A STUDY OF THE TEAM APPROACH TO TEACHING SIXTH GRADE SCIENCE IN WOODLAWN ELEMENTARY SCHOOL, SEBRING, FLORIDA

A Thesis

Presented to

the Faculty of the Graduate School

Appalachian State Teachers College

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

Charles Joseph West

June 1962

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A STUDY OF THE TEAM APPROACH TO TEACHING SIXTH GRADE SCIENCE IN WOODLAWN ELEMENTARY SCHOOL, SEBRING, FLORIDA

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I. STATEMENT OF THE PROBLEM

It was the purpose of this study to determine the impact of a team teaching approach to science instruction at Woodlawn Elementary School, Sebring, Florida. Specific information was sought relative to: (1) learning in large group situations, (2) utilization of special teacher skills, and (3) learning among children of varying abilities.

II. PROCEDURE

The literature was reviewed in order to determine what had previously been done with relation to team teaching in the elementary school and/or in science.

The team approach to teaching sixth grade science in Woodlawn Elementary School, Sebring, Florida, started with the opening of school in September of 1961. A team leader and four cooperating teachers composed the teaching team.

The project class was organized into three groups; a large group of 120 pupils, medium sized groups of 28 to 32 pupils, and small groups of 8 to 10 pupils.

The impact of the concept was determined through the use of the Sequential Tests of Educational Progress in Science. Form 4A was administered in September of 1961 and Form 4B was administered in April of 1962. Results indicated that 60 per cent of the project pupils made higher

scores on Form 4B than on Form 4A. According to national norms established for the tests, 73 per cent scored above the 50th percentile on Form 4B.

III. CONCLUSIONS

Within the scope of the study and the research presented, the following conclusions were reached:

1. Team teaching caused teachers to prepare lesson materials in a more effective manner.

2. Special teacher competencies and abilities contributed to the team teaching project by creating an interest in science on the part of the sixth grade students and making a more closely coordinated program.

3. Team spirit was developed by mutually compatible values of team members, and acceptance of the worth and values of individual members.

4. There must be a facility large enough to seat comfortably the entire experimental group.

5. Team teaching caused a more effective use of the reference material in the library.

6. Team teaching appeared to benefit the high ability and low ability pupils through enrichment and remedial work, respectively, for each of the groups.

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to Dr. Ben G. Bosworth Jr., Assistant Professor of Education, Appalachian State Teachers College, for his constructive criticism during the course of this study.

His gratitude is also extended to Mr. Jack L. Ingle, Principal of the Woodlawn Elementary School; and to Mr. Carl Harner, Mrs. George Moore, Mr. Gordon Rose, and Mrs. Charles Swank, all members of the teaching team.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

The need for improvement in the quality of education requires constant reappraisal of the techniques and methods of instruction used in the schools. The problem of maximum staff utilization for instructional purposes is a continuing one in elementary education. Generally it has been accomplished with the feeling that only a certain number of students could be assigned to a particular teacher at a definite time in a designated place.[1] Team teaching has been attracting increasing attention as one possible answer to the problem as well as other forms of staff utilization throughout the country.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine the impact of a team teaching approach to science instruction at Woodlawn Elementary School, Sebring, Florida. Specific information was sought relative to: (1) learning in large group situations, (2) utilization of

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[1]Jefferson County, Colorado School District R-1, An Experimental Study of the Utilization of the Staff in Education, (Denver, Colorado, 1960), p. 5.

special teacher skills, and (3) learning among children of varying abilities.

Importance of the study. Such a study should be of importance in that: (1) it could be used to help determine the future status of team teaching in Woodlawn Elementary School and the remaining schools in Highlands County, and (2) it should contribute to that general body of information related to the team teaching of science in elementary schools.

II. DEFINITIONS OF TERMS USED

Average reader. An average reader is a child who is capable of reading and does read at grade level.

Cafetorium. A cafetorium is a combination lunchroom and auditorium.

Low reader. A low reader is a child who reads below his grade level.[2]

Master teacher. This is the title of the teacher in charge of a teaching team.

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[2]The Faculty of Woodlawn Elementary School, "Woodlawn Plan for Modified Grouping" (Sebring, Florida, 1961), p. 3. (Mimeographed.)

Rol-A-Lab. A Rol-A-Lab is a commercial science laboratory composed of twenty-one experiments, each in an individual tray.

Special education. Special education is that field of education which is devoted to the child who deviates intellectually, physically, or socially from normal growth and development.[3]

Superior reader. A superior reader is a child who reads one or more years above his grade level.

Team teaching. Team teaching was defined as instruction of a group of students in a particular subject by more than one instructor to attain maximum efficiency and effectiveness through more rational and optimum use of the special talents of each team member.[4]

Woodlawn Plan for modified grouping. The Woodlawn Plan provided for grouping children according to their reading abilities and made it possible for teachers to adhere

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[3]William M. Cruickshank, Education of Exceptional Children and Youth, (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1958), p. 3.

[4]Roy D. Mellier, "The Teaching of Biology and Physical Science in Large and Small Groups at Arlington High School" (Arlington Heights, Illinois, 1961), p. 5. (Mimeographed.)

to the Highlands County policy that recommended having three instructional groups per classroom. Stanford achievement tests and teacher judgment were used as criteria for individual child placement in homeroom sections.[5]

III. SCOPE OF THE PROBLEM

This study was confined to the team approach to teaching Sixth Grade Science in Woodlawn Elementary School, Highlands County, Sebring, Florida.

IV. SOURCES OF DATA

The material for this study was gathered from the following sources:

1. Current publications and articles pertaining to team teaching.

2. Results on the Sequential Tests of Educational Progress in Science; Form 4A, administered in September of 1961, and Form 4B, administered in April of 1962.

3. Answers to questionnaires submitted to the teaching personnel involved in the project.

4. Answers to questionnaires submitted to the students involved in the project.

5. Weekly staff meetings, conducted for the purpose

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[5] See Appendix C.

of planning the program.

6. Observations by the writer.

V. ORGANIZATION OF REMAINDER OF THESIS

The remainder of the thesis was organized as follows:

1. The literature was reviewed in order to determine what had previously been done with relation to team teaching in the elementary school and/or in science.

2. The impact of team teaching in science at Woodlawn Elementary School was determined.

3. Conclusions were drawn as to learning in large group situations, utilization of special teacher skills, and learning among children of varying abilities as a result of team teaching.

CHAPTER II

REVIEW OF THE LITERATURE

Several system wide approaches to team teaching are now in progress, or have recently been completed. This chapter dealt with the more representative of these--particularly where the teaching of science was a factor.

I. CONTEMPORARY APPROACHES TO TEAM TEACHING IN PUBLIC SCHOOLS

San Diego City Schools Project. A two-year experiment in the utilization of staffs in the secondary schools of San Diego, California, was begun in September of 1958, under an agreement with "The Fund for the Advancement of Education."[1]

The three schools and five teaching teams selected the first year were near San Diego State College.[2] The program was expanded the second year to include five secondary schools, with an increase in the number of teaching teams to thirteen and an enrollment increase from 1,693 to 2,200

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[1]Commission on the Experimental Study of Utilization of Staff in the Secondary Schools, Experimental Project in Staff Utilization, Report on the Two Year Study, (San Diego, California, 1960), p. 2.

