerned with how team teaching originated at this junior high school and how it operates.


Discusses Monroe's experiences in team biology and social studies, its advantages and disadvantages in all phases and aspects. Detailed evaluation of the program.

Weston Public Schools. "What Is the Accordion Plan?" Weston, Massachusetts, June 1962. 15 pp. (Mimeographed)

Describes the elementary and secondary team teaching program at Weston, Massachusetts. Tapes and programmed texts were used for stenographic training at the secondary level. Teaching teams, scheduling, large and small-group instruction, and independent study are illustrated.

Reveals a program in New York State that moves students from one school to another. Seminars and correspondence courses are a part of this plan.

White, Robert W. "How Successful is Team Teaching?" *Science Teacher*, Vol. 31, No. 6 (October 1964), 34-37.

Compares results of team teaching with nonteam-teaching approaches in the learning of biology.


An account of flexible scheduling which contains many illustrations and tables on various types of flexible schedules.


Teacher assistants, teaching methods, and mechanical aids are evaluated in the team teaching program.


A study to promote better staff utilization in the teaching of physics through the use of films on a statewide basis.


The team approach permits concentration of time, requires careful planning and preparation, provides synthesis of subject matter otherwise not possible.

Describes the team approach to the teaching of a university course in curriculum theory and the measurement techniques used to evaluate the kind and amount of change. Conclusions are listed.


Describes the advantages and disadvantages in a team teaching program at Los Angeles State College. Instructors' and students' comments are reported in the study.


Delineates a team teaching program for freshmen at the college level. Staffing of teams and teachers' morale are outlined.


Describes a team teaching experiment in teacher education at Los Angeles State College.

As a result of successful experimentation with large group instruction and team teaching, Orange Coast College, Costa Mesa, California, built a large lecture-demonstration hall called the "Forum." The lecturer has push-button control of superior audio-visual equipment as well as additional equipment located in the projection alcove. Teacher requirements, teacher loads, and saving in teacher time are also included.


The Miami University study and other team teaching programs carried on at the college level are reviewed. Various Harvard team teaching programs are recounted, and evaluation and statistical data are included.


Team teaching is suggested as a technique for college teaching. Guidelines are given for a team teaching experience in World Literature.
RECRUITING AND EDUCATING TEACHERS FOR NEW STAFF UTILIZATION PRACTICES


The concept of a flexible nongraded secondary school plant is presented in light of recent proposals from team teaching.


Describes how present physical plants can be changed to facilitate team teaching programs at a minimum of cost. Folding panels and other techniques are used to accomplish this.


Explains a well-planned program for recruiting future teachers. Questionnaires and rating sheets are illustrated.

Contains a detailed program for the recruitment of new teachers. Included are questionnaires, activity sheets, rating sheets, several case studies, and statistical data.


The teacher recruitment program in St. Paul, Minnesota, is described. Reveals the many ways student aides helped the regular classroom teachers, and evaluates the program.


The author believes the use of team teaching as a method of training student teachers may lead to a widespread system of off-campus training.


Explains higher education's position relative to staff utilization programs.


A report of the School Improvement Program of the University of Chicago discusses three experiments in team teaching.


Describes the use of student teachers in a team program at Santa Barbara High School, Santa Barbara, California. Lists advantages of team teaching. Also, a student questionnaire was developed and the responses are revealed.

Four types of experience which distinguish team teaching from other methods of teaching - largely, in the areas of planning and techniques - are discussed.


Reports on methods and techniques for training new teachers. An evaluation sheet is also included.


A course of study that makes use of a team teaching program to teach future teachers in the areas of history, philosophy, curriculum, and methodology at the college level.


Describes a team teaching experiment in teacher education at Los Angeles State College.


Emphasizes the importance of teacher education programs providing experiences for prospective team members, and lists a number of factors to be considered in initiating a team approach for developing a course framework.


Describes the team teaching program at Claremont Graduate School in California, which attempts to lower the teacher-pupil ratio and increase the quality of instruction.

Discusses some of the problems in preparation, plant facilities, study resources, and evaluation that can arise with the use of team teaching.
ROLE OF TEACHER ASSISTANTS AND USE OF NEW TECHNOLOGY


Visually tells how a teaching team in Norwalk, Connecticut's Naramake School uses the overhead projector to improve the learning of its students.


Discusses the structure of a team; criteria for the selection of team members; and the probable effects the program will have on the students.


This article describes independent study areas in detail.


Valuable materials presented on the use of the overhead projector and other mechanical aids. Teaching techniques are also included in the article.

A team teaching program in San Diego, California, that cuts across several subject areas, including physical education. College student aides are used. Teachers' and aides' comments are included in the article.


A team teaching program at Glenbrook High School, Northbrook, Illinois. Geometry and general science are taught with the help of teacher aides. A foreign language and teacher-internship program has also been developed.


Reports a team teaching study involving English, French, mathematics, and general business. Teacher aides are also discussed in the article.


Relates the use of school-bus drivers in assisting the regular teacher teach driver education at Richwood, West Virginia High School. An evaluation of the study is included in the article.


