

**CO-TEACHING IN SECONDARY CLASSROOMS: STRATEGIES,
PERCEPTIONS, AND CHALLENGES**

by

Sierra Miranda

A Thesis

Submitted to the Faculty of Purdue University

In Partial Fulfillment of the Requirements for the degree of

Master of Science



School of Special Education at Purdue Fort Wayne

Fort Wayne, Indiana

May 2022

THE PURDUE UNIVERSITY GRADUATE SCHOOL
STATEMENT OF COMMITTEE APPROVAL

Dr. Jane Leatherman, Chair

Department of Special Education

Dr. Rama Cousik

Department of Special Education

Dr. Jeong-Il Cho

Department of Special Education

Approved by:

Dr. Jane Leatherman

To my students, colleagues, and family

ACKNOWLEDGMENTS

First, I would like to acknowledge Dr. Jane Leatherman for her unwavering support throughout the completion of this project. Your patience, leadership, and flexibility provided me with the support that was vital to the completion this project. I would also like to recognize Dr. Rama Cousik and Dr. Jeong-Il Cho for their contributions in the pursuit of my Master's degree, including the time and effort they spent on this project.

I would also like to express thanks to my principal, Mr. X for supporting me throughout this entire process. Your willingness to be all in, in support of my educational endeavors, has made the distribution of the components of this process a breeze. To my colleagues who completed my survey: this project would have been impossible without your time and effort. I am grateful to work with a group of individuals who are willing to take on additional

Finally, an enormous thank you to my family and significant other. This journey has been an extreme test of my perseverance and resiliency. Throughout the entire process, you stuck by my side with open arms and ears. When things got tough, I knew I could count on you for a pick me up. This project is a result of your untiring belief in my ability to succeed.

TABLE OF CONTENTS

LIST OF FIGURES	8
LIST OF TABLES	9
ABSTRACT	10
CHAPTER 1: INTRODUCTION	11
Statement of the Problem	11
Significance of the Project	11
Purpose of the Study	12
Research Approach	12
Definition of Terms.....	13
CHAPTER 2: LITERATURE REVIEW	15
Introduction.....	15
Benefits of Co-teaching	16
Strategies.....	17
One Teach, One Observe	18
One Teach, One Drift	18
Station Teaching	20
Parallel Teaching	20
Alternative Teaching	21
Team-Teaching	22
Teacher Perceptions of Co-teaching	22
Teacher Support.....	23
Knowledge and Training	25
Role Equality	26
Challenges of Co-teaching	27
Teacher Compatibility	28
Time to Plan.....	29
Administrators and Co-teaching	29
Summary	31
Justification of a Handbook	33

CHAPTER 3: METHODOLOGY	34
Participants.....	34
Setting	34
Role of Researcher	35
Research Design.....	36
Recruitment and Data Collection.....	36
Data Sources	37
Data Collection Procedures	38
Special Project Description.....	39
CHAPTER 4: RESULTS.....	41
Introduction.....	41
Survey Overview	41
Results.....	43
Demographic.....	43
Strategies.....	44
Participant's Roles	46
Perceptions.....	48
Participant's Co-Teaching Relationships	51
Challenges.....	54
Summary	58
CHAPTER 5: HANDBOOK	60
CHAPTER 6: DISCUSSION AND CONCLUSIONS	106
Introduction.....	106
Results.....	106
Strategies.....	107
Perceptions.....	107
Challenges.....	108
Strengths of the Handbook.....	108
Recommended Use of the Handbook (implications for practices in special education)	109
Limitations of the Study and Handbook	110
Suggestions for Future Research	111

Personal Reflection	111
Conclusion	112
APPENDIX A. SURVEYS.....	113
APPENDIX B. RECRUITMENT LETTER.....	121
APPENDIX C. IRB APPROVAL	123
APPENDIX D. PRINCIPAL PERMISSION	126
APPENDIX E. CITI TRAINING (RCR).....	128
APPENDIX F. CITI TRAINING (HUMAN RESEARCH).....	129
APPENDIX G. TIMELINE	130
APPENDIX H: RAW DATA	132
REFERENCES	164

LIST OF FIGURES

Figure 1 Participants Teaching Experience in Years	43
Figure 2 Familiarity of Co-Teaching Strategies	45
Figure 3 Participants Beliefs in Co-teaching as being an effective way to provide special education services	48
Figure 4 Participants Perceptions of Having Access to Adequate Training on Co-teaching	49
Figure 5 Challenges Experienced Related to Co-teaching	54

