

Team Teaching as a Vehicle for Faculty Development



Blending Assessment and Educational Psychology to Drive
Performance Improvement

October 25, 2021

1:15-2:15 Pacific | 3:15-4:15 Central

Discussion Question

*please reflect and use the chat
window to share*

**How do you
measure or
know that
faculty are
learning?**



Speaker Information



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Learning Disclosure and Commitment



Our role is to facilitate your learning.

Open to your questions anytime!
Committed to your success in this area



We trust and expect you will learn from each other's expertise and experience during this session.



We are happy and excited to be here with you today!

Our Why

Faculty development is our passion

We believe in improving teaching by

- Creating community
- Developing effective collaborations
- Promoting a Quality Learning Environment (QLE)
- Appreciating the challenges in developing strong teams
- Constant learning and reflecting
- Intentionality in development and growth

Inviting peers into the process will accelerate learning and growing



Session Outcomes

After participating, attendees will be able to:

1. Outline powerful steps in faculty team formation, entitativity, and team development.
2. Identify strategies to engage faculty teams in creating shared values and behaviors reflecting their institution's values as they embark on team teaching.
3. Establish practical strategies to develop faculty team cohesiveness, aligned with institutional policies and procedures.
4. Identify steps for leaders and teaching teams to create a culture of growth and assessment through self-exploration and self-examination.



Traditional Approaches to Faculty Development Initiatives

Common structures of faculty development:

- Workshops, courses, one-time events, academies, symposia
- Mentor-mentee relationships
- Learning community, communities of practice, teaching circles
- Book clubs, discussion groups, faculty onboarding, certificate programs, consulting, etc.
(Gillespie et al, 2010)





Thinking Differently about Faculty Development

There is a gap!

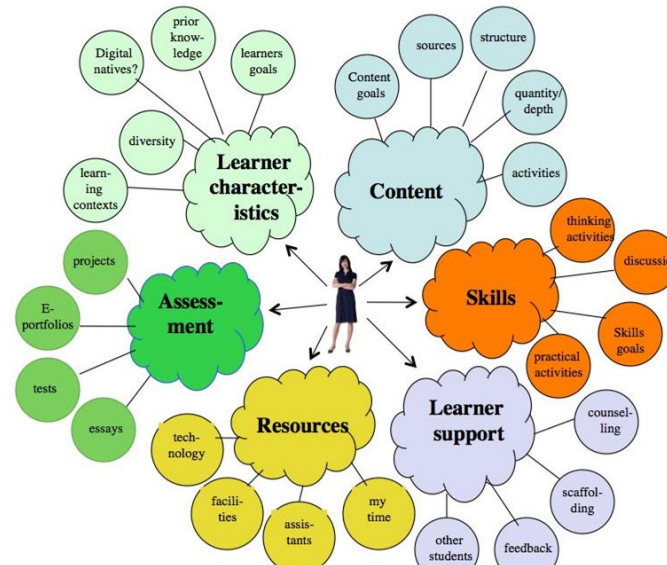
Why not learn from the work we already do?

- Collaborative performance allows for rich feedback and more rapid development
- Academic leaders are uniquely in position to create a collaborative growth culture
- Guide faculty growth through hands-on academic assignments, must be well structured

A photograph of a cobblestone path leading through a grassy field towards a sunset. The path is made of light-colored, rectangular stones and curves gently through the green grass. In the background, there are rolling hills and a few bare trees under a warm, orange sky. The overall mood is peaceful and hopeful.

A Way Forward

Today, we describe a practical process for leaders to offer faculty development through a team-teaching framework, applying quality improvement practices integrating assessment and educational psychology.

