

Colloquium on Team Teaching

What becomes possible for students
when we teach in teams?

Agenda

Morning: Perspectives on Team Teaching

9:00 - 9:45	Opening Remarks
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9:45 - 10:00	Break
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10:00 - 11:30	Faculty Panel
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Afternoon: Team Planning

1:00 - 1:30	Framing & Faculty Agreements
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1:30 - 3:30	Team Planning
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3:30 - 4:30	Debrief
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“Evergreen has never worked by administrative fiat, nor by faculty consensus, but by a reaching a kind of critical mass over time (via summer institutes, workshops, faculty retreats, etc.), through which faculty and staff [and students] eventually wind up doing more or less similar things together in a more or less common purpose.”

**John McCann (2002)
General Education at Evergreen**

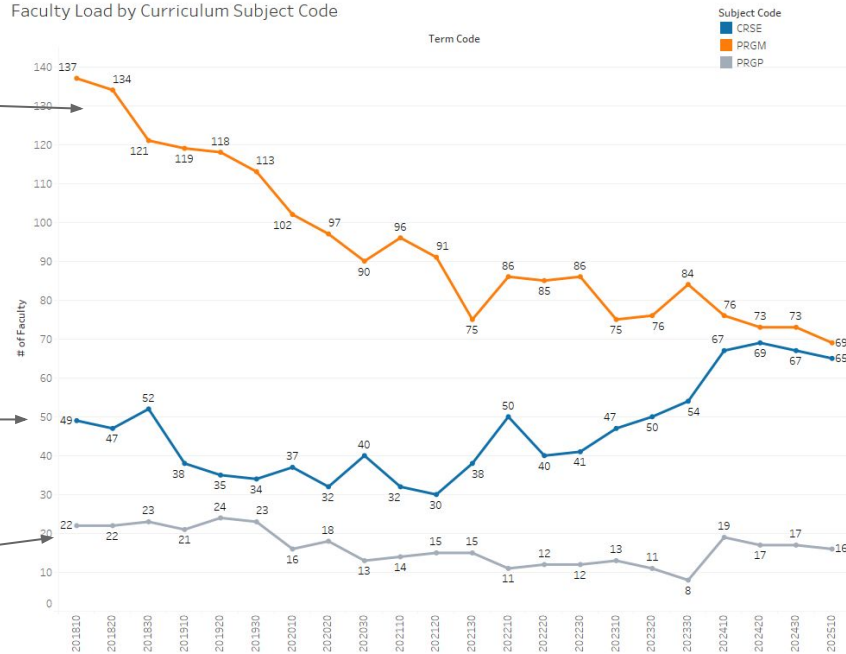
Team Teaching at Evergreen Today: Some Data

Faculty teaching in undergraduate programs (including solo programs)

Full Time Programs

Courses

Part Time Programs



Fall '18

Fall '24

Data provided by Carly Haddon, IR

Undergraduate Programs: 18-19

2018-19 OlyDay Programs					
	1 faculty	2 faculty	3 faculty	4 faculty	
1 quarter	50		39	4	0
2 quarter	7	21 (2 of these go 2 down to 1)	2 (1 of these goes 3 down to 2)		0
3 quarter	4	10 (1 of these goes 2 down to 1 in last quarter)	2 (1 of these goes 3 down to 2)	2 (both go 4 down to 3 in last quarter)	

80 team-taught programs total

Data courtesy Tricia Bateman, Curriculum Team

Undergraduate Programs: 23-24

2023-24 OlyDay Programs				
	1 faculty	2 faculty	3 faculty	4 faculty
1 quarter	44	19	0	0
2 quarter	9	9 (1 of these goes up to 3 in second quarter)	2 (both go down to 2 faculty second quarter)	0
3 quarter	0	3	2 (1 of these go down to 2 in last quarter)	1 (goes from 4 in FW to 1 in spring)

33 team-taught programs total

Data courtesy Tricia Bateman, Curriculum Team

Where are our faculty teaching?

