



TEAM TEACHING

A PARTICIPATORY TEACHING
TECHNIQUE

TWO OR MORE HEADS ARE BETTER THAN ONE.....

WHAT IS TEAM TEACHING

It is a good innovation in teaching strategies.

Team teaching strategies are simplest form where all teachers of a subject collectively teach a class in that subject.

In other words Team teaching is a well- organized system of teaching in which many teachers impart instructions to a group of students in a co-operative manner.

DEFINITIONS OF TEAM TEACHING

J.T.SHAPLIN (1964) “Team teaching is a type of instructional organization involving teaching personnel and the students assigned to them in which two or more teachers are given responsibility, looking together, for all or a significant part of the instruction for some group students”.

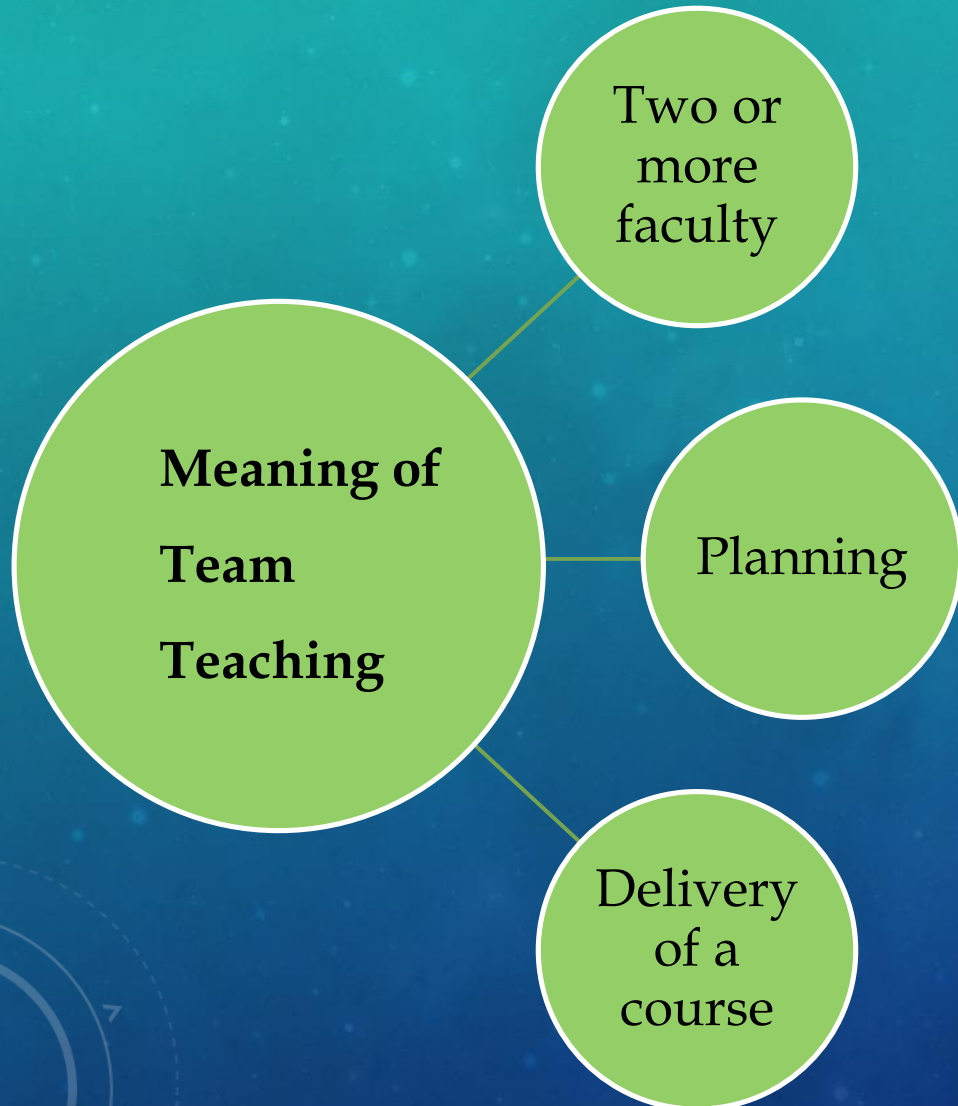
DAVID WARWICK “It is a form of organization in which individual teachers decide to pool resources, interest and expertise in order to device and implement a scheme of work suitable to the needs for their pupils and the facilities of their school”.