[2]Ibid., p. 3.

students in participating schools.

Project areas of study at Lincoln Senior High School were American Government and Problems combined with United States History and biology coupled with general science.[3] At Samuel Gompers Junior High School, the two areas of study were in eighth grade mathematics and science and in English and social studies.[4] O'Farrell Junior High practiced ninth grade mathematics and science.[5]

The evaluation of the projects consisted of: (1) achievement tests given in October and again in May, (2) twenty-item pupil questionnaires, and (3) eight-item teacher questionnaires.[6]

Test results represented the four subject matter areas and supported teacher judgment that achievement in project classes was at least as high as for other classes.[7] As a result of the reactions to the questionnaires by the participants, five observations were made:[8]

1. The achievement of pupils appeared to be equal to or greater than that of pupils of comparable ability in regular classes.

2. Pupils had more opportunities to develop the ability to do independent research and to engage in self-

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[3]Ibid., p. 9. [4]Ibid., p. 17. [5]Ibid., p. 29.
[6]Ibid., p. 40. [7]Ibid., p. 54. [8]Ibid.

directed learning experiences.

3. Teachers had more opportunities to meet the differential needs of high ability and low ability pupils, for enrichment and remedial work.

4. Professional growth of the participating teachers was one of the most important outcomes of the project.

5. There were a number of different ways in which teams might be organized and function--no one best approach was identified during the two years of the project.

> In addition to the genuine interest and enthusiasm of the teachers and principals cooperating in the project there were other factors that contributed to its success. Among these were the novelty of the experiment, the opportunity to break away from tradition with impunity, the acquiring of status among one's colleagues, and the realization that the country in general seemed to be observing their probationary assignment.[9]

University of Chicago Laboratory School Project. The University of Chicago Laboratory School, Chicago, Illinois, employed two approaches to the teacher team organization. During the first year, 1958-59, a teacher was freed from regular classroom assignments in order to guide the efforts of a teaching team. The 1959-60 project concentrated on personnel or composition of the team.[10]

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[9] Ibid., p. 3.

[10] Robert Harvey and Morton S. Tenenberg, "University of Chicago Laboratory School, Chicago, Illinois, Evaluates Team Teaching" The Bulletin of the National Association of

The 1958-59 project involved a group of 47 freshman students and a five-member teacher team. The team consisted of four subject matter teachers--one each for English, science, mathematics and social studies. The fifth member of the team was the team leader. The team could re-group project students, schedule classes for different times of the day, alter the length of the class periods, and make up groups of varying sizes.[11]

Findings for the experimental years indicated that the amount and rate of learning was not significantly related to group size in instances where teacher presentation of material was involved.[12]

Experimentation for the second year was started with the team members meeting in a two week planning session. Three groups were established according to their level of capacity for successful inquiry in each of the subject matter areas of mathematics, sicence, and social studies. Seven students considered very high in capacity level were called the Z group. The X group contained students of low ability and required a great deal of guidance. The Y group was a compromise between the X and Z groups. Twenty-five

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Secondary School Principals. Volume 45, Number 261 (January, 1961), p. 189.

[11] Ibid., p. 190. [12] Ibid., p. 191.

students were in the X section and 18 students were in the Y section.[13]

The results indicated that the students were not deprived of any of the normal skills, information, or concepts which might be normally expected from their work in the freshman year.[14] At the end of the project period, each teacher in the team felt that he had gained from the experience but gave no indication that he had a firm desire to continue participation in a team teaching situation.[15]

> With regard to the specific hypotheses that underlay the work of the 1959-60 project, this much may be said. It is difficult to show any increase in operational effectiveness with regard to student learnings. But it is most obvious to those who have observed the team that the year has been one of considerable growth for the teachers involved. Such growth must inevitably be translated into better teaching. The congruent value team may not produce quick, magical, and easily measurable gains in student test results. But, as an in-service training environment, it may well have few peers.[16]

Team teaching seemed, to many Laboratory School teachers, to cut at the very foundations of teacher creativity. Membership on a team had won high respect for each of the three teachers during the first year of the experiment; but this, however, was not true after the first year.[17]

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[13] Ibid., pp. 193-194. [14] Ibid., p. 195.

[15] Ibid., p. 196. [16] Ibid., p. 197.

[17] Ibid., p. 196

Arlington High School Project. The Arlington High School project, Arlington Heights, Illinois, was started in the fall of 1961 because the facilities of the science department were felt to be inadequate for the large number of students. The problem involved the feasibility of teaching ninth grade biology and tenth grade physical science to large groups.[18]

The study was designed to:[19]

1. Promote a more effective utilization of staff members in the science department.

2. Promote a more effective and extensive use of audio-visual materials.

3. See whether an even better job of teaching would result from the environment.

4. Determine whether academic knowledge gained in biology and physical science varies when students are taught in large and small groups.

5. Determine the attitudes toward biology and physical science on the part of students in both large and small groups.

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[18]Roy D. Mellier, "The Teaching of Biology and Physical Science in Large and Small Groups at Arlington High School" (Arlington Heights, Illinois, 1961), p. 1. (Mimeographed.)

[19]Ibid.

6. Determine the degree of retention in biology and physical science by students in large and small groups.

The four teachers assigned to the project were selected on the basis of academic skills and their willingness to serve.[20]

Because of the newness of the Arlington High School project, results were not available to the writer.

The Norwalk Plan. The Norwalk Plan, Norwalk, Connecticut, was started in July of 1958, with a two-year grant of $75,000 to the Norwalk Board of Education by "The Fund for the Advancement of Education."[21]

The project involved a redeployment of staff, pupils, facilities and finances in an attempt to improve the quality of education. Teachers experimented by putting the children from three classrooms in a unit, using the space ordinarily used for three classrooms. A combination of one master teacher, one regular teacher, and one non-certificated aide was substituted for three teachers paid on the same salary schedule.[22]

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[20] Ibid., p. 2.

[21] Norwalk Public Schools, "The Norwalk Plan: An Attempt to Improve the Quality of Education Through A Team-Teaching Organization." A Two Year Study (Norwalk, Connecticut, 1960), p. 1.

[22] Ibid., p. 2.

The purpose of the Norwalk Plan was to improve education by making teaching attractive through the creation of new positions above the level and different from that of a regular classroom teacher. In the attempt to upgrade the quality of education members of teaching teams were: (1) able to obtain higher salaries, (2) provided greater status and prestige, (3) provided opportunities for cooperative planning and sharing of ideas and observations, (4) able to devote the bulk of their time to professional tasks, and (5) able to concentrate their energies in areas of greatest competency and interest.[23]

Teachers for the project were assigned from members on the staff who expressed an interest in the assignment and who: (1) possessed a teachers certificate, (2) were superior as elementary teachers, and (3) possessed leadership ability.[24]

Four teacher teams were used in 1958-59, and in 1959-60 the teams were increased to seven. The second and fifth grades were selected for the first year project because the second and fifth grades "are the middle grades of the so called primary and intermediate levels."[25] Grades two, three, four, five, and six were included the second year.[26]

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[23] Ibid., p. 1. [24] Ibid., p. 2. [25] Ibid., p. 5.
[26] Ibid., p. 6.

