

IMPLEMENTING COLLABORATIVE COURSE TEAMS

MAINTAINING STANDARDS IN A DYNAMIC PROGRAM

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TODAY'S PRESENTATION

- i. WHAT THE LITERATURE SAYS ABOUT COLLABORATIVE TEACHING
- ii. EXPERIENCES WITH COLLABORATION AS A TEACHER
- iii. RATIONALE FOR IMPLEMENTING A COLLABORATIVE COURSE TEAM STRUCTURE
- iv. HOW CCT'S WORK
- v. PITFALLS AND STRATEGIES

HOW DO WE DEFINE COLLABORATIVE TEACHING?

- **COLLABORATIVE TEACHING:** “ANY ACADEMIC EXPERIENCE IN WHICH TWO TEACHERS WORK TOGETHER IN DESIGNING AND TEACHING A COURSE THAT ITSELF USES GROUP LEARNING TECHNIQUES” (ROBINSON & SCHAIBLE, 1995)
- FIVE TYPES OF COLLABORATIVE TEACHING FOUND IN HIGHER EDUCATION CLASSROOMS (ESTERBY-SMITH & OLVE, 1984)
- **CO-TEACHING:** THE TRADITIONAL CONCEPT IN WHICH 2 TEACHERS SHARE OR DIVIDE RESPONSIBILITY FOR PLANNING, DESIGNING CURRICULUM, TEACHING, AND ASSESSING THE SAME GROUP OF STUDENTS

COLLABORATIVE COURSE TEAMS (CCT'S)

- A STRUCTURE IN WHICH TWO OR MORE TEACHERS WORK TOGETHER IN DESIGNING AND PLANNING A COURSE THAT EACH TEACHES INDEPENDENTLY, BUT SIMULTANEOUSLY, IN AN ACADEMIC TERM. TEACHERS CREATE A COMMUNITY OF PRACTICE CENTERED AROUND THE COURSE AS ITS DOMAIN OF INTEREST.

COMMUNITIES OF PRACTICE

- A TERM COINED BY LEARNING THEORIST ETIENNE WENGER AND ANTHROPOLOGIST JEAN LAVE
- **“COMMUNITIES OF PRACTICE ARE GROUPS OF PEOPLE WHO ENGAGE IN A PROCESS OF COLLECTIVE LEARNING IN A SHARED DOMAIN OF HUMAN ENDEAVOR.”** (WENGER)
- THESE COMMUNITIES CAN BE INTENTIONALLY CREATED OR MAY FORM INCIDENTALLY AS A RESULT OF MEMBERS' INTERACTIONS
- THESE COMMUNITIES OF PRACTICE **“SHARE A CONCERN OR A PASSION FOR SOMETHING THEY DO AND LEARN HOW TO DO IT BETTER AS THEY INTERACT REGULARLY”** (WENGER)

WHAT ARE THE BENEFITS OF COLLABORATIVE TEACHING?

- COLLABORATIVE LEARNING BENEFITS STUDENTS BY:

- FOSTERING HIGHER ACHIEVEMENT
- LEADING TO GREATER RETENTION/PERSISTENCE
- IMPROVING INTERPERSONAL SKILLS
- INCREASING REGARD FOR POSITIVE INTERDEPENDENCE

(ROBINSON & SCHAIBLE)

- **COLLABORATIVE TEACHING BENEFITS TEACHERS IN SIMILAR WAYS!**

WHAT ARE THE BENEFITS OF COLLABORATIVE TEACHING?

- HELPS US MAINTAIN STUDENT-CENTERED CLASSROOMS
- REINFORCES NEW STYLES OF TEACHING, INNOVATIVE APPROACHES
- FOSTERS MORE EFFECTIVE CLASSROOM PRACTICES WHEN SUCCESS STORIES ARE SHARED
- HELPS TEACHERS OVERCOME A SENSE OF ISOLATION BY FACILITATING MUTUAL SUPPORT AND ENCOURAGEMENT
- CONTRIBUTES TO THE POSITIVE SENSE OF COLLEGIALITY AND COMMUNITY IN HIGHER EDUCATION
- IS ESSENTIAL IN MEETING THE NEEDS OF DIVERSE OR CHANGING STUDENT POPULATIONS

MY EXPERIENCE WITH COLLABORATION AS A TEACHER

INTENSIVE PROGRAM A

- 10-WEEK, INTENSIVE QUARTERS
- UNDER 100 STUDENTS, 1 OR 2 SECTIONS PER COURSE
- ADJUNCT, PART-TIME LOAD, TO ADJUNCT, FULL TEACHING LOAD
- CO-TEACHING AS A MATTER OF PRACTICALITY: OVERLOADED CLASSES, CLASSROOM SHORTAGES
- JR/SR RELATIONSHIP (IN TERMS OF PROGRAM EXPERIENCE) BETWEEN TWO TEACHERS IN THE SAME CLASS ACCOMPLISHES MULTIPLE GOALS
- LESS EFFECTIVE WITH TWO TEACHERS OF SIMILAR LEVELS OF EXPERIENCE—PERSONAL DYNAMICS
- TEACHERS OF ALL SKILLS IN A LEVEL COLLABORATED VIA E-MAIL AND WEEKLY MEETINGS

