STAFF DEVELOPMENT COMPONENT INFORMATION

COMPONENT TITLE: Cooperative Planning and Team-Teaching Strategies

IDENTIFIER NUMBER: 2408027

MAXIMUM POINTS: 60

GENERAL OBJECTIVE:
This component is designed to instruct teachers in the use of strategies for cooperative planning and team teaching in order to impact academic achievement.

SPECIFIC OBJECTIVES:
As a result of this component and within its duration, participants will:

1. Identify informal coaching skills necessary to promote good human relations among team members.
2. Build supportive relationships with and among team members.
3. Demonstrate an understanding of their own learning and teaching styles.
4. Demonstrate skills that will enable them to successfully work through implementation barriers.
5. Demonstrate specific techniques to assist others in improving overall team performance and generate creativity through others.
6. Utilize communication skills for effectively sharing information in order to improve team performance and positively impact student performance.
7. Share action research on topics that will enhance their roles as teams of "facilitators of learning" in the classroom.
8. Identify background data on team-teaching models and organizational structures.
9. Analyze recommendations from school staff on appropriate models and organizational structures based on school data and needs.
10. Implement a site-based team-teaching program.
11. Identify and use a systematic method for coordinating efforts between members of the team.
12. Work as a member of a collaborative team to meet the needs of students.
13. Monitor implementation of the model and share results among team members.
14. Demonstrate the ability to co-develop lesson plans incorporating appropriate instructional strategies for applications in the classroom.
15. Demonstrate focused instruction in a dynamic team-teaching structure that facilitates creating of meaning about content for students in an interactive, collaborative learning environment.
16. Demonstrate the ability to reflect upon their on-going team teaching experiences to determine effectiveness/needed revisions.
17. Demonstrate the ability to use reflective feedback techniques with team members and share results.

DELIVERY PROCEDURES:

Participants will participate in professional development opportunities that may include but are not limited to:
1. action research project
2. workshop sessions
3. on-line learning experiences
4. demonstration/observation
5. collegial study group/book study
6. group discussion
7. CD-rom/video-tape learning experiences

EVALUATION OF PARTICIPANTS:

Participants will participate demonstrate mastery of selected objectives as evidenced through product samples, reflection logs, observations, dialogue notes, team meeting minutes and agendas, and/or other appropriate assessment processes.

FOLLOW-UP:

Participants will document transfer of learning in one or more of the following methods, as appropriate for targeted session objectives:
1. Provide documentation showing teacher impact to job performance.
2. Provide documentation showing student impact of increased academic performance.
3. Develop a portfolio of "best practice" examples.
4. Maintain a reflection log or audio log of team teaching experiences.
5. Provide an analysis of results of action research study.
6. Provide students' assessment results measuring achievement.
7. Develop faculty/stakeholder presentation reporting impact of team-teaching model.

COMPONENT EVALUATION:

Professional developer will assess the degree to which the professional development procedures addressed the specific objectives of this component using feedback and product examples from participants and will make recommendations for revisions based upon this review.