Twenty Team Teaching Behaviors analyzed by the Inclusion Team Teaching Analysis Protocol (ITTAP)
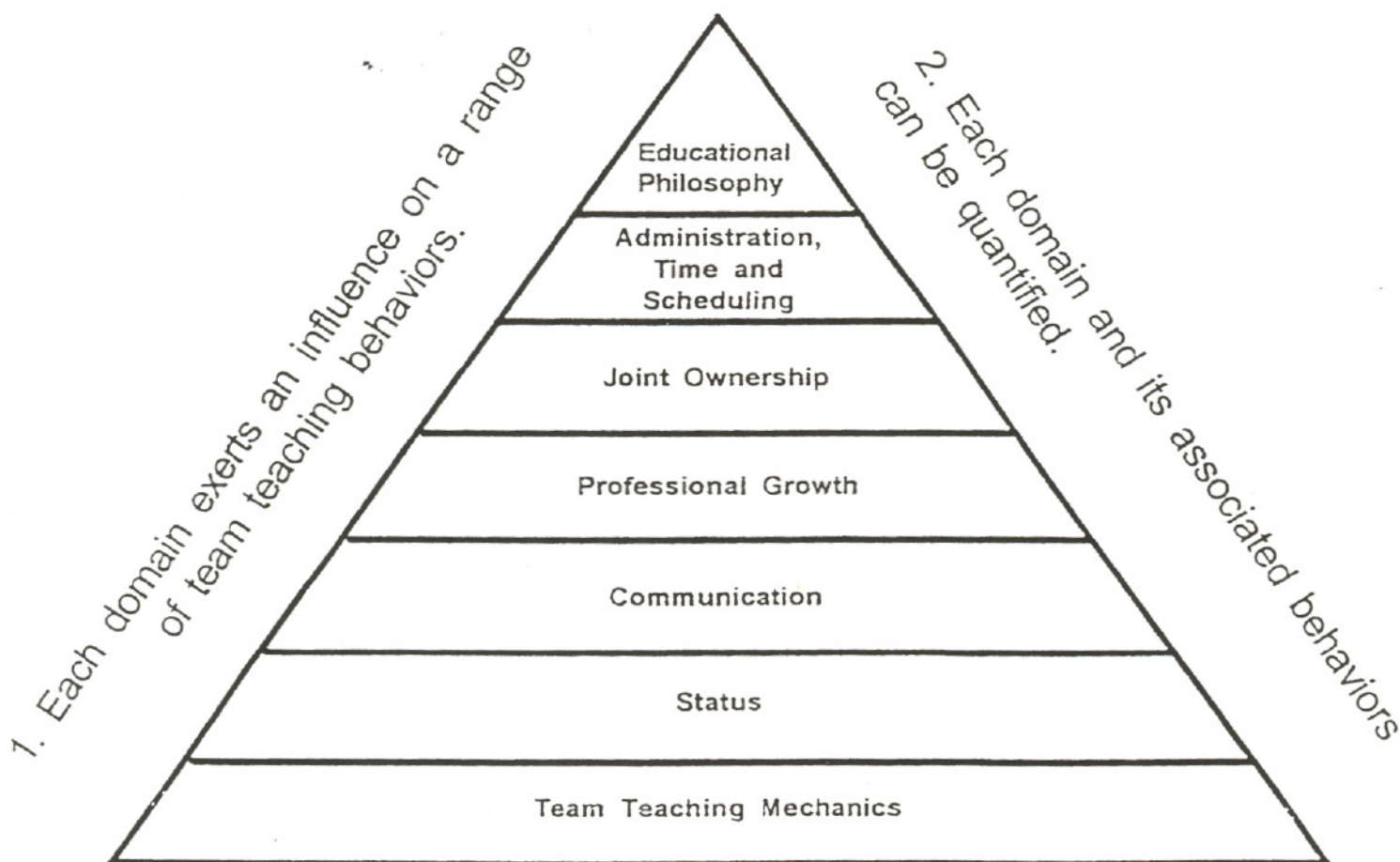
Item #	Team Teaching Behavior
1	There is evidence of joint planning.
2	Support teacher's ideas accepted as valid.
3	Support teacher's ideas incorporated into lesson.
4	Both teachers have access to all students in the class.
5	Both teachers have access to all teaching facilities in the classroom.
6	Both teachers teach to whole group simultaneously.
7	Teachers have divergent approaches to instruction.
8	Teachers have compatible approaches to management.
9	Both teachers are capable of sharing leadership role.
10	Both teachers are capable of total role release.
11	Teachers both have verbal access to lesson.
12	Teachers evaluate the effect of teaming on instruction and students.
13	Teachers keep track of each other during the lesson.
14	Teachers conference during the lesson.
15	There is evidence of exchange of professional skills.
16	Teachers use team teaching as an opportunity to practice new skills.
17	Teachers feel comfortable with the team teaching model.
18	Teachers consider the team teaching model to be effective.
19	Both teachers agree on curricular focus.
20	Teachers share the instructional responsibilities during the lesson.

