A Report of Problems
Teaching Prevented in Basicelpin
In an Elementary School

In Honor Thesis (ID 409)

by

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CHAPTER I

Statement of Problem

Problems arise when change occurs. The launching of a team teaching program is a major change for a school and brings with it many problems. A look at a few of these problems is presented through the study of teacher responses from a particular elementary school where team teaching was initiated in 1979.

Team teaching -- what is it? A precise definition would be difficult to give because the meaning of team teaching "depends . . . on who is speaking -- or listening". 1 Judson Shanlin, in his book Team Teaching, defines team teaching as:

... an effort to improve instruction by the reorganization of personnel in teaching. Two or more teachers are given responsibility, working together, for all, or a significant part of the same group of students. Teachers share in planning but carry out their plans not as individuals but as a team in which different teachers assume different degrees of responsibility within the group. 2

Robert H. Johnson and John J. Hunt give their definition:

Team teaching is a direction of learning activities by a coalition of persons. It is the guidance of students in learning experiences by two or more associated persons. 3
Another definition is given by Kenneth Levald:

The term "team teaching" may thus be defined as a form of teaching organization in which two or more teachers have responsibility, working together, for all teaching of a given group of pupils in some specified area of curriculum.

Dr. John Goodlad, director of the University Elementary School at the University of California in Los Angeles gives his view:

Team teaching is a way of organizing the staff, curriculum and space. Teachers work together to plan curriculum and lessons, and to evaluate student performance, but they usually divide responsibility for classroom instruction. Each teacher specializes in the subject or skills in which he is best qualified. As a result, students get good instruction in all areas.

These two definitions appear open in the literature. The one basic factor that is common to all is the ideal concept — "having the involvement of two or more teachers in what should be a cooperative and coordinated approach to teaching." Although various team teaching programs differ, the ideal concept, as defined above, remains constant.

What makes each definition unique? Differences can be seen in the inclusion of a variety of aspects such as the type of authority structure within the team and the assignment of teachers to specialized teaching roles. Other aspects that programs may include in their definition are flexibility in the grouping of students, in scheduling, and in the use of space; the provisions for large-group, small-group, and
individual instruction" and the use of teaching assistants or aides, clerical aides, and/or para-professionals.

Another variation of team teaching is seen in Nicholas G. Pollock's description of those that are "vertically structured" and those that are "horizontally structured." He states that "vertically structured" teams are those that at all grade levels in a single subject or closely related subjects work together. Those "structured horizontally" are teams at one grade but in several subject areas.

The above elements when added singly or in combination change the definition of team teaching and make it unique for each team teaching program. Yet, again, the factor constant throughout is that of the "team."

A team teaching program is now in operation at Brentwood Elementary School, Plainfield, Indiana. These each grade, one through five, have a team of four teachers. Each team plans the curriculum for the particular grade. Teams meet often to discuss problems they may have, discuss student progress, or confer with parents.

In this situation all teachers throughout the school teach reading as the first course each morning followed by arithmetic. Courses, such as social studies, science, spelling, English, etc., are taught in the afternoon. Heterogeneous grouping of students is used for the afternoon courses. The team members decide who will teach which subject. Once the decision is made, a teacher will teach that particular subject for the year.
Teacher aides and paraprofessionals are employed to ease the load of the teacher. Both groups do such routine clerical work and help with playground and lunch room supervision. The paraprofessionals, however, have the added responsibility of occasionally teaching a class when a regular teacher is absent.

