

# Team Teaching in a Teacher Preparation Program

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## Introduction/Need for Research

- Team teaching is an ever-present trend (Winn & Messenbeimer-Young, 1995)
- Concerns for student safety due to increased student to teacher ratios
- Ease of differentiated instruction and reaching learners with IEPs
- Students learn from multiple instructors
- Multiple viewpoints in field experience and practicum courses
- Exposure to different perspectives is vital to preservice teachers (York-Barr et al., 2004)
- Models: Interactive, Rotational, & Participant-observer

## How It Works

- Courses taught through interactive and participant-observer models
- Topical outline developed by both instructors to reduce any course overlaps and roles
- Taught courses together but maintain leadership role in their initial courses
- Teachers meet weekly to plan for the next week

## Costs/Resources Needed

- Time, commitment, and trust in teaching partner
- Effective communication
- Organization

## References

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## Results to Date/Implications

- Team teaching helped keep faculty and students in a positive mindset
- Sense of comfort
- Students see multiple viewpoints
- Students realize no two teachers are the same
- Variety in teaching styles appreciated

## Future Plans/Advice to Others

- Investigate student perspectives of team teaching
- Investigate student perceptions of team teaching if observed during student teaching
- Some students struggled seeing both instructors in two courses
- Time in class for instructors in both classes is greater
- Best suited for teachers who enjoy the classroom, engaging students, and building relationships
- Sharing the workload and providing the best experience outweighs higher attendance factor

