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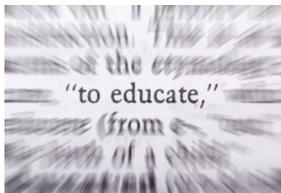
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Team-Teaching the Management and Supervision of Special Offenders: An Alternative Approach to College Instruction of Controversial Issues in Our Correctional System

Cathryn Lavery, Ph.D.
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Introduction

Since its early history as a discipline, criminal justice has been traditionally taught by practitioners in the field. With its growing popularity, many individuals have chosen an academic track with the future of teaching in the classroom. Additionally, many practitioners were once active in the field changed their career paths towards higher education. Thus, many students' experiences are enhanced by past personal experiences, i.e., "war stories". New information and knowledge on current

trends and studies in the field of criminal justice are supplemented by news, cases, and published research referenced in an academic setting. Interestingly enough, as our discipline has expanded so has technology in the field, programs and issues which may not translate well when presented by the "academic" alone. As academics, we are asked to be current in our content and material, and course curriculum. After several discussions over coffee, it became apparent that there was a significant void within the field of corrections. The need to focus on the specific topic of the management and supervision of special offenders was a necessity. It is timely, unique and educationally essential; especially in a criminal justice program

which until recently, heavily emphasized police and policing issues as primary coursework. During the course of my own graduate studies, I had the unique opportunity to work with that population group, but for a new course I realized my knowledge base was limited to my earlier work, recent research, and published reports. I believe the best way to educate my students was to organize the class using a team-teaching model. I collaborated with my colleague Professor David Mulcahy, a United States Federal Probation Officer, who himself has had extensive teaching experience, and who directly supervises special offenders.

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The MWS Speaks logo was proposed by Frances P. Bernat, Ph.D., Texas A&M International University.

Message from the Chair

Robert L. Bing, Ph.D.
University of Texas at Arlington



Greetings! I am very happy to serve as chair of the section on minorities and women. And I would like to continue in the footsteps of past leadership, by striving to provide for continued visibility of the section. For this reason, I am especially pleased that Kimberly Dodson has taken on the project of the newsletter, which can be used to communicate ideas, best practices, research findings, and professional achievements. I encourage you to read this inaugural issue and to consider contributions for future publications. Next, I urge you to allow the section to sponsor or co-sponsor a roundtable or research panel presentation for the upcoming annual meeting in New York. Further, the section has a new listserv; if you would like to be placed on the listserv, contact Kimberly or myself. Please know that information about the section's mission can be found on the ACJS web page. I want to publicly acknowledge the support of the other executive board members: Angela Taylor (Vice-Chair), Kimberly Dodson (Secretary), Camille Gibson (Executive Counselor), George Higgins (Executive Counselor), and Cathryn Lavery (Executive Counselor). I also want to thank Faith Lutze for volunteering (at the Toronto meeting) to chair the awards committee; the presentations will be made in New York. In closing, this is your organization; let us know how we can best serve you. This newsletter and the new Facebook page created by Kimberly are steps in that direction!

Sincerely,

Bob Bing

Message from the Editor

Kimberly D. Dodson, Ph.D.
Western Illinois University-Quad Cities

Welcome to the inaugural issue of MWS Speaks! Thank you to the members who voted for the name of the newsletter. I also want to take this opportunity to thank the MWS members for electing me secretary of the section. I am excited that the executive board supported the creation of a newsletter. I believe the newsletter is a great forum for the members to get to know each other better and to share their ideas, research, teaching tips, and professional accomplishments. Remember this is your newsletter so please take an active role in supporting it.

The newsletter will be published quarterly (March, June, September, and December.) Some of the things that you might considering sharing include recent publications or presentations, teaching tips, book reviews, awards or honors, and employment announcements. If you would like to contribute to the newsletter or offer suggestions for future editions, please contact me via email at KD-Dodson@wiu.edu or phone at (309) 762-9481 extension 62305.



Though we were both enthusiastic about teaching this course, neither of us had the prior experience of team-teaching. Needless to say we both had several concerns including:

- What type of model would we use?
- What if we disagreed or did not get along?
- What if students felt this was a horrible format of teaching?
- How do we do this and have our course objectives met?

After reviewing several styles of team-teaching, we both agreed on the interactive model using a collaborative approach style of teaching—whereby both professors are in the room for each class; sharing lectures, exchanging of ideas, discussing theories and the practical applications of the topic. This paper examines the role of team-teaching in criminal justice classes and how an experiment can lead to a new and exciting alternative approach to teaching.