A major change, such as the launching of a team teaching program, brings with it problems. These problems may be common to several programs or, they may be specific to a particular school, team, or individual. Through study, research, and communication, some problems may be solved. The presentation of the study of a particular program may benefit others in anticipating and avoiding some possible difficulties.
CHAPTER II

Background Information

What may be surprising to many is that the concept of team teaching is not new at all. Daniel T. Griffiths found that a teaching team consisting of a master teacher and pupils of the community was used by Seminarios in the 1600's. He also stated that England used a similar teaching system in the early 1700's called the Lancasterian Monitorial System. 6

"Team teaching seems to have first appeared in the United States in 1957 with the initiation of the Franklin School Project in Lexington, Massachusetts. The project put into operation three teams varying in size depending on institutional purposes. A team was responsible for 150 - 180 students on two adjacent grade levels. Each team consisted of three teachers, two senior leaders, and a team leader and also included a part-time teacher, an intern, a teacher aide and a clerical aide. Utilization of flexible grouping and scheduling procedures was seen." 7

"In September, 1962, another program was launched at Dunbar Elementary School, Greenwich, Connecticut. Here, the heart of the program was the school's physical set-up. The building was split-level with three parts: a two-story section which contained classrooms, small group areas, and rooms for teachers; a one-story section housed the library, large group
cross, and school administration offices, and a one-stor room
of combination per-cookery and service room.

Three major teaching teams worked with the students. Each
team had the name of a Scottish Clan. The Stewart Clan
worked with approximately 240 students in grades kindergarten
through two. The Fraser Clan taught grades three and four with
about 180 students. The MacKenzie Clan taught about 140 stud-
ents in grades five and six. Each team consisted of four
to six regular teachers, a practical teacher, and a tech
side. These teams planned curriculum content and teaching
approach. "All aspects of a team shared large and small group
instruction. The teachers themselves were divided in that
they each taught one subject." 11

September, 1970, saw another program started, this
time at Ermont, Connecticut. The uniqueness of this plan was
that it was to cost less money and be less than the conventional
process. 12 Each consisted of a team leader, one or more
teachers, and a teaching aide. Non-professional help and part-
time teachers were used when needed. Each team served two or
more combined classes with student mixing from 75 - 200
students. 12

Team teaching programs are rapidly being introduced
into the national schools. 13 Each was one another pro-
gram started. 14 National Education Association poll of 3,000
elementary and secondary school principals shows the growth
in the use of teaching teams; 15
<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary</th>
<th>Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1955</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>1965</td>
<td>141</td>
<td>127</td>
</tr>
<tr>
<td>1975</td>
<td>204</td>
<td>211</td>
</tr>
</tbody>
</table>

The reason for the increase in popularity is the actual goal of team teaching itself -- that of improving the education of pupils. "to offer each child a better chance to develop his talents and abilities. Team teaching is the opportunity to expand the talents of one teacher; to blend the curriculum by combining the skills of specialists; and to create opportunities for exploration by students and teachers alike." 16

From a review of the literature, advantages and disadvantages are seen in team teaching programs just as in other programs or organizations. The following are advantages that have been gleaned from several sources:

1. "The talents and training of each teacher are used to the fullest and his areas of weakness are either circumvented or improved through consultation with the other members of the team." 17

2. "Planning time can be more easily arranged." 16

3. "Flexible grouping of students is possible -- heterogeneously and homogeneously." 16

4. "There is built-in supervision performed by members for one another." 20

5. "Team teaching can be used on any level of instruction -- nursery school through college."

6. "The use of aides frees the teacher from burdensome clerical duties." 21
7. "Teachers share ideas and develop a teaching group consciousness." 22
8. "There is flexibility of scheduling." 23
9. "Team teaching provides for large group lectures as well as small group sessions." 24
10. Students can relate to more than one adult in the same classroom situation.

Disadvantages are also evident.
1. "Conflicts of personality of team members arise." 25
2. "Team teaching will not give teachers more free time." 26
3. "Team teaching is not less expensive than traditional programs. Many feel that it is a little more expensive." 27
4. "Team teaching may require facilities considered before as optional." 28
5. "It is difficult to arrange large blocks of time for various teams and take into consideration the assignment of teachers into teams and pupils into groups." 29
6. "It is difficult to meet individual needs of all pupils in a large group." 30

Team teaching is not a new concept. It appears that some schools are using some form of team teaching to implement their instructional programs. Problems arise. What are these problems? Some of the problems that are faced by schools and teams are presented here through the study of an elementary school in an upper middle class city in Indiana.
CHAPTER III

Method

Course, such as initiating a team teaching program, can cause problems. Though the study of a particular elementary school, some problems arose for teachers, those, or the school are recognized.