Faculty Headcount Trends by Curriculum Credit

Last Updated: 9/6/2024 4:48:19 PM

	Academic Year / Academic Quarter											
	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	Fall		Fall		Fall		Fall		Fall		Fall	
	# of Faculty	% of Faculty	# of Faculty	% of Faculty	# of Faculty	% of Faculty	# of Faculty	% of Faculty	# of Faculty	% of Faculty	# of Faculty	% of Faculty
2 Credits	8	5%	6	4%	13	9%	18	14%	20	15%	15	12%
4 Credits	33	21%	24	17%	39	28%	34	27%	42	31%	48	38%
5 Credits									9	7%	8	6%
6 Credits	3	2%	1	1%	1	1%	1	1%	9	7%	6	5%
8 Credits	13	8%	19	14%	13	9%	13	10%	20	15%	17	13%
12 Credits	9	6%	5	4%	8	6%	11	9%	7	5%	9	7%
14 Credits			2	1%	2	1%	3	2%	17	13%	20	16%
16 Credits	98	63%	91	65%	81	59%	68	54%	51	38%	41	33%
Grand Total	156	100%	140	100%	137	100%	127	100%	136	100%	126	100%

The data represents the # and % of faculty teaching undergraduate curriculum in fall terms and is filtered on Subject Code . The Subject Code filter keeps CRSE, PRGM and PRGP. Some curriculum credits are excluded (eg. 3 credits, ect.) from this view. Faculty can be counted in multiple credit areas.

19-20: 69% of faculty taught in 12+ credit programs

24-25: 56% of faculty are teaching in 12+ credit programs

Where are our students learning?

Student Headcount Trends by Curriculum Credit

Last Updated: 8/30/2024 6:34:38 AM

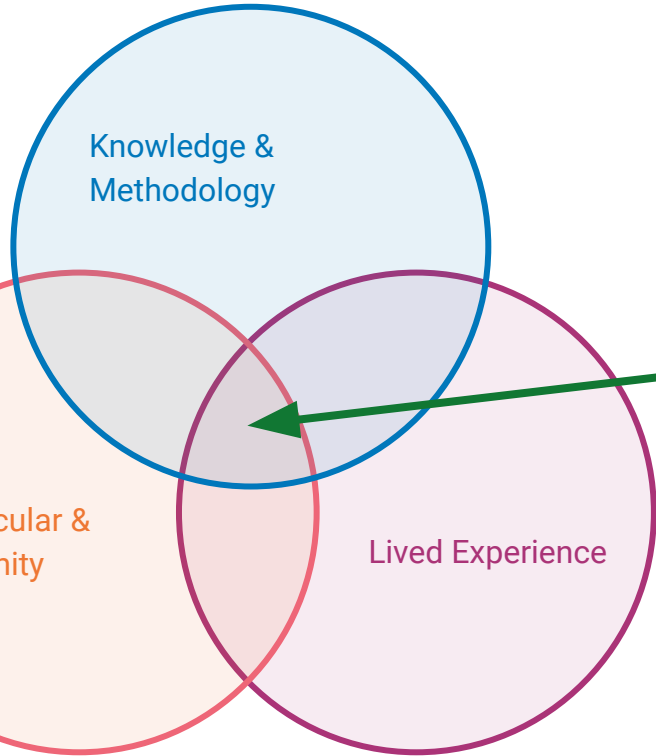
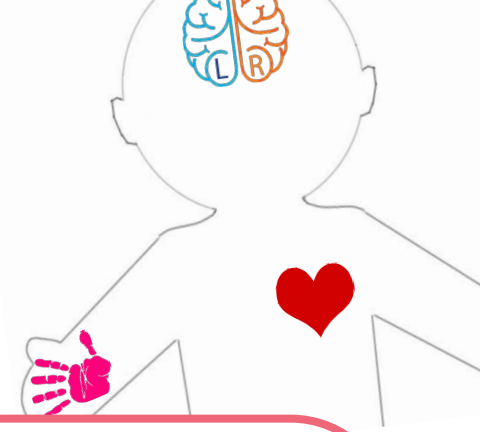
	Academic Year / Academic Quarter											
	2019 - 2020		2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024		2024 - 2025	
	Fall		Fall		Fall		Fall		Fall		Fall	
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students
2 Credits	179	8%	91	5%	303	17%	370	21%	434	21%	399	21%
4 Credits	635	27%	499	26%	604	34%	669	37%	770	37%	763	40%
5 Credits			4	0%			5	0%	155	7%	120	6%
6 Credits	45	2%	12	1%	12	1%	11	1%	158	8%	114	6%
8 Credits	269	11%	267	14%	338	19%	307	17%	429	20%	340	18%
12 Credits	143	6%	136	7%	154	9%	180	10%	215	10%	166	9%
14 Credits	7	0%	28	1%	283	16%	318	18%	423	20%	421	22%
16 Credits	1,686	71%	1,289	67%	708	40%	695	39%	584	28%	582	30%
Grand Total	2,385	100%	1,935	100%	1,755	100%	1,787	100%	2,096	100%	1,931	100%

The data represents undergraduate enrollments for fall terms and is filtered on Snapshot Type, State Reported and Subject Code . The Snapshot Type filter keeps PCHEES 10th Day. The State Reported filter keeps State Reported. The Subject Code filter keeps CRSE, PRGM and PRGP. Some curriculum credits are excluded (eg. 0 credit, 3 credit, ect.) from this view. Students can be counted in multiple credit areas.