LIST OF TABLES

Table 1 Participants Participation in Co-teaching Strategies.....	46
Table 2 Participants Roles in Co-taught Classes	47
Table 3 Participants Factors Considered When Describing Co-Teaching Relationships.....	53
Table 4 Additional Information Provided.....	57

ABSTRACT

A majority of special education students—64%—spend 80% or more of their time in regular education classes. The primary method of delivering special education services is by creating co-taught classes. Despite its popularity, literature suggests that most co-teaching relationships never meet their full potential due to a number of factors. The purpose of this study was to explore the nature of co-teaching in one high school. This included an exploration into teachers' employed strategies, their perceptions, and the challenges related to their co-taught classes. Twenty-nine teachers from an urban, public high school, in a city in the Midwest participated in the one-time anonymous survey. Results from this study suggest that most teachers rely on “One Teach, One Drift” (also known as “One Teach, One Assist” and “One Teach, One Support”) as their primary mode of implementing co-teaching in their classes. Additionally, the results from this study suggest that most teachers believe that co-teaching is an effective way to provide special education services to students with special education needs. However, 59% of teachers reported that they have not received expectations of their role and their collaborators role (65%) in co-taught classes. Participants cited lack of common planning time as the most prominent challenge that hinders successful co-teaching (70%), and lack of content knowledge (56%). Additionally, perspectives and attitudes of collaborators and lack of access to adequate resources/training presented a challenge.

CHAPTER 1: INTRODUCTION

Statement of the Problem

Inclusive education refers to the idea that ALL students, with or without disabilities, should learn in age-appropriate general education classes with high quality instruction, interventions and supports so that all students can be successful with grade level, core curriculum. A majority of special education students—63.4 percent--spend 80 percent or more of their time in regular education classes according to 2017 data from the National Center for Education Statistics. Co-teaching can be defined as “two or more educators contractually sharing instructional responsibility for a single group of students, in a single classroom, for a specific content area, with joint accountability and varying degrees of participation” (Simpson et al., 2014, p. 100-101). This collaborative model is one of the most common support strategies used to address the learning difficulties and take advantage of the opportunities for learners with special needs in the general education classroom (Nierengarten, 2013).

Co-teaching may be a popular method of providing services to students with disabilities, however it does not always come naturally and there are many barriers that prevent successful collaborative co-teaching partnerships at the secondary level (Chitiyo, 2017; Ploessl, 2010; Pratt, 2013; Samuels, 2015) including: teachers’ perceptions, lack of planning time, lack of content knowledge, and dissatisfaction with roles in the classroom (Chitiyo, 2017; Nierengarten, 2013; Samuels, 2015; Simpson et al., 2014; Solis et al., 2012;). If these barriers go unaddressed, they could negatively impact the quality of services received and opportunities for success experienced by students with disabilities (Brawand & King-Sears, 2017; Krammer et al., 2018).

Significance of the Project

To understand the nature of co-teaching in a specific environment, there needs to be an exploration of the experiences, perceptions, relationships, and strategies used in *that* specific environment. An exploration of the traits listed above will provide a greater understanding of co-teaching in one high school in comparison to previous research findings. This exploration might increase the outcomes for the teachers who are responsible for teaching 18% of one high school’s students who receive special education support across 85 co-taught sections of content area classes

(Indiana Department of Education, 2021). For most students, the LRE is the general education classroom with special education support. This leads to a number of integrated, co-taught classes. The presence of integrated classes does not mean that successful inclusion is occurring. The quality of the services being provided is more important than the setting in which it occurs; co-teachers must work together for students to have the best chances at success (Obiakor et al., 2012).

The conclusions of this study aim to contribute to the current research exploring teacher's perceptions and challenges of co-teaching at the secondary level (Chitiyo, 2017; Brawand & King-Sears, 2017) and the challenges faced by co-teaching pairs (Chitiyo, 2017; Solis et al., 2012). Moreover, the findings might increase administrative understanding of challenges faced by the teachers who engage in co-teaching assignments at the secondary level. This in turn might inspire professional learning or restructuring of schedules to address the present challenges faced by teachers.