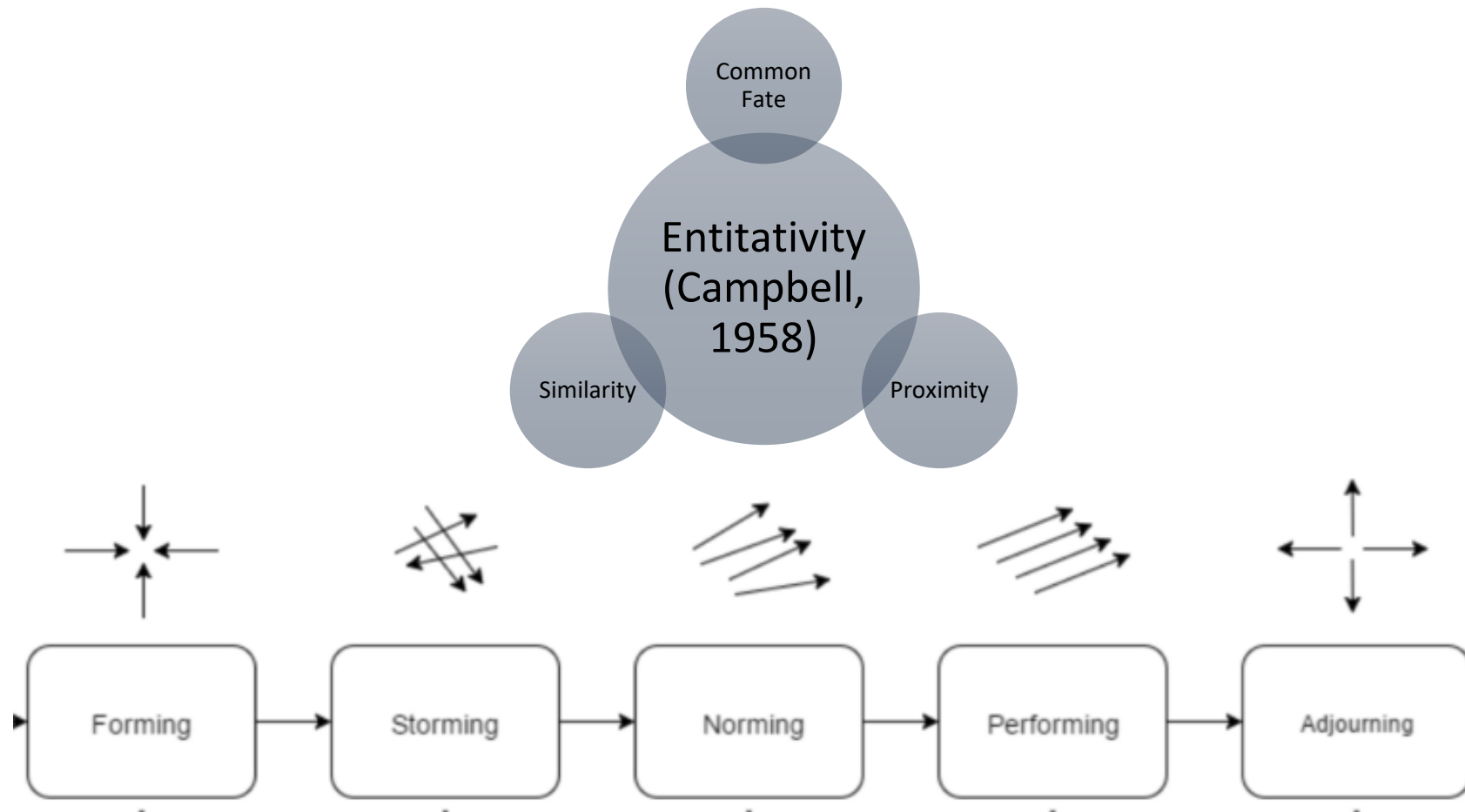


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Theories / Models

Overarching Themes in Team Development

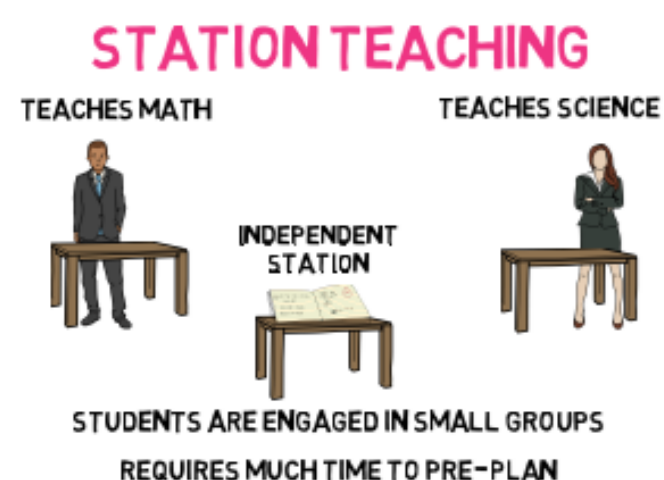
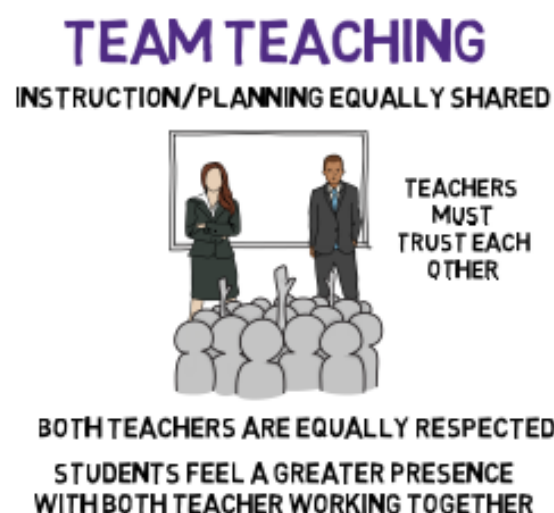
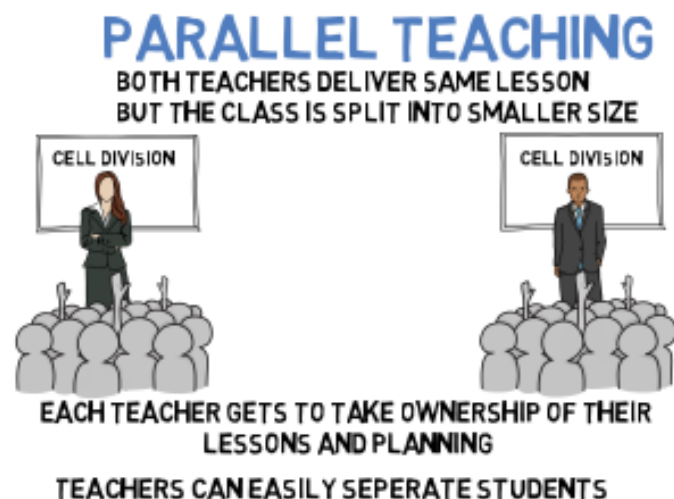
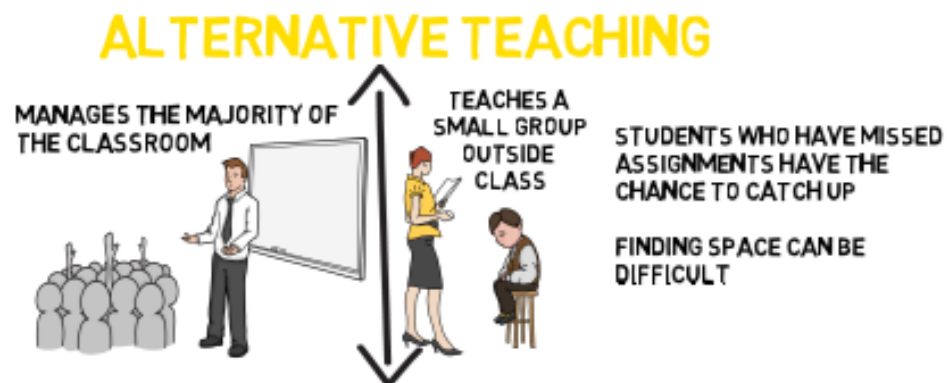


(Tuckman, 1977)

THE FIVE CO-TEACHING MODELS

OFFERED BY
FRIEND AND COOK

ORIGINALLY DESIGNED FOR TEACHERS AND STUDENT TEACHERS



Developing Teams for Teaching

1. **Forming a Healthy Team:** Team formation and priorities
2. **Get to Know Your Team:** Shared values and behaviors
3. **Increasing Team Cohesiveness:** Build trust, adopting feedback strategies, expressing appreciation, managing conflict, exercise authenticity and transparency, intentionality
4. **Debrief, Exploration & Growth:** Using teams to create a culture of growth and assessment through self-exploration and self-examination



Forming a Healthy Team



Exploring Teams

academic setting

- **Group** – faculty report to one person and do their individual work.
- **Teaming** – faculty are temporary adjuncts, everyone does their role
- **Team** – functional department with connections and collaborative goals, high interaction between members

Considerations & Strategies for Team Formation

How might you find colleagues for collaboration?

- Aligned values
- Assignment
- Charisma
- Convenience
- Discipline
- Diversity
- Experience
- Interpersonal
- Number of colleagues




Get to Know Your Team



Identifying and Discussing Values (sample exercise)

Describe a “Mountaintop Moment” or great achievement that brought you happiness in the moment.

- **What words, thoughts, feelings come to mind?**
- **How did you work with others to achieve that moment?**



Preempting Conflict (example)

Focus on Behaviors

“In your world...

