

Apr 19th, 5:00 PM - 5:15 PM

## Stronger Together: Team Teaching as a Strategy to Curb Burnout, Boost Teacher Efficacy, and Increase Student Engagement

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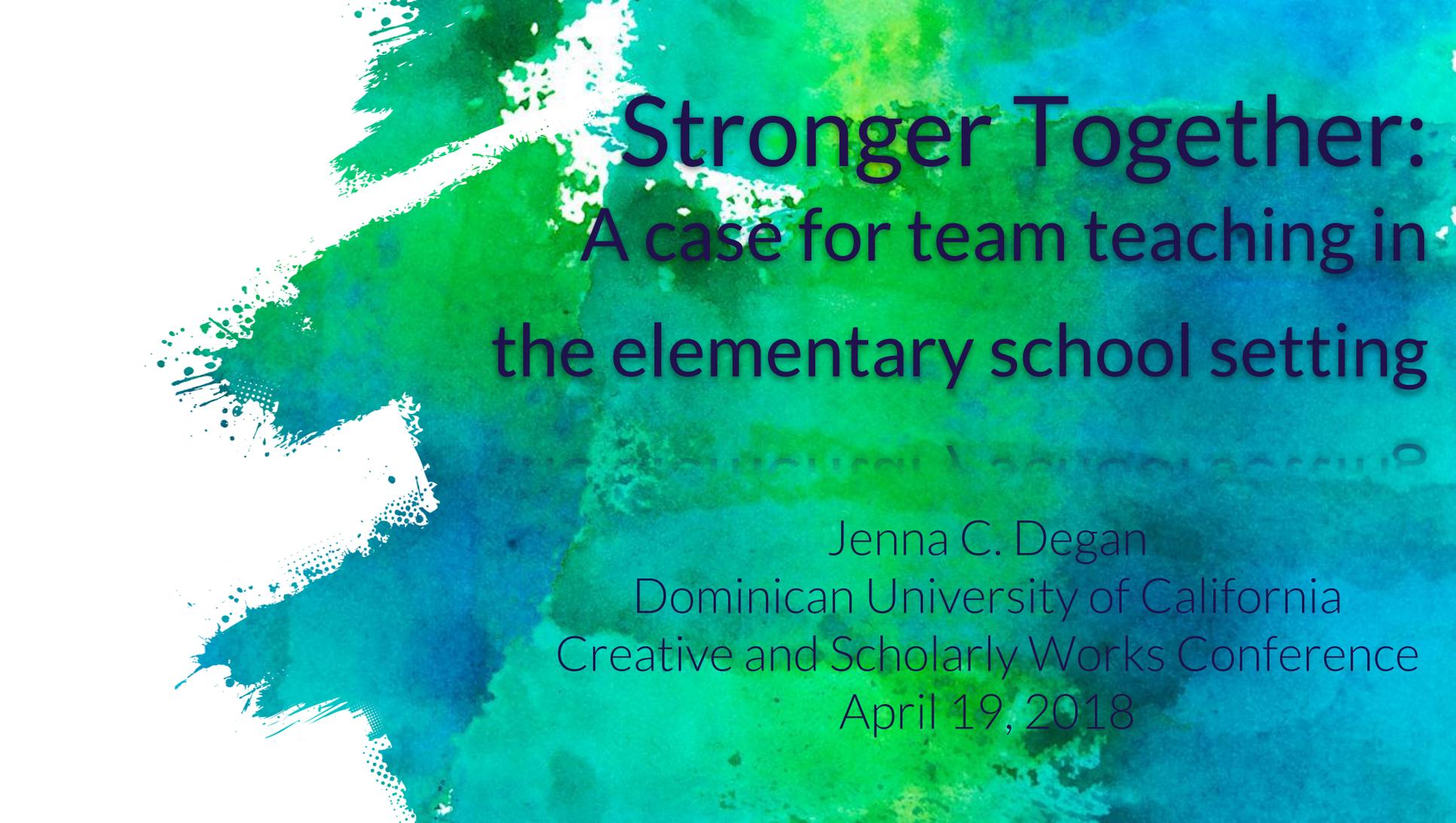
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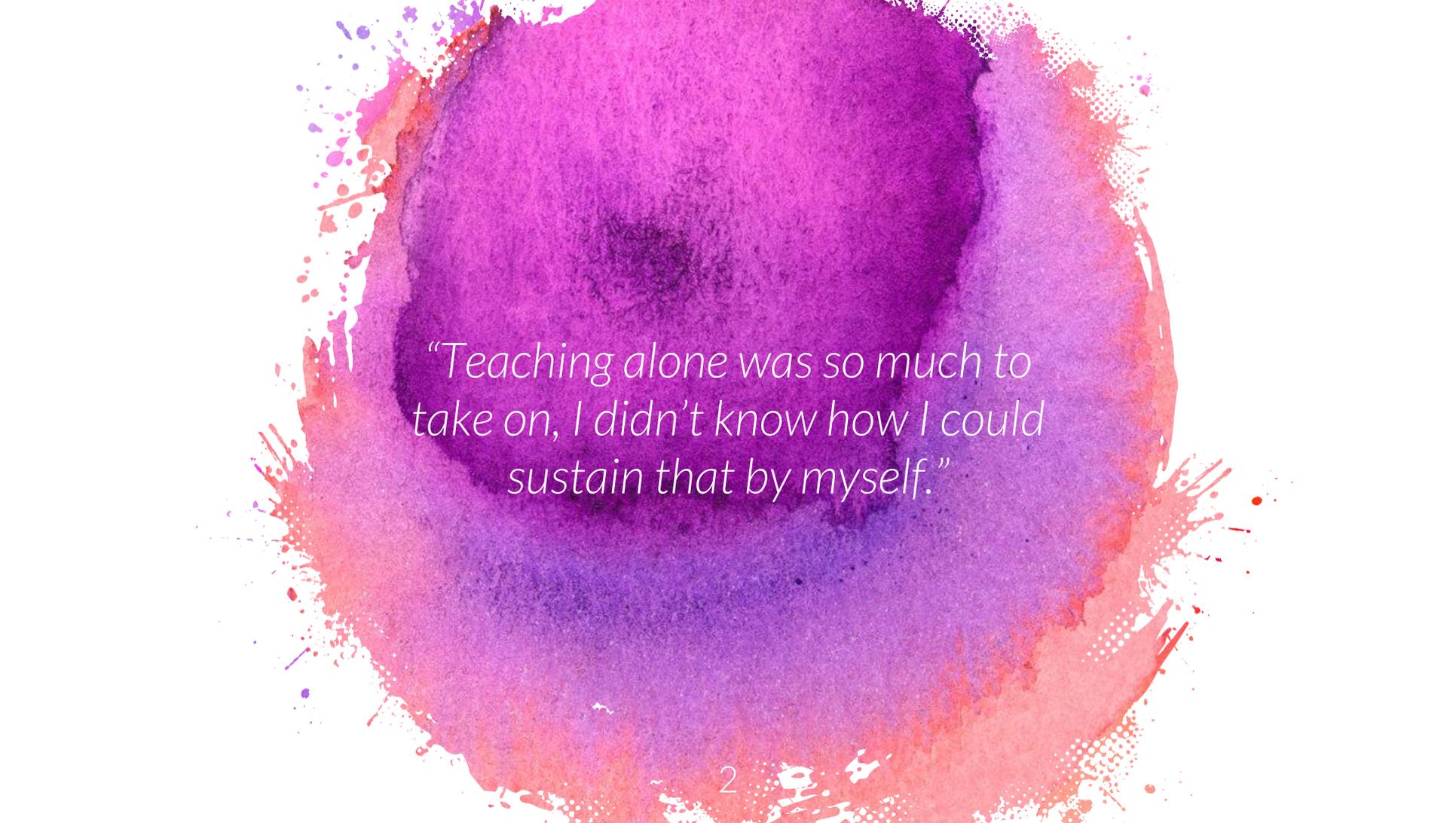
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# Stronger Together: A case for team teaching in the elementary school setting