DEFINITIONS OF TEAM TEACHING

M.B.NAIK “In this teaching strategy two or more than two teachers involve to make a plan of any given subject, or subjects cooperatively, carry it out, and always evaluate its effect on the students periodically”.

FRANCIS CHASE “Such an arrangement (team teaching) would allow for maximum use of the available talent; provide guidance for young and inexperienced teachers”

DAVIS (1995) PROVIDES THIS
SUCCINCT DEFINITION OF TEAM
TEACHING:



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The flexible plan.

Shared Responsibilities/ collective responsibility

an instructional arrangement

team spirit

pooling of expertise

economical in the sense

Allocation of duties to teachers

importance of cooperation

flexibility in grouping and scheduling

appropriate learning environment

STEPS OF TEAM TEACHING

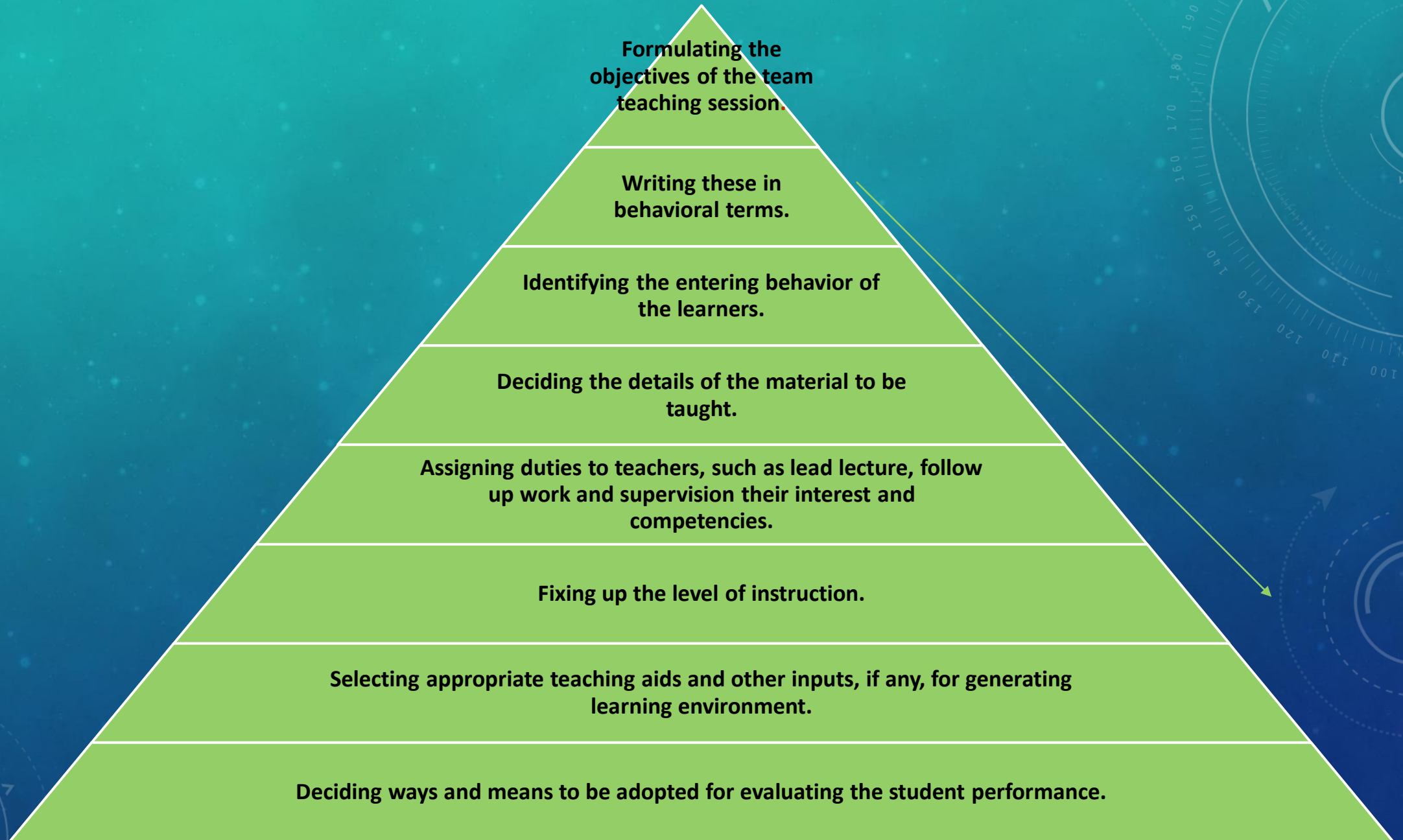


PLANNING

ORGANISING

EVALUATING

PLANNING This step involves the following activities



ORGANISATION

Determining the level of instruction. Some questions are asked to explore the background of the