Purpose of the Study

The purpose of this study was to explore the nature of co-teaching in one high school's co-taught classrooms. This included an exploration into teachers' employed strategies, their perceptions, and the challenges related to their co-taught classes. The study aimed to identify the strategies used in integrated co-taught classes. Moreover, this study looked to determine what, if any, perceptions influence co-teaching. Finally, this study aimed to identify and explore the challenges of co-teaching in integrated classes. Information from the study was analyzed to create a handbook that will assist administration and teachers with building habits that will lead to successful co-teaching experiences for teachers and students alike. This study also aimed to provide high school teachers with materials that might enhance their future co-teaching experiences.

Research Approach

Survey research involves the collection, analysis, and interpretation of data that describes the attitudes, opinions, behaviors, or characteristics of a population. In survey research, researchers gather data using questionnaires and analyze data to describe trends. Cross-sectional survey design allows the researcher to gain insights into a particular phenomenon of interest at one point in time

(Creswell, 2008). This method of research provided the best exploration of the research questions listed below. General education teachers and special education teachers from one high school were included as participants in this study. To assess the strategies employed, perceptions and challenges related to co-teaching, general education and special education teachers were given a one-time, anonymous survey. Some of the questions used a Likert rating scale. These questions produced quantitative data that allowed for quantitative analysis. The survey also included some opened ended questions where participants were asked to give a short answer response, providing the researcher with narrative, qualitative data.

Definition of Terms

Co-assessing: when two teachers work together to develop assessments that monitor progress of all students, and then reflect on that data for future practice (Brendle et. al, 2017)

Co-instructing: when two teachers work together to implement the delivery model for co-teaching (Brendle et. al, 2017)

Co-teaching: “two or more educators contractually sharing instructional responsibility for a single group of students, in a single classroom, for a specific content area, with joint accountability and varying degrees of participation” (Simpson et al., 2014, p. 100-101)

Co-planning: when two teachers create lesson plans together and determine the appropriate support needed for special education students (Brendle et. al, 2107)

Free and Appropriate Public Education (FAPE): Requires schools to provide special education to meet the unique needs of a child, provide related services to help the child benefit from that special education, provide accommodations and modifications that helps the child learn and participate in the general education curriculum, create an Individualized Education Program (IEP), and requires that the school teach the child in the least restrictive environment to the maximum extent possible (LRE). These services must be provided to the student for free. (About IDEA, 2020).

Individuals with Disabilities Education Act (IDEA): The law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children (About IDEA, 2020)

Inclusion: The act of providing education to all children in the same classroom, offering learning opportunities to previously marginalized groups (Ford, 2013)

Least Restrictive Environment (LRE): the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily. (About IDEA, 2020).

CHAPTER 2: LITERATURE REVIEW

Introduction

Research has found that co-teaching has the potential to be beneficial for students and teachers alike, but there are challenges that affect its implementation. When co-teaching does not reach its maximum potential in the general education classroom, students with special education needs are receiving sub-par special education services. A review of literature was conducted, with most publications originating from the years 2010-2021, by searching key terms such as: co-teaching, co-teaching strategies, co-teaching best practices, co-teaching and student success, co-teaching benefits, co-teaching challenges, co-teaching and effective implementation, and co-teaching and roles. The Purdue University Fort Wayne (PFW) Academic Search Complete provided articles related to the topic, from a range of data bases. The articles provided the foundation of this study. The literature review is divided into two sections, first discussing the strategies of co-teaching, then addressing the teacher perceptions/challenges of co-teaching. The purpose of this review is to identify themes that emerge throughout the literature, which ultimately provided the basis for the subsequent special project.

Today's classrooms are more diverse than they have ever been before. Since the implementation of the Individuals with Disabilities Education Act (IDEA) (2004), diverse learners have continuously been sharing learning environments. This is a federal mandate "that makes available a free and appropriate public education (FAPE) to eligible children with disabilities throughout the nation and ensures special education and related services to those children" (About IDEA, 2020). This legislation oversees how states and public agencies provide "special education and related services to more than 7.5 million eligible infants, toddlers, children, and youth with disabilities" (About IDEA, 2020). It also requires that students be educated in the least restrictive environment (LRE). Because of this, schools are required to provide children with disabilities an education with children who are nondisabled to the maximum extent appropriate. Most of the time, this is the general education classroom as "a majority of special education students—64.8 percent of those ages 6-21—spend 80 percent or more of their time in regular education classes" (Riser-Kositsky, 2019). The most common method of providing special education services in the general

education environment is co-teaching between a general education teacher and a special education teacher (Nierengarten, 2013).