To obtain the information needed at Brentwood Elementary School, a questionnaire was administered. The questionnaire method was used to obtain a maximum of information with a minimum demand on teaching time. The teachers had only to check an inappropriate response and to add further comments as seemed necessary. An essay-type questionnaire or ten or fifteen interviews of each teacher would have required much more time in the teachers' already busy days.

The questionnaire yielded background information about Brentwood Elementary School and its teachers. The majority of the questions asked, however, were designed to point out any problems that teachers might have while working as a team. Possible areas thought to be relevant to team teaching were used in developing the questionnaire. Many questions on a particular area, such as the team leader, were asked. If a question was asked and below it were several options for answers, the teacher had to consider the options and then check the option that fit his situation on team.
example of a question might read: Is sharing materials and equipment a problem? The options listed were yes and no with space provided to answer the further question why.

The written questionnaires were typed and duplicated. It was presented and explained to twenty-nine teachers at Prentwood Elementary School Friday morning, February 23, 1973. The questionnaires were collected that same afternoon after school had been dismissed. Of the twenty-nine, twenty-five questionnaires were returned.

A limiting factor when using this method is that perhaps not all possible options are listed. A teacher may feel that only those listed are the ones to be used.

Time also is a limiting factor. Perhaps other results would have been obtained if a longer period of time for answering had been allowed.

However, after weighing the advantages and disadvantages of various methods, the questionnaire method was used. Questions relevant to team teaching were presented to twenty-nine teachers. The twenty-five questionnaires that were returned yielded: 1) background information about Prentwood Elementary School, its teachers and 2) problem areas for the teachers, tests or students.
CHAPTER IV

Findings and Conclusions

Questionnaires were presented to the teachers of
Brantwood Elementary School to locate problem areas in the
ease teaching situation. The results of the questionnaires
have been tabulated and are presented here.

Questionnaires were given to twenty-nine teachers;
twenty-five (86%) were returned. The data in Table 1 indicate
that there were twelve teachers (41%) in the age bracket 20 -
29 years. This was the highest percentage age bracket. There
were five teachers (17%) 31 - 40 years of age and five teachers
(17%) 51 - 60 years of age.

Table I

<table>
<thead>
<tr>
<th>Age</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 29</td>
<td>12</td>
<td>41%</td>
</tr>
<tr>
<td>30 - 39</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>40 - 49</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>50 - 59</td>
<td>5</td>
<td>20%</td>
</tr>
<tr>
<td>60+</td>
<td>1</td>
<td>4%</td>
</tr>
</tbody>
</table>
In Table II it is observed that six teachers (24%) have taught from 6 - 10 years. These results show that almost half (48%) of the teachers are between the ages of twenty and thirty, and more than half (56%) have taught between one and five years.

Table II

<table>
<thead>
<tr>
<th>Years of Teaching Experience</th>
<th>Teachers</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>16.6%</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>24.0%</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>12.0%</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>24.0%</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>6 - 10</td>
<td>6</td>
<td>24.0%</td>
</tr>
<tr>
<td>11 - 15</td>
<td>2</td>
<td>7.0%</td>
</tr>
<tr>
<td>16 - 20</td>
<td>1</td>
<td>4.0%</td>
</tr>
<tr>
<td>21+</td>
<td>4</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

Teachers were asked if they had been on a team prior to this year. Nearly half (60%) said that they had previously been on a team at Brentwood Elementary School. These teachers (15%) said that they had been on a team elsewhere. Nine (36%) stated this was their first experience as a team member. (See Table III)
Table III

Percentage of teachers who had previously been on a team and percentage of first year team members.

