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An Investigation of the Pre-planning Phases of the Vale School Team Teaching Program

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AN INVESTIGATION OF THE PRE-PLANNING PHASES OF THE VALE
SCHOOL TEAM TEACHING PROGRAM

A Thesis

Presented to
the Graduate Faculty
Central Washington State College

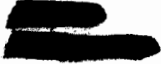
In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Conrad W. Lautensleger

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

During the spring of 1963 the Vale Elementary School in Cashmere, Washington, began its team teaching program. Eight elementary teachers, one librarian, the principal, and approximately two hundred third and fourth grade students had been transferred to a newly-constructed building designed specifically for the program. The building and the program attracted so much attention that, during the next four years, over two thousand visitors from throughout the world visited the Vale Elementary School to observe and discuss the program with the teachers and administrators. Two educational films included this team teaching project as an example of educational innovation.

I. THE PROBLEM

Statement of the Problem

A review of related literature reveals extreme views on the validity of team teaching at the elementary level. Some educators consider the idea unsound; others praise team teaching as meeting all their goals with many unexpected accompanying benefits. Most agree that whatever change is considered, the most important phase of implementing innovation is the preliminary planning and investigation conducted

prior to the actual initiation of the program but little has been offered through educational media on the subject of innovation implementation.

The purpose of this study is to investigate the nature and sequence of the preliminary planning accomplished prior to the actual initiation of the Vale Elementary School team teaching program. This paper will not attempt to establish a relationship between improved instruction and elementary team teaching.

Need for the Study

A review of the literature reveals a lack of information on planning and implementing elementary team teaching programs. This information is wanted and needed by educators considering similar reorganization (Appendix A). The questions asked most often by visitors to the Vale Elementary School relate directly to activities conducted before the program actually began. It is hoped this study will reveal the process of preliminary planning and its importance to the initiation of the Vale Elementary School team teaching program.

Scope and Limitations of the Problem

This study is concerned with only those sequential activities conducted by the Vale School faculty and administration which led directly to the initiation of the team teaching program.

Procedure of the Study

The Vale Elementary School team teaching topic was chosen primarily because of this writer's familiarity with it. Much of the information was obtained from materials on record in the Vale School office. Complete access was granted for this study.

All but two of the original participants in the team teaching program were contacted by letter (Appendix B) stating the purpose and extent of the study. Of these, six persons agreed to participate in interviews to give their views and opinions on planning and implementing elementary team teaching. Information providing direction in the interview was distributed prior to the scheduled interview (Appendix C.)

All interviews were tape-recorded to be sure that no information was overlooked or neglected.

II. DEFINITION OF TERMS USED

The following terms are defined as they relate to the Vale Elementary School team teaching program. This writer recognizes that such definitions vary in any specific team teaching program.

Team Teaching

Team teaching is the instructional organization in which two or more teachers are jointly responsible for

planning, teaching, and evaluating an educational program for a group of children. It is an effort to improve instruction by a reorganization of personnel so that the responsibility for a given group of students is shared by all the teachers of the same grade level.

Large Group Instruction

Large group instruction is fifty to one hundred students in a single group receiving knowledge common to all from a single teacher. Large group instruction allows the most talented and/or specialized teachers to reach all the students.

Regular Class Instruction

Regular class instruction is instruction designed for classes of twenty-five to thirty students in which one teacher is responsible for that group and the instructional content to be covered. The students assigned to a particular teacher at the beginning of the year comprise a regular class.

Small Group Instruction

Small group instruction is interpreted as instruction designed for presentation to groups of five to twelve students. They may be grouped by ability, needs, or interests.

Individual Instruction

Individual instruction is that instruction designed to fit the needs and/or interests of an individual child. This may also refer to tutorial activities.

Team Planning Session

The team planning session is that period devoted to instructional planning at which all team members are present and specific instructional assignments are decided upon. Specific topics of discussion include student needs, goals, instructional ideas and activities, and unit sequence.

Teacher Aide

A teacher aide may be any person who works with the team on a part-time basis relieving the teachers of clerical and other routine work so that the teachers may concentrate on instructional activities. Duties of aides may be such activities as recording grades, duplicating, preparing audio-visual materials, typing, and grading papers.

Instructional Package

An instructional package is a structured learning program covering a unit of work and utilizing variations of group and individual instruction. It is team planned and provides the framework for daily lessons in those subjects to be team-taught.

Associate Team

An associate team is one comprised of all the teachers of a certain grade level cooperating together for the instruction of a group of students at given grade levels. There is no designated team leader. An associate team may include personnel in non-teaching positions.

CHAPTER II

A REVIEW OF THE LITERATURE

Team teaching in the elementary school is only one of many innovative designs in American education today. Educational research has both praised and condemned elementary team teaching and there is no concise research in support of it as an improved method of instruction. Before the question of validity can be resolved, educational analysts must determine why some elementary team teaching programs are judged effective while others are discontinued after unsuccessful attempts.

Observations of some of the better-known elementary team teaching projects reveal important similarities: the programs were begun only after comprehensive and lengthy periods of preliminary planning involving the total school staff working cooperatively toward the basic goal of instructional improvement.

In his assessment of the Dundee Elementary School (Greenwich, Connecticut), Smith repeatedly emphasized the importance of beginning the preliminary planning process early (28:58). By planning four years early, the Dundee principal was able to (1) help plan the facilities to meet the needs of the program and (2) select the faculty members and give them a chance to work together developing goals and guidelines.

The Lexington Team Teaching Program (Massachusetts), and the Norwalk Plan (Connecticut) were very similar to the Greenwich Plan in planning and implementation.

The investigation of proper methods of team teaching implementation seems uncomplicated and simple. Such is not always true. Heather aptly described the situation:

In reviewing research on team teaching plans, the writer found the process of implementing the plans has received scarcely any attention from researchers. This is a major weakness in research studies on educational practices since, until problems of implementation have been solved, the evaluation of outcome has limited value. Thus, the failure of a cooperative teaching program to influence pupils' achievement may well be due to the fact that the program has not been placed effectively in operation (18:27).

The successful and comprehensive pre-planning essential to the success of elementary team teaching is not easily defined. Each program is unique and offers problems unlike those found elsewhere. There are, however, basic recommendations and conditions necessary to ensure the success of any team teaching program.

This chapter emphasizes some of the problems to be met in planning and implementing elementary team teaching, and suggestions for overcoming them.

I. PROBLEMS IN IMPLEMENTING ELEMENTARY TEAM TEACHING

Self-Evaluation

A school implementing a team teaching program must know what it is really trying to do. Certain questions must

be asked: What is wrong with our present program? How can team teaching improve our instruction? Would another method or approach be better for our particular situation? Self-evaluation of the instructional program in operation is essential. Goals must be established.

If your school is considering the possibility of a new organizational pattern, start a file of materials for library or curriculum materials center. Do not limit it to team teaching. Include every reference to any organizational experiment that is being carried on. These materials will give you a good comparison. But remember, in discussing team teaching versus other arrangements, there is only one true measure--the goals of education which you and your school district hope to achieve. It is highly questionable whether there is any single best system. The plan that will best fulfill your aims is the one you should consider (1:39-42).

Only when the needs and goals are clear can the guidelines for orderly pursuance of a specific method of instructional organization be established. Self-evaluation should be a team process involving all the members who will be participating in the desired program. It is important that everyone understand the basic motives for curriculum reorganization.

Administrators as Educational Leaders

Successful team teaching programs are not imposed from the top. They evolve from team process. As with other educational innovative designs, team teaching sometimes takes on a "bandwagon effect" among improperly prepared educational leaders.

A well-meaning school administrator attends a conference and hears other well-meaning school administrators discussing the new programs in their schools. Interested in improving the quality of education in his own school, or perhaps fearful of not keeping up with current trends, the administrator hurries home, calls a faculty meeting, and announces that next year team teaching will become part of the program (21:505-506).

Every superintendent who contemplates elementary team teaching must make certain that he has capable leaders on his administrative team. Most often the burden of responsibility for the planning process rests with the building principal. As the educational leader of the school, the building principal must foster the type of climate that will encourage his staff to experiment, and put into practice a program that will be beneficial to the students of the school. The principal becomes the co-ordinator of the teams, and he

must ensure an orderly, balanced, sequential program for the entire school. He must think, plan, and act as leader of an enterprise more diversified than formerly. . . . It means an active role for him. . . . (25:62)

It is his role to assess the recommendations of the teams, modify them, reject them, or approve them. He must secure all available consultant help in reaching decisions involving instruction for students. The principal should execute a keen sense of timing during this entire procedure and find ways to coordinate the team teaching changes in his school. The final recommendation as to whether or not a curriculum reorganization is even desirable will probably

come from the building principal. Because research on the subject is not clear, he will have to proceed without established guidance.

Responsibility in implementing does not end with the building principal. His recommendations to the district superintendent must be supported not only philosophically but also financially.

Financing Team Teaching

In most team teaching programs added expenses may be expected from four sources: (1) personnel, (2) instructional materials, (3) teacher preparation, and (4) facilities. The latter two will be discussed later.

Additional personnel salary expenditures usually may be expected from two sources: (1) teachers, and (2) teacher aides. The amount of additional monies to be spent in teacher salaries depends on the type of instructional teams. One survey revealed that in most cooperative or associative teams there is no additional cost in teacher salaries in that no one individual has assumed more responsibility than another. The leadership is shared in the group, with the principal making certain decisions whenever needed. In hierarchical teams where a member of the team is designated a leader by the administration, the leader receives a stipend above and beyond the regular salary. This figure often ranges from two hundred dollars to one thousand dollars (5:178-179).