***...how important are punctuality
and time limits?***

***...are there consequences of being
late or missing deadlines?***

***...what is a comfortable physical
distance for interacting in the
workplace?***

***...should people volunteer for
assignments or wait to be
nominated?***

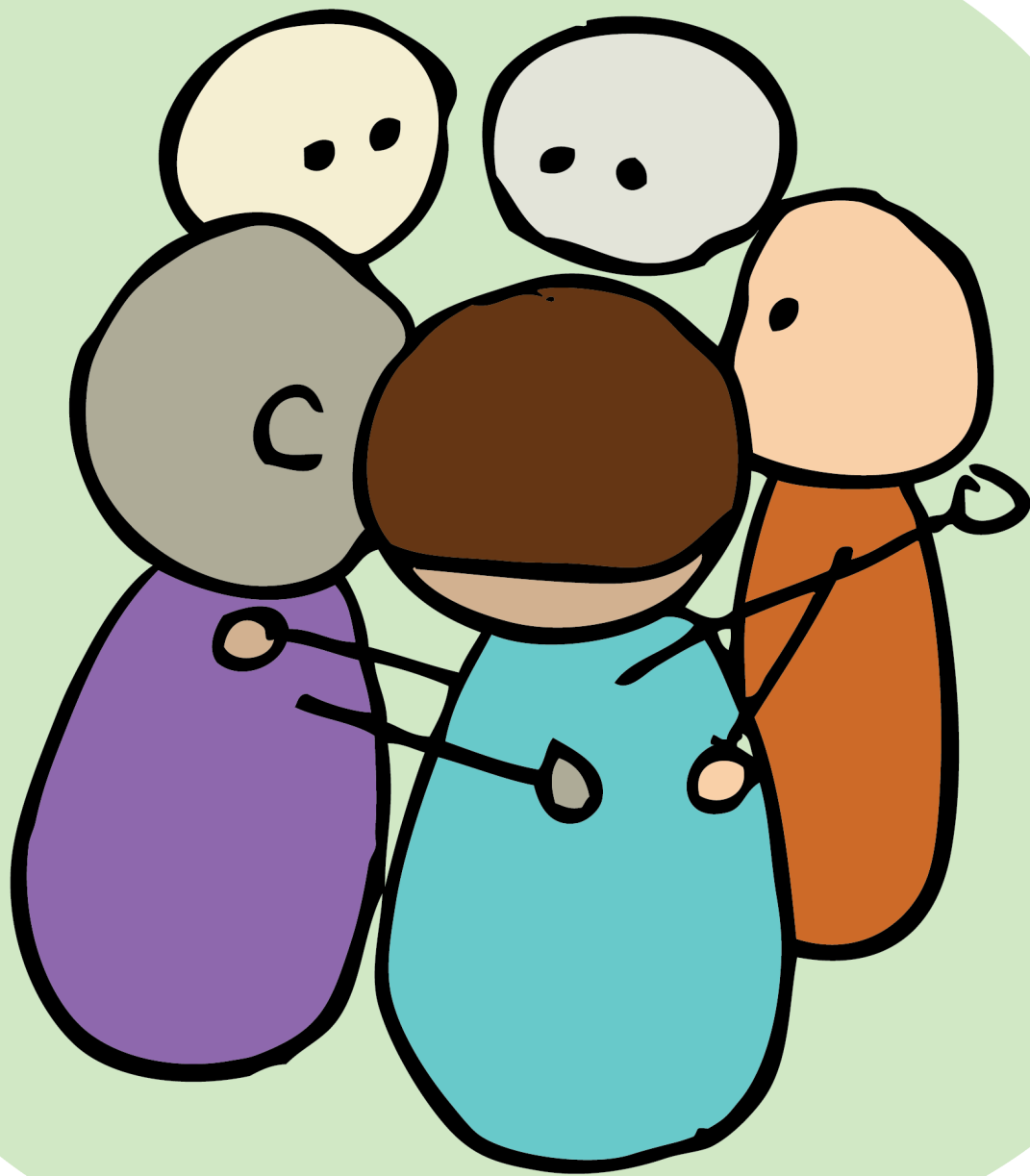
***...what group behaviors are valued
(helping others, not complaining)?”***

