

**Please do not write your name....this survey is intended to be anonymous.**

**Student Survey**

**Directions:** We want to know your thoughts about having two teachers in your class.

Circle the number that best describes your opinion for each item.

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

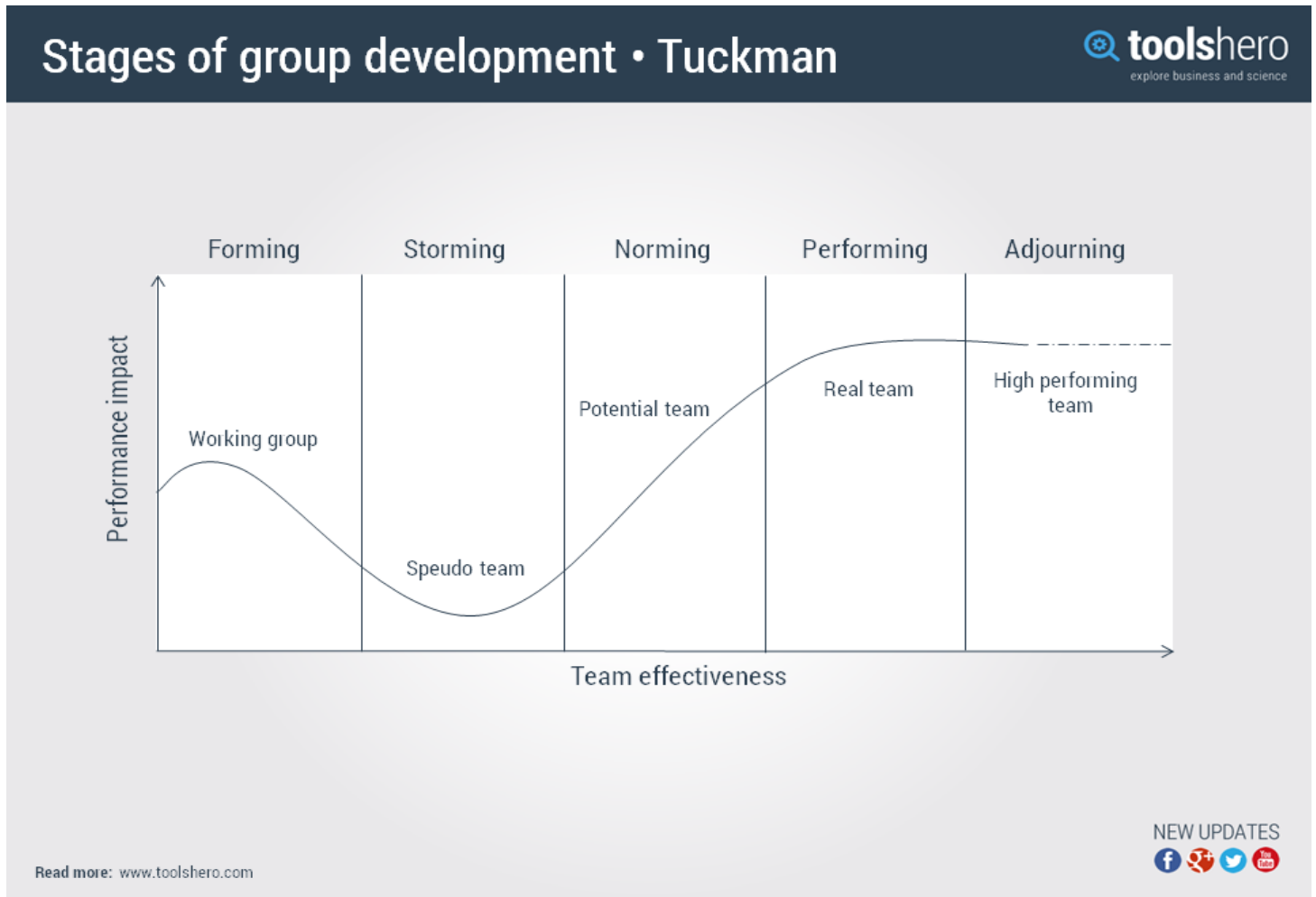
1. I received more help in this class than in a class taught by just one teacher.	1	2	3	4	5
2. All students were treated as equals.	1	2	3	4	5
3. I liked the variety of activities in this class.	1	2	3	4	5
4. I was more successful when I had two teachers.	1	2	3	4	5
5. The class is better behaved when we have two teachers.	1	2	3	4	5
6. What was best about having two teachers? _____ _____ _____					
7. What was the most challenging about having two teachers? _____ _____ _____					
8. How can we improve this class? _____ _____ _____					
9. Additional Comments? _____ _____ _____					