The enrollment of 75 to 90 pupils in each grade level constituted a Norwalk Plan group.[27]

Important findings of the study included the following:[28]

1. The teachers maintained that the transistion from a self-contained classroom to a team situation could be made.

2. Problems may develop from differences in philosophy and methodology and from personality conflicts.

3. The teacher aide was needed, but careful orientation and supervision were necessary if a smooth-functioning team was to develop.

4. Grouping appeared to be particularly beneficial to the advanced and retarded pupils.

5. The most important requirement was that there be one room which could seat the entire group comfortably.

The Mar-Lon Hills Project. The Mar-Lon Hills Elementary School project, Odgen, Utah, was started in the fall of 1961 under the leadership of Genevieve Hartsock. This study involved a team leader, two certificated teachers, and two student teachers. Ninety-seven fourth graders were taught social studies, music, French, and science by

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[27] Ibid., p. 27. [28] Ibid., pp. 27-28.

means of closed circuit television.[29]

The students were grouped according to reading ability for general classroom activities but were grouped heterogeneously for the large group instruction.[30]

As a result of the Mar-Lon Hills Elementary School study, the faculty felt that:[31]

1. Students seemed to be very happy in the team teaching program. They worked very cooperatively and progressed satisfactorily.

2. Students achieved as well or better under the team teaching situation as under a self-contained classroom situation.

3. Parents were very cooperative with the school.

Some of the advantages to the Mar-Lon Hills Elementary School project were that teams of teachers could: (1) provide for individual differences in the various subject areas, (2) provide for large and small group instruction, and (3) utilize teacher competencies.[32]

Eau Gallie Elementary School Project. One of the older projects involving team teaching was the Eau Gallie

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[29]The Faculty of Mar-Lon Hills Elementary School, "Team Teaching Progress Report" (Progress Report Number One. Odgen, Utah, 1961). (Mimeographed.)

[30]Ibid. [31]Ibid., p. 3. [32]Ibid., p. 2.

Elementary School experiment in Eau Gallie, Florida. This experiment was started in 1959 with the fifth grade in the areas of arithmetic, science, English, social studies, and health.[33] The faculty at Eau Gallie disclosed that:

> We do not claim that team teaching is better in all ways than a self-contained classroom, but we do feel that two types of children receive great benefits. These are the slow learners and the accelerated group.
>
> The slow student receives more individual attention (made possible by having two teachers). The student capable of absorbing his work quickly is never at a loss for something to do since enrichment activities are set up in all subjects. All units of work are planned with these two groups in mind. The average student does not suffer as we feel he will learn in any group. He, of course, could take part in the extra activities but still work at his own speed.[34]

During the third year of the Eau Gallie Elementary School study there were 101 fifth grade students in the project group. They met together in an auditorium for opening exercises in which student participation was encouraged. The team members often supervised these programs, which enabled the team leaders to collect material for the day's work.[35]

The teaching team was composed of two fully certified teachers who were responsible for teaching reading, spelling, English, arithmetic, social studies, science and

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[33]Faculty of Eau Gallie Elementary School, "Team Teaching in the Eau Gallie Elementary School" (Report for 1959-62. Eau Gallie, Florida, 1961), p. 1. (Mimeographed.)

[34]Ibid., p. 6. [35]Ibid., p. 5.

physical education, and two teachers who had completed ninety hours of college preparation and who were responsible for the clerical work.[36]

The Stanford Achievement Test was administered in the sixth month of 1959 and of 1960. Thirty-one students were considered in obtaining the results of team teaching in the fifth grade. The test results indicated that:[37]

1. Sixty-seven percent of the students were at or above their grade placement in 1959, and "showed more improvement in 1960."[38]

2. Nine per cent of the students falling below grade placement in 1959 achieved grade placement or above in 1960.

3. Twenty per cent did not fall as far below grade placement in 1960 as they had fallen in 1959.

4. Four per cent fell further below in 1960.

"The results indicate that ninety-six per cent of the students taking the test showed improvement in the 1959-60 school term under team teaching."[39]

II. CHAPTER SUMMARY

Teaching teams varied in the manner of creation, the

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[36] Ibid. [37] Ibid., p. 2. [38] Ibid.

[39] Ibid.

personal and professional characteristics of their members, and internal organization.

Teams were created by the administrative organization in the school system or developed at the instigation of the teachers themselves, as illustrated by the Woodlawn Project. Some teams had strict hierarchical structures; others were peer groups in which sets of teachers having essentially the same functions and status collaborated in their efforts. Teams were organized on the basis of chosen characteristics, as in the Norwalk Plan. They were also organized for administrative expediency, as was the case with the science department of Arlington High School.

Some of the strong points of team teaching were:

1. Achievement of project pupils appeared to be equal to or greater than pupils of comparable ability in regular classes. This was the case with the San Diego City Schools project and the Mar-Lon Hills project.

2. Students had more opportunities to develop the ability to do independent research and to engage in self-directed learning experiences. This was illustrated in the San Diego City Schools project.

3. Teachers had more opportunities to meet the differential needs of high ability and low ability pupils for enrichment and remedial work--as evidenced in the Norwalk Plan and the Mar-Lon Hills project.

4. Professional growth of the participating teachers was one of the important outcomes according to projects at the University of Chicago Schools and San Diego City Schools.

5. There were a number of different ways tried by the University of Chicago Schools and the San Diego City Schools in which teams might be organized and function--no one best approach was identified.

Some of the weak points of team teaching were:

1. Team teaching seemed to cut at the very foundations of teacher creativity. This was illustrated by the University of Chicago School's project.

2. It was difficult to show any increase in operational effectiveness with regard to student learnings-- as shown by the University of Chicago Schools project.

3. There had to be a facility which could seat the entire group comfortably, according to findings of the Norwalk Plan.

4. Some teachers gave no indication of having a firm desire to continue participation in a team teaching situation, as evidenced by the University of Chicago Schools project.

CHAPTER III

THE TEAM APPROACH TO TEACHING SIXTH GRADE SCIENCE IN WOODLAWN ELEMENTARY SCHOOL, SEBRING, FLORIDA

This chapter was concerned with the: (1) development of the team teaching approach at Woodlawn, (2) status of the concept, and (3) impact of the concept as demonstrated by information relative to learning in large group situations, utilization of special teacher skills, and learning among children of varying abilities.

I. DEVELOPMENT OF THE TEAM APPROACH AT WOODLAWN

Administrative Organization of Highlands County. Highlands County was divided into the three administrative areas of Avon Park, Sebring, and Lake Placid. The elementary school organization[1] was based on the self-contained, graded structure and accomodated pupils from grades one through six, with the pupils moving to another teacher for library, physical education, music, and special education. The seventh and eighth grades had an exploratory block which included homemaking, industrial arts, music, and arts.

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[1]Highlands County School Board, "Highlands County School Board Policies" (Sebring, Florida, 1961), p. 2. (Mimeographed.)

Other than this, the junior-senior high schools were completely departmentalized.[2]

Woodlawn Plan for modified grouping. The teaching staff of Woodlawn Elementary School during the 1960-61 school year felt that improvement was needed in the reading program.[3] After thorough study by a grouping committee, the faculty, upon the committee's recommendations, accepted the Woodlawn Plan for modified grouping.[4] As a result of this plan being adopted the four sixth grades involved in the project were grouped as presented in Figure 1. More detailed information may be found in Appendix C.