Increasing Team Cohesiveness



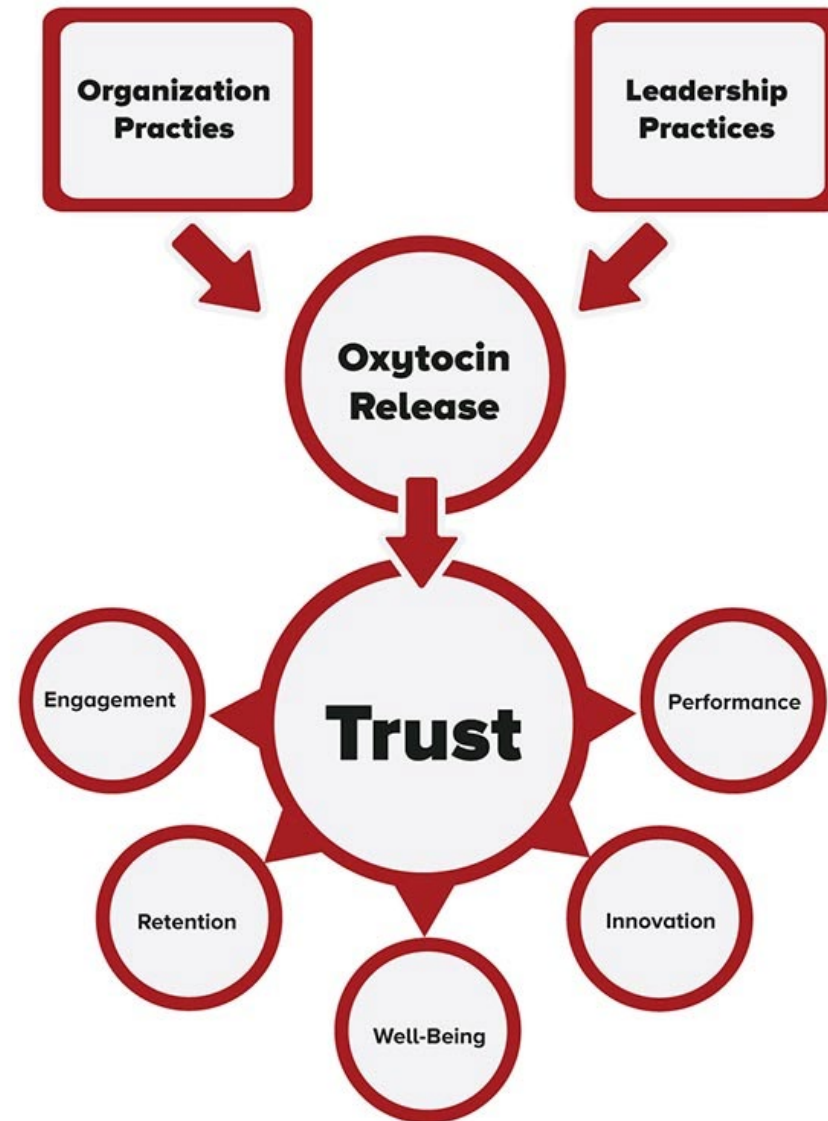
Ways of Being

- Build trust
- Courage, be brave, and go first
- Vulnerability
- Exercise authenticity and transparency



Intentional & Formative Communication

- Holding brief, regular huddles
- Adopting feedback strategies
- Expressing gratitude and appreciation
- Surfacing conflict
- Practicing relational coordination
- Celebrating teamwork



