ADLTED 611 Course Outline as of Summer 2022

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	I	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-CreditGrading:Non-Credit CourseRepeatability:27 - Exempt From Repeat ProvisionsAlso 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:

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree: CSU GE:	Area Transfer Area	Effective: Effective:	Inactive: 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; Including final paper

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

Self-assessment; group research project

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

Class design and presentation

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

None

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

Active participation and attendance

Representative Textbooks and Materials:

Instructor prepared materials

	Writing 10 - 20%
, that	
	Ducklam solving
	Problem solving 30 - 40%
g skill	
	Skill Demonstrations 20 - 30%
	Exams 0 - 0%
ally	
	Other Category 10 - 20%