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*“Teaching alone was so much to take on, I didn’t know how I could sustain that by myself.”*

# What is team teaching?

## My Definition of Team Teaching:

Two credentialed, general education, teachers who bring their two classrooms together to deliver instruction simultaneously.

## What the Literature has Focused on:

Research thus far has focused on differentiation for special needs students and collaboration between special education and general education teachers.

# What the literature tells us

## Social Capital

Research suggests that strong social capital positively affects interpersonal relationships and facilitates trust and support, which leads to collective- and self-efficacy.

## Collaborative Culture

A collaborative culture requires administrative support so that time to collaborate is built in to teachers' schedules..

## Teacher Efficacy

Teacher efficacy is increased when teachers collaborate which curbs burnout and has a direct and positive link to student achievement

# Research Questions:

How does team teaching affect teacher efficacy and mitigate burnout in one elementary school site?

How do team teaching practices contribute to student engagement, as perceived by the teacher?

# Methodology

- × In depth interviews & observations
- × Elementary school in a suburb of San Francisco
- × Two general education teachers and one specialist

# Findings



# Collaboration

*"Kids are seeing how to be a good partner. We are working toward the same goal of teaching them, when I am missing something, my partner steps in. We are modeling teamwork."*

When two teachers in a classroom have different strengths, and take advantage of those differences as they plan and deliver instruction, they are modeling collaboration and teamwork for their students.

# Learning from Each Other

*"It has made me a better teacher because I have learned from my colleague. You just have to be open to learning. There is a little bit of grace that has to come from this, you have to ask yourself what can I learn from this if they do it differently than me?"*

Participants all noted how teaching with their partners made them grow. This made them feel more effective overall.

# Established Relationships

*"Because we are friends, I feel more comfortable."*

Team teaching partners must have positive and established relationships in order to be effective team teachers and learn from each other.

# Theory:

Team teaching creates a school wide collaborative community which leads to a stronger school community. This is because teachers are modeling collaboration, relationship building, and are learning together through the process of team teaching.

# Implications

- There is a reciprocal relationship between a collaborative culture and team teaching.
- Does the shared workload that comes from team teaching affect equitable working conditions at a school site?
- There are needs that must be met for team teaching to be effective. Those are: shared time, shared space, and the ability and willingness to give up some control.



Thank you!

Any questions?