The two-fold purposes of this plan were: (1) to make possible more effective reading instruction, and (2) to group children in such a way that the more obvious adverse aspects of strict homogeneous grouping would not be felt by children, parents, or teachers.[5]

Homeroom sections for the fall term of each year for grades two through six were made up in May by the grade level teachers. Stanford Achievement Tests and teacher

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[2]Observation of the writer.

[3]Ibid. [4]Ibid.

[5]The Faculty of Woodlawn Elementary School, "Woodlawn Plan for Modified Grouping" (Sebring, Florida, 1960), p. 1. (Mimeographed.)

Room 13	Room 15	Room 14	Room 12
31 Pupils	32 Pupils	28 Pupils	29 Pupils
Superior Readers	Superior Readers		
Average Readers	Average Readers	Average Readers	Average Readers
		Low Readers	Low Readers

FIGURE 1

GROUPING FOR GRADES WITH FOUR CLASSROOMS
(FROM WOODLAWN PLAN FOR MODIFIED
GROUPING, 1960)

judgment were used as criteria for placing the children in the various sections.[6]

Teachers were assigned to homeroom sections at random by the principal on the opening of school in August. The office temporarily assigned new students to a room with the understanding that a child would be changed to another section within one week if necessary. Such assignments were made on the basis of grouping according to the Woodlawn Plan

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[6] Ibid., p. 2.

rather than on class load.[7] Thus one room might have 32 pupils and the other room 28.

Development of the team concept. With the development of the Woodlawn Plan for modified grouping, the faculty indicated that instruction could be further improved by employing a team teaching approach to science instruction in the sixth grade.[8] The special education science teacher was chosen by the principal as the team leader and was given the responsibility of developing the team teaching approach in science at Woodlawn Elementary School.

The four fully certified sixth grade teachers in Woodlawn Elementary School composed the rest of the Woodlawn teaching team. These teachers were responsible for all the instruction in the self-contained classroom except science. The team leader and other personnel involved in the project shared the responsibility of teaching this subject.

Organization of the team approach. The project at Woodlawn Elementary School involved the combining of four sixth grade sections into one group of 120 pupils meeting together one day per week for a fifty minute period. Four days per week the children met in classrooms with their

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[7] Ibid.

[8] Observations of the writer.

teacher for a thirty minute period of science instruction. Experiments and demonstrations were prepared by the master teacher and presented, in the cafetorium, to the entire group on the third day of the week.

The Science Demonstration Laboratory was scheduled on Wednesday afternoons due to the following three factors that controlled the use of the cafetorium:

1. First grade children were scheduled daily for lunch in the cafetorium at 11:15 a. m.

2. The sixth grade classes were scheduled for physical education during the morning.

3. The lower grades were scheduled in the cafetorium for audio-visual periods at various times during the morning hours.

The cafetorium was equipped with audio-visual facilities and could be darkened for the showing of films or slides. Other equipment used was portable and was set up on the days needed. In order to eliminate as much confusion as possible, a seating chart was prepared for each teacher to follow in coming to the science laboratory class. Figure 2, page 25, shows how the classes were rotated for the large group instruction.

Instruction in each class was more flexible than that usually practiced in regular classes. Large groups, regular classes, and small group organization were employed in the

Room	1st 9 weeks	2nd 9 weeks	3rd 9 weeks	4th 9 weeks
	Rows	Rows	Rows	Rows
HARNER	A1&2,B1	B4,C3&4	A3&4,B3	B2,C1&2
MOORE	B2,C1&2	A1&2,B1	B4,C3&4	A3&4,B3
ROSE	A3&4,B3	B2,C1&2	A1&2,B1	B4,C3&4
SWANK	B4,C3&4	A3&4,B3	B2,C1&2	A1&2,B1

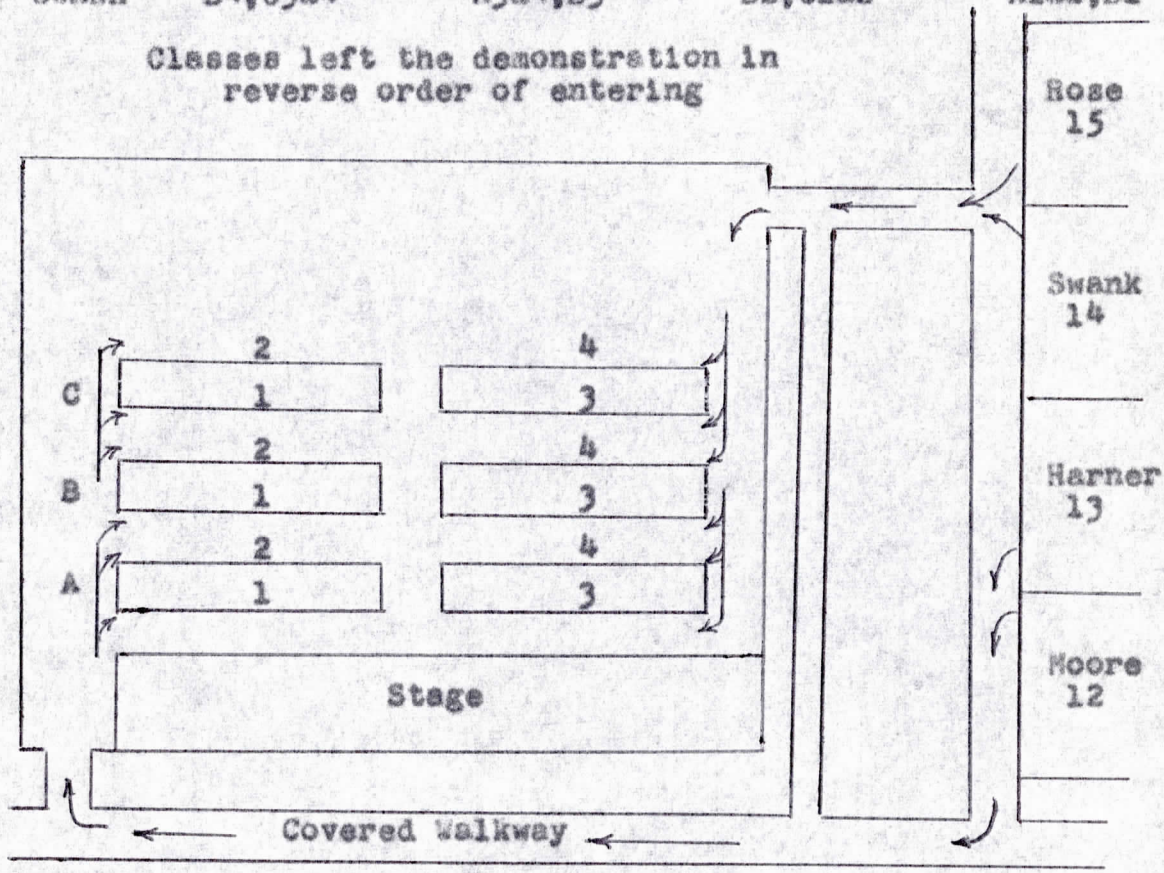

FIGURE 2

WOODLAWN ELEMENTARY SCHOOL SEATING CHART
FOR LARGE GROUP INSTRUCTION
IN SCIENCE

NOTE: This figure should be read as follows: During the first nine weeks Mr. Harner's room was seated in Rows A1, A2 and B1; during the second nine weeks in Rows B4, C3 and C4.

team teaching project. The large groups met for preview of material, review of study guides, related audio-visual presentations, and programs of interest prepared by the special education classes under the direction of the team leader.