<table>
<thead>
<tr>
<th>Previous year at Brentwood</th>
<th>Previous year at Treadway</th>
<th>First year on the roster</th>
</tr>
</thead>
<tbody>
<tr>
<td>46%</td>
<td>12%</td>
<td>26%</td>
</tr>
</tbody>
</table>

An interesting and an important point was brought out concerning how a teacher was placed on a team. In Table IV, we note that fourteen teachers (56%) stated that they had volunteered to work with a team while seven (26%) said they did not volunteer.

Table IV

Percentage of teachers who did and did not volunteer to work with a team.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>In between</th>
</tr>
</thead>
<tbody>
<tr>
<td>56%</td>
<td>26%</td>
<td>16%</td>
</tr>
</tbody>
</table>

In Table V it is observed that 90% of teachers (90%) indicate having problems in one or more. Ten teachers (10%) stated that it was a handicap for them. Of the form, these teachers stated that the major areas for the multitude of problems were self-discipline and lack of self-control. One teacher felt that a more serious problem because another teacher in the same room was not able to discipline.
In Table VI it can be seen that children moving from one area to another is not a problem for fourteen teachers (64%). However, it was a problem for none teachers (16%).

The second area of concern — the one that seemed to cause the most problems — was noise. This is revealed in Table VII where it is seen that eleven teachers (44%) said it was a problem to them, ten teachers (40%) stated it was a problem to the children, and ten teachers (40%) answered that it was a problem to their other teachers. Ten teachers (40%) stated it was not a problem to them nor to the children.

In Table VIII of teachers who found noise to be a problem for them, for the children, and/or for other teachers:

<table>
<thead>
<tr>
<th>Noise a problem to self</th>
<th>Noise a problem to children</th>
<th>Noise a problem to other teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>No</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>In answer 16%</td>
<td>20%</td>
<td>20%</td>
</tr>
</tbody>
</table>
If you found that eighteen teachers (72%) agreed that team teaching made it easier to provide for the individual differences of the students as seen in Table VII. A variety of views were given. The greatest number of teachers felt that through ability grouping, each teacher with the team approach, the students could be challenged and prepared in ways which would allow them where teachers could provide some individual and small-group help. One teacher felt that in her team situation, she used more informally in one particular case and could therefore be of more help to the students. One commented that the teachers gained a better understanding of the students because the teachers could discuss the problems students may have.

Table VII

Percentage of teachers who found it easier to provide for individual differences among students.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>72%</td>
<td>10%</td>
<td>16%</td>
</tr>
</tbody>
</table>

In Table VIII seventeen teachers (69%) did not consider sharing materials a problem. One commented that for her team equipment was kept in a central place where it could be shared by all team members. Of the 23% who stated that sharing materials was a problem, their comments were given:

If the materials are shared between (grade) levels, there is a problem of finding the materials and of schedules (etc).

One spends too much time hunting things.

If equipment would stay in one particular area there would be no problem.
Table VIII

Percentage of teachers found that sharing materials with a problem.

<table>
<thead>
<tr>
<th>Not a problem</th>
<th>Considered a problem</th>
<th>Rec unfair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>42</td>
</tr>
</tbody>
</table>

Personality conflicts of the teachers could become a major problem for the team. However, at Trented Elementary School (Table IX), fifteen teachers (44%) said they had no problem adjusting to the individual differences of the team members. A substantial number, though (26 teachers = 29%) did find time to be a problem. This factor of adjusting to team member differences could have quite an effect on the teachers' attitudes and indirectly on their quality of teaching.

Table IX

Percentage of teachers who had problems adjusting to the individual differences of the team members.

<table>
<thead>
<tr>
<th>Not a problem</th>
<th>Considered a problem</th>
<th>Rec unfair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>42</td>
</tr>
</tbody>
</table>

The question was asked of the teachers next before they taught for their team. As revealed in Table I, fifteen teachers (44%) acknowledged that 44% would not have time (44%) said it didn't fit. Seventeen of those who had time to teach were able to show the team for all the time.