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The 7 Domains of Team Teaching

As identified by the Inclusion Team Teaching
Analysis Protocol, (ITTAP)
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1. Each domain exerts an influence on a range of team teaching behaviors.

2. Each domain and its associated behaviors can be quantified.

Educational Philosophy

Administration, Time and Scheduling

Joint Ownership

Professional Growth

Communication

Status

Team Teaching Mechanics

3. Once measured, behavior can be changed.

FORM A: HOST CLASSROOM TEACHER , TEAM TEACHER INTERVIEW

Your name: _____   Your grade level: _____

Your school: _____   Your school system: _____

Your teaching partner's name _____   How long have you been teaching with your partner? _____

Times per week you teach with this partner? _____   Subject(s) you teach with your partner _____

Average length of team teaching period or class _____   Today's date: _____

Directions: Circle the number that most closely corresponds to your perception or opinion. Answer as honestly as possible.

Codes: 1- strongly disagree   2= disagree   3= undecided   4 = agree   5= strongly agree

or   1= never   2= rarely   3= sometimes   4 = usually   5= always

Statement	Semantic scale	Rating
1. My partner offers input to the teaching plan before the lesson.	never.....always	1 2 3 4 5
2. I look forward to partner's suggestions and comments.	strongly disagree....strongly agree	1 2 3 4 5
3. I incorporate my partner's ideas into the lesson.	never.....always	1 2 3 4 5
4. I expect my partner to work with all students in the classroom.	strongly disagree....strongly agree	1 2 3 4 5
5. I share all teaching facilities in the room with my teaching partner.	strongly disagree....strongly agree	1 2 3 4 5
6. My partner and I both present information to the entire class at the same time.	never.....always	1 2 3 4 5
7. My partner and I tend to present information in different ways.	strongly disagree....strongly agree	1 2 3 4 5
8. My partner's management style is compatible with mine.	strongly disagree....strongly agree	1 2 3 4 5
9. My partner and I are both capable of leading the lesson.	never.....always	1 2 3 4 5
10. My partner and I can assume each other's roles spontaneously.	never.....always	1 2 3 4 5
11. My partner's interjections are appropriate and well timed.	never.....always	1 2 3 4 5
12. We discuss how our teaming succeeds or fails to meet student needs.	never.....always	1 2 3 4 5
13. I am aware of my partner's actions and location during the lesson.	never.....always	1 2 3 4 5
14. My partner and I talk to each other during the lesson.	never.....always	1 2 3 4 5
15. I learn new skills from my partner.	never.....always	1 2 3 4 5
16. My partner and I deliberately practice new skills when we are together.	never.....always	1 2 3 4 5
17. I feel comfortable working in a team teaching environment.	strongly disagree... strongly agree	1 2 3 4 5
18. My partner and I accomplish more together than we could separately.	strongly disagree....strongly agree	1 2 3 4 5
19. My partner's role in the classroom is to help students experience success with standard curriculum.	strongly disagree... strongly agree	1 2 3 4 5
20. My partner has an equal share of the teaching responsibility when in my classroom.	never.....always	1 2 3 4 5

Please use back of page for additional comments.

FORM B: CLASSROOM SUPPORT TEACHER , TEAM TEACHER INTERVIEW

Your name: _____   Your job title: _____

Your school: _____   Your school system: _____

Your teaching partner's name _____   How long have you been teaching with your partner? _____

Times per week you teach with this partner? _____   Subject(s) you teach with your partner _____

Average length of team teaching period or class _____   Today's date: _____

Directions: Circle the number that most closely corresponds to your perception or opinion. Answer as honestly as possible.

Codes: 1- strongly disagree   2= disagree   3= undecided   4 = agree   5= strongly agree

or   1= never   2= rarely   3= sometimes   4 = usually   5= always

| Statement	Semantic scale	Rating
1. I contribute to the planning of the lesson.	never.....always	1 2 3 4 5
2. My suggestions and comments are accepted as valid.	strongly disagree....strongly agree	1 2 3 4 5
3. My ideas are incorporated into the lesson.	never.....always	1 2 3 4 5
4. I have access to all students in the classroom.	strongly disagree....strongly agree	1 2 3 4 5
5. I have access to all teaching facilities in the room.	strongly disagree....strongly agree	1 2 3 4 5
6. My partner and I both present information to the entire class at the same time.	never.....always	1 2 3 4 5
7. My partner and I tend to present information in different ways.	strongly disagree....strongly agree	1 2 3 4 5
8. My partner's management style is compatible with mine.	strongly disagree....strongly agree	1 2 3 4 5
9. I can take the lead when I need the children's attention.	never.....always	1 2 3 4 5
10. My partner and I can assume each other's roles spontaneously.	never.....always	1 2 3 4 5
11. I feel free to speak at any time during the lesson.	strongly disagree....strongly agree	1 2 3 4 5
12. We discuss how our teaming succeeds or fails to meet student needs.	never.....always	1 2 3 4 5
13. My partner is aware of my actions and location during the lesson.	never.....always	1 2 3 4 .5
14. My partner and I talk to each other during the lesson.	never.....always	1 2 3 4 5
15. I learn new skills from my partner	never.....always	1 2 3 4 5
16. My partner and I deliberately practice new skills when we are together.	never.....always	1 2 3 4 5
17. I feel comfortable working in a team teaching environment.	strongly disagree....strongly agree	1 2 3 4 5
18. My partner and I accomplish more together than we could separately.	strongly disagree ...strongly agree	1 2 3 4 5
19. My primary role in the classroom is to help students experience success with standard curriculum.	strongly disagree....strongly agree	1 2 3 4 5
20. I have an equal share of the teaching responsibility when in my partner's classroom.	never.....always	1 2 3 4 5

