A STUDY OF A TEAM RELATIONSHIP IN THE PROCESS OF DEVELOPING THEIR INTEGRATED SCIENCE CURRICULUM

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William C. Page
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Abstract
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A team relationship is followed from its inception through a series of specific activities. The maturation of this relationship and its expression through teaching is reflected as a continuous quest.

The study begins with the hiring of a science teaching team for the new Timberlane Regional High School. The unique nature of this experimental secondary school is treated as an important factor in team activities. The study continues through the development of a format for science teaching, the preparation of a United States Office of Education funded proposal for designing an interdisciplinary approach to science, the actual designing of a curriculum model, and the application of the model. The team approach is interpreted in terms of stated team objectives and observation of student behavior during an entire school year.

The ongoing nature of the team relationship is pictured in terms of philosophical and concrete expression. No attempt is made to argue the merits of the events recorded as compared with the other teacher efforts. A sincere attempt is made to portray the quest of a group of teachers for deeper understanding of the verb "to teach."

Preparation for this study involved the collection of numerous notes and tapes on team "interaction sessions" over

a five month period. Also, extensive personal interviews were conducted with students, faculty and administration of the Timberlane School. Actual dialogue has been included directly from the tapes in order to show the interaction within the team and to clarify the development of the curriculum design. Interview material has been integrated throughout the text. Current literature was investigated in light of the team process and trends in curriculum development and is cited where appropriate. It should be noted that the author of this study was a member of the science team during the periods of curriculum design and materials preparation as well as during the year of teaching during which the design was applied.

In particular, three areas have been brought into focus during this study: the dimensions of a team relationship, the process of curriculum development, and the potential of interdisciplinary efforts. The study shows that a team teaching relationship can be an intense experience in human communication. There is strong indication that this particular team experience has significant positive effects on teacher-teacher and teacher-student understanding. Even further, it shows that a team relationship can permeate and shape a total learning environment. The process of curriculum development appears as a conscious entity in this study. This thesis shows that a curriculum design should be viewed in terms of the process which produced it as well as in relation to stated objectives and results.