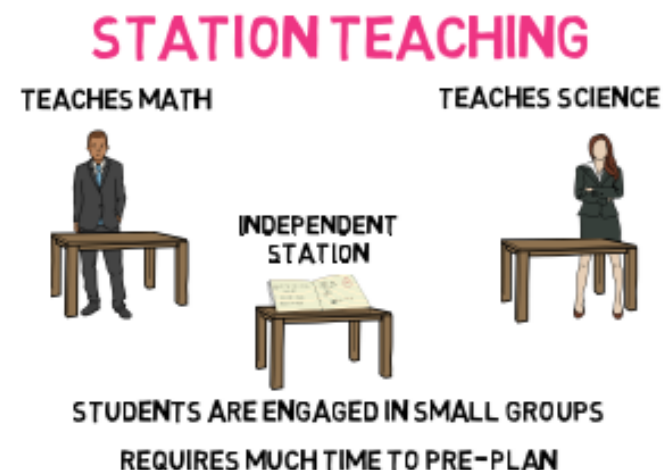
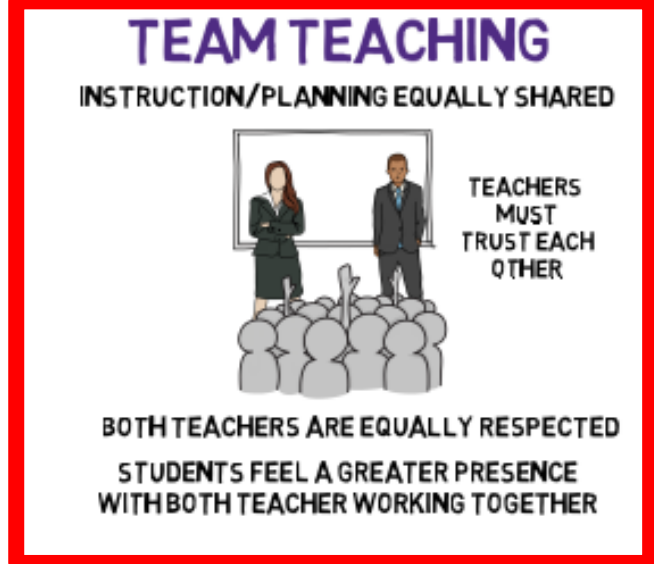
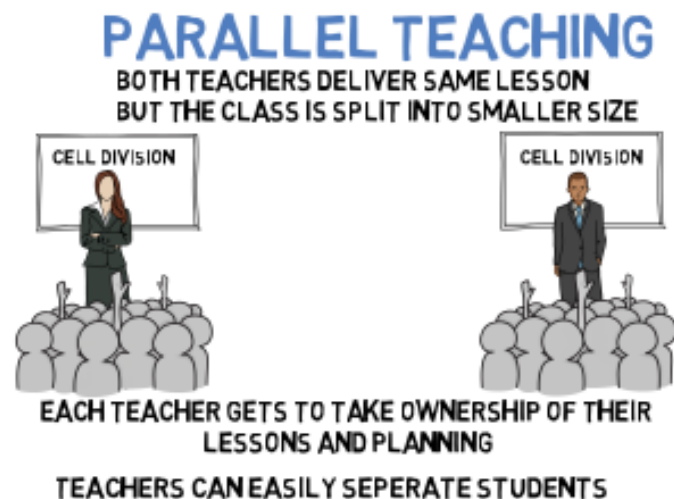
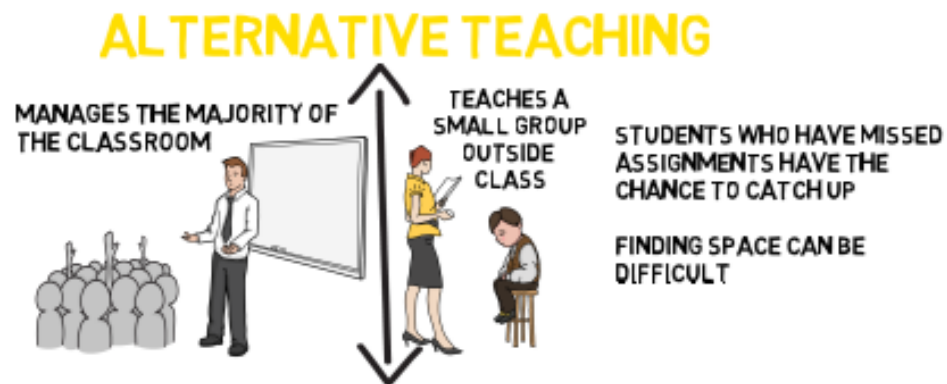
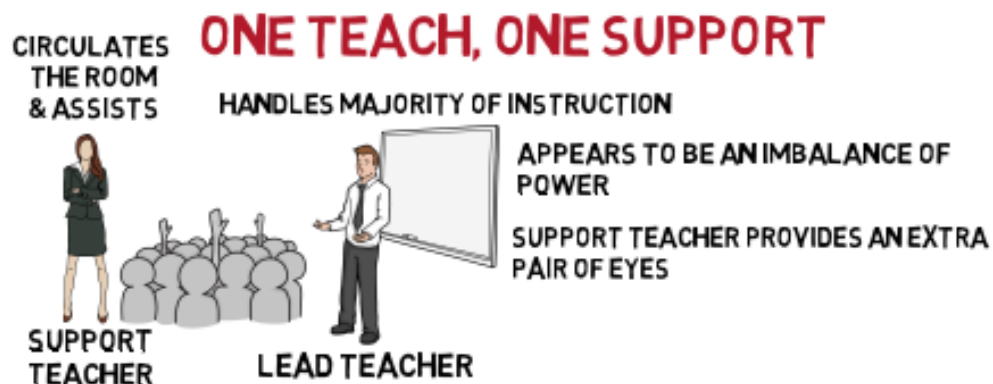
<https://www.workstyle.io/team-trust-building-activities>