While not necessarily an acceptable classroom experience, the teachers showed how they managed to do so.
The one teacher who shared the "will never make an attempt,"

Table X

Concerning the time teachers spend with students, as
recommended in Table X, the new one (22') found they spent more
with equal time, or less, and more of a teacher, in equal
between (22') found that they spent more time. While one teacher
(22') did not answer the question.

Table XI

Percentage of teachers who spend more or less time
with students because they are a teacher.

<table>
<thead>
<tr>
<th>More</th>
<th>Less</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
<td>22%</td>
<td>35%</td>
</tr>
</tbody>
</table>

One teacher only resolves. Those do not. Comments
were given on the disadvantages of having male teachers.
These comments were:
These children are exposed both to male
and female influence.

Often children have a male influence.

Most men seem to put forth less effort and
are less interested. Thus, I would expect an
all-male team. I've found men do discipline
quickly when they feel respect (or lack) to fall, too.

Perhaps the men could be credited with the
lower scores of the team. -- discipline --
standing or leadership, etc. -- depend on the
attitude of the men.

The data in Table II indicates that all teachers (257)
who stated that having male teachers were a disadvantage were
in the age bracket 20 - 30 years.

Table II

<table>
<thead>
<tr>
<th>Age</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 25</td>
<td>22%</td>
<td>20%</td>
</tr>
<tr>
<td>26 - 30</td>
<td>27%</td>
<td>25%</td>
</tr>
<tr>
<td>31 - 35</td>
<td>26%</td>
<td>24%</td>
</tr>
<tr>
<td>36 - 40</td>
<td>25%</td>
<td>23%</td>
</tr>
<tr>
<td>41+</td>
<td>24%</td>
<td>22%</td>
</tr>
</tbody>
</table>

Nineteen teachers (26%) stated there were both younger
and older members on the team as indicated in Table III. Of this
76% 22% stated that it was an advantage while 14 stated that it
was a disadvantage. The biggest advantage appeared to be the new
ideas of the younger combined with the experience of the older members.
Some found that there was a wider variety of ideas and opinions when
there is a variation in age of the members. Comments as to advantages
and disadvantages are listed:
Yours — never ideas and some one to talk to. (70% — exactly par each other.)

Older are sometimes willing to change.
Younger bottling want to change too much.

Table III

Percentage of teachers stating that there were both younger and older teachers on their team.

<table>
<thead>
<tr>
<th>Both younger and older</th>
<th>Advantage</th>
<th>Disadvantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76%</td>
<td>9%</td>
</tr>
<tr>
<td>No</td>
<td>24%</td>
<td>91%</td>
</tr>
<tr>
<td>No Answer</td>
<td>24%</td>
<td>59%</td>
</tr>
</tbody>
</table>

The question was asked if there had teachers with such experience and teachers with little experience. The results as shown in Table IV reveal that seventeen teachers (89%) said there were both while one teacher (6%) stated there were not.

Table IV

Percentage of teachers who stated that they did or did not have both teachers with little experience and teachers with much experience.

<table>
<thead>
<tr>
<th>Did</th>
<th>Did not</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>60%</td>
<td>44%</td>
<td>9%</td>
</tr>
</tbody>
</table>

In Table V it is shown that eighteen teachers (99%) commented that it was an adventure to have both — 96% coming from the age bracket 20 - 30 years. Ten teachers (51%) stated that it was a disadvantage. Two one commented on the adventures and disadvantages.
Sometimes I feel that some of the older teachers just reject the younger ones.

Some ideas come in. You choose -- new ideas. Some things in teaching do not always -- older teachers are experienced enough to know the best way for those. Sometimes older teachers won't accept new ideas. Sometimes younger teachers won't listen to the voice of experience.

The experienced teacher can turn freely to someone with experience when she needs guidance, advice, etc.

Sometimes you teachers don't have the experience (ie) they could.

