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Robert Groves
robert.groves@bobcats.gcsu.edu

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Team/Co-Teaching in the Instrumental Classroom: A Differentiated and Holistic Approach to Instruction

Robert W. Groves

Georgia College & State University, Graduate School of Music Education
 MUED 6800 Research in Music Education, Professor: Dr. Tina Holmes-Davis

ABSTRACT

In this literature review I examine the use of a Team/Co-Teaching instructional model in the instrumental music classroom through an investigation of the impacting factors that affect school music programs. The literature used in this review serves as a source for the identification and defining of:

- Music program quality/success
- Impacting factors that positively and negatively affect music programs
- The use of effective advocacy through connections between music and other subject areas.

A pilot study was also conducted in correlation with the literature review to provide additional data regarding the participant's perception toward the effectiveness of a Team/Co-Teaching model. The Team Teaching in Instrumental Music Questionnaire (TTIMQ) and the Follow-up TTIMQ (F-TTIMQ) offered open-ended and Likert type rated responses regarding the participant's program/school demographic, socioeconomic status (SES), scheduling, course offerings, budgeting/funding, and instructional practices. Results from the literature review and the pilot study provide validation that the implementation of a Team/Co-Teaching instructional model:

- Is a factor in the quality and success of school music programs
- Provides the educator the ability to Differentiate and remediate instruction more effectively and efficiently
- Enhances student learning by creating a more positive and productive learning environment.

CONTACT

Robert W. Groves
 Georgia College & State University
 Email: robert.groves@bobcats.gcsu.edu

PURPOSE

The overarching purpose for this study is to provide evidence for the use of a Team/Co-Teaching instructional model as a way to enhance student learning, as well as the overall quality and success of a school instrumental music program.

RESEARCH QUESTIONS

In selecting the research topics within this review, several different research questions needed to be answered in order to develop a complete understanding as to why and how this instructional model is efficient.

1. What galvanizing/impacting factors are taken into consideration when assessing/defining the quality and/or success of a school music program?
2. How are these factors, both positive and negative, perceived by the educator?
3. At what socioecological levels do these factors directly affect the educator and/or music program?
4. What are the best ways to advocate for music education?
5. What is team/co-teaching, and how is it effective as an instructional model?

METHODS AND MATERIALS

A mixed method approach was used for this study. This mixed method approach was used due to the topic of study containing both qualitative and quantitative properties. The literature review offered several sources for qualitative data and were selected based on the research questions within this study. The secondary method used was a pilot study in which a survey-questionnaire (TTIMQ) and follow-up survey-questionnaire (F-TTIMQ) were distributed to instrumental music educators within the state of Georgia by means of the Georgia Music Educators Association (GMEA). The combination of the literature review, the TTIMQ, and F-TTIMQ revealed a raw and diverse array of factors and experiences in which the participants perceived to be influential to the success of their programs.