Defining Team-Teaching and Selecting an Approach

Team teaching is an educational strategy that has existed for many years. Sawdon (1991, p. 74) stated that when looking at the conflict experienced by a social work student, “the distinctive contribution...is to enable a blending process which encompasses the tensions between ‘education’ and ‘training’ when seeking to promote competence.” Criminal justice as a discipline, similar to social work, has always struggled to strive for “academic respectability and professionalism” (Durkin & Shergill, 2000, p. 165).

New happenings in the college classroom, i.e. technologies, diversity of student populations, new types of courses, such as distance learning and hybrids really mandate an overall “rethinking” of the traditional approach to what many educators already know (Ershler, 1998). The team-teaching approach best benefits students by instructing them on theories and approaches while blending in practical applications and methods currently being used in the field. Team-teaching can be defined as team work among two experienced instructors who present course materials to students (Quinn & Kanter, 1984). Yanamandram and Noble (2005) expanded on the definition by stating that team teaching is a process in which the instructors are equally involved and responsible for the instruction, assessment, and the creation and evaluation of learning objectives.

When initially researching the specifics about team-teaching, it is evident that for a successful “union” to emerge on the part of instructors involved, that several avenues and approaches can be done. One of the goals team teaching hopes to achieve is more interaction between students and instructors. That is, in team teaching the faculty evaluates the student’s comprehension of the learning goals and the students evaluate the faculty members teaching proficiency (Buckley, 1998).

According to the research, there are several different styles of team-teaching that have been identified. They include:

- Traditional Team Teaching – Instructors take turns on different subjects, the other may operate the classroom technology or simply observe.
- Collaborative Teaching – the instructors work together to design the course, topics and the class is not done in a typical lecture mode – it actually uses the exchange of ideas and theories; debates with students and problem solving approaches.
- Parallel Instruction – The class is divided into two groups. Each teacher is responsible for the content being taught in the particular group. Again, there is a problem solving approach taken for each particular issue and viewpoint.
- Differentiated Split Class – Breakdown of smaller groups of students according to learning needs. One instructor will challenge and initially explain the content while the second instructor reviews or re-teaches students who require further help.
- Monitoring Teacher – This is when one instructor is responsible for teaching the whole lecture and the second instructor circulates around the classroom and monitors students (Goetz, 2000; Maroney, 1995; Robinson & Schiabe, 1995; Yanamandram & Noble, 2005).

White, Henley and Brabston (1998) have noted three models to be used as a guide for team-teaching: *the interactive, rotational and participant observer*. *The interactive model* puts two or more instructors in the classroom, with the purpose of having them both comment on the specific topics being discussed. The format stresses an active and engaged approach with interactive conversation and debate. *The rotational model* emphasizes that each instructor teach only part of the course related to their own area of expertise. This model does not require as much time & participation in the development and implementation of the class, however a course coordinator may be needed to manage grading and evaluations. *The participant-observer model* is when each instructor “alternately” takes the lead with lecturing on a topic. The other participates when deemed appropriate i.e., adding commentary, asking questions, assisting with classroom exercises, etc. It is noted that of the three the interactive rates are higher in “instructional synergy”, for promoting creativity, and integrating concepts and principles (White, Henley & Brabston, 1998, pp. 13-14).

Villa, Thousand, and Nevin (2008) have examined Individual Education Programs (IEPs) that have looked at the diversity of educational techniques and experimentation to deal with students with disabilities and classroom inclusion. In their research, co-teaching partnerships have a definitive impact to the assessment and management of classrooms. Villa et al. (2008) have examined four approaches that have gained attention:

1. Supportive Co-teaching – where one faculty takes the lead, the other in a supportive role.
2. Parallel Co-teaching – One main instructor and teaching aides to help inclusion of several heterogeneous groups.
3. Complimentary co-teaching – One main instructor and one who complements with supplemental notes and instruction.
4. Team Teaching – Co-teach alongside each other and share responsibility for planning, teaching and assessment.

Villa et al. (2008) also notes some positives from the team approach include: equal planning, assessment, and grading. The trust, communication, and coordinating efforts of both faculty is key. However, the greatest threats which exist include not equal monitoring of students (so some fall through the cracks) and the lack of student to student interaction due to repetitive talk between instructors and in-fighting of ideas and ideologies (Villa et al., 2008).

For the purpose of this particular course, the decision was made to use the interactive model with the collaborative method of teaching. To team teach. It was determined that this would best suit the students in this particular classroom environment and the objectives of the course.