You are able to get helpful hints that are tried and proven and you can use them also.

The table below shows your ideas perfectly. Don't think the others realize this sometimes.

Table 3

Percentage of teachers who found that it was an advantage of a disadvantage to have both teachers with much experience and teachers with little experience.

<table>
<thead>
<tr>
<th>Age</th>
<th>Question</th>
<th>Disc. teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>68%</td>
<td>68%</td>
</tr>
<tr>
<td>31-40</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>41-50</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>51-60</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>61-70</td>
<td>72%</td>
<td>72%</td>
</tr>
<tr>
<td>total</td>
<td>70%</td>
<td>70%</td>
</tr>
<tr>
<td>no answer</td>
<td>9%</td>
<td>9%</td>
</tr>
</tbody>
</table>
Definite advantages and disadvantages of team teaching are set out in the written comments of the teachers. The most frequent advantages are:

1. Teachers share ideas.
2. Teachers are able to talk about events, discuss problems, or plan almost everything.
3. There is a constant flexibility in group children from one group to another to meet the child's needs.
4. Teachers are able to observe how others would handle a situation.
5. Individual talents and abilities are developed and co-planed across the various classes.
6. The teacher is enabled for the individual differences of the students.
7. Each child has a chance to work with some that are different.

The disadvantages written by the teachers are:

1. Teacher turn over time, it is too hard to talk to teachers instead of individual teachers.
2. Space and personality choice of the last teacher.
3. These are the teachers.
4. Teachers are occupied more time keepingaknowledge the student.
5. Teachers do not know the children as well as in the traditional classroom.

The results of the questionnaire point out some of the problems that the teachers of Butterwood Elementary School are facing. Some teachers have some idea difficulties teachers and some concern the whole term. The teachers' scores indicate their feelings on the advantages and disadvantages of team teaching.
CHAPTER 5

SUMMARY

Questionnaires with questions relevant to the teachers were given to the students of Broadwater Elementary School, Westfield, Indiana. The results of the questionnaire revealed the type of team teaching program utilized at Broadwater. The scale, one through five, being a scale of from low to high, each number of the team teaching model, enthusiastic, were other pertinent scores. Students added and report teachers' needs lived teams.

The results of the questionnaire pointed out a few of the problems found for the teachers. The highest score of concerns were the social noise which was a problem for the teachers. The teachers' responses indicated that noise was also a problem for the children.

Another problem area pointed out concerned room sharing. However, the cause given for this problem went right back to the social noise. There was also some problem with children moving within the area.

A few teachers found that team teaching did not make it easier for them to provide for the individual differences of the students. However, individual differences among the teachers were problems for the teachers themselves. Some teachers considered it a problem adjusting to the differences of their fellow team members.
The teachers presented us with interesting and surprising aspects of their teaching. These dilemmas may well be viewed as problems that the teachers found.

There are some limiting factors to the entire study. Some of the questions used in the questionnaires did not get at the problems that could have existed. Some seemed to center upon the ever-present line -- not teen teaching. The teachers seemed confused in some cases as to the meaning of a question. Where general questions or better explanation to the teacher this could have been alleviated. Very few questions were left unanswered. If a longer period of time for answering had been allowed, additional responses may have been obtained.

Another way to seek the problems that any one with teen teaching would be to devise a questionnaires for the students to answer who have a team of teachers working with them. The answers would specifically point out problems that the students themselves would have.

Rather than study one particular school, several schools could be studied. The problems once found in each school could then be compared to the other findings.

When a new program is initiated, such as teen teaching, new problems arise. Some problems may be solved through study, research, and communication. The presentation of this study of a particular program may benefit others in identifying possible problems and anticipating ways of tackling them.