The small groups constituted the special ability classes and were formed on the basis of pupil needs, interests, superiority in intelligence, unusual ability or interest in science; in addition they needed encouragement to develop creativity, critical thinking and self-motivation.[9] These groups, supervised by the team leader, prepared presentations for the large group demonstration laboratory.

The work in the regular class was organized into specific and related written weekly assignments based on units provided by the team leader. This included required assignments as well as reference work for the more advanced student.

Responsibility of team leader. The master teacher, as head of the teaching team, had the responsibility of providing lesson plans for the team members, developing appropriate materials, preparing study guide sheets to be used by the students, coordinating the overall program, and teaching small groups. The members of the teaching teams

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[9]Orpha J. Brown, "Education for Exceptional Children Plans and Procedures" (Sebring, Florida, 1961), p. 6. (Mimeographed.)

were scheduled to attend a planning meeting every Friday from 3:15 to 4:00 p. m. to plan the following week's lesson. The weekly schedule of the master teacher is presented in Figure 3. Ample time was provided to plan and coordinate the demonstration laboratory.

Roles of team members. After the project teachers met, the team leader prepared lesson sheets and study guides to be used during the week by each of the teachers on the team. During the thirty minute science period on Monday, the teachers on the team distributed lesson sheets to their regular classes. Students studied the material on Monday and Tuesday in preparation for the Wednesday demonstration laboratory class. The classes then reviewed the Wednesday session on Thursday and Friday. Classroom practices, procedures and techniques were not structured for the experiment; teachers were encouraged to determine and utilize the most appropriate methods for their particular class section.

II. STATUS OF THE CONCEPT

During April of 1962, plans were formulated to continue the present team with reorganization or adjustments of personnel as needed. The program was expanded to include fifth grade music.

Hour of Day	Day of the Week				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 -- 9:30	Fifth Grade Sp. Help	Fifth Grade Sp. Help	Individ-ual Helps	Fifth Grade Sp. Help	Fifth Grade Sp. Help
9:30 -- 10:30	Planning	Confer-ence Period Pupils	Planning	Individ-ual Helps	Planning
10:30 -- 12:00	Fifth Grade Sp. Abilities	Fifth Grade Sp. Abilities	Planning	Fifth Grade Sp. Abilities	Fifth Grade Sp. Helps
12:00 -- 12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30 -- 1:30	Confer-ence Period Teachers	Planning	Planning	Confer-ence	Planning
1:30 -- 2:55	Sixth Grade Sp. Abilities	Sixth Grade Sp. Abilities	Science Lab	Sixth Grade Sp. Abilities	Sixth Grade Sp. Abilities
2:55 -- 3:15	Bus Duty	Bus Duty	Bus Duty	Bus Duty	Bus Duty
3:15 -- 4:00	Faculty	Planning	Planning	Planning	Team Teacher Meeting

FIGURE 3

THE WEEKLY SCHEDULE OF THE MASTER TEACHER IN THE TEAM TEACHING OF SIXTH GRADE SCIENCE IN WOODLAWN ELEMENTARY SCHOOL

The two week pre-school conference period was used to plan and coordinate the teaching teams in the fifth and sixth grades using the ten regular teachers and two master teachers involved in the project. The science group was assigned to the cafetorium and the music group was assigned to the music room.

III. IMPACT OF THE CONCEPT AT WOODLAWN ELEMENTARY SCHOOL

Results of standardized tests. One device used to measure the impact of the concept at Woodlawn Elementary School was the Sequential Test of Educational Progress in Science. This test was recommended by the Educational Testing Service because it focused on skill in solving new problems on the basis of information learned, rather than on ability to handle only "lesson material."[10]

Form 4A of the Sequential Test of Educational Progress was administered in September of 1961, and Form 4B was administered in April of 1962.

Results of the first test indicated that 67 per cent of the experimental group placed above the 50th percentile

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[10]Cooperative Test Division, Sequential Tests of Educational Progress Manual for Interpreting Scores Science, (Educational Testing Service, Princeton, New Jersey), p. 5.

according to national norms established for the test. Figure 4 gives by rooms the percentage of students scoring above the 50th percentile on the STEP Test-Science. These results indicated that 11.8 per cent of the pupils were in the lowest quarter, 15.4 per cent were in the second quarter, 11.8 per cent were in the third quarter, and 49.2 per cent were in the top quarter.

Results of the second test, Form 4B, administered in April of 1962 indicated that 10.9 per cent of the experimental group were in the lowest quarter, 11.6 per cent were in the second quarter, 10.9 per cent were in the third quarter, and 54.5 per cent were in the top quarter.

Results of the second test indicated that 73 per cent of those taking Form 4B of the Sequential Test of Educational Progress scored above the 50th percentile.

A comparison of the scores made on Form 4A and 4B indicated that 60 per cent of the experimental group scored comparatively higher in April of 1962 than they had in September of 1961.

Evaluation of team teaching by teachers. At the end of the first month of the project, the teachers participating in the experiment were given an open questionnaire in which they were asked to make suggestions on ways and means by which the program could be improved.