19-20: 82% of undergrads enrolled in Fall 12+ credit program





24-25: 61% of undergrads enrolled in Fall 12+ credit program (as of 8/30)

Integrative Learning

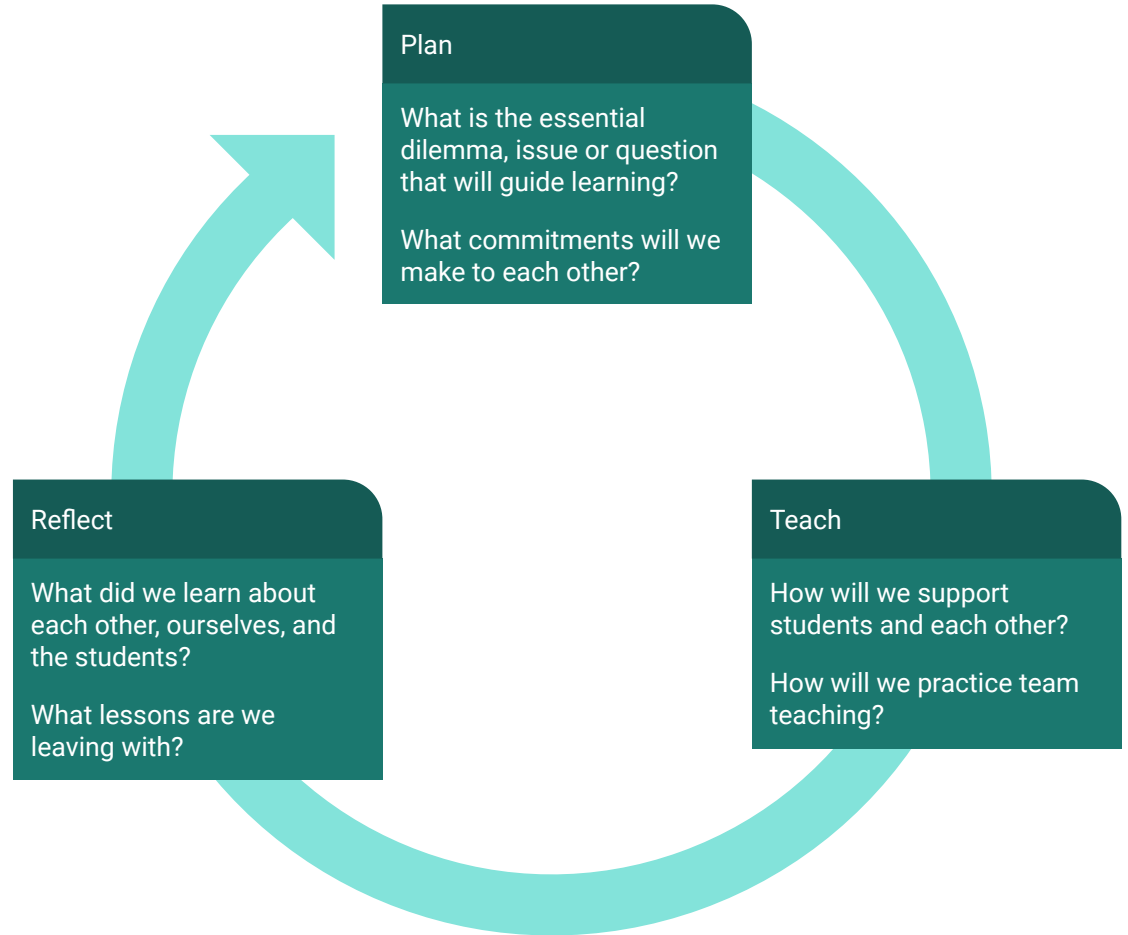


What's at the intersection?

Integrative learning builds across curricular and co-curricular experiences, from making simple connections to synthesizing and transferring learning to new, complex situations.