11. Howard S. Toren, "Team Teaching at Dundee", in *Schoolastic Teacher*, vol. 52, pp. 5-T, 6-T, 7-T, 10-T.

12. Poles, op. cit., p. 34, 35.

13. Ibid., p. 34, 35.


15. Ibid., p. 17.


17. Terrelle Toneyett and Marilen Tofia, "Team Teaching and Art Teaching", in *School Arts* (Massachusetts, 1962), vol. 6, p. 10.
22. Ibid.
24. Polos, op. cit., n. 47.
25. Ibid., n. 47.
27. Lovell, op. cit., n. 8.
29. Ibid., n. 56.
30. Ibid., n. 60.

Walsh, Carmel, and Michael Mooney, "Team Teaching and Art Teaching," School Arts, vol. 6 (February, 1963), 18-20.

Hampton, Anthony, "To Team Teach: The Team and the Teacher," The Journalist, vol. 9 (February, 1968), 1-16.

Hampton, Anthony, "To Team Teach: The Team and the Teacher," The Journalist, vol. 8 (February, 1968), 1-16.

Mehaffy, K. E., "Team Teaching at Dundee," Scholastic, vol. 110, (February, 1963), pp. 5, 6-7, 6-7, 10-7.


Sample Questionnaire

Check the appropriate answer. Please make any additional comments you feel would be helpful.

Sex: ____________ F

Age: ____________ 20 - 29
__________ 30 - 40
__________ 41 - 50
__________ 51 - 60
__________ 61 - 70
__________ 71 +

Teaching experience: ____________ 1 year ____________ 2 years ____________ 3 years ____________ 4 years
__________ 5 years ____________ 6 - 10 ____________ 11 - 15 ____________ 16 - 20 ____________ 21 +

1. Are you a member of a team? ________ yes ________ no
   At what level? ________________________

2. Have you previously been a member of a team? ________ yes ________ no
   How long? elsewhere ________ length of time ________ no

3. Did you volunteer to be on this team? ________ yes ________ no

4. Do you have a team leader? ________ yes ________ no
   If yes, for each subject? ________ yes ________ no
   For each grade level? ________ yes ________ no
   For the team? ________ yes ________ no
   By the administrator? ________ yes ________ no
   Other? ________ yes ________ no
   If you checked other, please explain.

Is the team leader given extra pay? ________ yes ________ no

5. Do you have team meetings? ________ yes ________ no
   How often? ________________________
   What are the advantages? ________________________
   What are the disadvantages?

6. Does your team share a classroom? ________ a regular classroom
   ________ a specially built room ________ two rooms near each other
   Does your team share an office? ________ a regular office room
   ________ a specially built office room

7. Is sharing a room a problem? ________ yes ________ no
   Why?
1. Is there a small group of children having high and low within the group?
   - Yes
   - No

2. Is the classroom divided into small groups?  
   - Yes
   - No

3. Are all subjects taught separately? (Each teacher teaches a different subject)
   - Yes
   - No

4. How do you determine who will teach on each?
   - By subject interest
   - By personal experience
   - By educational qualifications

5. In what areas are children grouped within your school?
   - Intelligence
   - Skills
   - Other

6. How do you know when a child is advanced?
   - From other teachers' reports
   - From your observations
   - From other teachers' reports

7. How do you provide for individual differences among students?
   - Yes
   - No

8. If yes, how do you do this?
   - Yes
   - No

9. Are your funds from one level allotted?
   - Yes
   - No
15. To choose materials and equipment yourself? ___________ yes ______ no

16. To have some time in classes? ___________ yes ______ no

17. To have some time in classes? ___________ yes ______ no

18. How do you feel about the teaching situation? ___________ yes ______ no

19. Are there difficulties adjusting to the individual differences of the team members? ___________ yes ______ no

20. Do you feel the team "feels you look" on ideas and methods you would other wise do on your own? ___________ yes ______ no

21. Do you find you have more or less time to spend with students since you are a member of a team? ___________ more ______ no

22. In the role of leader and follower on your team? ___________ yes ______ no

23. Are there any advantages to having both male and female members on a team? ___________ yes ______ no

24. Are there any disadvantages? ___________ yes ______ no