Debrief, Exploration & Growth

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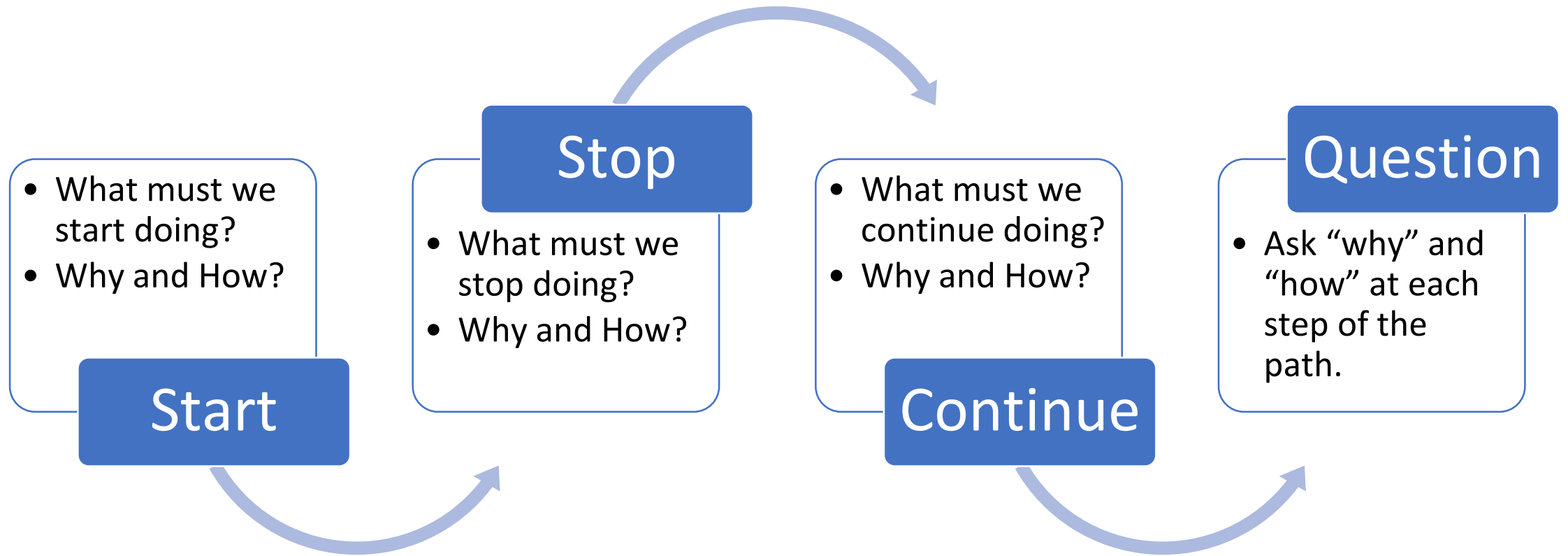