Co-Teaching		<p>The instructors divide up the course content and teach completely independently of one another. Teachers attend class only when it is their turn to deliver content. The faculty do not comment on or contribute to other instructors' content, delivery methods, or assessment strategies.</p>
Alternative Teaching		<p>Multiple instructors teach about a particular aspect of a topic. There is an overarching theme for the course and instructors contribute content based on their subject expertise. The teachers attend class only when it is their turn to present. The instructors coordinate aspects of the course such as assessments.</p>
Blended Teaching		<p>Instructors collaborate and make decisions together concerning course content and logistics. All teachers attend every class session, but there are clearly identifiable aspects that delineate one professor's contribution from the other.</p>
True Team Teaching		<p>A true collaborative partnership among the faculty involved in the course. Often, the faculty design and launch the course together. The instructors meet to discuss course content, delivery methods, and assessments. All instructors are present and provide meaningful contributions to every class session. The constituent parts have been fully merged into one complete integrated experience.</p>

Collaboration in Team Teaching



Ask yourself

1. Can we take risks without feeling insecure or embarrassed?
2. Can we count on each other to do high quality work on time?
3. Are goals, roles, and responsibilities clear to everyone?
4. Are we working on something that is personally important for each of us?
5. Do we fundamentally believe that the work we're doing matters?

1

Psychological Safety

Team members feel safe to take risks and be vulnerable in front of each other.

2

Dependability

Team members get things done on time and meet Google's high bar for excellence.

3

Structure & Clarity

Team members have clear roles, plans, and goals.

4

Meaning

Work is personally important to team members.

5

Impact

Team members think their work matters and creates change.

Faculty Agreements

From an [EWS information for faculty site](#):

“Covenants (some faculty call them constitutions) are written agreements that clarify responsibilities and expectations for both students and faculty. If you are team teaching, the faculty covenant defines expectations agreed upon by team members and clarifies responsibilities that may be divided up—such as budgets or field trips.”

The faculty agree to govern this program jointly. All major decisions will be arrived at through full discussion, and we agree to keep working on problems until they are solved. In the event that we should have difficulties that cannot be solved by discussion, we will appeal the Dean of Group for help.

Articles

1. Subject Matter and Faculty Goals for the Program

It is agreed that the Environmental Analysis Program for 2014-15 will be taught as an integration of the subjects of analytical chemistry, geology, GIS, geochemistry, hydrology and instrumental analysis, and the nature and practice of science as an intellectual activity. The program will endeavor to develop a sufficient basis of concepts and practical skills to prepare students to pursue advanced group projects and careers in the field.

2. Duties, Responsibilities, and Rights of Team Members

A. Specific Program Duties

Carri LeRoy will be responsible for liaison with the library, travel/field trips, program historian and coordinator of the group project(s). Abir Biswas will serve as program coordinator and be responsible for budget, student records, liaison with deans,

- G. The faculty members agree to write draft student evaluations each quarter and to complete and submit evaluations to the program secretary in a timely fashion.
- H. The faculty agree to be open and honest about any disagreements and to resolve any faculty-faculty conflicts by face-to-face negotiation. Conflicts that are unresolved at this level will be taken up by the whole faculty team and if still unresolved will be taken to the dean of group.
- I. Faculty agree to refer any student complaining about another faculty member to talk directly with that person before bringing any complaints to the rest of the faculty team.

We agree to the above articles in the Environmental Analysis Covenant:

Abir Biswas, Ph.D.

Carri LeRoy, Ph.D.

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Team Teaching Agreements: Lessons from the archives

By Greg Mullins

[PLAY](#)

WARM-UP: TEAM TEACHING SCENARIOS

Kamala & James:
The Vanishing Act

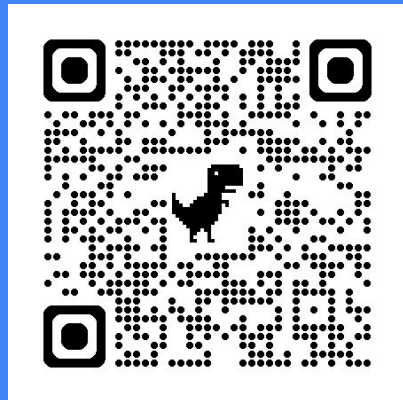
Emma & Maria:
A Clash of Pedagogy

Sarah & Mark:
A Classroom Dilemma

Emily & Jason:
A Public Correction

Choose one to discuss

1. What advice would you offer these faculty?
2. How might a faculty agreement help in this situation?



Afternoon Outline

- Welcome back
- Greg's video: Lessons from the archive.
- Scenarios Activity
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- Orientation Tools
- Team time
- Closing activity.

Morning Outline

- ~~● Transition from Jeanne & Rita~~
- ~~● Reflection moment: What's made possible for students when we teach in teams?~~
- ~~● Quote from Nathalie~~
- Data about team teaching at Evergreen
- The many ways to teach in teams
 - Models at Evergreen
- Facilitating integrative learning
- The human element
- Faculty agreements: What are they?
- Self-assessment (psychological safety)