Concerns about Team-Teaching

Obviously, there were several issues which can arise unexpectedly using the collaborative approach. Robinson and Schiabile (1995) have mentioned in their writings about possible conflicts. Team-teaching by its nature and approach can lead to each instructor revealing and referencing not only professional, but personal points of view and opinions. This can create clashes and tension in the classroom. Lack of collaboration, a dominant personality, and even a lack of cohesiveness can lead to an uncomfortable classroom environment. Sometimes the ability to “disagree amicably” is difficult when discussing appropriate topics, such as: methods to treat sex offenders or those inmates who are mentally ill or even punishing juveniles. As well, possible procedural clashes can be created during syllabus preparation, or the development of coursework objectives and lectures (Goetz, 2000). Team-teaching is not always successful. Some faculty have rigid personalities or feel attached to a particular teaching style or method. Some believe that the demands on work, energy and time will not be compensated accordingly, and thus, are not willing to give the allotted attention needed to create a successful collaborative approach. Some believe they will fail, not shine as much as the other faculty participant(s), or are share ideas and even control of their classroom (Buckley, 1998).

Studies in the field of education and social work have cited several positive strengths of team-teaching including the ability to create a supportive and safe environment to present controversial ideas and theories; overcoming the negative effect of the academic isolation which can exist on college and university campuses; and the suggestions of alternative approaches to solving concrete problems within the system. By combining the academic and the active practitioner, students can bounce of opinions and ideas

and witness a variety of teaching styles. More importantly, the students are exposed to the functionality of a collaborative team. They benefit from experts in a specific area who give their own perspectives on pertinent issues and concerns. For the professors, it can truly enhance one's professional development (Goetz, 2000; Yanamandram & Noble, 2005).

Other educators have noted that the team approach helps students learn at their own rate. It is not the "top-down" single subject lecture approach. There tends to be more mixed population groups within the college classroom, more inclusion and a whole new dimension of learning and teaching. The different voices, perspectives, expertise of faculty are even more valued within this structured environment. There must be a willingness to risk change within the college classroom environment, have open-mindedness, imagination and creativity (McKeachie, 1994).

Today, many colleges and universities have incorporated the team-teaching approach. At Stanford University, for example, team-teaching has been used in numerous departments and programs. For successful courses, Anderson and Landy (2006) have found that by teachers doing collaborative planning, attending all lectures, creating an active learning model, asking open questions and encouraging class discussions – it allows the students to actively participate more. Landy states, "team teaching gives professors the opportunity 'to teach in a different way, and learn in a different way'" (as cited in Leavitt, 2006, p. 4). It allows faculty members to hone their pedagogical skills, expand teaching styles, and develop new topics for research and scholarship.

Course Development and Objectives

The purpose of this course was to attempt to examine and answer questions about the nature of the risk posed by special needs offenders in the corrections system and to analyze and discuss the most effective means of supervision and managing those risks within the community. Course topics included discussions on: typologies of high risk and special needs offenders; risk assessment and classification; supervision and management within the corrections system; release planning and aftercare; and the development and implementation of rehabilitative models. Some of the course objective goals were for students to:

- Demonstrate critical thinking skills in regard to philosophical foundations and theories regarding rehabilitation and reintegration;
- To be able to define the various sentencing models and how they are used in our court system.
- To be able to explain the different roles and issues presented to probation and parole officers.
- To evaluate and critique the relative strengths and weaknesses of the offender classification used in our court system.
- To evaluate and critique the effectiveness of probation and parole and effective supervision in our criminal justice system.

Specific topics were selected based on: 1) current trends in monitoring special offenders, and 2) the expertise of the professors. A review of sentencing goals and punishment, criminal theories, classification models, risk management and assessment, an overview of the management and treatment programs of the following special offenders: the mentally ill, organized crime members, gang members, addicts, and sex offenders, and issues of reintegration and supervision. The course was offered during the summer and as an upper level course with the expectation that students would have already been declared criminal justice majors or have at least some social science background if taking it as a general elective. Since this was the first time a team-teaching course was being introduced in this department, the instructors felt it would be necessary to survey the enrolled students with a pre and post course survey to look at concerns, as well as positive feedback on the course as a whole. The results are as follows:

Table 1
Frequencies and Percentages on Demographic and Academic Information (N = 12)

Variable	Frequency
Gender	
Males	5 (41)
Females	7 (58)
Race	
Caucasian	9 (75)
African-American	3 (25)
College Level	
Sophomore	1 (8)
Junior	3 (25)
Senior	8 (67)
College Status	
Full-time	10 (83)
Part-time	2 (17)
Major	
Criminal Justice	11 (92)
Psychology	1 (8)
Reason for Taking Course	
Major elective	11 (92)
General elective	1 (8)

