

Strength in Numbers: Analysis of the Effectiveness of Team Teaching in Mathematics in Middle School

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Abstract

Mallya Aditi International School, Bangalore, India, is an inclusive school that caters to a wide range of students from high-end socio-economic backgrounds to economically underprivileged students, admitted under the Right to Education Act. The students have been exposed to team teaching from the early years of school and continue to experience the same in Middle School. This study was an enquiry into the school's philosophy of team teaching, whether educators collaborate effectively towards a common objective and how far it helps students enhance their understanding of Mathematics. The qualitative and quantitative study was conducted on 87 students of two sections of Grades 7 and 8. Data was collected from students through a questionnaire consisting of both option-based and opinion-based questions. This was tabulated and interpreted using the Numbers App. The descriptive answers were documented for further detailed study. The result highlighted that Team Teaching is a powerful tool in reaching out to an inclusive group. However, some responses underlined that 17% of students were reluctant in this scenario, mostly because they were newly admitted to the class and had no exposure to this method of teaching. Therefore, the study also enhanced the need for greater acquaintance and encouragement for such students to bring them into the ambit of teaching Mathematics through Team Teaching. While on one hand team teachers facilitate most students who need help in understanding concepts, they also need to tweak their methodology of teaching to cater to students who need individual intervention.

Keywords: Team Teaching, Inclusive, Middle School, Survey, Quantitative, Qualitative, Right to Education Act, Collaboration, Methodology

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Introduction

American author and educator Hellen Keller quotes^[1]:

“Alone we can do so little;
Together we can do so much.”

“Team Teaching” is the perfect example of these words – the process implies a group of educators, teaching in a team. The group may include 2 to 4 teachers who prepare individual lesson plans and teach a topic or a concept to the same group of students. The main insight of the educators is to collaborate effectively with one another to work towards a common goal. Each teacher, working in the team applies his/her experiences, abilities and a variety of resources and projects.

Teams can be single-discipline, interdisciplinary, or school-within-a-school teams that meet with a common set of students over an extended period. New teachers may be paired with veteran teachers. Innovations are encouraged, and modifications in class size, location, and time are permitted. A team-teaching approach allows for more interaction between teachers and students. Working as a team, teachers exemplify respect for differences, interdependence, and conflict-resolution skills.

Types of Team Teaching

Team teaching includes several different approaches. Some of the more common are:

1. Interactive team-teaching:- Two faculty members present in front of the class simultaneously.
2. Rotational format team-teaching:- Faculty alternate teaching the class. This rotational format has a number of variations depending on the subject matter and the number of faculty involved.
3. Participant-observer team-teaching:- All participating faculty are present for all the classes, but only one is "teaching" at a time. Roles that the other teachers could play as participating observer(s) are model learner, observer, panel member, or resource.
4. Team coordination:- Faculty arrange and integrate a curriculum so as to maximize learning and connections using paired or linked courses, an integrated cluster of independent courses, or freshman interest groups. Though not necessarily team teaching per se, this curriculum-level an approach to interdisciplinary can help to achieve some of the expected gains of team teaching.^[2]

¹ www.brainyquote.com

² Beggs, David W., III. 1964. Team Teaching: Bold New Venture. Bloomington: Indiana University

Different Ways in Which a School Can Use Team Teaching

Team teaching is a powerful tool that can significantly enhance the learning environment. Here are nine creative ways that schools can leverage team teaching to advance teacher knowledge, improve outcomes, and develop new skills:

1. **Parallel Teaching:** Two teachers simultaneously instruct different groups of students in the same classroom, allowing for more individualized attention and feedback. This approach can be particularly effective in large classes or when students are working on complex tasks.
2. **Complementary Teaching Skills:** Teachers with different areas of expertise can collaborate to provide a more comprehensive and diverse learning experience.
3. **Professional Development:** Team teaching provides an excellent opportunity for teachers to learn from each other, enhancing their pedagogical skills and knowledge. Observing a colleague's teaching methods can offer valuable insights and inspire new teaching strategies.
4. **Enhanced Student Engagement:** The dynamic nature of team teaching can make lessons more engaging and interactive, which can lead to improved student outcomes.
5. **Flexible Grouping:** Team teaching allows for flexible grouping of students, which can be adjusted based on the learning objectives or students' needs. This can be particularly beneficial for differentiated instruction.
6. **Shared Responsibility:** Team teaching distributes the responsibilities of instruction, planning, and assessment among multiple teachers, reducing the workload and stress associated with these tasks.
7. **Improved Communication:** Team teaching encourages regular communication and collaboration among teachers, fostering a more cohesive and supportive school community.
8. **Modelling Collaboration:** By working together, teachers model the importance of collaboration and teamwork to their students, skills that are crucial for success in the 21st-century workplace.
9. **Innovative Problem-Solving:** When faced with challenges or obstacles in the classroom, team teachers can brainstorm and implement innovative solutions together, leveraging their combined expertise and perspectives.^[3]
10. As the educational researcher Elizabeth Cohen^[3] once said, "When teachers work together, they can create a learning environment that is greater than the sum of its parts." Indeed, the benefits of team teaching are manifold, from enhancing teacher development to improving student outcomes.

³ www.structural-learning.com/post/team-teaching

The philosophy of Team teaching was initiated by Mallya Aditi International School from 1984 since its inception and this philosophy has been in practice ever since. Mallya Aditi International School is a private school located in Bangalore, India. There are 718 students (from grade 1 to 12) of which 144 students belong to the Middle School section. Talking about the VISION of the school; *Aditi creates opportunities for students to become confident, independent individuals who are sensitive to diversity, aware of their heritage, and able to face the challenges of their time.* ^[4] Therefore, over the years, the teachers have worked at developing more objective observations.

The staff timetable is created in a similar manner to accommodate a group of teachers in their respective classrooms for a specific subject. It has helped to improve the quality of the teaching. Team-teaching plans are flexible and hence the teachers are able to modify the classroom teaching according to the students' abilities, interests, strengths and challenges. The educators work together, take up different responsibilities, and play different roles to implement this vision. This teaching-learning process has no hierarchy; all the team members have equal roles, and work together towards common objectives. Team teaching is based upon the collective responsibility of teaching given to a small group of teachers rather than giving the entire responsibility of teaching to one teacher only. In team teaching, different topics / branches of the subject are taught by an individual teacher turn by turn. On the other hand, the other teachers facilitate the students who need help in understanding the concept being taught in the class. When there is a group discussion or activities conducted in the class, teachers move around to different groups & observe the students' work. Sometimes two teachers introduce the concept or share strategies for the better understanding of the concepts. This pedagogy has provided a positive experience for teachers and the teachers believe this practice has benefitted students too. This teaching- learning ideology urges the students to question the conventional, challenge theories, validate hypotheses and employ analytical reasoning. However, the Middle School Math team has always been curious about, "whether this pedagogy has been effective or not?" And hence, a survey was conducted with the learners of the Middle School.

Objectives of Research

We have been practising team-teaching since the commencement of our school. So, we wanted to know how students respond to this methodology and how many students actually prefer team teaching over a Single teacher. To get a precise information about students' preferences, we conducted a survey on two grades of Middle School i.e. grade 7 and 8. We made a conscious decision to conduct the survey on these classes as they have been exposed to team teaching by the same team of teachers for a significant period of time. Being exposed to the same team of teachers helped students understand the methodology of team teaching better and enabled them to assess it more effectively. Our sample set had a wide range of students, including students who have been in Aditi since the Elementary section, new students from different institutions, first generation literates and students from challenged socio-economically challenged backgrounds. Student's diversity and their preferences according to their experiences have reflected in the results of our survey as well. Other aspects of the results of our survey will be shared in the later part of our paper.

There are multiple ways to conduct a survey such as:

⁴ <https://www.aditi.edu.in/>

Online Surveys ^[5] - Online surveys are surveys with structured questionnaires that your target audience completes through an online form.

In-Person Interviews ^[6] - In-person interviews are the surveys where the interviewer asks a set of questions to the target audience in order to collect the information on a given subject.

Focus Group ^[7] - A focus group survey is a research method which is used to collect the information or opinion or feedback from a specific group of people about a specific concept or product.

Mobile Surveys ^[8] - A mobile survey is one that's specifically designed to fit a smartphone or tablet screen and makes it easy for respondent to use touchscreen gestures to answer the questions.