The teacher aide is common to most schools practicing elementary team teaching. By assigning clerical duties to the aide, the teacher is freed for planning sessions and individual instruction with selected students. The number of aides employed in team teaching schools varies with the enrollment and number of teachers involved in the program. The ratio varies from one aide for every two or three teachers to as little as one or less aide to a department, a team, or a school. Such assistance ranges from volunteer help to well-paid, highly skilled workers. Most aides are on an hourly basis ranging from one dollar and fifty cents to two dollars per hour (5:179).

Many schools involved in elementary team teaching discover that as teachers plan together they soon demand a more varied selection of instructional materials for classroom use (28:121-125). Designing instructional methods to fit the needs of various sizes of student groupings imposes additional financial demands for such equipment as overhead projectors, larger maps, transparency materials, and for materials designed for tutorial instruction. These demands should be met by the school district if the elementary team teaching program is to operate at an efficient instructional level.

Reorganizing for team teaching does require greater financial support than might otherwise be needed to maintain

a traditional program (28:121). Oftentimes the initial expense involved is the unsolved problem of schools attempting team teaching.

Facilities Designed for Team Teaching

Perhaps the greatest obstacle to effective team teaching is the lack of proper facilities. One author adequately expressed the problem:

Team teaching within limitations can operate in almost any school building, but it can't live up to its full potential unless the building has the proper spaces and facilities (18:27).

Many schools proceed into team teaching without the proper facilities. This easily would negate any advantages inherent in the program. Team teaching requires facilities which have often been considered optional in the teaching-learning situation, i.e., readily available audio-visual aids; a large auditorium with proper lighting and ventilation for at least 100 to 150 pupils, blackout drapes and the proper acoustics. This is why the worked-over cafeteria room is often inadequate in the makeshift teaching team program. Then there is the need for the well-stocked library with the special materials so necessary in modern programs which are based on interdisciplinary disciplines. Often the teaching team program calls for carrels, and adequate seminar rooms for the small-group lessons (25:53-54).

Designing schools to promote the team teaching approach which provides for flexible scheduling, large and small group instruction, individual study, and which capitalizes on teacher competencies is indeed a challenge to educators and building architects. Most schools designed for this purpose allow for large group instruction in one of two ways: (1) by moving the students to a large multi-purpose room which seats

the whole group, or (2) by constructing movable walls between regular-sized classrooms which may be drawn open for large group instruction. The latter is preferred in elementary team teaching because of the elimination of student traffic.

Each team teaching building should have a team workroom which may be used by teachers in planning together and in preparing transparencies, slides, overlays, and other instructional materials. The workroom should contain dry mount presses, duplicating machines, and various other equipment used in the preparation of instructional materials. Coody suggests that private offices be provided for each teacher for individual planning and student counseling (11:506).

The key emphasis in designing for team teaching is flexibility and unfortunately the traditional school building usually offers little. Remodeling existing buildings is very costly and often there is difficulty in adapting to the needs of team teaching. New structures designed specifically for the purpose of elementary team teaching are obviously preferred. The main obstacle to either approach is the provision of adequate financing.

Staff Selection

Selecting a faculty which possesses those traits and abilities essential to cooperative teaching often becomes a problem for school administrators. Some experienced teachers

are not adaptable to curriculum change because they view any such attempt with suspicion.

Every school has within it an informal power structure which can effectively endorse or block new ideas. A conservative "old guard" clique, for example, can bring pressure on an ambitious, young teacher and discourage him from daring to try new approaches to teaching. Without administrative assurance, teachers are not likely to want to attempt team teaching (12:54).

If the present teachers in the building are not suitable for elementary team teaching, the administrator may find himself inducing damaging morale problems in the process of staff assignment.

Staff selection may be accomplished in one of two recommended ways. An administrator can (1) find willing members of his present staff and then differentiate teaching functions on the basis of individual competencies, or (2) describe the team competencies needed then find such teachers from within or outside the system (12:54-55). Usually the former is the most practical approach. One suggested procedure was to inform the total staff of the team teaching philosophy, solicit interested volunteers, and then screen the teachers best suited for the team teaching program. This method of staff selection in elementary team teaching may also help determine which grade levels are to be included in the team program.

Almost any combination is feasible, depending on the circumstances. The "right" grouping may be different for each school year. So this decision should be

continuously reviewed. You organize teams pretty much on the basis of the teachers you have available, trying to blend the proper personalities, the proper skills, and so on (28:58-62).

One extensive survey deals directly with the characteristics of teachers who are most likely to be successful in the team teaching situation. Flexibility is the most frequent characteristic mentioned, and from the survey responses the following definition is composed: "Flexible --open-minded, willing to listen, can accept ideas and suggestions of others, is adaptable, non-rigid, willing to try new ideas, not set in his ways" (7:8). Other favorable characteristics mentioned in the same survey are enthusiasm, consideration for others, and student orientation as opposed to subject matter orientation.

The characteristics of teachers who adapt poorly to team teaching are listed as rigidity, nervousness, egocentric behavior, irresponsibility or unwillingness to accept responsibility, lack of teaching skill, and unwillingness to devote extra time to the teaching job (7:9).

In summary, it appears that to adapt well to the team teaching situation, the teacher needs some of those characteristics that are desirable for teachers regardless of the teaching situation, such as enthusiasm and thorough training in their subject matter field. On the other hand, to be effective in team teaching, certain characteristics are desirable that may be relatively less important in the self-contained classroom. Such characteristics as flexibility, ability to cooperate and work effectively with other adults, organizational skill, consideration for others, and ability to accept constructive criticism all seem to fit into this category.

Thus, although it appears doubtful that a teacher who is exceptionally good in his own classroom would be exceptionally poor on a team, it does seem reasonable to suspect that most teachers will differ in their ability to adapt to these different teaching approaches. Team teaching seems to require different amounts of certain skills and characteristics, and probably gratifies different psychological needs (7:10).

Staff Training

After teachers are selected for teaming at a particular grade level, the problem then becomes one of preparing the team in specific subject areas. This is not an easy task because there is virtually no clear-cut guidance to which a teaching team may refer. "Few, if any, of the colleges or universities are providing training in team teaching" (6:10), so almost all the training is conducted on an in-service basis. Most often the in-service workshops are conducted during the summer months and ideally they should include all of the teachers who will participate in the team teaching situation.

The team idea has distinct possibilities as a very effective means of meeting some of the problems facing schools today, but the basic purposes should be clearly defined and thoroughly understood before a school launches such a program. To rush into it without thorough preparation, particularly of the teachers involved, is to invite chaos. Team teaching is a mean designed to attain certain goals, and these goals must be understood and accepted by those involved (4:12).

Teams are often set up as loosely structured entities with no aim or direction. The eventual outcome is a disintegration of the cooperative process.

One method of staff preparation for team teaching is used most often in teams practicing the hierarchical approach. One or two team members, usually the leaders, are delegated the task of preliminary planning for the entire group.

Although pre-planning by one or two members is certainly superior to no pre-planning at all, it has the serious deficiency that those members not involved will identify themselves less with the team teaching objectives and may show considerably less motivation" (7:3).

In order to be an effective member of a teaching team, a teacher should have an active part in preliminary planning and decision making.

The "plan as you go" method is employed by nearly half of the elementary schools responding to the same survey (7:3). It is noted that this technique leaves much to be desired because the day to day demands on team teachers are generally so heavy during the first year of the program that any significant amount of long range planning is impossible.

A determining factor affecting summer workshops is how to finance them. One survey (7:2) reveals that relatively few team teaching programs have the type of financial support generally considered necessary to carry out adequate pre-planning. Less than one half of the schools pay their teachers for summer team teaching curriculum work.

Scheduling

The topic of scheduling in elementary school team teaching usually involves the problem of releasing teachers

during the school day for team planning. The importance of the team planning session is emphasized in many of the progress reports published on earlier team teaching programs at the elementary level.

The frequency of team planning sessions varies in elementary schools.

It will be noted that at the elementary level only about one-fifth of the teams reported daily team planning sessions. Nearly one-third reported weekly sessions and another thirty per cent reported no regular schedule (7:5).

Of those teams utilizing planning sessions, only one-third are granted released time during the day for that purpose.

Perhaps the most common method of granting released time during the school day for elementary team planning is in the utilization of auxiliary teachers such as librarians, art teachers and music teachers. The schedule is so arranged that all students of one particular teaching team are assigned to the auxiliary personnel at the same period, thus releasing all teachers for planning sessions. It is important that all members of a team be present at the planning sessions if the teachers involved are to function as a real team rather than a collection of independent individuals.

Summary

Other factors to be considered in implementing elementary team teaching include lack of community support, staff resentment, and curriculum adaptation. Such topics, although

not mentioned frequently as serious problems, must certainly be considered as potential issues in preliminary planning (7:14).

Planning and implementing elementary team teaching is not an easy task. Any one of the previously mentioned concerns or problems, if not properly overcome, can reduce a team teaching program to its title only. Becker stresses this in his summation of the Norwalk Plan by stating,

In the face of these burdens, it is understandable that many good educators have decided that either they do not have the time and strength or that team teaching is not worth the effort (6:11).

On the other hand, the problems to be faced are sometimes not what they seem.

A successful team teaching program depends more upon the people than upon the purse, more on faculties than facilities. One may find dormant programs in schools designed for team teaching and dynamic programs in archaic buildings. Once the mental walls separating teachers have been crumbled, the physical barriers are easily removed. Administrative leadership and careful planning are the keys to success (13:333).