All students indicated (N = 12) that they had never taken a course that utilized the team-teaching model. In the pre-course survey, two open-ended questions were asked for students to list what they perceived as possible advantages and disadvantages in taking a team-teaching course. Below is noted a list of responses students cited:

Advantages:

- *More attention paid to students on an individual basis*
- *Getting different perspectives*
- *Being exposed to different personalities*
- *Having more variety and discussion in class*

Disadvantages:

- *Conflicting personalities*
- *Teachers have different expectations of students*
- *Having two teachers may be more intimidating*
- *No continuity of material*
- *Having professors re-teach same material*

The post-course survey was structured a bit differently. Students were asked to rate their overall experience, the individual teaching styles of the instructors, selected questions rated on a Likert-scale, as well as three open-ended questions. Two questions, one which focused on what students liked the best; and another on what they liked the least in the classroom and one asking the students to provide additional comments. The Likert scale was rated on the basis of 1-5 with 5 = Excellent, 4 = Very Good, 3 = Average, 2 = Not so good, and 1 = Poor. Table 2 below cites the frequencies of the results:

Table 2
Frequencies and Percentages of Results on Post-Course Survey Questions (N = 12)

Survey Questions	Frequency
How did you rate the professor's classroom interaction?	
Excellent	10 (83.7)
Very good	2 (16.6)
How thoroughly did professors address the topics?	
Excellent	10 (83.7)
Very good	1 (16.6)
How well do you feel the professors were qualified to teach this course?	
Excellent	11 (91.7)
Very good	1 (8.3)

Students rated both professors overall as having excellent (5) teaching styles (N = 12) and their overall experience from taking a team-teaching class as excellent (5). With regard to the open-ended question asking students what they liked best, an overwhelming 100% of students stated the differing points of view and perspectives given by the professors in class. Thirty-four percent wrote they enjoyed the balance of instruction – incorporating theory and practical application. Seventy-five percent enjoyed the interaction between the professors and the debating of issues and 92% felt they were very comfortable in the team-teaching setting and noted that it expanded their knowledge base of these topics. The only negative comment noted was that one student (8%) felt that sometimes the class discussions lasted too long.

Other comments are as noted:

“It was interesting to see both sides – the theoretical and the reality. Even though there was a lot of disagreement, we as students could

“Excellent course, it should be a regular class offering. I believe criminal justice students would learn a lot from this class. I have.”

I feel as though the information I learned throughout this course will be valuable in my future career. The team-teaching made it better to learn.”

I liked how we got the law enforcement view and the criminologist view. It helped us to see and understand both sides. I liked how the class was discussion-based and group oriented. Overall, a great learning experience.”

This particular class went well, probably one of the best classes I've taken in college. The teachers worked well together and created a good setting. It could have been bad if the teachers didn't mix.”

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MWS Awards Committee Seeks Nominations

The MWS Awards Committee is seeking nominations from our membership to be considered for the awards outlined below. Please be proactive in nominating individuals for each award. To nominate a person please send an electronic copy of (1) a letter of support describing why you believe they should be selected for the award and (2) the nominee's vita to Faith Lutze, Chair, MWS Award Committee at lutze@wsu.edu. Nominations are due **November 1, 2011**.

Section Awards

Coramae Richey Mann Leadership Award

To be considered for the highest honor of the Section, Coramae Richey Mann Leadership Award, a person must meet the following criteria: an active Member in good standing of the Section for at least 2 consecutive years prior to being recommended. Recipient must be a contributor to the ethnic and racial diversity in criminal justice education. The recipient must endeavor to advance critical thinking concerning women and must have made substantial contributions to the emerging body of knowledge about gender issues in criminology and criminal justice.

The Esther Madriz Student Travel Award

Two student awards designed to encourage the participation of undergraduate and master's level racial/ethnic minority and women students in the Academy of Criminal Justice Sciences and will permit two students to attend and make presentations at the 2012 ACJS Annual Meeting. Each award will be a maximum of \$600. Recipients shall be required to submit receipts to receive reimbursement for their expenses.

Evelyn Gilbert Unsung Hero Award

Recipient must be an active Member in good standing of the Section for at least 2 consecutive years prior to being recommended. Must be committed to ethnic and racial diversity in criminal justice education. The recipient must have made substantial contributions to the emerging body of knowledge about gender issues in criminology and criminal justice.

Becky Tatum Excellence Award

To be considered for the Becky Tatum Excellence Award, a person must be an active member in good standing of the Section. Recipient must be committed to conceptual or empirical contributions to the study of minorities as victims, professionals in criminal justice, or offenders.