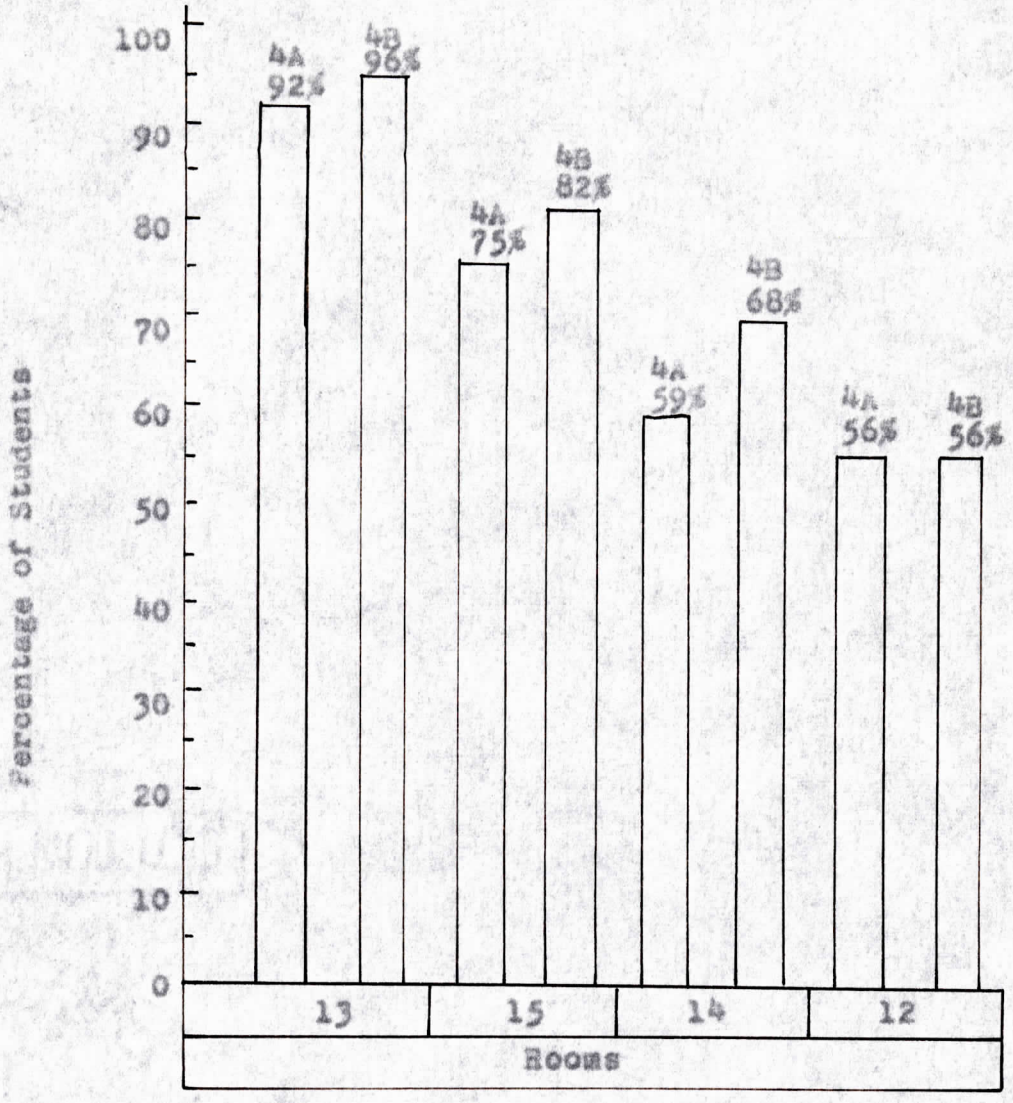

FIGURE 4

PERCENTAGE OF STUDENTS BY ROOMS SCORING ABOVE THE 50th PERCENTILE ON THE STEP TESTS-SCIENCE FORM 4A ADMINISTERED IN SEPTEMBER OF 1961 AND FORM 4B ADMINISTERED IN APRIL OF 1962

NOTE: This Figure should be read as follows: On the STEP Test Form 4A, 92% of the students in Room 13 scored above the 50th percentile and on Form 4B, 96% of the students in Room 13 scored above the 50th percentile according to national norms.

All the teachers agreed that the main advantage of Woodlawn's approach to teaching sixth grade science was that it made for class uniformity of curriculum and experiences. This method also permitted more time for experiments to give a wider view of science. The main disadvantage was that the teams thought the group too large and resulted in some pupils not being able to see some of the experiments. In the evaluation the teaching team felt the advantages to the science laboratory were:[11]

1. An opportunity to give a wider view of science study.

2. To make a more closely coordinated program.

3. That all classes benefited by the careful preparation made by the master teacher.

4. That the science laboratory class created more interest in sixth grade science.

5. That the children looked forward to the large group class with a healthy degree of anticipation and preparation.

The teaching team felt that the disadvantages to the team teaching of sixth grade science were:[12]

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[11] See Appendix A.

[12] Ibid.

1. That too large a group caused some distraction.

2. That some of the pupils were not able to see the experiments.

3. That it took some time to develop team spirit.

All teachers felt that the material presented in the laboratory reached many of the retarded children. Also, the stronger students were having to do more extensive research resulting in a carry over into areas other than science.[13]

A second questionnaire, given to the participating teachers after three months of experimentation, indicated a 100 per cent agreement that there was more opportunity in Woodlawn's approach to challenge superior students. However, only 34 per cent agreed that Woodlawn's approach provided more opportunity for appropriate pacing for slower students and 50 per cent of the team members indicated about the same opportunity for the slower students. Table I presents the results of the second teacher questionnaire.

Evaluation of team teaching by students. In the Woodlawn project, pupils were members of a group approximately four times the size of that to which they had been accustomed.

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[13] Ibid.

TABLE I

RESULTS OF THE SECOND TEACHER QUESTIONNAIRE

	Opportunities		
	More	Less	Same
1. Challenging superior students	100%	____	____
2. More appropriate pacing for slower students	34%	16%	50%
3. More individual help for pupils who are in need of it	-	16%	84%
4. Getting pupils to carry out self-directed learning activities	84%	-	16%
5. Getting pupils to participate in discussions and other class activities	84%	-	16%
6. Using a variety of approaches to instruction	84%	-	16%
7. Using a variety of materials for the class	100%	-	-
8. Helping pupils learn how to study and do independent research	50%	-	50%

NOTE: This table should be read as follows: 100% of the teachers answering the questionnaire indicated that there was more opportunity to challenge superior students in the project class than in other classes.

A questionnaire given to the students three months after the project was started indicated that there were no adverse effects from large group membership since a majority of the pupils enjoyed the new approach to science learning. Of the 110 pupils answering the questionnaire, 57 per cent indicated that they liked having more than one teacher in the room and 88 per cent of the students liked having different teachers at different times. Data presented in Table II and III suggested that a majority of the pupils accepted the Woodlawn approach to science instruction.

IV. CHAPTER SUMMARY

The team approach to teaching sixth grade science in Woodlawn Elementary School, Sebring, Florida, started with the opening of school in September of 1961. The Woodlawn teaching team was composed of a master teacher or team leader, and four regular certified teachers. The project class was organized into three groups of: (1) the total group of 120 pupils, (2) medium size groups of 28 to 32 students, and (3) small groups of 8 to 10 pupils. These students were scheduled as a total group for a science class every Wednesday from 2:00 until 2:55 p. m.

Prior to the first class meeting the four sixth grade teachers met with the team leader to discuss and outline the direction, objectives, and the role of each person on the

TABLE II

RESULTS OF PUPIL QUESTIONNAIRE
GIVEN IN DECEMBER OF 1961

	Opportunities		
	More	Less	Same
1. Assuming some leadership in classroom activities	69.0%	15.5%	15.5%
2. Participating in discussion and other class activities	63.8%	-	36.2%
3. Working with other pupils on committees or in small groups	48.2%	3.6%	48.2%
4. Enjoying the subject and the class work	80.0%	3.6%	16.4%
5. Succeeding in the work required of the class	16.4%	3.6%	80.0%
6. Learning how to study	32.6%	19.0%	48.4%
7. Learning to think for yourself	32.6%	3.6%	63.8%
8. Challenging you to do your best	36.2%	31.9%	31.9%
9. Using printed materials besides the text book	80.0%	16.4%	3.6%
10. Using the library in connection with the subject being studied	9.8%	16.4%	63.8%
11. Hearing reports from other pupils	32.6%	19.0%	48.4%
12. Checking your own progress in the class work	32.6%	3.6%	63.8%
13. Understanding science better than last year	80.0%	3.6%	16.4%
14. Meeting with and making friends with pupils from other classes	63.8%	3.6%	32.6%
15. Understanding the experiments that you read about in the book	80.0%	3.6%	16.4%

NOTE: This table should be read as follows: 69.0% of the students answering the questionnaire indicated that they thought there were more opportunities to assume some leadership in classroom activities, 15.5% felt there were less opportunities, and 15.5% felt there were about the same.