Co-teaching can be defined as “two or more professionals delivering substantive instruction to a diverse or blended group of students in a single space” (Prizeman, 2015, p. 45). This definition requires four things for an instructional practice to constitute co-teaching. First, almost all instruction should take place in one classroom, usually the general education setting. Second, there should be a heterogeneous group of students, including students with and without special education needs. Additionally, there must be two or more professionals, including a general education teacher and special education teacher. Finally, both professionals must be actively involved in the instruction of all students. This promotes equal responsibility between teachers and inspires co-planning, co-instructing, and co-assessing (Cook & Friend, 1995, as cited in Prizeman, 2015).

Benefits of Co-teaching

There are many potential benefits for students who participate in a co-taught, inclusive classes. Krammer et al. (2018) reports that student needs are better met when they have access to more than one teacher in the room. Strogilos and Avramidis (2016) conducted structured observations of twenty-two students to identify patterns in the grouping, engagement, interactions with teachers and peers, and the nature of interactions of students with special education needs. They reported that students with special education needs were found to be on task and actively participating more frequently in co-taught classes compared to non-co-taught classes.

Additionally, students with special education needs experienced more teacher interaction in co-taught classes than in non-co-taught classes. Another potential benefit of co-taught classes highlighted in this study is that students with disabilities received individual teaching and individual directions more frequently in co-taught classes than in non-co-taught classes (Strogilos & Avramidis, 2016). This study concludes that the extra help provided by a special education teacher in a co-taught class increases the attention of students with special education needs, ultimately providing better opportunities to have equitable access to the general education curriculum. (Strogilos & Avramidis, 2016). This is echoed in Strogilos and King-Sears (2019) study where students reported that they enjoyed having two teachers in the classroom because there had more opportunities to ask for help, their teachers created a fun learning environment, and

they believed that they were learning well. Prizeman (2015) also reported that students benefit from the reduced pupil-teacher ratio present in co-taught classes. When co-teaching is done right and done well, students with and without special education needs benefit.

Co-teaching likewise has the potential to be advantageous to the collaborating professionals involved. According to the majority of 694 primary and secondary education teachers who completed an online questionnaire about the sustainability, benefits, and challenges of co-teaching, the major benefit of co-teaching is the opportunity to share your feelings and teaching experiences with another teacher (Kokko et al., 2021). Additionally, Prizeman's (2015) research suggests that co-teaching can lead to increased confidence, establishment of relationships with all of the students in a class, improved working relationships among collaborating partners, and better overall understanding of students with special education needs. In a study that assessed teacher's beliefs about co-teaching, Malian and McRae (2010) found that participants mostly agreed that co-teaching is an effective way of providing support to students and staff. This finding is mirrored in Hurd and Weilbacher's (2017) study where teachers reported the shared benefits of co-teaching, including superior content preparation and more opportunities for students. Teachers also reported that co-teaching can lead to greater classroom management procedures.

Strategies

Most current research concurs (Brendle et al, 2017; Kokko et al., 2021) there are six strategies or approaches for co-teaching including: (1) One Teach, One Observe, (2) One Teach, One Drift, (3) Station Teaching, (4) Parallel Teaching, (5) Alternative Teaching, and (6) Team Teaching. Each of these approaches involves a general education teacher and a special education teacher and requires them to collaborate with each other and share a classroom space to educate all students, with or without disabilities. The strategy employed is typically up to the co-teaching team and is influenced by a number of factors. However, there is no present research that definitively places one co-teaching strategy as inherently better than the others (Chitiyo, 2017; Murawski & Lochner, 2011; Brendle et. al, 2017). Each of these strategies, or approaches, represent a way for collaborating co-teachers to deliver special education services to students with disabilities in the general education setting. There are benefits, drawbacks, and difficulties that accompany each of the six strategies of co-teaching.