Contains a description of the use of school-bus drivers in assisting the regular teacher to instruct in driver education. The qualifications a driver must have to participate in the program are included.
Lists educational television programs throughout the United States. A selected bibliography is included.


The use of school-bus drivers in assisting the regular teacher to teach driver education is described. Includes an evaluation and costs of the program as well as the results of the 1956-1957 study.


A report on an attempt to incorporate the team teaching technique on the junior high level to industrial arts education in the Burbank Schools. It discusses advantages, problems, etc., of the program along with presenting an outline of a pair of lessons described to indicate the possibilities of this plan.


Describes a program that uses lay readers to help correct papers for English teachers. Advantages and disadvantages of the program are discussed.


Reports the use of records and tapes to teach foreign languages. Student assistants are utilized.


A report on teacher aides in Bay City, Michigan.

Gives a description of the equipment necessary to start large-group instruction. An itemized list showing the cost of each item appears in the article.


Tapes were used to teach shorthand and foreign languages. Also, a teaching team taught English and American literature.


A description of the use of mechanical and electronic aids in improving the teaching program.


Describes a team teaching program experimenting in teaching business administration courses and Latin with tapes. Some problems are discussed and recommendations given.


Relates a program for incorporating television instruction in schools of the future. Detailed specifications for installation of equipment is furnished.


A report describing the use of television in schools and colleges throughout the United States.


Reviews various staff utilization studies in elementary and secondary schools. New types of electronic devices and architectural designs are revealed.


Purposes of the tachistoscope, controlled reader, reading accelerator, and tapes are described. Use of student aides is evaluated.


Tapes were used to teach foreign languages, typing, and spelling. Student aides and a non-certificated person acting as a librarian were used.


This study incorporates the use of students as "cadets" in teaching physical education and uses them in clerical work.


Describes a program teaching Spanish and spelling by tape. Many suggestions and evaluations are included in the article.

Spelling and Spanish were taught by tape. Contains statistical results of the study and recommendations for future programs.


The methods and techniques used in teaching Spanish and spelling by tapes are revealed. A comparison is made between the experimental groups and the control groups.


A description of large-group instruction methods used at Sarasota, Florida. Folding walls and modern electronic aids are used in the program.


A program in Clover Park High School, Tacoma, Washington, in which teacher assistants are used in math, chemistry, and English.


Discusses the use of a closed-circuit TV system in Notre Dame High School in Sherman Oaks, California. The purpose of the system was to develop superior programs in religion and history and to make the superior teacher available to an unlimited number of pupils. The article also discusses the costs of the installation of the system.

Types of team teaching in the Pittsburg public schools are presented. Particular emphasis is placed on enlisting several types of assistance from community organization for strengthening the program.


A prediction of independent study for students of the future. Also, the author comments on teaching machines and television.


A team teaching program utilizing tapes to teach social studies, office practice, Latin, and English. An evaluation of the program is included.


Undergraduate students are used to help science teachers in this study. Future plans call for a continuation of the program.


Use was made of the science laboratories after school and on Saturdays to provide more laboratory time for the students. Students from the university were used to teach these extra laboratory periods.


Second year of the study that added extra science laboratory periods to the schedule after school and on Saturdays. University students and graduates were used as aides.

Added extra science laboratory periods to the schedule after school and on Saturdays. University students and graduates were used as aides in teaching classes. Problems encountered and evaluations are disclosed.


A description of the design of the Naramake Elementary School at Norwalk, Connecticut. Provision is made for both large and small group instruction as well as efficient use of audio-visual equipment. An actual floor plan is included.


Emphasizes that individual instruction should be an important by-product of team teaching. Staff structure and teacher aides are explored.


Both the common purposes and individual goals of the use of television, team teaching or variations in staff utilization, and programmed learning are extensively discussed. Stresses a place for experimentation and a need for change in education but within framework of goals.


Describes the use of dictation machines in grading English themes, and a health education course which is taught with team teaching.

How the Evanston Township High School launched its closed-circuit television program. Typing and English were the two main subjects taught. Evaluation of the program and costs are included.


Staff utilization with the aid of closed-circuit television is used in the teaching of English, drama, typing, and various publicity programs carried on by the school.


Explains the team teaching program at Snyder, Texas. Includes descriptions of teaching teams, classroom television, teacher aides, and use of the overhead projector.


A description of various team patterns, types of flexible scheduling, and building layouts. Instructional techniques are also explained.


An explanation of how the teacher's time can be saved through staff utilization, and how the course content is enriched by using specific talents the team teachers possess in certain areas.

A description of the many duties performed by teacher aides. A list of advantages and disadvantages of the program is submitted. Costs were evaluated and recommendations made.

Olson, Clarence E. "Team Teaching, No Grades." St. Louis Post-Dispatch, (Sunday, January 24, 1965), 2-7.

Valley Winds School in the Riverview Gardens District of north St. Louis County, Missouri, uses building design, top talents, and technical aides in its all-out team teaching program.


Reviews many team teaching programs that have been developed over a five-year period. Methods and suggestions are reported.


Describes the ways the Norwalk Plan uses audio-visual and other materials.


Explains a program teaching spelling and Spanish by tape. Detailed statistical tables reveal the results of the study.