TEAM TEACHING TIME MANAGEMENT ANALYSIS
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BACKGROUND DATA:

Distribution of teaching responsibilities

Date:	10/29/2004
Classroom Teacher:	Tracy
Support teacher:	Leah
Grade Level:	4
School:	S. Ray Lowder
School System:	Lincoln County
State:	NC
Curriculum area:	Social Studies
Objective of lesson:	Three regions of the state

☐ 51.13%   ☒ 48.87%

■ Tracy   ☐ Leah
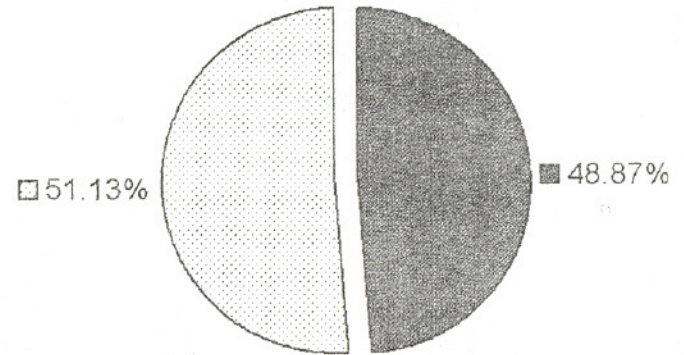
SUMMARY STATISTICS

	hours	minutes	seconds
Length of observation	1	2	9

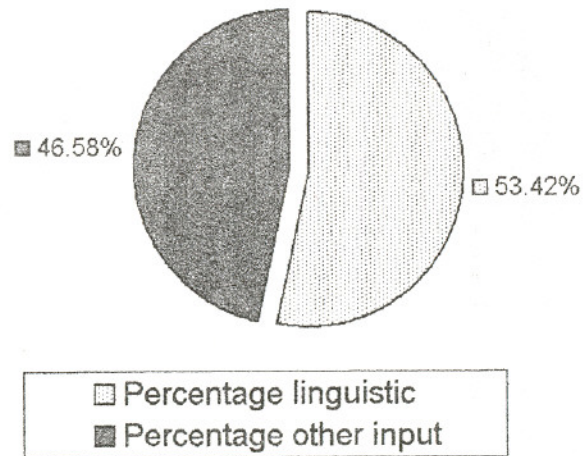|		
Power share ratio	0.96	Consistently equal balance of instructional responsibilities
Simultaneous instruction	100.00%	Teachers consistently engaged in simultaneous instruction
Lesson Density:	3.14	Consistently high usage of multi-modality approach

Distribution of teaching responsibilities

48.87%

51.13%

■ Tracy   □ Leah
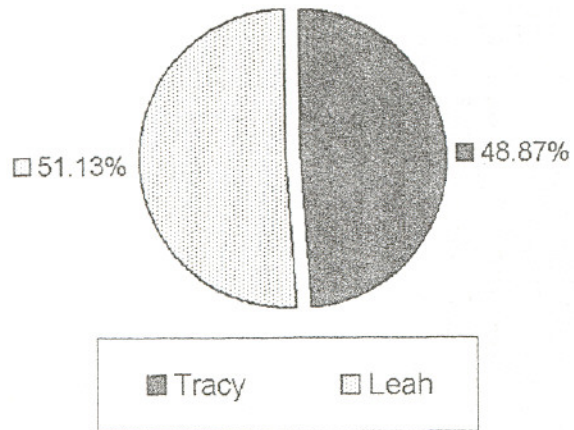
Distribution of input to students by modality

49.16%

50.84%

□ Percentage linguistic
■ Percentage other input
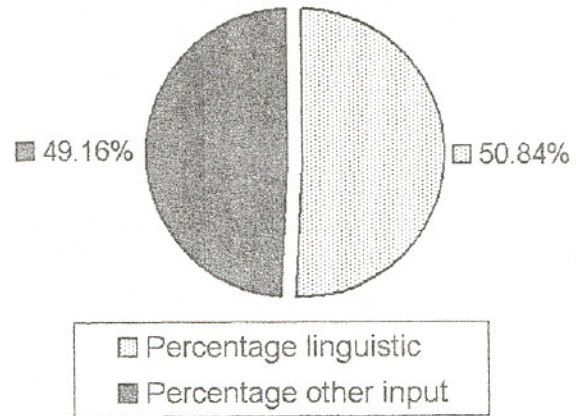
Presentation style- Classroom teacher

46.58%

53.42%

□ Percentage linguistic
■ Percentage other input

Presentation style- Support teacher

51.62%

48.38%

□ Percentage linguistic
■ Percentage other input