***Please check all which apply to you:***

- \_\_\_\_\_ In the ESL Program
- \_\_\_\_\_ In a Special Education Program
- \_\_\_\_\_ Required class
- \_\_\_\_\_ Repeating this class

## Tuckman Stages of Group Development

Bruce Tuckman distinguishes five stages of group development. These stages need not always be strictly followed one after the other; teams often get stuck halfway through the process. Rules of behaviour and agreements will then have to be drawn up but these are not always very productive. During the first two stages of the Tuckman stages of group development, it is about social-emotional tasks. Stage three and four of Tuckman stages of group development are more focused on task-oriented tasks:



1. **Forming:** A new team still has to be organized and is therefore concerned with orientation; what kind of people are in the team and what are their tasks? Despite the independent behaviour of the team members, they still look to the team leader for guidance. They do not really know what the objectives of the entire team are and what is expected of them. This is why many team members feel insecure. In order to create a good team, it is important that a team leader trusts the team members and that he discusses with them what his expectations are.

2. **Storming:** The team is becoming more close-knit and the team members are gaining each other's trust. They voice their opinions as a result of which conflicts may arise. The individual personalities of the team members emerge when they confront each other's ideas and perspectives. Still, they hesitate to voice their opinions for fear of being excluded from the group. The team leader has a guiding role in this difficult transition stage. He has to encourage team members to speak freely and to be open-minded. A tolerant attitude is of crucial importance in this. In addition, it is essential that team members resolve possible conflicts by themselves. Only then can they proceed to the next stage within Tuckman stages of group development.

3. **Norming:** After the storming stage of the tuckman stages of group development, the team starts working in a fulfilling manner. Criticism is not taken personally any more, but is considered to be constructive and task-oriented. The team members are open to each other's ideas. The team cooperates on establishing rules, values, standards and methods. This increases the efficiency of the team. The team is developing its own identity. The team leader can give the team more autonomy so that the team can work independently.

4. **Performing:** During the performing stage, the team functions as a unit and the energy of the group will benefit the task. All team members know exactly what is expected of them and they work together towards goals and objectives. Team members understand the objectives of the team and they support them. The atmosphere in the team is good and the cooperation is clear. The team functions excellently and is capable of making decisions independently and autonomously without having to confer with the team leader.

5. **Adjourning:** When the tasks of the team have been completed, the team can be dissolved. The team members may experience anxiety as they will have to let go of the group. This is why they will distance themselves from each other so that the sense of loss will be more bearable. The team leader would do well to pay attention to the dissolution of the team, for example by planning an official farewell party.

## Co-Teaching Teacher Reflection Survey

QUESTIONS	RATING Low to High
1. Students in the co-taught class asked both teachers for assistance.	1.....2.....3.....4.....5
2. My co-teaching partner and I both assisted students in the learning process.	1.....2.....3.....4.....5
3. My co-teaching partner and I both met with parents together at least one time this school year.	1.....2.....3.....4.....5
4. My co-teaching partner and I shared the responsibility of contacting parents when a student either chose not to perform or attend class.	1.....2.....3.....4.....5
5. At least 75 % of the students in our co-taught class will pass the class.	1.....2.....3.....4.....5
6. Students were engaged in the co-taught class.	1.....2.....3.....4.....5
7. Having a teaching partner in the room on a consistent basis reduced the number of behavior problems in the class.	1.....2.....3.....4.....5
8. It was easier to have a substitute teacher by having a co-teaching partner.	1.....2.....3.....4.....5
9. My co-teaching partner and I planned together.	1.....2.....3.....4.....5
10. My co-teaching partner and I shared the responsibility of preparing materials and preparing the classroom for instruction.	1.....2.....3.....4.....5
11. My co-teaching partner and I didn't always agree, but we found solutions to continue working to best instruct students.	1.....2.....3.....4.....5
12. I gained new ideas about teaching from my co-teaching partner.	1.....2.....3.....4.....5
13. I gained new "insight" about students as learners having worked in partnership with another professional in the same classroom.	1.....2.....3.....4.....5
14. If given the opportunity I would co-teach again.	1.....2.....3.....4.....5

# Culturally and Linguistically Diverse Education (CLDE) Academy 2016



## Implementation of Co-Teaching for ELLs at the High-School Level

McGuire, Morgan, Valdez

Contact Information:

[irene.almond@d51schools.org](mailto:irene.almond@d51schools.org)

[kelly.mcguire@d51schools.org](mailto:kelly.mcguire@d51schools.org)

[stef.morgan@d51schools.org](mailto:stef.morgan@d51schools.org)

[cynthia.valdez@d51schools.org](mailto:cynthia.valdez@d51schools.org)

Mesa County Valley School District #51 ~ Grand Junction, CO

ESL Office (970) 254-5484