II. SUGGESTED PROCEDURES IN IMPLEMENTING ELEMENTARY TEAM TEACHING

As with many innovative programs, it appears there is no definite or correct way to plan and implement an elementary team teaching program. Each school is unique in its needs and facilities. That which works for one teaching team may not work for another because of the individuals

involved. That which succeeds in one building may not succeed in another where the physical arrangement is different. Each teaching team must plan a program designed to fit its exact needs.

Polos (25:126-127) offers a list of suggestions designed to give order and sequence to preliminary planning which seems to be a representative inventory of the suggestions offered in most available elementary team teaching planning research.

1. Study the available research and literature in this area.
2. Study your own school situation and determine where it needs to be strengthened.
3. Agree on the objectives to be attempted.
4. Study the diverse variations in team teaching and decide which model best suits your own needs.
5. Start team teaching slowly; with one team only with full complement (master teacher, regular teachers, interne-teacher, teacher aide, and clerical aide, plus guidance and counseling assistant).
6. Perhaps it would be best to team in one grade only at first.
7. Combine subject disciplines that have common aspects (American literature--American history or physics-mathematics combinations).
8. Choose team personnel carefully; important factors to be considered are compatability, academic ability (add strength to team in some way) ability to organize ideas, individual flexibility, enthusiasm for experimentation, and the willingness to work on a team (very important).

9. Prepare team personnel in in-service training for team teaching.
10. Select a team leader who is both a master teacher and leader, and compensate him adequately for the added responsibilities of leadership and duties.
11. Plan, organize and co-ordinate the new curriculum for the team teaching project.
12. Obtain and centralize all new materials needed for the team program (audio-visual aids, books, supplementary materials, etc.).
13. Mark out school facilities for large-group and small-group (seminars) activities that are adequate. This includes a section of the library for independent study.
14. Make a roster of all available community resources that can be used.
15. Prior to beginning team teaching:
 - (a) Provide a period of orientation for the parents (includes public relations through press, etc.).
 - (b) Provide a period of orientation (several weeks) for the pupils involved in the program.
 - (c) Provide a period of orientation (several meetings) for the general staff of the school. Part of this orientation could include the showing of the film (supra) "And No Bells Ring."
16. Design new evaluation techniques to suit and meet the objectives of the team teaching program (tests, surveys, periodic evaluations of the program, etc.).
17. With guidance and counseling assistance decide on the standard or basis for grouping students, and incorporate in this standard a method for transferring students in and out of the program.

18. Design a flexible schedule that is really flexible, taking into consideration your present school program, creating large time blocks with the team together in a solid morning or afternoon program. Schedule should include frequent team teacher planning meetings, preparation meetings, counseling of students.

The preceding list suggests general guidelines in planning and implementing team teaching. Every school attempting the planning process should realize their program is unique and that additional problems will arise which may be answered only through empirical research.

CHAPTER III

PLANNING THE VALE SCHOOL TEAM TEACHING PROGRAM

During the 1960-1961 school year it became apparent that the Vale Elementary School in Cashmere would soon require additional rooms to house its students. Enrollment figures from 1957 to 1960 reveal that the school district gained approximately fifty pupils each year, with at least half enrolling in the Vale School. Preliminary plans were drawn which proposed a conventional eight room wing-style addition to the existing structure to meet the facility requirements. Two consecutive twenty mill special levies were passed to finance the project and seemingly all plans were set and construction would soon begin.

One year later, in 1962, the decision was made to build a completely different type of structure. The progression of activities which led to that decision comprise the scope of this chapter.

I. EVENTS WHICH LED TO THE DECISION FOR TEAM TEACHING

Influence of the Administration

The Cashmere Schools were first exposed to ideas in flexible design in curriculum and facilities in the summer of 1961. The district superintendent attended summer school at Stanford University where he enrolled in a class in school

plant planning. The course content was concerned with designing buildings to fit a specific curriculum pattern. It was also here he learned of several pilot projects in elementary team teaching and was able to discuss strengths and weaknesses with representatives of those programs.

Upon his return to Cahsmere the superintendent immediately informed the school board and faculty of his newly-acquired ideas. The initial reactions revealed signs of skepticism, but cost comparisons of the two types of buildings were certainly impressive. News of these innovative educational designs soon spread and the superintendent was asked to speak at schoolmen's meetings throughout the state of Washington (15:4).

Visitations to Other Schools

During the fall of 1962 the superintendent, high school principal, and elementary principal traveled to Jefferson County, Colorado, and Weber County, Utah, to visit two school districts conducting pilot projects in elementary team teaching in buildings designed for that purpose. The three visitors concentrated primarily in building design and curriculum reorganization. Information from the visit was carried back to the elementary teachers by their principal and through a series of meetings many of the concepts of team teaching were discussed. Included were such topics as

movable classroom walls, large group instruction, teacher rotation, and flexible scheduling.

In February of 1962 the teachers in grades three and four submitted a request to the administration that transportation be provided by the school district to enable the group to visit the Weber County Schools in Ogden, Utah, during spring vacation. All other expenses were to be shared among the group. The request was approved and on April second and third, two third-grade teachers, two fourth-grade teachers, the librarian, and their principal visited the Mar-Lon Hills Elementary School and the Wallquist Junior High School in Ogden. This visitation was probably the turning point in the decision of elementary team teaching in Cashmere.

Upon their return to Cashmere the committee submitted a visitation report to the school board and faculty (Appendix D). The report contained observations and constructive criticisms of the Weber County program. The group viewed many questionable educational practices in Mar-Lon Hills Elementary, yet they also found considerable strengths in evidence. Following detailed discussions of the report, the committee agreed that elementary team teaching was feasible providing (1) a building designed for the program be constructed and (2) a college be requested to assist in the initial project planning. The school board and

administration agreed and announced that a pilot program in elementary team teaching would definitely be conducted in the third and fourth grades of the Vale School in 1962-1963.

Staff Selection

The Cashmere School administration made no attempt to select specific teachers to be included in the proposed team teaching program. They shared the opinion that the present teachers in grades three and four could work together effectively. All teachers involved were given the opportunity to be reassigned to another level if they did not wish to participate in the program. No one chose to do so.

College Support

Central Washington State College was contacted by the elementary principal and superintendent in April, 1962, and the needs of the school district were discussed. The college agreed to offer a three-week workshop for the purpose of guiding the Cashmere team teachers in their project planning. Dr. Donald J. Murphy agreed to conduct the class and all participants received six college credits. Each paid his own tuition and fees. The school district agreed to provide transportation.

Faculty Meetings

Weekly faculty meetings were conducted during the month prior to the summer workshop. The group met with the

school architect to discuss building design and needs. Suggested workshop activities and goals were written (Appendix E). Materials on team teaching were collected and shared. Each member filled out a personal inventory form designed to identify an individual's area of greatest subject matter interest (Appendix F). Perhaps most important of all, the teachers were becoming better acquainted with each other.

A preliminary workshop guide (Appendix G) was formulated and on June 18, 1962, the on-campus class began with eight teachers, the librarian, and the elementary principal present.

II. ACTIVITIES CONDUCTED DURING THE WORKSHOP

The workshop in Ellensburg was the official beginning of the in-service teacher training program. All the ideas and materials previously gathered by the group would now take an orderly form.

Review of Literature

One of the first class activities was to review available literature. The teachers had already done a considerable amount of reading on the subject of elementary team teaching, but it was decided to take advantage of the college's resource library and continue to search for new

ideas. From this effort came the somewhat surprising conclusion that very little material on the subject existed. The team teaching concept was still quite young and related literature was scarce. Because of this lack of material, and also because a class on team teaching methods had never been offered at Central Washington State College, it was established early that the course content would be aimed directly at the Cashmere project. Discussions of available materials did, however, present a new problem in communications.

Terminology

Team teaching carried with it many different and varied connotations. Because of these differences the teachers decided it would be necessary to establish a common terminology which would be acceptable by the teams and which would suit their particular situation. Through this activity such terms as team teaching, associate team, guidelines, instructional packages, large group instruction, small group instruction, and team planning sessions took on uniform and consistent meaning.

Establishing Goals

A second early activity was the formulation of project goals and guidelines with which to attain those goals. The primary purpose was the improvement of instruction. Other related areas that correlate with the primary aim were

improved use of teacher time and talent, better provision for individual needs, and increased pupil interest and motivation. The preparation of guidelines (Appendix H) with which to meet the goals was considered by the teachers to be one of the most significant and worthwhile activities of the workshop. Potential conflicts in teacher cooperation and effectiveness were explored and statements were formulated which were designed to identify and prevent development of such obstacles to working human relationships. Guidelines were constructed in the areas of team planning, preparing and presenting materials, use of team teachers, and general team teaching. It is interesting to note the guidelines in use five years later have remained virtually unchanged. A thorough task was achieved in this area.

Curriculum Development

The original intent of the teachers was to develop the entire curriculum for team teaching. The energy expended on early workshop activities revealed the enormity of that proposal, and the decision was made to limit the team teaching design to one area, social studies. As that phase was developed, other subjects were to be added.

All workshop members were exposed to the latest techniques in processing audio-visual materials. The college production laboratory was located next door to the workshop classroom and the department director conducted group classes

and also offered individual assistance in proper production technique. This was also considered by the members to be a most worthwhile activity and most of the processes learned there are used in the Vale School today.