MY EXPERIENCE WITH COLLABORATION AS A TEACHER

INTENSIVE PROGRAM B

- INTENSIVE, 7-WEEK TERMS
- RAPID GROWTH, FROM @ 100 TO 250+ IN APPROX. 18 MONTHS
- ADJUNCT, PART-TIME LOAD TO ADJUNCT, FULL-TIME LOAD → FULL-TIME STAFF, FULL LOAD
- PROGRAM TRANSITIONED FROM 1 OR 2 SECTIONS TO MULTIPLE SECTIONS OF COURSES = MORE INSTRUCTORS & ADJUNCTS HIRED = LESS STANDARDIZATION OF CURRICULUM, DIFFERING LEVELS OF COURSE QUALITY
- LIMITED COLLABORATIVE STRUCTURE, BUT ROLES NOT EQUALLY WEIGHTED AMONG FT & ADJUNCT. PROGRAM PACE, SCHEDULE = COLLABORATION MORE CHALLENGING THAN GRATIFYING FOR PRIMARY INSTRUCTORS
- NO CENTRALIZED STRUCTURE FOR FACILITATING COLLABORATION AMONG PRIMARY COURSE INSTRUCTORS = INCONSISTENCY, FRUSTRATION

FROM TEACHER TO ADMINISTRATOR

NEW AND IMPROVED INTENSIVE PROGRAM B 2.0!

- NEW CLASS SCHEDULE TO ACCOMMODATE MULTIPLE SECTIONS
- NEW COURSE OFFERINGS
- NEW COURSE OBJECTIVES AND SLO'S
- NEW ADMINISTRATIVE STRUCTURE
- NEW FACULTY STATUS FOR FULL-TIME INSTRUCTORS
- DESIRE TO PURSUE ACCREDITATION, MAINTAIN A QUALITY PROGRAM
- A STRONG GROUP OF EXPERIENCED TEACHERS, BUT ROSTERS FILLED WITH ADJUNCTS OF VARYING LEVELS OF EXPERIENCE

ADMINISTRATIVE STRUCTURE

PROGRAM MANAGER



ASSOCIATE PROGRAM MANAGER 1 (APM)

ASSOCIATE PROGRAM MANAGER 2

FOR LEVELS 4 & 5

FOR LEVELS 1, 2 & 3

CCT LEADERS FOR EACH COURSE

(FACULTY OR IEP VETERAN ADJUNCT INSTRUCTORS)

COURSE INSTRUCTORS

RATIONALE FOR IMPLEMENTING A COLLABORATIVE COURSE TEAM STRUCTURE

- IN THE ADJUSTMENT PERIOD FOLLOWING LAUNCH OF NEW CURRICULUM, INSTRUCTORS NEED SUPPORT
- ALLOWING INSTRUCTORS TO FIGURE THINGS OUT FOR THEMSELVES IN A 7-WEEK PROGRAM = NOT IN THE BEST INTEREST OF THE STUDENTS
- DESIRE TO FOSTER AMONG INSTRUCTORS A CLIMATE OF
 - PROFESSIONALISM
 - CREATIVITY
 - COLLEGIALITY
- DESIRE TO IMPROVE TEACHER PRACTICE AND STUDENT LEARNING
- DESIRE TO WORK SMARTER, NOT HARDER

RATIONALE FOR IMPLEMENTING A COLLABORATIVE COURSE TEAM STRUCTURE

- DESIRE TO HAVE A COHESIVE PROGRAM IN WHICH
 - ALL INSTRUCTORS FOLLOW COURSE GOALS, OBJECTIVES, SLO'S
 - ALL SECTIONS OF A COURSE ARE EQUALLY AND APPROPRIATELY RIGOROUS
- CEA'S CURRICULUM STANDARDS CALL FOR PROGRAMS TO ENSURE THAT ALL STUDENTS ARE RECEIVING A QUALITY EDUCATIONAL EXPERIENCE IN THEIR CLASSES. CCT'S ALLOW FOR OVERSIGHT → MORE APPROPRIATE STANDARDIZATION