Methodology

Over the years, we have found online questionnaires to be the most convenient and efficient way for collecting students' responses. Quantitative research basically consists of questions which are objective and used to analyse detailed information on a given topic. Quantitative questions help us to get clear and precise answers for the study. The reason behind using quantitative questions was to avoid errors on the primary data level. This type of research enables the researcher to obtain a pattern and infer the information from it.

On the other hand, Qualitative research allows you to ask questions that cannot be easily put into numbers to understand human experience. Getting at the everyday realities of some social phenomenon and studying important questions as they are really practiced helps answer big questions ^[9]. Qualitative research brings out the detailed responses collected by the interviewees on the given topic. Qualitative research helps us to understand the issue deeply and thoroughly.

So, our team chose to prepare a questionnaire that included quantitative and qualitative questions. This allowed students to give their opinions in short as well as detailed answers to questions that aimed to gather feedback on team teaching.

The objective of the conducted research was to get students' responses on their experience of team teaching as well as the reason for their responses. These quantitative and qualitative responses gave us a clear picture of the important aspects of Team teaching and its impact on various topics.

The outcomes of the quantitative as well as qualitative research questions were then tabulated and represented in the form of graphs on the Numbers app in IOS, for a clear understanding and interpretation of the data and its responses.

⁵ <https://www.usability.gov/how-to-and-tools/methods/online-surveys.html#:~:text=An%20online%20survey%20is%20a,vary%20in%20length%20and%20format.>

⁶ <https://nexlooks.com/in-person-survey/#:~:text=In%20Person%20Survey%20or%20Face,understood%20correctly%20by%20the%20respondent.>

⁷ <https://www.cdc.gov/healthyyouth/evaluation/pdf/brief13.pdf>

The Survey Results

The survey showed that 72 students out of 87 students opted for team-teaching, while 15 students out of 87 students preferred a single teacher. The survey also indicated that a majority of the students understand Algebra better compared to Arithmetic and Geometry, due to the team of teachers. There were variety of questions in the survey such as, “Please share your response to the given statement, ‘My team teachers ask each one of us whether we have understood what has been taught and help us in case we have doubts’” which also had options ranging from “*Strongly agree*,” “*Agree*,” “*Disagree*,” and “*Strongly disagree*.” We also wanted to know if students found team teaching confusing as there were multiple teachers in class. Therefore, our questionnaire included questions such as, “*Different teaching methods by different teachers of the team, can be little confusing at time in Math.*”, which also had options ranging from “*Strongly agree*,” “*Agree*,” “*Disagree*,” and “*Strongly disagree*.”

It was very evident from the survey that the majority of students prefer having multiple teachers in class. The qualitative questions reflected why most students prefer team teaching. Most of the students are scared to clarify their doubts in front of the entire class as they have a fear of being judged by their peers. There are times when students are absent, and they need one on one assistance to catch up with the class. The detailed response from students helped us understand the effectiveness of Team Teaching.