One Teach, One Observe

In the “One Teach, One Observe” approach, one co-teacher leads large group instruction. This is typically the general education teacher because they are considered the content area specialist. The other co-teacher, usually the special education teacher, merely observes the students as their collaborative partner delivers all the direct instruction. In this case, the co-teacher who assumes the “observe” role usually conducts observations to assess students’ progress on academic and behavioral goals listed in their Individual Education Plans (IEP) (Brawand & King-Sears, 2017). By definition, this strategy of co-teaching should not be considered true co-teaching; there is no co-instructing that occurs and the co-teacher who fulfills the observer role plays a minimal in the students’ progress through the general education curriculum (Murawski & Lochner, 2011). However, it is important to note that with the “One Teach, One Observe” strategy, students’ progress towards IEP goals are closely monitored by a qualified, special education professional, without pulling them from the general education setting.

One Teach, One Drift

A second strategy, “One Teach, One Drift”, otherwise known as “One Teach, One Assist” and “One Teach, One Support,” encompasses “one co-teacher who leads the lesson while the other co-teacher circulates, or drifts, around the room answering individual questions, or providing one on one assistance as needed” (Brawand & King-Sears, 2017, p. 217). Similar to the “One Teach, One Observe” approach, the general education teacher is usually the co-teacher who is leading the lesson while the special education teacher provides secondary support. Obiakor et al. (2012) and Ford (2013) suggest that this strategy is beneficial for all students because it not only allows for students with disabilities to access the general curriculum, but it also provides instructional support for students with and without disabilities. “One Teach, One Drift” was frequently implemented in elementary classrooms (Brendle et al, 2017). Faraclas (2018), Strogilos and King-Sears (2019), and Strogilos and Tragoulia (2013) concluded that this strategy is the most frequent strategy used at the secondary level as well. The prominence of this particular strategy might be extreme in secondary schooling because the specialization and difficulty in specific content areas (Bennett & Fisch, 2013). The frequent use of this strategy makes it the most common to appear in present literature.

In a study including 24 co-teaching dyads from four middle schools and three high schools in the northeast region of the United States, Faraclas (2018) randomly assigned teacher pairs in treatment and control groups. One group (treatment) received a professional development training package on co-teaching, while the other group (control) did not receive any professional development training. The purpose of this study was to explore the effects of professional development training on the co-teaching performance, including co-planning, co-classroom management, co-instruction, co-behavior management, and co-assessment. The researcher developed and used the *Performance Assessment for Co-Teachers* (PACT) to assess each dyad's performance in the different areas of co-teaching. The PACT provided a framework for the observer to note evidence of co-teaching practices, such as: types of special education services delivered to students with disabilities, the amount of time each teacher took lead and support instructional roles, and whether teachers shared responsibility for all students. Research suggests that, before professional development was provided to the treatment group, most of the teaching pairs primarily implemented the one teach, one support co-teaching method (Faraclas, 2018). This is corroborated in Strogilos and Tragoulia's (2013) research which found that roughly 90% of participating teachers described a co-teaching classroom setting where the general education teacher was the leader while the special education teacher acted as an assistant.

Despite the popularity of the "One Teach, One Drift" strategy of co-teaching, present research suggests that this strategy is unfruitful and does not produce the best results (Bennett & Fisch, 2013) and that it should only be used if collecting student data is the most desired outcome (Ploessl et al., 2010). First, the eminence of this strategy might be due to convenience; when one co-teacher is playing a secondary, assistive role, the emphasis on co-planning, instructing, and assessing is minimized. That is, those essential factors of true co-teaching are not as challenging and time consuming. Additionally, Brawand and King-Sears (2017) suggest that co-teaching pairs who take full advantage of having two adults in the room diminish the amount of time where co-teachers share unequal roles, such as one leading whole group instruction while the other observes or assists. This strategy is not the most efficient use of the resources at hand. Strogilos and Tragoulia (2013) report that this strategy should be used in the initial stages of co-teaching, when co-teachers are first working together and getting to know one another, before moving on to more productive strategies. Additionally, it is commonly reported that this particular strategy of co-teaching promotes a lack of parity in co-teaching. When there is no parity between co-teachers,

co-teaching, by definition, is not occurring (Faraclas, 2018). When special education teachers are placed in unfamiliar content areas, especially in the secondary setting, they often feel vulnerable and have a difficult time keeping up with the content knowledge since they are learning alongside the students. This, by default, limits the role the special education co-teacher can accept in the classroom and casts them as a teacher's assistant instead of the qualified special education teacher they are (Nierengarten, 2013; Tzivinikou, 2015).