Blue Angels Debrief

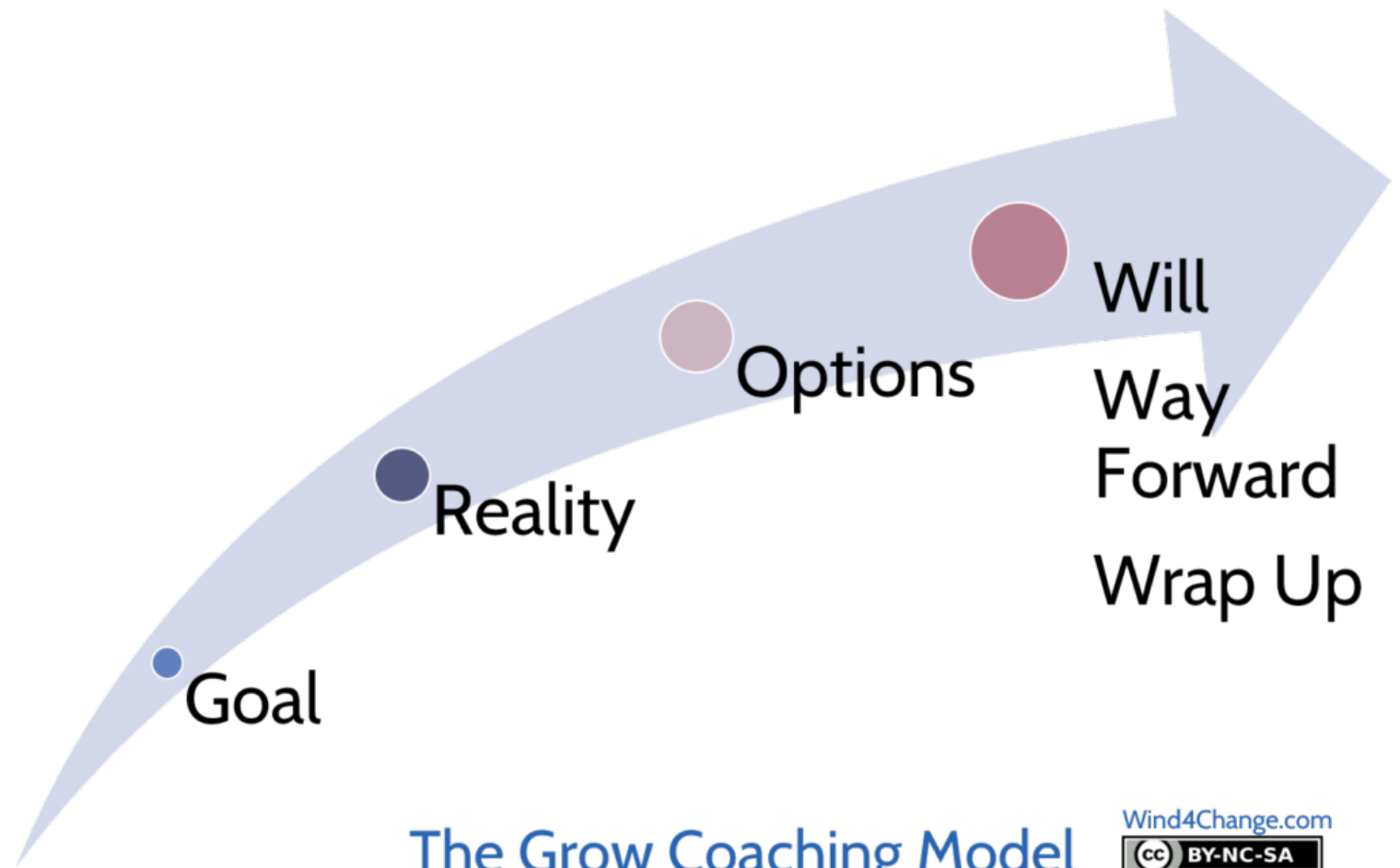
Dynamics of Debrief

- ▲ Safe Environment = Respect
- ▲ Check Your Ego = Humility
- ▲ Lay it on the Table = Openness
- ▲ Own it and Fix it = Accountability
- ▲ Glad To Be Here = Gratitude

Start, Stop, Continue & Question



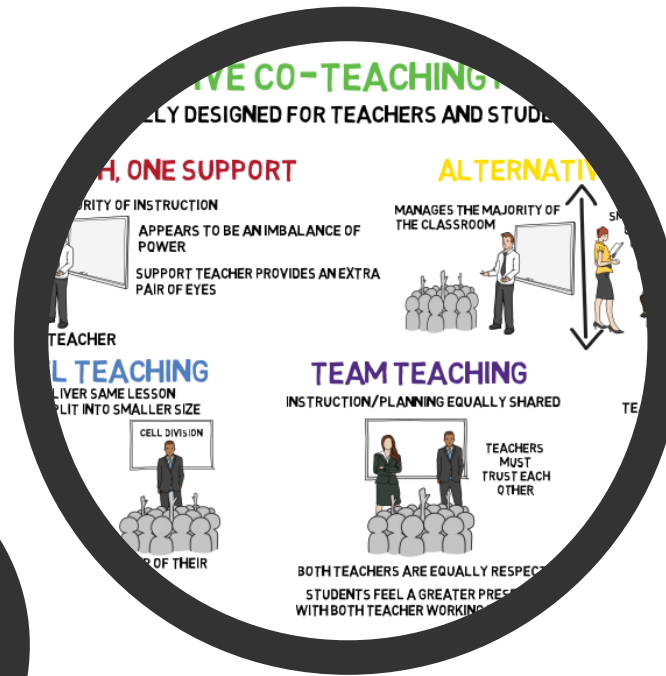
Peer Coaching



Our Methodology – Practical Steps toward Teams

Dynamics of Debrief

- ▲ Safe Environment = Respect
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- ▲ Own it and Fix it = Accountability
- ▲ Glad To Be Here = Gratitude



Take-Home Steps

Application

An assigned group of faculty members, all experts in their discipline, are developing their shared course for the first time. They have decided to move separately in a “divide and conquer” style. They divide the topics over the summer and they meet mid-summer to discover that they are not aligned in their approach, style, and philosophies of teaching.

- ✓ What elements and/or resources are available in this scenario that could help the faculty grow?
- ✓ How might team teaching be an option?



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