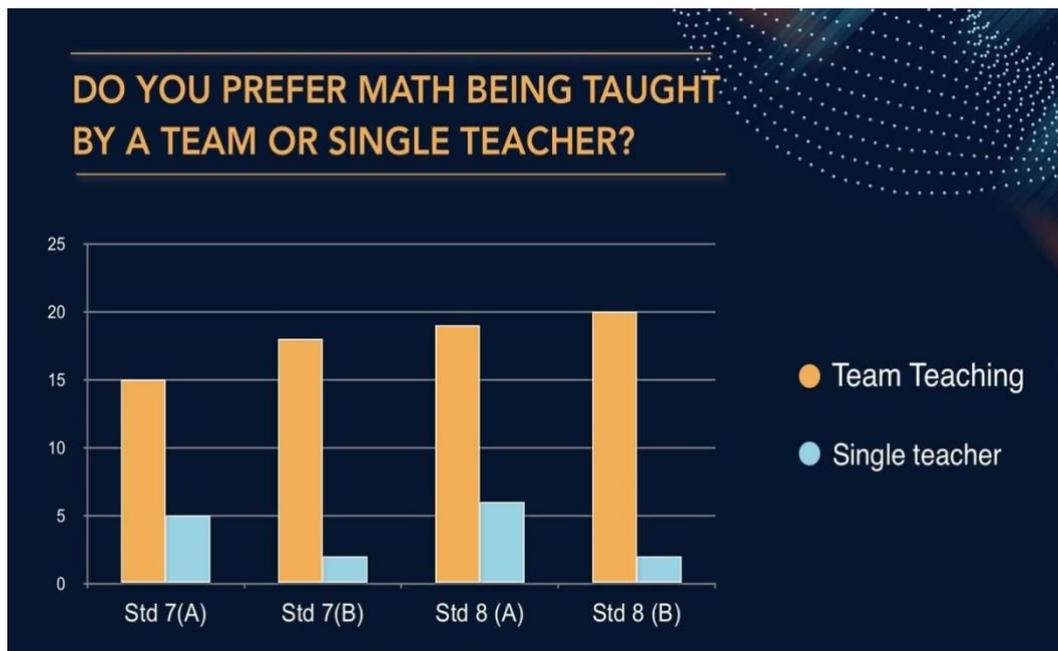


Figure 1: Result of Quantitative Analysis

⁸ <https://www.surveymonkey.com/mp/how-and-why-to-create-mobile-centric-surveys/#:~:text=A%20mobile%20centric%20survey%20is,The%20text%20is%20larger>

⁹ Qualitative%20research%20allows%20you%20to%20ask%20questions%20that%20cannot%20be,practiced%20helps%20answer%20big%20questions

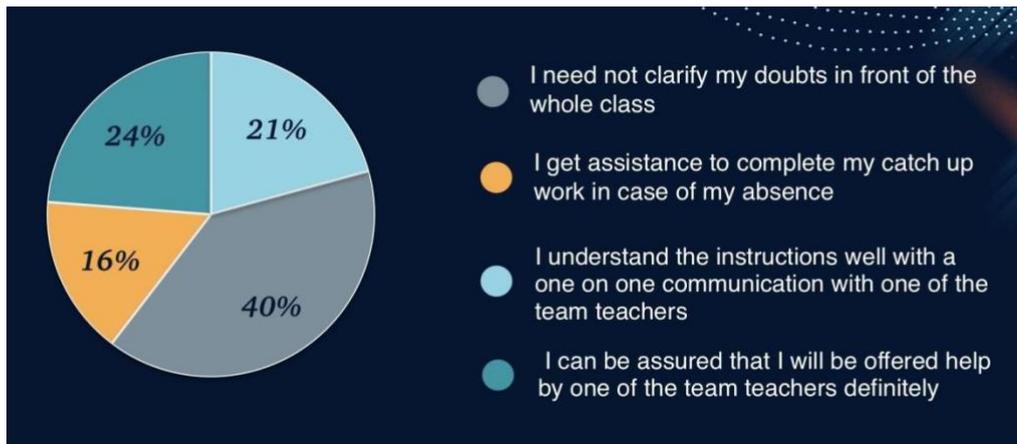


Figure 2: Result of Qualitative Analysis

Right to Education Act



Picture 1: Image courtesy: sentinelassam.com

The Right to Education Act, ^[10] also known as the RTE ACT 2009, was enacted by the parliament of India on August 4, 2009. It describes modalities of the importance of free and compulsory education for all children aged between 6 - 14 years in India under Article 21 (A) of the constitution of India. This act came into effect on April 1, 2010 and made India one of the 135 countries to have made education a fundamental right for every child.

Some Features of RTE Act:

1. This act mandates that any out of school children should be admitted to an age appropriate class and provided with special training to enable the child to come up to age appropriate learning level.
2. This act prohibits all kinds of physical punishment and discrimination based on gender, caste, class and religion.
3. It prohibits screening procedures for admission of children.
4. This act makes it obligatory on the part of the government to ensure admission, attendance and completion of elementary education by all children falling in the age bracket 6-14 years.

5. Essentially this act ensures free elementary education to all children in the economically weaker sections of society and preventing child labour.

At Mallya Aditi International School, we team teachers cater to the RTE students with more care and guidance.

Our Team teaching is organized according to the interests, abilities and needs of the RTE students. Since the team, as a whole shares the teaching task, it provides better opportunities to take care of the difficulties and needs of the individual students.