Selecting the appropriate communication strategy by considering the level of language achievement learners.

Presentation of lead lecture by a competent of the team; other teachers listen the lecture and note element of the topic that appear to be not easily understandable to the learners or nor appropriately presented.

The other teachers of the team also deliver lectures and clarify the various elements. Providing motivation or reinforcement during both the stages.

Supervision of student activities which are assigned in lead lecture or group work. Every member of the team should be conscious about time schedule and about the assigned to him. He must be well prepared and ready for implementing the plan.

EVALUATION

Evaluation is an important aspect of any type of teaching. It will be helpful to measure the performance of learners. It also provides reinforcement to the team of teachers as well as to the learners, this stage involves the following activities.

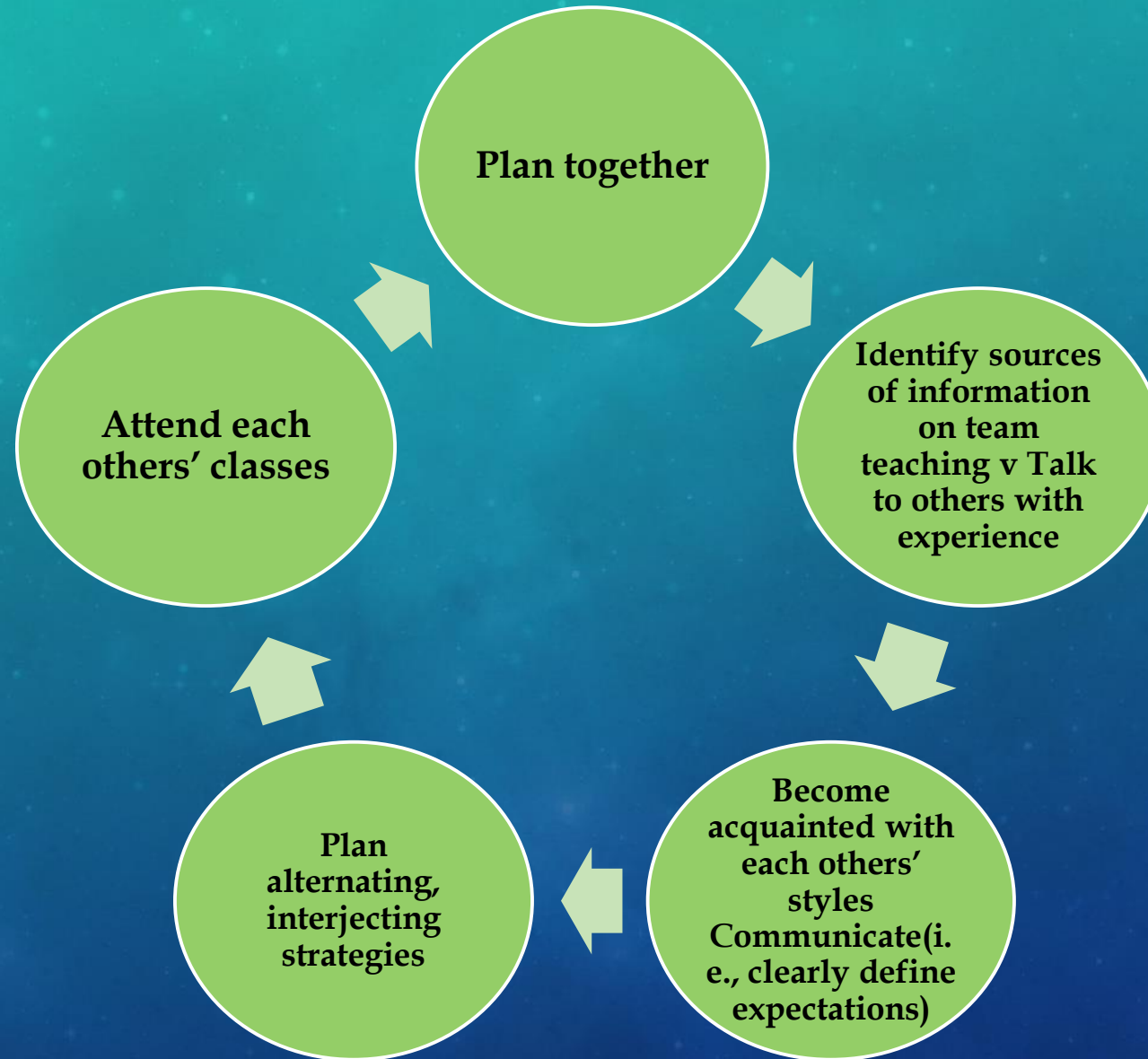
Asking oral questions. Each question should measure a particular objective envisaged by the team.