Reviews the performance of the teaching team members, including student assistants and community help. Questions for future programs in team teaching are supplied.

An explanation of a team teaching program that utilizes television in the teaching of French. Audio-visual aids, methods, and functions of the teacher assistants are discussed.


Students are taught group guidance by radio. A control group was compared with an experimental group. The results are revealed.


Describes the use of FM radio in teaching certain types of occupational, educational, social, and personal information. Observations and findings are included.


Describes a group guidance program at all the senior high schools in South Bend, Indiana, by radio broadcasts. Testing procedures and an evaluation of the program are given.


An excellent article explaining the advantages of instruction by television. A Mid-West Program covering a six-state area is presented.


Explains why team teaching can be more effective than ordinary classroom instruction. The roles of aides and other nonprofessional personnel are described.

Reports on the methods used in teaching by television at Miami Jackson High School, Miami, Florida. A cost evaluation and advantages of the program are revealed in the article.


A report on a six-state questionnaire sent to all secondary schools in New York, Georgia, Illinois, Michigan, Colorado, and California. Evidence of the need of technology in the classroom and limited results of class size are included.

Sioux Falls Public Schools. "Educational Television in the Sioux Falls Public Schools." Sioux Falls, South Dakota, September 1962. 28 pp. ( Mimeographed)

A detailed report giving statistical data in regard to the adoption of an educational television program in the Sioux Falls Public Schools. Tables, questionnaires, and recommendations are included.


Definitions are given for various types of teaching teams. Questions are posed to the regular classroom teacher on the subject of team teaching.


Reviews the functions performed by experienced teachers, paraprofessionals, clerks, general aides, community consultants, and staff specialists. Flexible scheduling is discussed and illustrated with tables.

Married women from the community worked as part-time secretaries in this experiment. Contains a summary of findings and conclusions.


Discussion of the second year of the team teaching program at Northbrook, Illinois. Internship for beginning teachers, large classes, teaching teams, teacher aides, and a language laboratory are reported.


Teacher assistants, teaching methods, and mechanical aids are evaluated in the team teaching program.


Describes the Wisconsin Improvement Program's team teaching proposals that were incorporated in several Wisconsin School systems. Use of television and other electronic aids are reported.


A study to promote better staff utilization in the teaching of physics through the use of films on a statewide basis.

A discussion of staff selection, teacher aides, mechanical aids, staff relationships, and staff morale in regard to team teaching. Included is an evaluation of team teaching.

Administrators are strongly in favor of team teaching because it is regaining and strengthening their role as instructional leaders. Cited is the West District Elementary School in Farmington, Connecticut, for its flexible architectural arrangement.


Describes how the teachers' time can be put to better use through the use of assistants and mechanical devices.

Bissex, Henry S. "Newton Plan Challenges Traditions of Class Size." Nation's Schools, Vol. 65, No. 3 (March 1960), 60-64.

Describes the team teaching program at Newton High School, Newton, Massachusetts. Includes a discussion of several courses of study and changes in the physical plant.


States that future school buildings will have to be designed for team teaching. Space for large-group classes, small-group classes, and independent study areas will need to be provided.

Contains proposals by architects on how the school of the future should be constructed.


An excellent report containing drawings, floor plans, and photographs of schools designed for team teaching.


The architectural features of the Carson City, Michigan, school include improvements to provide for team teaching.


Reviews various staff utilization studies in elementary and secondary schools. New types of electronic devices and architectural designs are revealed.


A new $2,000,000 high school was constructed at Norridge, Illinois, specifically for team teaching. It was patterned after suggestions and concepts described in the booklet, Images of the Future, by Dr. J. Lloyd Trump.


A description of the design of the Naramake Elementary School at Norwalk, Connecticut. Provision is made for both large and small group instruction as well as efficient use of audio-visual equipment. An actual floor plan is included.

A bibliography of materials on planning new school buildings and classrooms, instructional resource centers, and team teaching.

Mitchell, Donald P. "Housing Cooperative Teaching Programs." The National Elementary Principal, Vol. XLIV, No. 3 (January 1965), 44-53.

Discusses the necessity of changing the physical plant along with the new teaching arrangements; the various solutions in building design, equipment, and cost. Recommends several books as reference sources when planning such changes.


Describes a proposed team teaching program incorporating new building designs. Team structures, grouping, and flexible scheduling are also discussed.


A description of various team patterns, types of flexible scheduling, and building layouts. Instructional techniques are also explained.


Emphasizes the importance of updating plant facilities to better facilitate the use of instructional aids and resource materials and describes a building designed for team teaching.


Comments on several team teaching programs in operation throughout the United States. The author believes that future buildings should be designed for team teaching.

The school plant in this study was especially adaptable to team teaching. Problems pertaining to large-group instruction are recorded. Student and teacher reactions to the program are evaluated by a questionnaire.


Wings were attached to existing buildings to provide the correct architecture for the team teaching program. Advantages of team teaching are provided.


A report on team teaching at Ridgewood High School, Norridge, Illinois. Included are use of modules, incorporation of staff members into instructional groups, and the physical construction of the school plant.