While working with these students who are not on par with the rest of the class, teachers regularly turn to them to provide educational, behavioral, personal care and logistical support. In a way we all act as mentors to these students providing a sort of foster care in the classroom. This was reflected more during the COVID times, when they used to reach out to us after school hours too.

We wish to share what our RTE students felt about team teaching in the Math classes.

1. They felt relaxed in physical and online classes.
2. They felt included and not left out with the rest of the class, as the group activities were designed by the teachers in an attenuated or ethereal way. We made sure all students came under a common umbrella.
3. They were encouraged to participate in class discussions.



Picture 2: Sarva Shiksha Abhiyan. Image courtesy: studypoweracademy.com

Inference

What was the takeaway from the survey analysis?

¹⁰ <https://www.education.gov.in/rte>

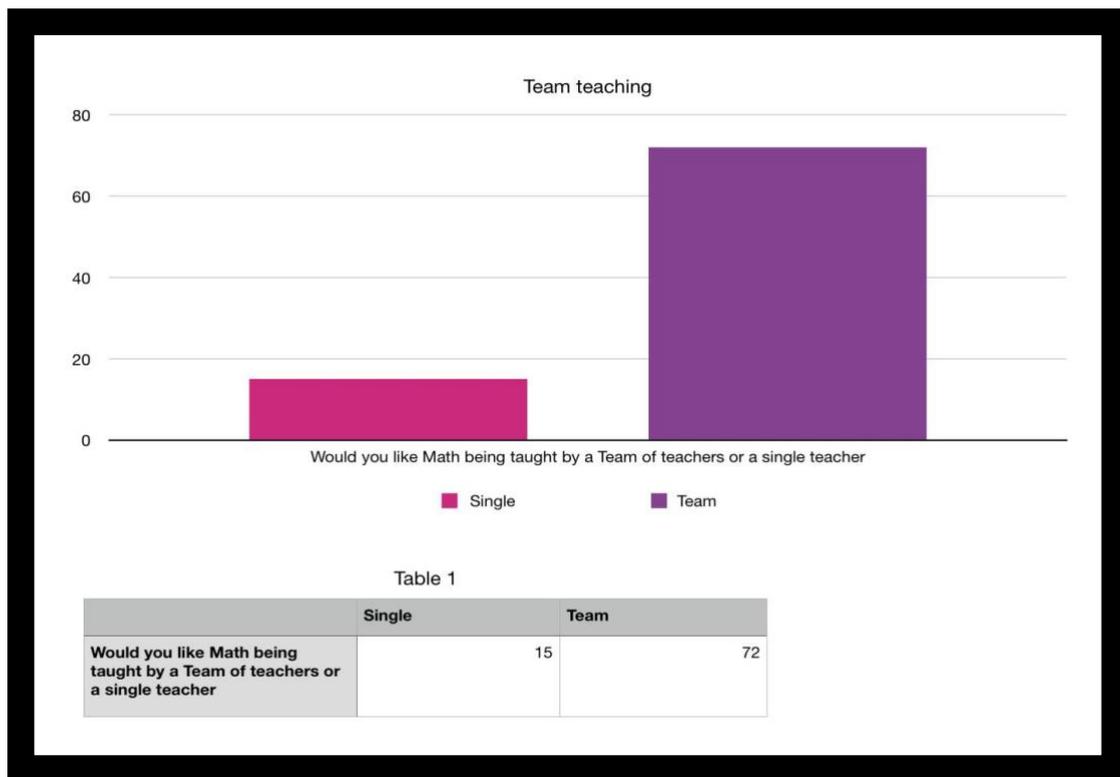


Figure 3: Graph representing number of responses

82.75% felt that they preferred team teaching over single teachers.

The reasons given were:

- they felt included
- it was easy to clarify doubts
- they gained confidence in the subject
- they were exposed to a variety of teaching methods.

17.25 % preferred single teachers to team teaching.

The reasons were:

- some were new to the team teaching methodology
- presence of many teachers was overwhelming
- they were probably not used to different styles of teaching.

While we were happy that the majority of students preferred team teaching, we were intrigued at the 17.25 % and wanted to design our course of action based on their response.

These are the strategies we teachers wish to adopt in the future:

1. Adaptation: Introducing team teaching to the class in a gradual way.
2. Scaffolding: Greater attention to students who are new to the system
3. Explicating: Elucidating details about creative activities and projects.
4. Guided practice: Inquiry of prior knowledge of concepts for the previous institution.