“The greatest danger for most of us is not that our aim is too high and we miss it, but that it is too low and we reach it.”

Michelangelo

Member News

- ◇ Congratulations to Dr. George Higgins, University of Louisville who has been named as the new editor of The Journal of Criminal Justice Education.
- ◇ Best wishes to Dr. Rosemary Gido who is retiring from Indiana University of Pennsylvania after 14 years of service to the Department of Criminology. Dr. Gido will remain the editor of The Prison Journal.
- ◇ Congratulations to Dr. Lorenzo Boyd who is the Program Chair for the 2013 Academy of Criminal Justice Sciences conference, which will be held in Dallas, Texas on March 19-23, 2013.

Minorities and Women Section Esther Madriz Student Travel Awards

The Minorities and Women Section, of the Academy of Criminal Justice Sciences is accepting applications for the Esther Madriz Student Travel Awards. These two student awards are designed to encourage the participation of undergraduate and master's level racial/ethnic minority and women students in the Academy of Criminal Justice Sciences and will permit two students to attend and make presentations at the 2012 ACJS Annual Meeting (in New York!). Each award will be a maximum of \$600. Recipients shall be required to submit receipts to receive reimbursement for their expenses.

To be eligible for an award, an applicant must meet the following criteria:

1. Be a woman or a member of an under-represented racial/ethnic minority group in the criminal justice/criminology discipline.
2. Be enrolled in an undergraduate program of criminal justice/criminology during some part of the academic year for the annual meeting at which the presentation will be made; or
3. Be enrolled in a master's degree program of criminal justice/criminology during some part of the academic year for the annual meeting at which the presentation will be made.

To be eligible for the award, an applicant must submit:

1. Letter of Application
2. Personal Resume
3. Official Transcript of degree being pursued at the time of submitting the application
4. Faculty Letter of Nomination
5. Original single authored manuscript (4 paper copies). The presentation may be either a roundtable, or a research paper session. The paper should not exceed twenty typewritten double-spaced pages using American Psychological Association 6th Edition format. Each paper will be blindly reviewed by a national committee.

The first and second place authors will receive a maximum of \$600 travel reimbursement for their expenses to attend the ACJS conference in 2012. Both the first and second place papers will be presented at a special Student Minorities and Women Section panel. Other papers may be invited to participate on the panel.

All application materials must be received no later than October 15, 2011.

All application materials should be sent to:

Angela P. Taylor, Ph.D.
Fayetteville State University
Department of Criminal Justice
1200 Murchison Road
Fayetteville, NC 28301-4252
(910) 672-2275

A SPECIAL MESSAGE FROM THE
SENTENCING PROJECT



Submitted by
Rosemary Gido,
Ph.D.
Editor, The Prison
Journal



Dear Friends,

I'm writing to let you know about a special issue of The Prison Journal which is devoted to "Reforming the Criminal Justice System in the United States." The journal features contributions from leading scholars in the field, and was produced to inform the work of the National Criminal Justice Commission proposed by Sen. Jim Webb.

My contribution to this collection is Addressing Racial Disparities in Incarceration. In the article I assess both crime rates and decisionmaking within the criminal justice system in the areas of law enforcement, prosecution, and sentencing that have contributed to disparities. I then examine the implications of these disparities for the broader community and offer recommendations for change in policy and practice.

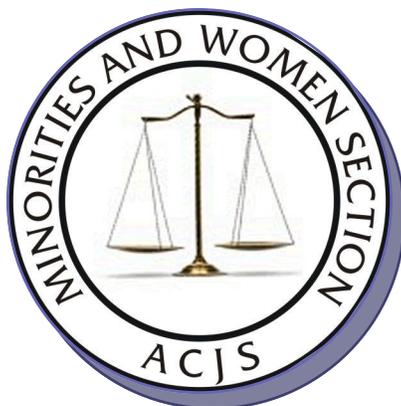
The full table of contents of articles in The Prison Journal can be viewed [here](#). They include:

- Bringing Down the U.S. Prison Population
- Evidence-Based Policies and Practices for Drug-Involved Offenders
- Prisons Do Not Reduce Recidivism
- People with Serious Mental Illness in the Criminal Justice System
- Life on the Outside: Returning Home after Incarceration
- The Benefits and Costs of Early Prevention
- Strategies for Reducing Prison Populations

I hope you find this important collection valuable in your work.

Sincerely,

Marc Mauer



WE ARE NOW ON FACEBOOK!

Visit us at

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