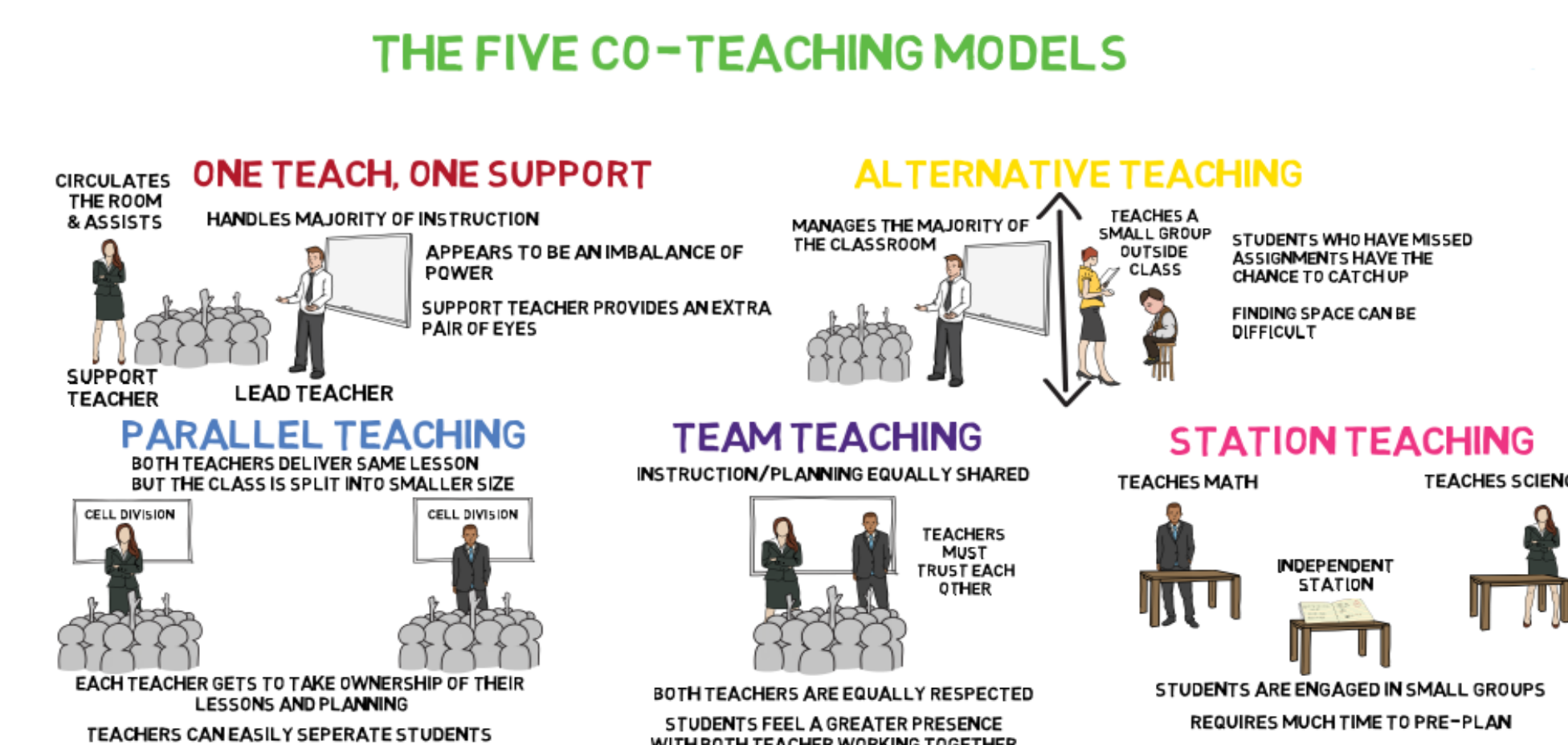


Figure 1. Co-Teaching models and explanations.

LITERATURE REVIEW

Galvanizing & Impacting Factors

1. Micro Level Factors
 - School level administrator(s)
 - Counselors
 - Other teachers
2. Meso Level Factors
 - District level administrator(s)
 - Local Board of Education
 - Community members
3. Macro Level Factors
 - State level Boards of Education
 - State organizations (e.g., GMEA)
 - National organizations (e.g., NAFME)

Effective Advocacy: Links to Learning

1. Cognitive Structure Argument
 - Skills learned through arts study that could be applied / transferred to learning in other academic disciplines.
2. Motivational Argument
 - Entry Points, Self-Confidence, Perseverance, High Standards, Bonding, Positive Mentors, and Stress Reduction
3. Epiphenomenon
 - Outcomes that may occur as a result from placing a higher value, at the school and/or district levels, on the arts with a central role within the curriculum.

Team / Co-Teaching Instructional Model

1. Student-to-Teacher ratio is cut in half
2. Multiple teaching and delivery strategies
3. More in-depth and well-rounded lesson planning
4. Higher levels of both student and teacher collaboration
5. Enhanced methods of individual / ensemble assessment and evaluation
6. Increased opportunities for differentiation and remediation of instruction