TABLE III

RESULTS OF PUPIL QUESTIONNAIRE
GIVEN IN DECEMBER OF 1961

	Statements		
	Liked	Disliked	Indifferent
1. Being in a large class	51.8%	45.4%	2.8%
2. Having more than one teacher in the classroom	50.9%	16.4%	32.7%
3. Having different teachers at different times or for different activities	80.1%	16.4%	3.5%

NOTE: This table should be read as follows: 51.8% of the pupils answering the questionnaire indicated they liked being in a large class, 45.4% disliked the situation, and 2.8% were indifferent to the situation.

team. The initial lesson presentation was made by the team leader in the cafetorium with the other teachers monitoring. Meetings were scheduled each Friday from 3:00 to 4:00 p. m. by the team members for planning and coordinating the entire program.

The lessons were presented to the total group of students in Woodlawn's Cafetorium by the master teacher and the special education science class. Following the presentation of the lesson, which included use of audio-visual aids, the large groups returned to their teacher in medium sized groups for discussion purposes, individual study, research, and/or group projects. The library was used extensively for individual study.

Members of the teaching team had the responsibility of leading discussion groups and all follow-up activities. The master teacher had the responsibility for all the lessons and planning activities, helping individual students, and presenting initial lessons to the entire group.

During April of 1962, plans were formulated to expand the team teaching project to twelve teachers and two team leaders working with sixth grade science and fifth grade music. The science group was assigned to the cafetorium and music group to the music room.

The Sequential Test of Educational Progress in Science was used to determine the impact of the concept.

Form 4A was administered in September of 1961 and Form 4B was administered in April of 1962.

Results indicated that 60 per cent of the project pupils made comparatively higher scores on Form 4B administered in April than were made on Form 4A administered in September. On the first test 49.2 per cent of the experimental group were in the top quarter; on the second test 54.2 per cent were in the top quarter. According to national norms established for the test, 73 per cent of the project pupils scored above the 50th percentile on Form 4B.

Team members felt that advantages to this laboratory approach in teaching sixth grade science were:

1. An opportunity to give a wider view of science study.

2. Developing a more closely coordinated program.

3. That the four classes benefited by the careful preparation and presentation of the master teacher.

4. That the science laboratory classes created more interest in science.

5. That the children looked forward to the large group class with a healthy degree of anticipation and preparation.

6. That the team members felt the laboratory demonstrations, charts, maps, and other audio-visual aids reached many of the retarded children.

7. That the approach developed a consciousness or a sense of belonging to the total group.

8. That the team members felt the stronger students were doing more extensive research.

The teaching team felt that the disadvantages to the team approach to sixth grade science were: (1) that too large a group caused some distraction, (2) that some of the pupils were not able to see the experiments, and (3) that it took some time to develop team spirit.

All individuals involved in the project agreed that this approach to teaching sixth grade science could be improved by giving experiments to smaller groups. The data indicated that pupils made a more effective use of the reference material available in the library.

CHAPTER IV

SUMMARY AND CONCLUSIONS

I. SUMMARY

It was the purpose of this study to determine the impact of a team teaching approach to science instruction at Woodlawn Elementary School, Sebring, Florida. Specific information was sought relative to: (1) learning in large group situations, (2) utilization of special teacher skills, and (3) learning among children of varying abilities.

A review of contemporary approaches to team teaching indicated that teams varied in the manner of creation, the internal organization, and the personal and professional characteristics of the members.

Patterns of organization and method of creation were:

1. At the instigation of the administrative organization.

2. Development by the cooperative effort of the teachers.

3. Development for administrative expediency.

4. Instigated on the basis of chosen characteristics.

Some listed strong points of team teaching were:

1. Achievement of project pupils appeared to be

equal to or greater than pupils of comparable ability in regular classes.

2. Students had more opportunity to develop the ability to do independent research and engage in self-directed learning experiences.

3. Teachers had more opportunities to meet the differential needs of high ability and low ability pupils for enrichment and remedial work.

4. Professional growth of participating teachers was an important outcome.

5. No one best approach was identified as to the organization and administration of teaching teams.

Indicated weak points were:

1. Team teaching seemed to limit teacher creativity.

2. It was difficult to show any increase in operational effectiveness with regard to student learnings.

3. There had to be a facility which could seat the entire group comfortably.

4. Some teachers gave no indication of having a firm desire to continue participation in a team teaching situation.

The team teaching approach to sixth grade science instruction at Woodlawn Elementary School, Sebring, Florida, started with the opening of school in September of 1961. The four sections involved in the project were grouped as

determined by the Woodlawn Plan for modified grouping. Stanford Achievement Tests and teacher judgment were used as criteria for placing the children in the various sections. Assignments to rooms were made on the basis of grouping according to the Woodlawn Plan rather than on class load.

The special education science teacher was chosen by the principal as the team leader and was responsible for all lessons and planning activities, helping individual students, and presenting initial lessons to the entire group. Members of the teaching team were responsible for leading discussion groups and all follow up activities. Meetings were scheduled each Friday from 3:00 to 4:00 p. m. by the team members for planning and coordinating the entire program.

Important characteristics of the Woodlawn approach were that: (1) the project class was organized into three groups, a large group of 120 pupils, medium sized groups of 28 to 32 pupils, and small groups of 8 to 10 pupils, (2) the groups had access to four classrooms, a cafetorium, and library, and (3) instruction for the project class was provided by a teaching team composed of a team leader and four cooperating teachers.

The lessons were presented to the total group in the cafetorium each Wednesday from 2:00 to 2:55 p. m. by the

special abilities class under the direction of the team leader. Following the presentation of the lesson the large group returned to their teachers in medium sized groups for discussion purposes and reviewing the laboratory demonstrations. The library was used extensively for research and individual study.

During April of 1962, plans were formulated to expand the team teaching project to twelve teachers and two team leaders working with sixth grade science and fifth grade music.

The impact of the concept was determined through the use of the Sequential Tests of Educational Progress in Science. Form 4A was administered in September of 1961 and Form 4B was administered in April of 1962. Results indicated that 60 per cent of the project pupils made higher scores on Form 4B than on Form 4A. According to national norms established for the tests, 73 per cent scored above the 50th percentile on Form 4B.

II. CONCLUSIONS

Within the scope of the study and the research presented, the following conclusions were reached:

1. Team teaching appeared to cause teachers to prepare lesson materials in a more effective manner.

2. Special teacher competencies and abilities con-

tributed to the team teaching project by creating an interest in science on the part of the sixth grade students and making a more closely coordinated program.

3. Team spirit appeared to be more developed by mutually compatible values of team members, and acceptance of the worth and values of individual members.

4. There must be a facility large enough to seat comfortably the entire experimental group.

5. Team teaching caused a more effective use of the reference material in the library.

6. Team teaching appeared to benefit the high ability and low ability pupils through enrichment and remedial work, respectively, for each of the groups.

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APPENDIX A

FORM USED FOR TEACHER OPINION POLL

TEACHER OPINION POLL

Please answer the following questions as completely as possible. This information will be used to improve the program and also be included in my thesis on team teaching. Thank you for your cooperation.

1. In your opinion, what are the advantages of the science demonstration labs?

2. What are the disadvantages of the program?

3. Does this method require more of your planning time or does it provide you with some time to plan other types of activities?

4. If you could make some changes in the program, what would you consider to be the most important? Please list in order.

