



REPLY TO
ATTENTION OF

DEFENSE LANGUAGE INSTITUTE
PRESIDIO OF MONTEREY, CALIFORNIA 93944-5006

ATFL-D

5 January 1987

SUBJECT: Provost Academic Policy Letter #1-87

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TEAM TEACHING POLICY

- This Academic Policy Letter describes the concept of Team Teaching at the Defense Language Institute (DLI) and establishes policy guidelines for its implementation and practice. This policy is a compilation of the ideas, perspectives, and concerns expressed by senior leadership, management, and the faculty.

1. Team Teaching is a learner-centered strategy for enhancing the mission of the Defense Language Institute. It is aimed at improving the training of military linguists by focusing on and tapping the professional competence of the faculty. The concept is based on a commitment at all levels of the organization to building trust and a sense of personal involvement among faculty and staff, and thereby, to create an environment in which teachers are allowed to reach their full professional potential. Team Teaching will foster initiative and innovation by stimulating faculty creativity, by encouraging responsiveness to institutional needs, and by providing broad flexibility of action.

2. DLI Team Teaching, in concert with other general policies promoting the decentralization of authority to schools and departments) supports a restructuring of academic policy to further increase decentralization of instructional authority and responsibilities. Responsibility for classroom instructional activities will be vested in the faculty, who will function in teams. A team is defined as a group of teachers who are linked to a specific group of students) are committed to common goals, function interdependently, and are accountable for academic and administrative responsibilities as outlined in paragraph 4.

3. Team Teaching requires a faculty-to-section ratio of 6:3. While the implementation of Team Teaching will depend on the availability of personnel, any lower staffing ratio cannot be considered to be Team Teaching. If teams vary in size, then corresponding adjustments must be made in the level of team responsibilities as well as in the degree of management involvement to accommodate adaptations in team size.

4. The responsibilities of teams incorporate both academic and administrative duties.

a. Academic authority and responsibilities for each team include:

- (1) Exerting every effort to bring all students for whom it is responsible to at least the DLI graduation standards.
- (2) Coordinating with the Department Chairperson on course objectives and interim milestones and for meeting those requirements.
- (3) Developing and providing all lesson content, lesson objectives, approaches and strategies, materials, language lab material, remedial instruction, enrichment, and other learning activities necessary to supplement and implement the approved core curriculum.
- (4) Developing and administering all forms of tests with the exception of major departmental exams and end-of-course proficiency tests.
- (5) Determining team member roles and assignments.
- (6) Having the latitude to determine, develop and use classroom methods and instructional activities.
- (7) Developing, where needed, proposals to replace existing core materials and submitting those proposals for review and approval to the department and school.

b. Team administrative responsibilities include:

- (1) Identifying, ordering, and distributing all non-core instructional materials.
- (2) Planning to cover normal absences of its members. When abnormal or unexpected absences occur, the team should coordinate with Chairperson to provide resources or take other appropriate action.
- (3) Coordinating use of shared facilities.

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(4) Evaluating student performance, in accordance with general Institute policy and guidelines, including the grading and assessment of written and oral work.

(5) Maintaining records of grades and documenting student actions, such as relief or advancement.

(6) Scheduling team meetings on a regular basis to determine goals and priorities.

(7) Maintaining liaison with other teams. A team can also request, through channels, additional assistance of the school staff and external staff support elements.

(8) Scheduling professional development opportunities for team members. While professional development is an individual responsibility, the team should consider the needs of all its members in providing the educational opportunities, training, and mentoring necessary to achieve team goals.

5. Department Chairpersons and school-level management are responsible for assuring that:

a. Teams are formed based on:

- Needs of the department.
- Capabilities of individual instructors.
- Faculty members' needs.

b. The best possible mix of instructors is achieved.

c. Upon request by the team, every possible effort is made to meet the team's needs, when abnormal or unexpected absences occur.

d. Every effort possible is made to minimize the impact on the team, when management directs reassignment of a team member to meet mission requirements.

e. Teams are making every effort to bring students to the graduation standard or better.

- f. Measures and milestones are coordinated with teams and clear performance expectations are established.
- g. Core curriculum and core materials are defined.
- h. Proposals for core curriculum modifications are reviewed and approved or disapproved.
- i. Classroom observation takes place, feedback is provided, and training/professional development of instructors occurs.
- j. Team members are evaluated according to approved DLI performance evaluation procedures.
- k. Personnel and resources are effectively utilized.
- l. Training is provided for team members in their areas of academic and administrative responsibilities.
- m. Liaison with academic support offices is maintained and relevant information and policies are communicated to faculty and staff.
- n. Liaison with professional organizations is maintained and data and information on experimental instructional approaches and other developments in foreign language teaching are collected and disseminated.

6. The Provost is responsible for establishing and maintaining this general policy on Team Teaching. School Deans and Department Chairpersons are responsible for implementing the Team Teaching policy within their areas of responsibility. This general policy may be supplemented to meet local needs, by departures from the general policy must be approved by Department Chairpersons, School Deans, and the Provost.

/signed/
 RAY T. CLIFFORD
 Provost

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