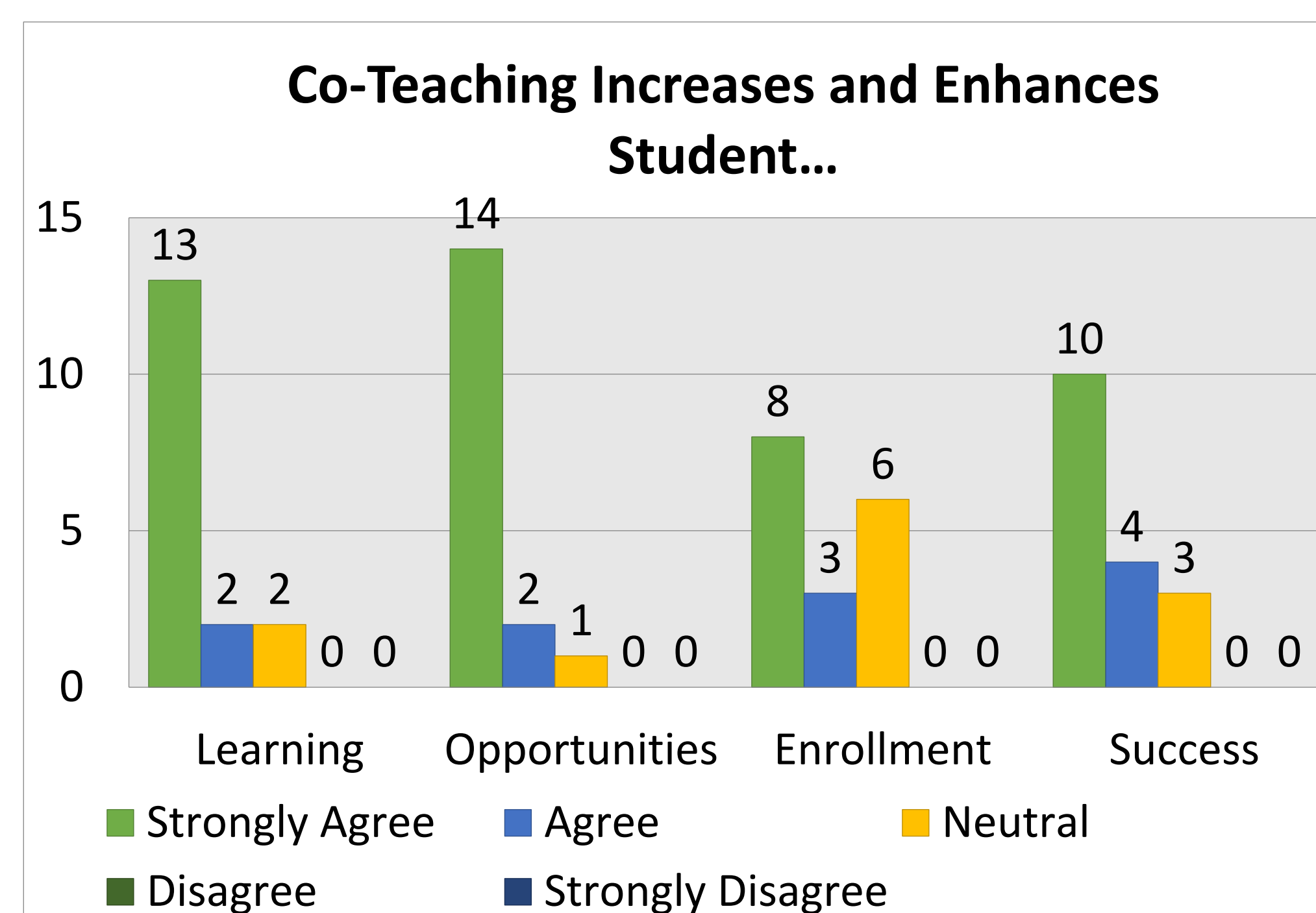


Chart 1. Team/Co-Teaching rated survey responses.

RESULTS

The results from this literature review and pilot study showed significant quantitative and qualitative results toward Co-Teaching as an instructional model in the instrumental classroom based on the strong correlation revealed between the factors and criteria used in the assessment and evaluation of instrumental music programs and the benefits of implementing a Co-Teaching instructional model.

CONCLUSIONS

Results from the data collected within the research literature and the pilot study have provided a greater understanding as to how the effective use of a Co-Teaching instructional model can enhance the value and relevance a music program has within its school and community. The value given to a school music program by district and school level administrators, school faculty and staff, and the community it is located was revealed to be one of the most significant factors in determining the quality and/or success of a school music program. This impacting factor directly correlates with effective advocacy, as these micro and meso-level agents are perceived as the most significant in providing the support necessary to have a quality and successful music program. The only predecessor to this impacting factor is the educator him/herself and their ability to apply effective teaching strategies and instructional methodologies. In the instrumental music classroom, the most effective teaching strategy was found to be the use of small group instruction. As an instructional approach, small group instruction is one of the most effective ways to offer differentiation and remediation. In ensemble instruction a variety of methods and approaches can be used to accomplish this. While small group instruction is the most common, its effectiveness is predicated on the ability to provide appropriate instruction. The implementation of a Co-Teaching instructional model allows for small group instruction, while still providing teacher guided lessons that can be based on the needs of the students and the ensemble.

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