With a background in materials production it was now possible for the group to begin working on instructional packages. Topics from the existing social studies curriculum guide were chosen and units of materials designed for team teaching were prepared. Activities and methods appropriate for the various class groupings were discussed and recorded (Appendix I). Flow sheets were developed and instructional materials were produced for each subject area. All members contributed ideas for student worksheets, tests, bulletin boards, transparencies, resource speaker lists, field trip suggestions and any other ideas to make the topic complete and interesting for the students. Two instructional packages were produced for each grade level.

College faculty resource speakers provided another source of subject matter activities suitable for team teaching. Throughout the workshop specialists in the areas of creative dramatics, reading, physical education, language arts, arithmetic, and programmed learning visited the class and shared activities from their fields. Each class participant was required to submit two ideas daily for group discussion. A deposit box was placed at the front of the

room and toward the end of each day all ideas were withdrawn, read, and discussed.

During the second week final building plans were presented by the school superintendent and all class members were invited to recommend basic changes in accordance with developments from workshop activities. The major revision offered at this time was to have sliding glass windows between each classroom and the instructional materials center so that individual students might be placed there and still be under the effective supervision of the teacher. This idea was accepted and incorporated into the plans.

Evaluation

The class progress was evaluated by means of a sounding board. Each week three members of the college education department visited the class to review and constructively criticize project developments. A weekly progress report describing all workshop activities was presented to each and they were expected to challenge any item for clarity and/or reason. This became an excellent learning situation as the team members were in total agreement on the value of the project and they were easily on the offensive. Exchanges of ideas were conducted in an open-minded manner.

Many of the college faculty members who visited the class suggested that a program such as elementary team

teaching, being relatively untested and unproven, should conduct regular and frequent evaluations to determine teaching effectiveness. The workshop group developed a set of hypotheses for the purpose of follow-up testing and evaluation (Appendix J). These statements were formulated in the areas of students, teachers, and administration. The college agreed to assist with the periodic evaluations.

Educational Film

One of the final activities, and possibly the most enjoyable, was the group's participation in filming "Team Teaching at the Elementary Level," an educational film produced by three college faculty members. Initial planning activities were filmed during the workshop. Follow-up filming continued after the project was in operation and the film was completed in May, 1963.

Summary

All the workshop participants agree that the workshop was a most valuable experience. Without it the team teaching project might never have begun effectively. Besides laying a strong methods foundation, the members came to know each other better and as a result exited from the class knowing they could work together.

The team teaching workshop ended on July 7, 1962, and the workshop participants returned to Cashmere to await the

completion of the new building. Construction was completed in March, 1963, and the elementary team teaching program was begun immediately.

CHAPTER IV

DESCRIPTION OF THE VALE SCHOOL TEAM TEACHING PROGRAM

The Vale Elementary School is located in Cashmere, Washington, a rural community of approximately 2,500 people. The student enrollment is about four hundred and fifty, or about seventy-five pupils in each of the six grade levels.

The Vale School facilities consist of two basic structures. One, a conventional wing-style building, was built in 1952 and houses grades kindergarten, one, two and five, the latter grade having been moved in from another building in 1966. The Vale Addition was built in 1962. This structure contains grades three and four and it is here the team teaching project operates.

I. THE BUILDING

The Vale Addition is unique in that it is designed to fit a specific instructional method, team teaching (Appendix K).

The basic design of the building is octangular with eight wedge-shaped classrooms surrounding a larger octagonal room in the center. This middle room is called the Instructional Materials Center. Here is located a de-centralized library, audio-visual equipment and aids, storage cupboards, individual and team file cabinets, and team planning

facilities. From this area all classrooms may be viewed through sliding glass windows. A door opens into each classroom allowing teachers ready access to the center for securing instructional materials while still keeping the classes under observation.

The eight classrooms are separated into four-room clusters by two solid walls on opposite sides of the building. Each cluster may be arranged into one, two, three or four room combinations by utilizing the movable acoustic walls. All rooms have outside entrances.

There are four lavatory units for the eight classrooms. One of these units has both inside and outside entrances which allows the main building to be locked without barring lavatory facilities to students on the playground.

With the exception of small tiled areas near the outside entrances all classroom floors are carpeted with a continuous filament nylon covering. In addition to being warmer and quieter, the carpeting has been found to be superior to tile in that it promotes greater flexibility in the program by allowing activities to be conducted on the floor. Preliminary studies are also revealing that maintenance costs are lessened in the use of carpet over tile at the Vale School.

All furniture in the Vale Addition is movable. Various-sized groups may be located at any point in the rooms

with proper facilities. Air conditioning in the rooms maintains a comfortable working temperature at all times.

The Vale Addition is unique in that throughout the planning stages all the team teachers were constantly consulted and ideas were solicited for improvements and approval of various major features. Some of the most useful contributions to the building design came from teacher recommendations such as installing sliding glass windows between the classrooms and the Instructional Materials Center for more effective student supervision.

II. THE PROGRAM

The Vale Elementary School team teaching faculty is comprised of teams of three teachers in grade three and three teachers in grade four. Additional personnel include a music instructor, librarian, teacher aide and student teachers.

Associate Teams

The associate team approach is practiced so that all team members are at a comparable leadership level. There is no designated team leader. The feeling is that the leadership roles change with the subjects under discussion. In instances when additional advice or guidance is required, the building principal is consulted. He is the team leader and makes final decisions when called upon to do so.

Planning Sessions

Planning sessions in the Vale School program are accomplished through the use of additional personnel. Twice weekly the librarian and music instructor take one grade level for a forty-five minute period. One-half of the group has library skills instruction; the other half has vocal music. During this time all teachers of that grade level are available for team planning in the Instructional Materials Center (Appendix M). Other planning sessions are scheduled both before and after school (Appendix L).

Instructional Packages

The product of the planning session is the instructional package. This packet of materials on each subject unit represents the combined resources of a team working together on a common project or topic. Included in the instructional package is a flow sheet which lists the sequential order of each unit (Appendix N). The flow sheet is accompanied by various worksheet suggestions, maps, charts, dittoes, transparencies, bulletin board ideas, magnetic tapes, resource speaker lists, individual project ideas, and suggested notes on teacher presentations. The instructional packages are constantly reviewed and revised according to suggestions from team members. All packets are stored in cabinets in the Instructional Materials Center.

Grouping

The four basic instructional groups utilized in this team teaching plan are (1) large group, (2) regular class, (3) small group, and (4) individual.

Large group instruction is made possible by opening the movable walls so that all students of one grade level are focusing on one point or subject in the enlarged room. This type of grouping is used primarily for unit introductions, films, resource speakers, and unit culminations. A portable sound amplifier makes it possible for all to hear.

Most of the subjects not under the team teaching plan are taught in the regular class groups to which the students assigned at the beginning of the school year. The home room teacher has the total responsibility for planning and teaching in those subject areas.

Small group instruction is used when a breakdown of a larger group is desirable. The basis for the small groups may be student interest, ability, retention of a previous lesson, teacher rotation, or all of these.

Individual instruction is most often used to allow a student to pursue a topic at his or her own speed. The relationship of the teacher may be that of tutor or advisor. This type of instruction is most conducive to enrichment activities.

Teaching a Unit

Each teaching team utilizes a variety of teaching techniques. The method of instruction to be employed depends on the subject area and the teachers' familiarity with it. An example of a typical team teaching approach used in the Vale School team teaching program is the third grade Indian unit. During a planning session the team members select three areas of greatest student interest. These areas might be Indian games, Indian sign language and communication, and Indian art. Each team member then selects one of these areas as a personal responsibility and prepares a lesson utilizing all available resources. The progress of each lesson is shared among the team and suggestions and revisions are made. On the first day of the unit instruction all three teachers present their specific lessons to their own home rooms. On the second day the teachers rotate rooms and teach the same lesson to a different group. At the end of the third day each teacher has presented her lesson to all three groups. This method is called unit teacher rotation. Indian films and other audio-visual materials might be shown in large group instruction. Individual student interests may be pursued in independent study. Whatever the subject, each unit is designed to present materials and instruction in a variety of ways.

The librarian, in addition to teacher library skills, is the primary resource person for all team members and students. The Vale School library program begins in kindergarten and as the students progress to grade three the librarian is familiar with their reading levels and interests. She remains informed with team plans by reviewing weekly lesson plans and is thus able to assist teams in securing related library materials.

Grades three and four were initially chosen for this project because in 1962 these were the two highest chronological grades in the building. It was felt that team teaching could be best adapted to these upper two grades. September of 1967 began the fifth full year of operation for the Vale Elementary School team teaching program. The major emphasis of the program has been in the social studies area, although some units have been prepared in science and mathematics. It is felt by the team members that this slow, deliberate progress in adding new areas for team teaching has helped them in that they are able to adequately overcome problems before moving on to new uncertainties.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

A review of literature on planning and implementing elementary team teaching will offer the researcher general guidelines and methods of approach. Not all the answers are available and probably never will be. Each school is unique in its particular needs and such factors as staff selection, facilities, availability of teaching materials, administrative leadership, and finances will result in different approaches to the planning phases.

The Vale Elementary School team teaching program was begun after extensive preliminary planning. During the interviews all the participating teachers were asked to select the one most important reason why they believed the Vale School team teaching program has endured and without exception all stated the preliminary planning had prepared them for the job. In summarizing the approach used it is interesting to relate what the Vale School teachers defined in the interviews as the most important influences in their preliminary planning for team teaching.

Democratic Approach

When asked how they first became seriously interested

in the elementary team teaching concept, all of the participating team teacher interviewees identified the school administration as the greatest single influencing factor. Team teaching was not an edict from above but rather a team effort in designing an innovative approach to teaching. School administrators introduced the team teaching concept as a possibility, encouraged further investigation, then let the teachers share in making the final decision.