Conclusions

Team teaching is a strategy that involves 2 or more teachers working together to teach a class. It is also known as ‘co-teaching’ or ‘shared teaching’. In this scenario, the teachers simultaneously work in the same classroom with the same students on the same topic, delivering the same activities and using the same resources. In other words, teaching duties are shared.

Advocates of team teaching^[11] say that it has a number of key benefits, such as:

- improving the work environment, staff morale, job satisfaction and staff retention
- teachers learning from one another
- challenging students to respond more positively to a different teacher (due to personality type)
- a shared workload in terms of planning, resource development and marking
- the addition of more expertise (especially in specialty areas)
- modelling teamwork and cooperation to students
- additional support for behavioural issues
- fewer issues if one teacher is absent
- Students regularly turn to them to provide educational, behavioural, personal care and logistical support. Purely from a time management perspective, a teacher can only help so many students in any given lesson. As we said, many students with special needs and RTE students require one-on-one support. Since us teachers have more experience with the same group of children as we are moving up with them, team teachers are a lifeline for existing teachers and for those operating in challenging classes.

There are a number of simple steps that we team teachers take to maximise the effect of team teaching in our classroom such as:

- including all team members in planning and resource development activities
- holding regular team meetings and communicating throughout the day
- clearly defining roles, expectations and tasks (such as administration tasks)
- ensuring that there are no misunderstandings and resolving issues quickly
- Setting, enforcing and maintaining a high standard of professionalism **through these years of working together as a team, we find this model of teaching to be very effective** as it involves students actively. It involves **mental and physical simulation of students**

“It is a form of organization in which individual teachers decide to pool resources, interest, and expertise to the device and implement a scheme of work suitable to the needs for their pupils and the facilities of their school.”- as per **David Warwick**^[12]

¹¹ <https://content.wisestep.com/advantages-disadvantages-team-teaching-method/>

¹² [samareducation.com](https://www.samareducation.com)

<https://www.samareducation.com> › B. Ed. (ENG.)

Advantages and Disadvantages of Team Teaching

Advantages:

1. **Low cost:**
One can get an efficient form of learning at a very low cost; no new resources are required to start team teaching.
2. **Support for teachers:**
Team teaching eliminates problems such as completing the curriculum within a stipulated time, or not being able to implement creative ideas due to lack of guidance. When teachers collaborate, they operate and act on their strengths and weaknesses, thus finding a successful way to teach and learn.
3. **Closer integration of staff:**
With team teaching, teachers are bound to bond, as frequent discussions and planning make them develop a good relationship. A happy staff can effectively inculcate the vision of the Institute.
4. **Variety of ideas:**
When teachers come together with their teaching style, ideas and expertise come together, if planned perfectly, the mixture of best ideas and styles will put forth many ways out of a single topic. It thus helps in better learning and better involvement of students.
5. **A new method is always appealing;** students might wonder what new things they are going to learn. A team of teachers will have various ways and ideas to put forth, which make the students, put on their thinking cap and question '**why**' for all things. They will come up with various questions, queries, and ideas. A dynamic discussion session.
6. **Mental stimulation to students:**
In traditional lecture only one teacher is teaching, the ideas, thoughts are only one way.
7. **Team teaching helps them question the theories and facts.** When the students are involved it brings out the creativity and the habit of questioning things.
8. **Breaks traditional lecture boredom:**
Distraction is a common scenario in traditional classrooms. An interactive session, debates, help of visual aids and the like evokes interests among students. Team teaching does exactly that.
9. **Better bonding between student and teacher:**
Humans bond when they interact, it is as simple as that. The bonding is increased when teachers often ask questions and listen to what students have to say. People when heard and appreciated, will ultimately be more engaged.
10. **Provokes participation / interaction:**

During team-teaching, a variety of ideas are put forth by teachers. A perfectly planned lecture will provoke even the most notorious and most aloof people to be engaged. Team teaching helps teachers deal with students of all personalities well and get better engagement.

11. Imparts the lesson of team management:

When students see the way teachers work in a team, they indirectly get the lesson of team management and the importance of working in a team. Everyone in their career will need to work in teams.

