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**A SURVEY
of
SOME APPROACHES TO TEAM TEACHING**

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Team teaching is a new and controversial approach to teaching. It is still in the embryonic stage and there exists a considerable range of variations in organization depending on the community in which it is operating. Team teaching as referred to in this paper is any form of teaching, at any grade level, performed through the cooperative efforts of two or more teachers attempting to improve instruction; utilizing special skills of the staff; and providing for flexible grouping of students. This type of teaching calls for reorganization of the professional staff and some modifications in the physical set-up of the school building. It often calls for non-professional personnel to assume certain clerical duties. In nearly every report of team teaching the team members and administrators are enthusiastic about results.

It is reasonable to predict that many American school systems will be giving serious consideration to basic changes in school organization. Since team teaching includes many of the new methods such as mechanical aids to education, the use of teacher aides and resource persons, shared teaching and new pupil grouping practices, it will no doubt appeal to many school administrators as a desirable goal. Team teaching is a complicated endeavor which should not be attempted unless the stage has been set through developmental

processes. Certain conditions should exist in a community before it attempts a team teaching project. A community is ready for team teaching when it can provide adequate budgetary provisions, when there exists a harmonious relationship between the Board of Education and the community, when there is a sincere interest in rewarding superior staff service and when the school district has previously developed strong ties to a college or university of high calibre.

Teaching teams could be divided into four categories: team leader type, associate type, master teacher-beginning teacher type and coordinated type. Examples of these variations of team teaching can be found in Lexington, Massachusetts; Englewood, Florida; Park Forest, Illinois; and Norwalk, Connecticut. In Norwalk the experiment is known as the Norwalk Plan and is being supported by the Fund for the Advancement of Education. It is the team leader type of organization. The total outcome of the experiment is not known but there are many aspects of the plan which should be preserved because they have proven their effectiveness. For example, the use of audio-visual aids including tape recorders and overhead projectors could have a meaningful application in both the special and self-contained classrooms. It has been found that there are definite advantages in the redeployment of teachers' skills and talents. In certain subject areas children can learn effectively in groups of almost any size. The use of non-professional teacher's aides or

secretaries can lighten many of the burdens of the teacher as well as free her to use her teaching talents more effectively.

For some, team teaching has all the ear-marks of a fad and available evidence does not provide much encouragement to those who might like to try team teaching. This should not discourage educators from continuing to experiment with the idea. Education has acquired a large role in world affairs. To carry out that role effectively there must be constant evaluation and unending effort to find the surest methods. Every effort should be made to keep our educational programs stimulatingly alive for both pupils and teachers.