ADLTED 611 Course Outline as of Fall 2024

CATALOG INFORMATION

Dept and Nbr: ADLTED 611   Title: TEAM TEACHING
Full Title: Team Teaching Practices
Last Reviewed: 2/26/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	0	2	Lecture Scheduled	0
Minimum	0	Lab Scheduled	8.00	1	Lab Scheduled	16.00
		Contact DHR	0		Contact DHR	0
		Contact Total	8.00		Contact Total	16.00
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 0.00   Total Student Learning Hours: 16.00

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
This course is designed to introduce new or potential teachers to the benefits and demands of team teaching in Adult Education and Career Technical Education Programs in a higher education setting.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of ADLTED 601

Limits on Enrollment:

Schedule of Classes Information:
Description: This course is designed to introduce new or potential teachers to the benefits and demands of team teaching in Adult Education and Career Technical Education Programs in a higher education setting. (Non-Credit Course)
Prerequisites/Corequisites:
Recommended: Course Completion of ADLTED 601
Limits on Enrollment:

Transfer Credit:
Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: **Area**   Effective: Inactive:
CSU GE: **Transfer Area**   Effective: Inactive:

IGETC: **Transfer Area**   Effective: Inactive:

CSU Transfer: Effective: Inactive:

UC Transfer: Effective: Inactive:

CID:

Certificate/Major Applicable:
Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:
At the conclusion of this course, the student should be able to:
1. Identify personal teaching style, as well as strengths and weaknesses, that will lead to an effective plan for team teaching a particular course.

Objectives:
At the conclusion of this course, the student should be able to:
1. Explain and describe personal teaching style and strengths and weaknesses as they relate to potential team teaching assignments.
2. Outline the milestones that teams experience as they become more (or less) effective.
3. Develop a plan for dividing up the work in and out of the classroom.

Topics and Scope:

I. Establishing the Teaching Relationship
    A. Group dynamics--two people does make a group
    B. We, not I--acting as a unified team
    C. Dividing the work
    D. Checking in
    E. Dialogue in front of student and with students
II. Identifying Teaching Styles and Using Them to Create a Cohesive Classoom
III. Discussing Strengths and Weaknesses
IV. Establishing Common Goals, Objectives, Assessments, and Evaluations
    A. Co-planning
    B. Time-management
V. Agreeing Upon Student Behavior Standards and Consequences
VI. Taking Risks

Assignment:

1. Reflective writing on personal experience working on a team or group project

2. Group research exercise on learning and teaching styles
3. Personal assessment of teaching style, strengths and weaknesses
4. Reflective writing on what makes a strong, effective partnership
5. Group problem-solving and presentation-- designing a class as a team
6. Final reflective writing (1 to 2 pages)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Reflective writings; lncluding final paper	Writing 10 - 20%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Self-assessment; group research project	Problem solving 30 - 40%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class design and presentation	Skill Demonstrations 20 - 30%

Exams: All forms of formal testing, other than skill performance exams.

None	Exams 0 - 0%

Other: Includes any assessment tools that do not logically fit into the above categories.

Active participation and attendance	Other Category 10 - 20%

Representative Textbooks and Materials:
Instructor prepared materials