12. Develops interpersonal skills and logic of students:

Students' interaction and logic are improved drastically as they learn to question things and learn how to communicate their ideas effectively. While in case of a debate, students learn how to respect the contradictory ideas, accept them and also voice their thoughts in return.

13. Teachers can give individual attention:

We know that all students are different and everyone has their own learning pace. In team teaching, if one teacher is speaking the other teacher can solve the queries student raises, without disturbing the whole class.

14. Staff development:

There is no limit to learning, provided if one wishes to, team teaching allows teachers to learn and grow themselves. Teachers also get a chance to brush up their skills, work up to their fullest potential and along with that their creativity, motivation, and team management skills get a solid boost too.

15. Long-term knowledge retention:

Students are more engaged in a dynamic and interactive session and they learn better. Knowledge retention is much higher than the traditional learning approach.

Disadvantages:

- Acceptance of change by teachers: Let's face it, we humans dislike change, teachers may not accept the idea of team teaching, they are often rigid and want to stick to the traditional teaching techniques. The idea that they will have to put extra effort and work hard makes them reluctant. Team teaching can only be effective if teachers are willing and happy to be involved in the new form of teaching. A forced approach is bound to fail.
- Rigidity in teachers: Apart from accepting the change in the form of teaching, teachers often have the rigidity to accept and adjust with other teachers, while working in a team we have to accept others' ideas and drop ours. Teachers should not have an ego and should handle criticism openly.
- Bad team management: Internal coordination and good team tempo are extremely important, internal conflict may result in a complete failure.
- Personality conflict: People with contradicting personalities must devise a way to work together effectively. A dominating person will overpower other people, a

collaborative approach will help everyone grow and devise an effective process of team teaching.

- Inability to complete curriculum: While devising creative curriculum & engaging students in an interactive session, the curriculum may fall behind. Even though creative teaching is necessary, it is also important for completing the course syllabus. This is one of the major challenges faced during team teaching.
- Time for coordination and planning: Teachers have to take out time from their busy schedules and sit together to devise the lecture flow and activities that have to be carried out.
- Hard to keep track: The sessions at times can get super interactive and teachers will forget the link. The teachers have shared responsibility and have an individual role to play. If anyone of the teachers is absent for some reason then the whole session will be jeopardized.
- Takes time to develop: Teachers may have to involve deep research and planning out activities that will be appealing to students. Thus it takes lots of time and effort before even starting a session.
- Going overboard: While being creative and lining up too many activities, it could get way beyond the required amount. A little stimulation to students' brains will bring the best in them, but if it gets too much they will find it too hard to comprehend. One needs to find the right amount.
- Resistance from students: Some students might have got used to the traditional form of teaching. They like the structure and the repetitiveness of the lectures. Some Students like the basic lecture and then they do their self-study to learn in depth about it. You could find students coming up with specific problems that they find difficult. Teaching them everything in detail and inculcating activity, debate or different methods to teach the same topic may make them feel that their time is getting wasted.
- Takes time to develop: This new teaching style is fresh to students as well as teachers. Teachers would not have perfect coordination at the first go; they will have to do many trials for reaching the most effective format. There can be an overlap of ideas among teachers or they could not impart whatever they thought of. It could also happen that they overestimated or underestimated the time required to complete the planned tasks. If one of the teachers finds it too difficult to carry out and opts out of it then the whole team will be disrupted. Teachers can also face resistance from the students. Too many ideas and discussions will make the classroom chaotic. Patience from teachers as well as students is required for a successful team-teaching.
- Affordability of team teachers by schools: Not all schools or institutions may be able to afford having team teachers in classes. It is considered a privilege to have team teachers in schools like us.

Necessary Skills Required in the Team of Teachers^[13]:

- A team of teachers with various sets of skills perspective and expertise.

- Vision and sense of direction.
- Ability to coordinate internally.
- Excellent team planning.
- Friendly nature and ability to keep the environment conducive.

Tips To Make Team Teaching Effective:

- The openness of mind- Teachers and students must be open to change and must embrace this new form of learning.
- An effective strategy is necessary which requires undivided attention and time, willingness to make the learning effective. The strategy should involve coverage of course syllabus, activities and quizzes to be carried out, a flow of lecture and documenting and developing a database of the same.
- Regular meetings and follow up.
- Rotation of roles to enhance learning and reduce boredom.
- An effective way to assess students' performance.
- Respecting other's ideas.
- Training to new teachers who are new to the concept of team teaching.