5. Do you feel that the children are benefiting by this new method? If so how?

6. Would you advise using children, as we are doing to help give the demonstration, or do you feel that it might be better not to use the special classes?

7. How do you feel about Woodlawn's approach to team teaching and the program in general?

8. Make any other observations that you feel might help to improve the present program.

FORM USED FOR TEACHER QUESTIONNAIRE

TEACHER QUESTIONNAIRE

There may be MORE, LESS, or about the SAME opportunity for certain types of activities in the project class when compared to other classes. Will you please respond to each statement by checking the appropriate letter:

M - - More opportunity

L - - Less opportunity

S - - About the same opportunity

M	L	S	
___	___	___	1. to challenge superior students
___	___	___	2. for appropriate pacing for slower students
___	___	___	3. for individual help for pupils who are in need of it
___	___	___	4. to get pupils to carry out self-directed learning activities
___	___	___	5. to get pupils to participate in discussions and other class activities
___	___	___	6. to use a variety of approaches to instruction
___	___	___	7. to use a variety of materials for the class
___	___	___	8. to help pupils learn how to study and do independent research

[1]This form was a result of a study by the Woodlawn Elementary School teaching team of the questionnaire used by San Diego City Schools, San Diego, California.

APPENDIX B

FORM USED FOR PUPIL QUESTIONNAIRE

PUPIL QUESTIONNAIRE[2]

In this class, the opportunities to do certain things may be MORE, LESS or about the SAME as in most other classes. Mark your answer for each statement as follows:

A - - if you think there are MORE opportunities
B - - if you think there are LESS opportunities
C - - if you think the opportunities are about the SAME

A	B	C	
___	___	___	1. to assume some leadership in classroom activities
___	___	___	2. to participate in discussion and other class activities
___	___	___	3. to work with other pupils on committees or in small groups
___	___	___	4. to enjoy the subject and the class work
___	___	___	5. to be successful in the work required of the class
___	___	___	6. to learn how to study effectively
___	___	___	7. to learn to think for yourself
___	___	___	8. to be challenged to do your best
___	___	___	9. to use printed materials besides the textbook
___	___	___	10. to use the library in connection with the subject being studied
___	___	___	11. to hear reports from other pupils
___	___	___	12. to check your own progress in the class work
___	___	___	13. to understand science better than last year
___	___	___	14. to meet with and make friends with pupils from other classes
___	___	___	15. to understand the experiments that you have read about in the book

[2]This form was a result of a study by the Woodlawn Elementary School teaching team of the questionnaire used by San Diego City Schools, San Diego, California.

FORM USED FOR PUPIL QUESTIONNAIRE

PUPIL QUESTIONNAIRE[3]

For each of the following statements, mark your answer as follows:

A - - if you LIKE the situation

B - - if you DISLIKE the situation

C - - if you are INDIFFERENT or do not know if you like or dislike

A	B	C		
___	___	___	1.	being in a large class
___	___	___	2.	having more than one teacher in the classroom
___	___	___	3.	having different teachers at different times or for different activities

[3]This form was a result of a study by the Woodlawn Elementary School teaching team of the questionnaire used by San Diego City Schools, San Diego, California.

APPENDIX C

WOODLAWN PLAN FOR MODIFIED GROUPING

PURPOSE:

1) to make possible more effective reading instruction by lessening the range of reading instructional levels within the classroom. (Example: A fourth grade classroom presently has mental ages ranging from 6 years to 12 years 11 months; achievement tests indicate reading ability in the classroom ranges from first grade level to a 9.1 level.)
2) to group children in such a way that the more obvious adverse aspects of strict homogeneous grouping would not be felt--by children, parents, or teachers.

The above purposes are in keeping with suggested County Reading Policies as outlined in Sections 1 and 2, as approved by the Advisory Board.

The Woodlawn Plan for Modified Grouping also makes it realistically possible for teachers to adhere to County Policy that recommends having three instructional groups per classroom.

PROCEDURE:

Homeroom sections for Grades 2 through 6 will be made up at the end of each school year for the Fall term by the grade level teachers working as a group.

Achievement tests and teacher judgment will be used as criteria for individual child placement in homeroom sections. First grade teachers will use teacher judgment primarily.

Individual parent requests for placement of a child cannot be honored if such a system of modified grouping is to work effectively.

Teachers will be assigned to homeroom sections at random by the principal.

New students will be assigned temporarily to a room by the office with the understanding that the child may be changed to another room within one week if such is deemed feasible.

Homeroom assignment of new students will be made primarily on the basis of grouping rather than on class load at the time.

Woodlawn Plan -- page 3

DEFINITION OF TERMS:

The following general terms in relation to reading will be used to group children:

SUPERIOR READER -- child who performs well above grade level

VERY SUPERIOR -- reads two to 3 years or more above grade level

SUPERIOR -- one to 2 years above grade level

LOW READER -- child who performs below grade level

VERY LOW -- reads two to 3 years or more below grade level

LOW -- one to 2 years below grade level

AVERAGE READER -- child who is capable of reading at grade level

BETTER - THAN - AVERAGE -- reader at grade level

AVERAGE -- reader at grade level

DEPENDABLE -- child with goo error study habits, good discipline

PROBLEM -- high ability--average achievement; poor study habits, lack of fundamental skills, discipline problem

Woodlawn Plan -- page 4

GROUPING FOR GRADES WITH FOUR CLASSROOMS:

Very Superior Readers	Superior Readers		
Better-than Average Readers with	Average Readers with Problems	Dependable Better-than Average Readers	Dependable Average Readers
		Low Readers	Very Low Readers

GROUPING FOR GRADES WITH THREE CLASSROOMS:

Superior Readers		
Average Readers with Problems	Dependable Better-than-Average Readers	Dependable Average Readers
	Low Readers	Very Low Readers

SUMMARY:

1. Such a system would separate completely the Superior Readers from the Low Readers.
2. It would give much flexibility in the assignment of children capable of working on grade level. This largest group--the average readers--would not have to be pin-pointed to a fine line since the essential point is to have the more obviously Dependable in one group; the more obviously Problem readers in another. Borderline cases, therefore, could be placed in any one of the four (or three) sections.
3. The plan does not place undue burden on any one teacher. Each, theoretically, will have some children capable of working independently. Each will have some who require more individualized instruction.
4. Reading in such specialized areas as social studies, science, etc. would seemingly have less range for the total group than is the case at present.
5. The Dependables would have a better chance to develop leadership capabilities than appears possible in many classrooms at the present time.

APPENDIX D

COPY OF LETTER WHICH
REQUESTED TEAM TEACHING INFORMATION

SEBRING AREA PUBLIC SCHOOLS

SEBRING, FLORIDA

We at Woodlawn Elementary School are experimenting with a modified form of team teaching. The team consists of four fully certificated teachers and one team leader. The team leader uses boys and girls from a Special Science Class to present experiments and demonstrations to the entire sixth grade. This group meets every Wednesday in the school cafetorium at 2:00 p. m. for a 50 minute period of science instruction.

The sixth grade teachers meet with the team leader every Friday to plan, coordinate and administer the program. We have given the STEP Test in Science, Form 4A and plan to retest again in the spring using Form 4B of the same test.

Any information you may have with regard to the team approach to staff utilization would be appreciated.

Sincerely,

Charles J. West
Science Coordinator

CJW/amw