HOW CCT'S WORK

- **THE CURRICULUM COORDINATOR(S) SELECTS CCT LEADERS, WHO:**
- **START** WITH A STRONG SET OF SLO'S, OBJECTIVES, AND SAMPLE SYLLABUS DEVELOPED IN CONJUNCTION WITH THE CURRICULUM COORDINATOR
- **WORK** WITH THE REST OF THE CCTEAM TO DECIDE WHICH TOPICS/CHAPTERS OF THE TEXTBOOK(S) TO COVER TO HELP STUDENTS MEET SLO'S
- **WORK** OUT A CALENDAR WITH DATES OF PROPOSED QUIZZES, TESTS, AND DUE DATES FOR MAJOR ASSIGNMENTS LISTED
- **ORGANIZE** THE EFFORT TO WRITE ASSESSMENTS, DEVELOP RUBRICS, ETC.
- **SHARE** IDEAS, MATERIALS, AND LESSON PLANS WITH THE TEAM AS DESIRED
- **COMMUNICATE** WITH THE APPROPRIATE ADMINISTRATOR FOR SUPPORT
- **COMMUNICATE WITH THE REST OF THE TEAM—ESPECIALLY NEW INSTRUCTORS**

CCT LEADERS ARE **NOT** RESPONSIBLE FOR...

- DEVELOPING ALL THE MATERIALS AND ASSESSMENTS FOR THE COURSE THEMSELVES. THEY SHOULD **ORGANIZE** THE EFFORT INSTEAD. THEY SHOULD START THE CONVERSATION.
 - FOR EXAMPLE: “WE HAVE A TEST ON UNIT 3 SCHEDULED FOR NEXT WEEK. I CAN MAKE PART 1. SAM, CAN YOU MAKE PART 2? DIANE, CAN YOU MAKE PART 3?”
- THE OVERALL SUCCESS OF EACH TEAM MEMBER’S COURSE.
 - EACH TEACHER IS ULTIMATELY ACCOUNTABLE

CCT LEADERS ARE **NOT** RESPONSIBLE FOR...

- **PROVIDING TEAM INSTRUCTORS WITH DETAILED DAILY LESSON PLANS.**
 - IT IS EACH INSTRUCTOR'S RESPONSIBILITY TO DEVELOP HIS OR HER OWN LESSON PLANS, USING COMMUNICATION FROM THE CCT LEADER AND THE OTHER TEAM MEMBERS AS GUIDANCE IN MOVING HIS OR HER STUDENTS TOWARD CURRICULAR GOALS.
 - A WEEKLY OUTLINE IS APPROPRIATE, BUT DAILY DETAILED PLANS ARE NOT.

CCT MEMBERS ARE RESPONSIBLE FOR...

- COMMUNICATING WITH THE TEAM
- DOING THEIR FAIR SHARE
- CONTRIBUTING TO THE COMMUNITY OF PRACTICE PROGRESSIVELY AS THEY GAIN EXPERIENCE IN THE PROGRAM

PITFALLS AND STRATEGIES

- NOT EVERYONE IS A GOOD TEAM PLAYER
- NOT EVERYONE IS A GOOD LEADER
- SOME TEACHERS MAY RESENT THE EMPHASIS ON STANDARDIZATION AND PREFER MORE AUTONOMY
- SOME TEACHERS MAY BE RELUCTANT TO SHARE, ESPECIALLY EXPERIMENTAL OR INNOVATIVE IDEAS
- ADJUNCTS OR OVERLOADED FACULTY MAY NOT HAVE THE TIME TO COMMUNICATE AND CONSULT THEIR TEAM MEMBERS. CONSULTATION IS A CRUCIAL ELEMENT OF SUCCESSFUL COLLABORATION.

WHY DO IT?

- “ULTIMATELY, WE SHOULD COLLABORATE WITH OTHER TEACHERS ONLY IF IT BENEFITS OUR STUDENTS AND HELPS US ACHIEVE OUR PEDAGOGICAL GOALS.” (BLANCHARD)
- TEACHER COLLABORATION IN IEP’S CAN ALSO HELP US ACHIEVE OUR INSTITUTIONAL, PROGRAM, AND CURRICULAR GOALS BY MAKING TEACHERS BETTER AWARE OF BEST PRACTICES AND PRACTICES THAT ARE BEST-SUITED FOR YOUR PARTICULAR CONTEXT

UNANTICIPATED BENEFITS

- THIS STRUCTURE FACILITATES PARTICIPATION IN COMBINED GROUP ACTIVITIES,
 - FOR EXAMPLE, FIELD TRIPS, PRESENTATION/POSTER SESSIONS,
AND ENRICHMENT ACTIVITIES, SUCH AS VIEWING FILMS
- THIS STRUCTURE LENDS ITSELF WELL TO INTER-DISCIPLINARY COLLABORATION WITH OTHER UNIVERSITY CLASSES OR PROGRAMS

Some words of...encouragement?

“There is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage than the creation of a new system. For the initiator has the enmity of all who would profit by the preservation of the old system and merely lukewarm defenders in those who would gain from the new one.”

Machiavelli

The Prince, 1513

TO RECAP

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THANK YOU FOR YOUR ATTENTION. PLEASE CONTACT ME FOR FURTHER INFORMATION.

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