Henry Ford has quoted “Coming together is a beginning, staying together is progress, and working together is success” (Henry Ford). ^[14]

Acknowledgments

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We extend our appreciation to the Middle School section, Coordinator Ms. Hema Mandanna, for providing the necessary resources and facilities that enabled us to conduct this research effectively.

¹³ <https://education.stateuniversity.com/pages/Team>

¹⁴ <http://www.picturequotes.com/henry-ford-quote-545651>

Appendix

Google form questionnaire

Learning with Team teaching

Please answer the following questions in the form.

shivangi.singh@gsuite.aditi.edu.in [Switch account](#)



Not shared

* Indicates required question

Name *

Your answer

Date *

Date

dd-mm-yyyy

1) Who are your Math team teachers this year? *

Your answer

2) For how many years have you been taught Math by the above team ? *

- 1 year
- 2 years
- 3 years
- More than 3 years

3) Were you comfortable with Math being taught by a team of teachers or by a single teacher so far? *

- Team teachers
- Single teacher
- Other: _____

4) Depending upon your answer from the previous question, choose the reason below: *

- They provided emotional support as a team
- At least one of the team teachers would reduce my fear towards the subject.
- I felt confident to reach out to the team teachers at any time of the day.
- Atleast one of the team teachers would provide constructive feedback on our assignments/projects
- I would find it confusing to follow multiple instructions given by the team.
- Other: _____

5) State the topics that you find easier to understand with team teaching in Math. *
(As many topics as you are comfortable with)

Your answer

6) Are you comfortable clarifying your doubts with the Math Team Teachers outside the class personally? *

- Yes
- No
- Sometimes
- Other: _____

7) Choose two areas where the teachers of Math team have helped you. *

- Clarifying doubts personally
- Clarifying doubts through iMessage
- Helping understand difficult concept from different teacher perspective
- More inclusion of variety of activities and assessments

8) State one branch or area where you would have found difficult without team teachers in Math. *

- Arithmetic
- Algebra
- Geometry

9) Please share your response to the given statement "My team teachers ask each one of us whether we have understood what has been taught and help us in case we have doubts". *

- Strongly agree
- Agree
- Disagree

10) According to you, what are the benefits of team teaching in Math? *

Your answer _____

11) I understand Math concepts well when there is a team of teachers because, *
(Choose more than one option)

- I need not clarify my doubts in front of the whole class
- I get assistance to complete my catch up work in case of my absence
- I understand the instructions well with a one on one communication with one of the team teachers
- I can be assured that I will be offered help by one of the team teachers definitely.
- Other: _____

12) Do the team teachers approve your work collectively or give individual feedback in Math? *

- Yes, they appreciate my hardwork collectively
- Yes, they appreciate individually

13) Do your team teachers in Math guide you collectively or individually? *

- Yes, they always guide me to set targets collectively
- They rarely guide me to set targets
- They individually guide me to set targets

14) Different teaching methods by different teachers of the team, can be a little confusing at times in Math. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15) My team teachers in Math clarify my doubts across all the Math concepts regardless of the concepts being taught by them. *

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

16) Do math team teachers encourage you to participate in class? *

- Yes
- No
- Sometimes

17) Do Math team teachers appreciate you asking the doubts even on the basic concepts? *

- Yes
- No
- Sometimes
- Other: _____

18) Do Math team teachers make you feel comfortable while forming groups for a *
Math activity?

- Yes
- No
- Sometimes

19) When do you feel more comfortable in a Math group activity? *

- When Math team teachers form groups
- When I am given choice to form our groups
- I am comfortable either way.
- Other: _____

20) One or more of Math team teachers make an effort to explain concepts in
simple english or regional language. *

- Yes
- No
- Sometimes

21) Math team teachers allow me to work on our projects /assignments with
extra time. *

- Yes
- No
- Sometimes

22) State two areas where the Math team teachers provided you support during
online classes. *

Your answer _____

23) During online classes,, Math team teachers allowed us to stay off video due to *
connectivity issues which helped us in better attention.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

24) Would you like team teaching to continue in future classes also? *

Your answer _____