In-service Preparation

In all the teacher interviews the on-campus workshop was cited as the most important phase of the planning process. By conducting the class on the college campus the group was able to take advantage of the surrounding college academic influences such as the library, A-V facilities, and resource personnel. All interviewees agreed that the workshop would not have been nearly as effective had it been held in the Vale School.

Review of the Available Literature

Soon after the initial presentation of the possibility of including team teaching in the Cashmere program all the teachers were encouraged to actively seek out information on elementary team teaching. Team meetings were held weekly to allow teachers to share their ideas and materials with others. When the workshop opened on the Central Washington State

College campus, the first class assignment was to review all team teaching literature available in the college library. Knowledge of other team teaching programs fed new ideas to the Vale School team teaching project.

Assignment of Personnel

The Cashmere School administration displayed confidence in the teaching staff by inviting all teachers to participate in the program. Demands of the project were carefully outlined and all teachers were given the opportunity to be transferred to another level, but none chose to do so.

When asked for opinions on why the Vale team teaching program has endured, the former elementary principal cited two reasons: (1) extensive preliminary planning and (2) enthusiastic cooperation and professional attitude of the teachers involved in the preliminary planning. In essence, there was no teacher selection problem because the existing staff worked well together.

Clarification of Program Goals

The early development of concise project goals gave clear direction to the teams in planning the team teaching program. A clear understanding of the scope of team teaching resulted in very little wasted time in the pursuit of unneeded or questionable material.

Flexible Facilities

The greatest expense to be considered in team teaching, flexible facilities, was not a determining factor in Cashmere. At the time team teaching was discussed as a definite possibility, plans were already formulated to build a conventional eight-room addition to the original Vale School building. Special levies had already been passed to finance the facilities. Designing for team teaching simply meant discarding former plans and substituting new ones.

The teachers were invited by the administration to actively participate in planning the building design. The resulting facilities fit the needs of a specific teaching approach. In effect, the teams decided what was needed for team teaching, then a building was constructed in which the program could operate effectively.

Team Planning Sessions

One of the first realizations of the teachers was that in order for elementary team teaching to succeed there must be regularly scheduled team planning sessions, preferably during the school day. The administration agreed to utilize two additional teachers (librarian and music teacher) to release the teams for planning two periods each week. All the teachers agreed that this was a very important part of the preliminary planning process in that both the administration and the teachers recognized the importance of team planning and provisions were made for its inclusion.

Decision to Proceed Slowly

The decision to limit the initial team teaching approach to the area of social studies was considered by most interviewees as a significant factor in the planning process. By working in one subject area, the teaching units were developed through sound educational process and new ones not begun until former units were completed. The teachers decided early that they preferred to proceed with caution and evaluate methods and materials before expanding into new areas.

Summary

The eight phases of preliminary planning listed above represent sound approaches to innovative planning. As stated earlier, each school will find different methods to confront problems unique to the particular school situation. There is no correct way for all. Schools should, however, study general guidelines and select those methods of preliminary planning which seem most fitting.

II. RECOMMENDATIONS

On the basis of this study, the following recommendations are offered for consideration:

1. Elementary team teaching should not be considered as an instructional approach unless an extensive preliminary in-service program is developed and followed.

2. Elementary team teaching should not be considered as an instructional approach unless the administration and teaching staff establish a sound working relationship in defining project goals.
3. Elementary team teaching should not be considered as an instructional approach unless flexible buildings and facilities are a part of the program.
4. Elementary team teaching should not be considered as an instructional approach unless the assistance and guidance of a cooperating college is secured.
5. Further research should be conducted on planning and implementing elementary team teaching programs.

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APPENDIX

APPENDIX A

State of Washington
Superintendent of Public Instruction
Olympia

January 27, 1967

Mr. Conrad Lautensleger, Principal
Vale Elementary School
Division Street
Cashmere, Washington 98815

Dear Conrad:

Thanks for suggesting the Seth Woodard School in Spokane as a most interesting school for continuous growth programs. I shall attempt to visit it when possible, and in the meantime I will add it to my list of schools.

I believe that you have an excellent topic for a Master's thesis. As you may know, I had the opportunity of teaching a course in techniques of curriculum improvement at the University of Washington last summer. I used Cashmere as the best single example of a school district utilizing a total approach to curriculum improvement. This was based on my knowledge of administrative leadership, investigation and study by staff, consultation with a college, inservice training of teachers, working cooperatively with an architect, the provision of a facility designed to affect an instructional program, staff cooperation, etc. Sally and Marie Kane visited my class and elaborated on some aspects of the Cashmere project. At that time I repeated a previous suggestion--that they write up the Cashmere experiment in a pamphlet form or perhaps even a book. An examination of the literature on team teaching in the elementary school indicates that very little is available. You people did a most thorough job. This is important news. You have had enough experience now to point up some of the strengths and weaknesses of revolutionary curriculum innovations. You have plenty of material for a book which should be written very soon if it is to be profitable. The outline for such a book could be your thesis.

I enthusiastically endorse such a project and would give you every encouragement.

Sincerely yours,
Division of Curriculum and
Instruction

/s/

Robert Groeschell, Director of
Elementary Education

APPENDIX B

June 20, 1967

Dear _____,

This summer I will complete all requirements leading to my M.A. degree in administration and supervision. At present my only remaining requirement is the thesis.

Enclosed is a copy of the Thesis Problem Approval Form which briefly outlines the topic I have chosen. The underlined (red) shows the areas of emphasis.

Will you assist me in this project by participating in a tape-recorded interview? I will schedule at your convenience and wherever you wish to meet. Please reply on the enclosed postcard.

Thank you in advance for your quick reply.

Sincerely,

Conrad Lautensleger
Mission Creek
Cashmere, Washington 98815

APPENDIX C

Summer, 1967

Dear _____,

Thank you for your offer of assistance to me in my M.A. project. Your interview has been scheduled for _____ at _____ as you requested.

The following questions will guide the majority of the interview. Please review them prior to our meeting.

1. The Vale School team teaching project has endured for four years with relatively few changes. In your opinion, to whom or what is credit due for this?
2. In your opinion, is the team teaching program at Vale educationally sound? Why?
3. To the best of your recollection, trace the sequence of events in planning the Vale School team teaching program.
4. In your opinion, which events or activities were most significant in the program planning? Which were least significant?
5. In your opinion, was the college workshop a valuable experience? Why?
6. Could the workshop have been as effective if offered in Cashmere? Why?
7. The teachers decided to limit the initial team teaching curriculum to the area of social studies. Why was this done? Was it a good decision?
8. Have you any recommendations for other schools involved in planning an elementary team teaching program? Please elaborate.

Other comments you may wish to offer relating to the pre-planning phases of the Vale School program will be welcomed.

Sincerely,

Conrad Lautensleger
Mission Creek
Cashmere, Washington 98815

APPENDIX D

REPORT ON WEBER COUNTY SCHOOL VISITATION

On April 2nd and 3rd, 1962, third grade teachers Mrs. Ardath Hill and Miss Sally Mattila, fourth grade teachers Mrs. Jacqueline Ormsby and Miss Dolores Cerna, Elementary School Librarian Mrs. Marta Brooks, and Elementary Principal Eugene Elledge visited the Weber County Schools in Ogden, Utah. This report contains some of the comments and observations of the team teaching in this area. We want to express our acknowledgements to the Cashmere Board of Education and to Superintendent of Schools Ernest R. Fox for granting us the opportunity to make this visitation.

Mar-Lon Hills Elementary School is a new elementary school completed the fall of 1961. The school has 465 pupils with 18 full-time classroom teachers, one remedial reading teacher and one special education teacher that handles mentally retarded children in a self-contained classroom (mentally retarded students participate with their own chronological age each day). One day a week they have the services of a speech therapist, a school psychometrist and a school nurse. The school has a full-time principal, a half-day secretary, a full-time school lunch supervisor (sells tickets before school in the morning) and five cooks. Custodial staff includes a full-time custodian in addition

to two part-time custodians. The students come from homes representing the socio-economic faction of the middle and upper income bracket.

Students are grouped heterogeneously in grades 1-3 and homogeneously in grades 4-6. Students of the upper grades (4-6) are grouped into three basic classifications: (1) developmental (average class size 27); (2) average (average class size 36); and (3) accelerated (average class size 36). Team teaching, although not new to the Weber County Schools, is new to the elementary schools. At the present time they have three rooms of fourth grade students involved in the team. Students are grouped in the "homeroom" classes according to their reading ability as determined by the California Achievement Test reading score administered the previous year and classification received from the students' previous teachers. Large group instruction is planned in Social Studies, science, music, French and physical education. Their present plans call for the extension of the program to the 5th and 6th grades. Plans are to eliminate the homogeneous grouping in the homerooms and new grade schools are being planned for team teaching.

Since each of the teaching stations is wired and can receive closed-circuit TV programs (school owns and operates their own TV station), we found no significant investment in teaching machines at the present time.

Wahlquist Junior High School was observed as a part of the visitation to Weber County Schools. The enrollment is over 900 students, and all but 6 students ride buses to school. We left with several outstanding impressions, namely:

I. The Physical Plant.

- A. Uniform freshness of air throughout new wing using overhead heating.
- B. Adequate space for teacher planning and student study areas.

II. The Teaching Team.

- A. The evidence of close and efficient planning and cooperation among faculty members.
- B. The obvious self-discipline of students.
- C. The wise use of short and long term planning of those in an administrative capacity.