Taking decision about the level of performance and realization of the objectives.

Diagnosing difficulties of the learners and providing the remediation.

Revising the planning and organizing phase of team teaching itself on the basis of evaluation of the student

Suggested Best Practices for Faculty Team teaching works well when faculty



ORIGINALLY DESIGNED FOR TEACHERS AND STUDENT TEACHERS

ONE TEACH, ONE SUPPORT

CIRCULATES THE ROOM & ASSISTS

HANDLES MAJORITY OF INSTRUCTION

APPEARS TO BE AN IMBALANCE OF POWER

SUPPORT TEACHER PROVIDES AN EXTRA PAIR OF EYES



SUPPORT TEACHER

LEAD TEACHER

ALTERNATIVE TEACHING

MANAGES THE MAJORITY OF THE CLASSROOM

TEACHES A SMALL GROUP OUTSIDE CLASS

STUDENTS WHO HAVE MISSED ASSIGNMENTS HAVE THE CHANCE TO CATCH UP

FINDING SPACE CAN BE DIFFICULT



PARALLEL TEACHING

BOTH TEACHERS DELIVER SAME LESSON BUT THE CLASS IS SPLIT INTO SMALLER SIZE



EACH TEACHER GETS TO TAKE OWNERSHIP OF THEIR LESSONS AND PLANNING

TEACHERS CAN EASILY SEPERATE STUDENTS

TEAM TEACHING

INSTRUCTION/PLANNING EQUALLY SHARED



TEACHERS MUST TRUST EACH OTHER

BOTH TEACHERS ARE EQUALLY RESPECTED
STUDENTS FEEL A GREATER PRESENCE WITH BOTH TEACHER WORKING TOGETHER

STATION TEACHING

TEACHES MATH

TEACHES SCIENCE

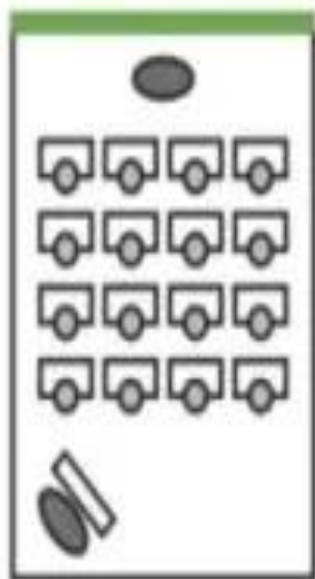


STUDENTS ARE ENGAGED IN SMALL GROUPS
REQUIRES MUCH TIME TO PRE-PLAN

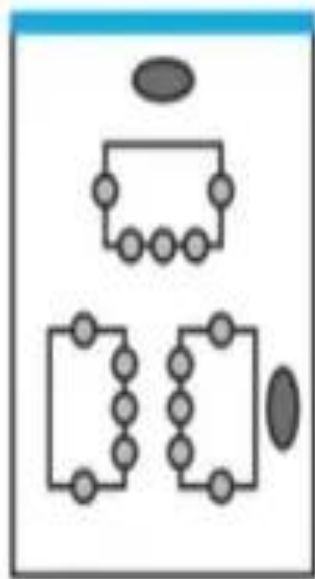
Co-Teaching Approaches

- **One Teach, One Observe** – Co-teachers decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together. The teachers should take turns teaching and gathering data, rather than assuming that the special educator is the only person who should observe.