The following outline briefly summarizes our observations:

I. Problems of Team Teaching

- A. Development of a satisfactory schedule plan.
 - 1. All agreed it can only be arrived at by trial and error method.
- B. Physical Plant -- flexible design.
 - 1. Hauserman - use one wall for bulletin and black board and Brunswick Soundmaster very satisfactory.
 - 2. Univent heating very unsatisfactory at Mar-Lon Hills, but overhead heating at Wahlquist very satisfactory because all parts of room are same. Temperature and air has same freshness.
 - 3. Rectangular table (for use of carrels).
 - 4. Wooden door (folding type) to conceal coat closet could provide bulletin board and carrel space.

5. Brunswick stacking chairs (contour), movable cabinets, trapezoid tables satisfactory but not open type student desks.
6. Carrel designed for table tops.

C. Cooperation with team members.

1. Need place to plan.
2. Cooperation must be good under circumstances.

D. Cooperation with Colleges.

1. Mar-Lon Hills has no cooperation as they are just starting team teaching in Utah. Legislature favored but colleges were negative and indifferent. At Wahlquist Junior High they are now receiving excellent cooperation with colleges but their program has been in operation for a full year.

II. Curriculum and Program Design.

A. Staff involvement.

1. Summer workshop for 3 days (very inadequate).
2. Utilizing student teachers.
3. Weekly meeting -- 20 minutes to 2 hours to formulate a weekly plan.
4. Good teacher rapport within team.

B. Involvement of school board, local citizens groups and university representatives.

1. Board cooperation has approval for building design and also plans for two additional buildings within district for team teaching in elementary.

III. Flexibility.

A. Large group instruction.

1. In use.

B. Small group instruction.

1. In use.

C. Individual projects.

1. In use.

IV. Materials Center

A. Decentralized library.

1. No real library collection.
2. Room libraries only - little rotation of books.

3. Books selected and ordered by individual teachers.
4. Limited to one dollar per pupil.
5. No librarian - Secretary only numbers and records books purchased.
6. No library books ordered for kindergarten and first grade.
7. Sadly lacking in enrichment materials.

B. Audio-visual equipment and other instructional materials.

1. Excellent TV - but limited use of other AV equipment.

C. Seating and working arrangement.

1. Crowded--poor for focal point. (wedge-shaped room more advantageous).
2. Need movable microphone.

V. Teacher Planning Center.

A. Space for team planning - faculty only and very unsatisfactory.

B. Teacher-Parent Conferences - conferences only - no progress or report cards - letter grades recorded on cumulative record.

C. Teacher Relaxation.

1. Inadequate - little free time - teachers not presenting instruction - use time for remedial work, with small groups who must miss large group instruction.

D. Preparing and filing materials.

1. No central filing.
2. Inadequate preparation of team members to use machines and materials.
3. All materials prepared by team.

E. Central faculty lounge.

1. Adequate facilities.

VI. Instructional Benefits to Pupils.

A. Evolving from:

1. Abilities of different teachers.
 - a. children like different teachers.
 - b. gain benefit from utilization of various individual teachers' abilities.

2. Varied classroom environments.
 - a. flexibility of grouping.
 - b. mingling with all students.
 - c. broader social adjustment.
3. Association with students from other rooms.
 - a. homogeneous grouping to heterogeneous (school is going back to heterogeneous grouping).
4. Self discipline.
 - a. fair - group pressure is greatest key - little teacher control needed over entire group.
 - b. recommend - pupils-teacher planning for goals of self-discipline.
5. Pupil planning -- didn't observe any.
6. Increased and effective use of audio-visual materials - limited use of various AV materials due to (1) lack of planning time and training (2) excessive use of Educational TV.
7. Individual study and research.

VII. Evaluation Procedures.

- A. Pupil achievement.
 1. How measured.
 - a. California Achievement given in fall and spring.
 - b. teacher opinion - they concurred there wasn't enough continual evaluation.
 - c. weakness in developmental evaluation procedures of pupils' progress.
- B. Attitudes and Opinions Of
 1. Team teacher.
 - a. need more work in time to evaluate.
 2. Other teachers in same school not in team teaching - pro and con attitudes.
 3. Pupils in the team teaching program - seemed to be in favor of program.
 4. Pupils not in team teaching program.
 5. Parents of pupils not in team teaching program - pro and con attitudes.
- C. Use of teacher time.
 1. No opportunity to use free time for planning - under-staffed.
- D. Flexibility in group practices.
 1. Homogeneous grouping - not really flexible within the group.

RECOMMENDATIONS

1. More secretarial help.
2. Suitable area for teacher planning -- (partitioned area near instructional materials center).
3. Orientation for non-team members and patrons of the community.
4. Elimination of teacher hierarchy.
5. Combination folding door and student wardrobes.
6. "Walk around" microphone -- two microphones (1 for student - 1 for teacher).
7. Recommend overhead heating and satisfactory convection system to provide fresh air and equalized temperature.
8. Carpeting.
9. Movable furniture with much color.
10. Tend to change from a permissive to a positive attitude toward team teaching after observing it in use.

WEBER COUNTY SCHOOLS

OGDEN, UTAH

OBSERVATION ON MOVABLE WALLS

Name of Wall: Modernfold Soundmaster Model No. 240

Length: 28" Height: 8' Thickness: 2"

Type of Door: Accordion pleated (metal lining)

Seals Top: Neophrene and rubber strips Bottom: same

Covering: Vinyl plastic impregnated 45 oz. duck

Operation: by hand

Track Top: 14 gauge channel Bottom: same

Locking Device: Cylinder lock and clamp

Comparative Noise Levels: Normal against unoccupied

Effectiveness: Satisfactory -- 38-40 Decibel Reading

Special Features: (a) accoustical tile (b) floor covering -
asphalt

Comments:

By Teachers: Teachers liked their folding door because of ease of operation and limited transfer of sound. Students can open and close.

By Supervisors: Best accordian door

By Custodian: Easy to move -- no maintenance required as experienced in the motor operated door. Doors are washable.

Remarks by visitors:

Single door quite satisfactory for normal sound and equal noise levels, best door for manual, frequent, easy operation in routine situations requiring flexibility.

Walls divide themselves into two categories; first, a wall with a satisfactory to good sound attenuation that is used frequently and in which there is flexibility and ease of movement. For this particular situation, the Modernfold Soundmaster 240 door appears to be the most satisfactory door at a medium cost. The second situation is one in which the walls are used somewhat infrequently and in which there is the necessity for attaching chalkboard or tackboard or otherwise using the walls for display area. For this purpose, a panel wall, either articulated separate panels or solid, should provide the most satisfactory situation. The architecture firm of Wilcox and Assoc. advised us that the Hauserman operable wall is the one they are considering for future installations in the Weber County Schools.

APPENDIX E

TEAM TEACHING WORKSHOP

CASHMERE TEACHERS

CENTRAL WASHINGTON STATE COLLEGE

Workshop Activities. During the workshop the third and fourth grade teachers of the Cashmere Public Schools will:

1. make a thorough study of the literature pertaining to team teaching.
2. define all "team teaching terms" in light of their operational use in the Cashmere Public Schools.
3. examine, as one possible source of ideas, some of the various curriculum innovations currently in the experimental stage in this country.
4. develop a flexible scheduling system which meets the needs of the children, the school system, and the team teaching situation.
5. develop "guidelines" for group planning during the year.
6. develop "guidelines" for preparing and presenting material in large group instructional situations.
7. develop a series of simple standards to be followed when preparing lesson materials for use by other team members.
8. prepare specific instructional materials for specifically structured learning experiences in the areas of social studies, arithmetic, and science.
9. make additional plans (paper plans) for specifically structured learning situations in the same areas. (Actual materials to be developed as the units progress next year.)
10. develop a filing system to meet the team needs, i.e. materials developed, sources of materials, ideas for activities suited to team teaching.

11. review the testing program currently in use in the third and fourth grades, and make recommendations for any necessary change.

Workshop Goals. As a result of this workshop the teachers will have:

1. a good grasp of the concept of team teaching and a knowledge of the terms to be put in operational use.
2. an acquaintance of the various curriculum innovations currently being used in this country.
3. a flexible scheduling system under which they can operate next year.
4. have sets of guidelines and standards to be used in planning sessions during the school year.
5. specific instructional materials and plans ready for use in the school program.
6. a definite filing system suited to team teaching needs.
7. a revised testing program designed to provide a check on the effectiveness of the team teaching experiment.

APPENDIX F

Please fill out and return to me by Wednesday, June 6th. --
Eugene Elledge

Name _____

What subject do you like best to teach? List in order of preference.

1. _____
2. _____
3. _____

What areas do you have the most college credit in? (Example: English, science, social studies, etc.) List at least three and put number of hours in each.

1. _____
2. _____
3. _____

What areas or area have you specialized in or plan to specialize in?

1. _____
2. _____

Have you had the following courses? (Yes or No)

The Teaching of Reading _____

The Teaching of Spelling _____

The Teaching of Social Studies _____

The Teaching of Arithmetic _____

The Teaching of Science _____

The Teaching of Handwriting _____

The Teaching of Language _____

Do you have a Master's Degree? _____

Are you working on a M. A.? _____

If so, when do you plan to get it? _____

APPENDIX G

TEAM TEACHING WORKSHOP
CASHMERE ELEMENTARY SCHOOL TEACHERS

CENTRAL WASHINGTON STATE COLLEGE

June 18--July 7, 1962

Workshop Participants

Marta Brooks
Dolores Cerna
Eugene Elledge
Ardath Hill
Marie Kane
Mae Kaluza
Kay Lautensleger
Conrad Lautensleger
Sally Mattila
Jacqueline Ormsby

Workshop Staff

Director.....Dr. Donald J. Murphy

Consultants.....Mr. Frank Bach.....Art

Mrs. Hazel Dunnington.....Speech & Drama

Dr. Mary Bowman.....Health & Physical Ed.

Miss Jette Fern Grant.....Reading

Dr. William Floyd.....Language Arts

Dr. Daryl Basler.....Arithmetic

Dr. Ted Naumann.....Programmed Learning

Mrs. Ann Johnson.....Modified Joplin Plan

Mr. Jack Henderson.....Modified Joplin Plan

Mrs. Elsie Nagrodski.....Team Teaching

Dr. Hamilton Howard.....Evaluator

Mr. Doyle Koontz.....Evaluator

Mr. Roy Wilson.....Evaluator

Mr. Frank Nelson.....Audio-Visual Aids

Tentative Workshop Schedule*

| | |
|---------------|--|
| 7:30 - 8:30 | Class Session...Lectures...discussion etc. |
| 8:30 | Coffee while we work |
| 8:30 - 10:00 | Assigned tasks growing out of class sessions |
| 10:00 - 10:30 | Break |
| 10:30 - 12:00 | Guest Lecturers...Consultants |
| 11:45 - 12:30 | Lunch Hour |
| 12:30 | Work Session |
| | A. Individual Reading |
| | B. Preparation of Materials |
| | C. Preparation of Reports |
| | D. Small Group Conferences |
| 2:45 - 3:00 | Planning Session for next day |

*Schedule changes will be made to accomodate our consultants.

FEATURES OF THE WORKSHOP

1. IDEA BOX

Beginning with the second day of the workshop, each person will submit two ideas for examination by the group. Let's hope this individual "brainstorming" pays off. Please sign your name to your "idea."

2. CONCEPT BOARD

As concepts, concerning team teaching, are defined and accepted for operational use, they will be placed on a concept bulletin board.

3. GROUP BRAINSTORMING SESSIONS

When working on the actual production of specific materials for specific learning experiences, an individual may request a ten minute brainstorming session. Five minutes will be allotted for the person to explain his problem and five minutes for the brainstorming. This approach should cut the time needed for individual planning, should result in a wide variety of answers for a specific problem, and will acquaint other team members with the projects others are working on.

4. OUR SOUNDING BOARD

Each week on Thursday or Friday afternoon, a three man "Sounding Board" will meet with the workshop participants. A brief summary of the week's accomplishments will be given and the Sounding Board members will ask penetrating questions of the workshop participants. The purpose of these sessions will be to keep the participants "on the track" as well as to indicate the directions the track might take.

SOME "SHALL WE" IDEAS

SHALL WE:

1. Look at the Joplin Reading Program?
2. Examine the Dual-Progress Plan?
3. See if the Amidon School has any ideas we can use?
4. Think about the "Specialties Program"?
5. Hear about Programmed Learning?
6. Discuss the "Individualized Reading Program"?
7. Work on your system for reporting to parents?
8. Try out our ideas on others besides our sounding board?
9. Try to "coin" new terms as the need arises?
10. Think about a film story...starting this summer... to be completed next year...telling the Cashmere Story? (Talk to Ernie, 16 mm)
11. Why not add some of your own "SHALL WE'S"?

ACTIVITIES:

1. Lectures
2. Discussions
3. Planning Sessions
4. Reading-Study Sessions
5. Preparing materials
6. Viewing AV Aids
7. Evaluation Sessions
8. Group Conferences
9. Individual Conferences
10. Examining programmed materials

APPENDIX H

CASHMERE TEAM TEACHING WORKSHOP

Dr. Donald J. Murphy, Director

GUIDELINES FOR TEAM PLANNING

All the efforts of the team should be directed toward improving the quality of instruction.

All members should be punctual for meetings.

All members should participate in the planning of and the contribution to instructional packages.

Acknowledge and put to the best use individual teacher talents.

The opinions and suggestions of all teachers should be given equal consideration.

Topics should be chosen one week prior to planning sessions so that individual thinking can take place.

Teaching loads will be balanced and rotated.

GUIDELINES FOR PREPARING AND PRESENTING MATERIALS

Materials that make up the instructional package will be prepared by one teacher and/or the team, then evaluated by the team.

In most instances, readiness for large group instruction should be established in regular classroom situations immediately preceding the large group instruction.

Every effort should be made to avoid placing unwieldy objects in the hands of pupils during large group instruction.

Pass on unusual behavior, achievement, or spontaneous contribution of pupils to homeroom teachers.

Make sure that materials used are appropriate to the size of the room, the number of pupils, and the conditions in the room.

Materials to be presented should be laid out in sequential order immediately preceding the large group instruction.

All materials and equipment needed should be available or arranged for, prior to time of use.

Content and materials of instructional package should be adapted to the needs of each instructional group.

Special seating will be provided for those with auditory or visual handicaps.

In utilizing small group instruction, an adult (i.e. student, teacher, librarian, principal) will be in charge as often as is feasible.

In instances of inter-class or intra-class small grouping, the regular teacher will assign pupils to specific groups on the basis of student interests and/or abilities.

Simple rules for large group instruction will be developed with the pupils early in the year.

The instructional materials center may be used for individual instruction, individual study, and small group instruction.

A-V equipment, instructional packages, and all other learning materials will be stored in the instructional materials center.

Flow sheets and instructional packages should be reviewed, evaluated, up-dated and organized each year.

An outline of the topic to be presented and the guidelines for Large Group Instruction should be provided for resource speakers prior to their presentation.

Each teacher should be responsible for recording information which he has prepared on large group instruction, small group instruction, rotation, and all resources utilized. This should be included in the instructional packages.

Materials to be prepared by teacher aides should be given to them well in advance and explained thoroughly.

Evaluations of individual children made by teachers, other than the home room teacher, should be given to the home room teacher at the completion of the lesson, unit or term.

GENERAL TEAM TEACHING GUIDELINES

Each teacher should make every effort to keep the instructional materials center neat and well organized.

Both teams should meet together, periodically, to discuss any issues, business or problems of the Cashmere Team Teaching program.

Each teacher should be willing to participate in the dissemination of information pertaining to the Cashmere Team Teaching program.

APPENDIX I

IX. ACTIVITIES AND METHODS FOR GROUP INSTRUCTION

A. Large Group

| <u>Method</u> | <u>Activities</u> |
|--------------------------|----------------------|
| Teacher talk | Listening |
| Oral reading by teacher | Observing |
| Projecting materials | Note taking |
| Lantern slides | Asking questions |
| film/filmstrips | Answering questions |
| Opaque | Following directions |
| Overhead | Viewing |
| Resource speaker | Writing |
| Questions | Responding to test |
| Giving directions | Thinking |
| Demonstrations | Participating |
| Field trip | Reporting |
| Use of ditto material | |
| Testing | |
| Using creative dramatics | |
| Playing tapes | |
| Using recordings | |
| Oral reports (students) | |
| Programs | |

B. Small Group

| <u>Method</u> | <u>Activity</u> |
|---------------------------------|-----------------------------|
| All things listed above | All things listed above |
| Discussion | Discussion |
| Chalkboard | Pupil explanation |
| Explanations | Illustrating and drawing |
| Presenting seatwork | Correcting tests |
| Drill and maintenance of skills | Carrying out group projects |
| Giving tests | Audience reading |
| Assign group projects | Silent reading |
| Guiding reading | |

C. Individual Study

| <u>Method</u> | <u>Activity</u> |
|---------------------------|---------------------------|
| Using teaching machine | Using programmed material |
| Using programmed material | Following directions |

C. Individual Study (Cont'd.)

| <u>Method</u> | <u>Activity</u> |
|---|-------------------------------|
| Assign individual projects | Checking |
| Guiding individual reading material | Correcting |
| Asking questions | Carry out individual projects |
| Assign and guiding oral and written reports | Silent reading |
| All remedial and tutorial provisions | Answering questions |
| drill | Illustrating and diagramming |
| review | Filling out workbook |
| practice | Filling out dittoed worksheet |
| Using worksheets | Working with peers |
| Using workbooks | |
| Peer tutoring | |