- **Station Teaching** – Co-teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. If appropriate, a third "station" could give students an opportunity to work independently. As co-teachers become comfortable with their partnership, they may add groups or otherwise create variations of this model.
- **Parallel Teaching** – Co-teachers are both teaching the same information, but they do so to a divided class group. Parallel also may be used to vary learning experiences, for example, by providing manipulatives to one group but not the other or by having the groups read about the same topic but at different levels of difficulty.
- **Alternative Teaching** – one teacher takes responsibility for the large group while the other works with a smaller group. These smaller groups could be used for remediation, pre-teaching, to help students who have been absent catch up on key instruction, assessment, and so on.
- **Teaming** – both teachers share delivery of the same instruction to a whole student group. Some teachers refer to this as having "one brain in two bodies." Others call it "tag team teaching." Most co-teachers consider this approach the most complex but satisfying way to co-teach, but it is the approach that is most dependent on teachers' styles.
- **One Teach, One Assist** -one teacher keeps primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed. This should be the least often employed co-teaching approach.

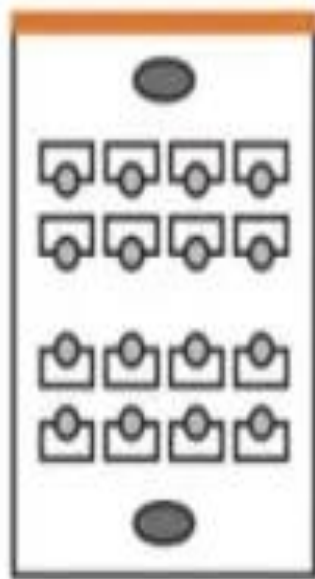
Co-Teaching Models



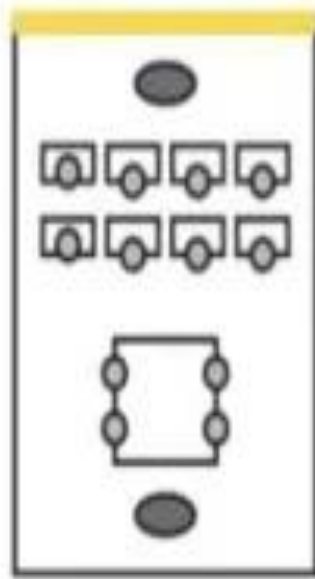
1. One teach, one observe



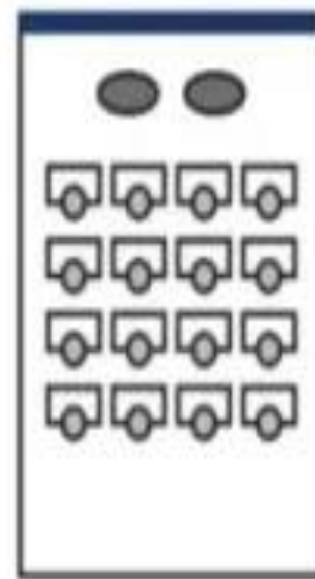
2. Station teaching



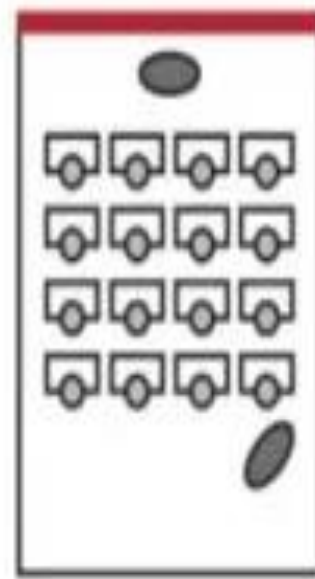
3. Parallel teaching



4. Alternative teaching



5. Teaming



6. One teach, one assist

● Teacher ● Student □ Desk/Table