APPENDIX J

CASHMERE TEAM TEACHING WORKSHOP

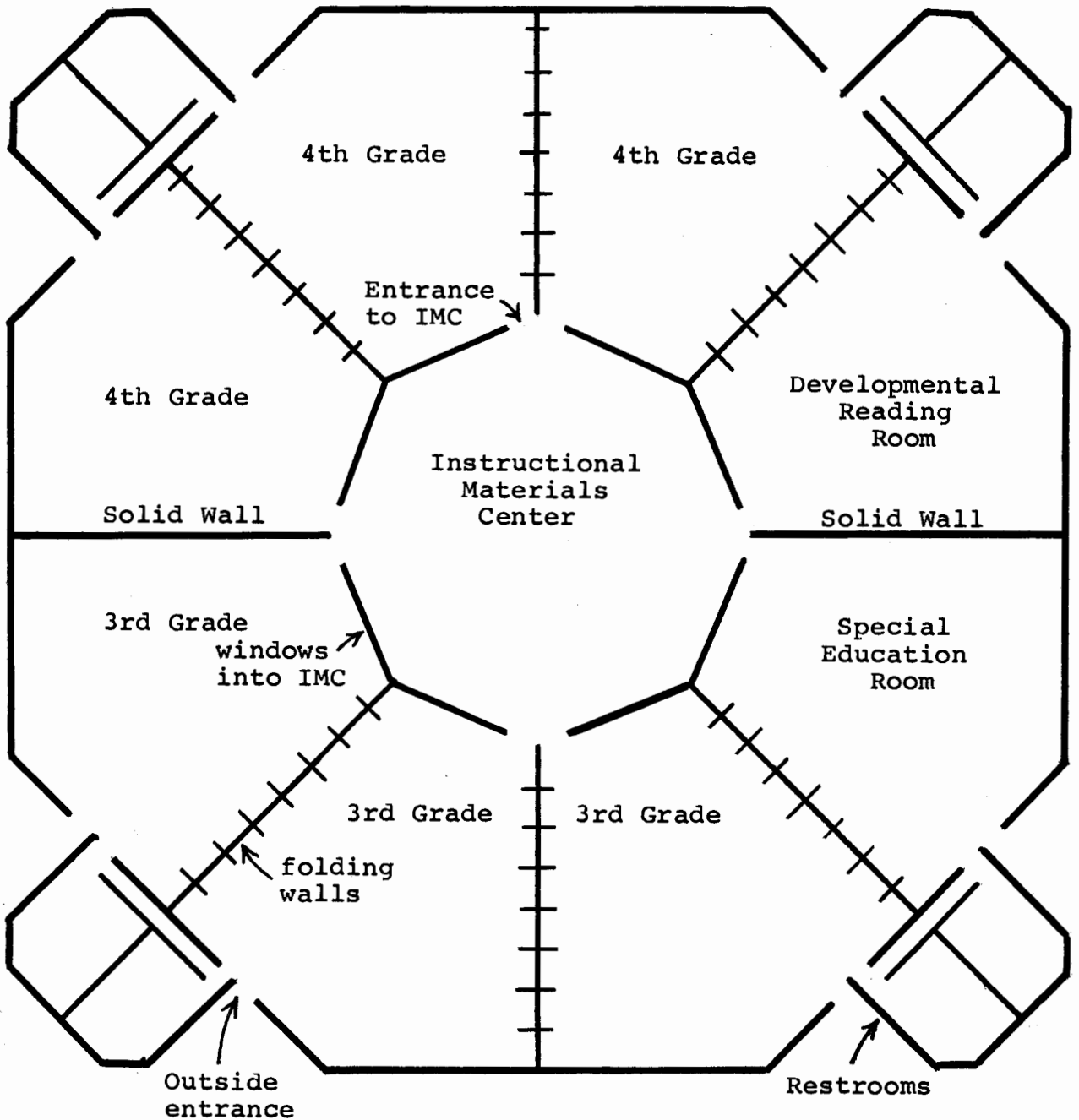
HYPOTHESES BEING TESTED

June, 1962

- I. PERTAINING TO STUDENTS:
 - A. Achievement is equal to or superior to the achievement of pupils taught in classes of a typical size by a single teacher.
 - B. Improved pupil adjustment occurs through better placement of students in a learning situation.
- II. PERTAINING TO TEACHERS:
 - A. Better utilization of teachers' time and talents is an inherent characteristic.
 - B. Decreased teacher isolation and increased cooperative effort creates more effective human relations.
- III. PERTAINING TO ADMINISTRATION:
 - A. Improved quality of education and decreased building costs will offset possible increased instructional costs.

APPENDIX K

VALE ADDITION
VALE ELEMENTARY SCHOOL
CASHMERE SCHOOL DISTRICT #122



APPENDIX L
FOURTH GRADE WEEKLY PLANNING SCHEDULE

| | 9:00- 9:10 | 9:10- 10:10 | 10:10- 10:30 | Recess | 10:45- 11:40 | Noon | 12:30- 1:15 | 1:15- 2:00 | 2:00- 2:30 | 2:30- 3:15 |
|-----------|--------------------------------|--------------------------------|--|--------|-----------------|------|--|-------------------|----------------|---------------|
| | Attend. L. Count Sharing | Reading 3 Ability groups | Spelling 3 Ability groups | | Mathematics | | Library Music Language | Social Studies | Science Art | P.E. |
| MONDAY | (2) | | | | | | Team (3) Planning 1 1/2 rooms- music 1 1/2 rooms- library | | | (1) |
| TUESDAY | (2) | (1) Library Skills | | | | | (2) | | | (1) |
| WEDNESDAY | (2) | | | | | | Team (3) Planning 1 1/2 rooms- music 1 1/2 rooms- library | | | (1) |
| THURSDAY | (2) | (1) Library Skills | (2) Standard School Broadcast | | | | (2) | | | |
| FRIDAY | (2) | (1) Library Skills | | | | | (2) | | | |

- (2) Teaming - Two Teachers free
- (3) Teaming - Three Teachers free
- (1) Teaming - One Teacher free

1 hour and 45 min. duty free each day

APPENDIX M

UTILIZATION OF TEAM PLANNING TIME

Our team planning time is used primarily for the organization and planning of units of study in social studies and science. All teachers of one grade level are released for the team planning through the scheduling of vocal music and library instruction. The music teacher and librarian each instruct one-half of an entire grade level during this planning period. We have two forty-five minute planning periods a week.

During this period the following items are discussed and planned:

1. What is to be taught (subject matter, concepts, objectives).
2. How content is to be taught (grouping):
 - a. Large Group Instruction
 - b. Regular Class Instruction
 - c. Small Group Instruction
 - d. Individual Instruction
 - e. Individual Study
 - f. Interest Grouping
 - g. Ability Grouping
 - h. Rotation of Teachers
3. Who is responsible for specific lessons--each teacher develops his presentations in his own way.

4. Evaluation of units--presentations, A-V materials, tests, groupings.
5. Preparations of worksheets and tests that involve the entire grade level.
6. Preview A-V materials.
7. Ideas for correlation with other subjects i.e., art projects, language arts, etc.
8. Discussion of other grade level business, including subjects not being team taught.
9. Discussion of individual problems of specific children.
10. Discussion of problems with administrators as the necessity arises.

Items one through seven are recorded and go into the make-up of our instructional packages.

APPENDIX N

SAMPLE FLOW SHEET OF A THIRD GRADE UNIT

INDIANS

- LGI --- Large Group Instruction
 RC --- Regular Class Instruction
 SG --- Small Group Instruction
 IS --- Individual Study
- LGI --- Introduction to the unit:
 Four main groups of Indians
 Natural barriers
 Origin of Indians
- RC --- Worksheet covering introduction
 Discussion of what you would like to learn
- SG --- Within regular class
 Work on a large map of the United States--4 or 5
 children to a map
 Show the following things: Natural barriers
 Directions
 Oceans
 Canada
 Mexico
 Four main groups of
 Indians
 Reference--page 206 of our social studies book,
 Working Together
- SG --- Finish maps
- RC --- Homes--Start folder of homes--class story and/or
 individual stories of the homes for each group of
 Indians
 Four days for this covering all four groups of
 Indians
- SG or IS (optional) --- Making models of different kinds of
 homes
- RC --- Evaluation - Quiz
 1. List the four main groups of Indians
 2. List at least five natural barriers
 3. Tell about the homes of each group of Indians--
 one point for each correct fact

- LGI --- Introduction to clothing with worksheet
- RC --- Same day--divide into interest groups--for each main group of Indians
- RC --- Interest Groups--each teacher goes more fully into the dress of one of the groups of Indians--Northwest, Southwest, Plains, and Woodland
- RC --- Children from each interest group share with the rest of the class what was done in the interest group
- LGI --- Food with worksheet
- LGI --- Film, "Meet the Sioux Indian"
- RC --- Rotation of Teachers--Each teacher prepares a lesson and presents it to a different class each day--four days
1. Games and work activities of the Indians
 2. Creative Dramatics
 3. Arts and Crafts
 4. Language and Communication
- RC --- Suggested art projects--to be done on own time--these can also be done on a SG or IS basis:
1. Sawdust Masks
 2. Totem Poles
 3. Stitchery
 4. Papier-Maché Bowls
 5. Crayon Resist Tepees
- LGI --- Film, "Loon's Necklace"
- RC --- Same day--draw masks, either from film or one of own
- RC --- Transportation - land and water
- LGI --- Resource speaker--Mr. Eddy
- RC --- Thank-you letter
- RC --- Tribal organization and important chiefs
- LGI --- Contributions--illustrated teacher talk--then draw pictures of different contributions
- RC --- Present dramatics--Pocahontas

LGI --- Indians of Today
 Slides--"Indians of Washington Today-Coastal"
 "Indians of Washington Today-Eastern"

LGI --- Film, "Quillayute Story" (Indians of Today)

RC --- Review for final test

FIELD TRIP --- (two possibilities)
 1. Display at Rocky Reach Dam
 2. Willie Carey Museum at Cashmere

LGI and SG --- Final Test

A small group of children (about 15) who have a lot of difficulty with reading are separated into a small group situation. One of the teachers reads the test with them and they answer on their own.

The rest of the grade comprise a large group to work on the test independently.

LGI --- CULMINATION - A program was presented to the parents. Each room was responsible for a section of the program.

Contents of the program:

1. Origin of the Indians and natural barriers
2. Four main groups of Indians
3. Homes--Food--Clothing
4. Dramatization
5. Contributions
6. Indian Songs
7. Indian Dances
8. An Indian Potlatch

TEACHER REFERENCE MATERIAL:

1. Golden Stamp Book of Indians
2. Highlights Handbook about American Indians - Highlights for Children, Inc.
3. Indians in Washington - Published by Secretary of State of Washington
4. World Book Encyclopedia