Station Teaching

“Station Teaching” co-teaching is similar to using a Learning Centers where one group of students works independently at a station, while two other groups of students are working with each co-teacher (King-Sears, 2017, p. 217). This strategy involves a more interactive role for both teachers compared to the first two strategies previously discussed. In this situation, the general education teacher and the special education teacher are actively responsible for the education of all students in the class. This requires the co-teaching team to co-plan, co-instruct, and co-assess on a regular basis, all of which are essential for effective co-teaching. “Station Teaching” benefits students because it allows for all students to work within small groups and receive small group instruction (Obiakor et al, 2012; Ford, 2013). Co-teachers might also use this strategy when co-teaching styles differ since the stations do not require them to jointly interact in front of the class (Ploessl et al., 2010). A potential disadvantages to this strategy include the increase in noise and activity levels (Tzivinikou, 2015). This might feel chaotic and uncomfortable for some teachers who are used to having control over the entire class.

Parallel Teaching

Another co-teaching strategy, “Parallel Teaching” requires the special education teacher and the general education teacher to concurrently deliver the same information to two different groups, similar in size (Brawand & King-Sears, 2017). This approach includes the joint teaching processes that are essential to the true definition of co-teaching. The general education teacher and the special education teacher share equal responsibility for instructing the students in the classroom. This is beneficial because all students receive targeted, small group instruction (Obiakor et al., 2012). Teachers also benefit from engaging in parallel teaching because it provides the co-teaching

pair with opportunities to grow developmentally and learn from their co-teaching partner's area of expertise (Obiakor et al., 2012). For "Parallel Teaching" to work efficiently, co-teachers must coordinate their efforts so that all students receive the same instruction and that grouping decisions are based on preserving diversity within each group. Additionally, for "Parallel Teaching" to occur, both co-teachers must possess adequate content knowledge (Plossel et al., 2010). In some instances, though, the co-teachers bias might lead to homogenous groups, creating two groups of students with differing ability levels. In this case, the students with special education needs might receive instruction primarily from the special education co-teacher, while the students without special education needs might receive instruction from the general education teacher. Researchers caution this as it has been noted that co-teachers should never create a situation where students are viewed as "my kids" and "your kids" based on ability (Murawski & Lochner, 2011). This eliminates the joint responsibility for all students in the class.

Alternative Teaching

A fifth co-teaching strategy is "Alternative Teaching." When alternative teaching is taking place, one co-teacher is instructing a large group while the other co-teacher provides instruction to a smaller group (Brawand & King-Sears, 2017, p. 217). The content being presented can be the same, or similar with variation in the level or materials used. Unlike "One Teach, One Observe" and "One Teach, One Drift," and similar to "Parallel Teaching," each teacher is responsible for providing some sort of instruction to students. Usually, this looks like the general education teacher providing instruction to the large group, while the special education teacher pre-teaches or re-teaches students who need additional support (Obiakor et al., 2013). The nature of this strategy provides students with disabilities, as well as other students struggling with challenging material, the opportunity to receive additional direct instruction to promote content comprehension. Like parallel teaching, alternative teaching requires an abundance of collaboration, including co-planning, co-assessing, and co-evaluating. As a result, it is a less popular, or less studied, strategy than the strategies that can be easily implemented without these essential components.

Team-Teaching

A final, and most interactive strategy of co-teaching is “Team-Teaching.” This strategy is reserved for co-teachers who are extremely compatible because equality and cooperation are essential for this strategy to occur (Ploessl et al., 2010). Team-teaching includes both co-teachers collaboratively delivering instruction, with both in the lead role. Since each teacher takes lead, there is equal sharing of instruction of all students; for example, one co-teacher delivers new content while the other co-teacher supports the content delivery with clarifications and examples during the lesson (Brawand & King-Sears, 2017). Collaborators who engage in team-teaching might also debate, model, simulate, or role-play to deepen student understanding of content. This is the most complex co-teaching strategy because its success is dependent upon the co-teacher’s ability to mesh their teaching styles together (Tzivinikou, 2015). Both teachers are equally responsible for teaching all the students at the same time, working together as a well-oiled machine. To ensure this strategy flows smoothly, co-teachers need to establish routines to determine who does what, in which way, and with what materials (Brawand & King-Sears, 2017). Due to the complexity and the need for teachers to be completely interwoven, this approach is one that very few co-teaching pairs ever grow to implement (Tzivinikou, 2015). Despite the unlikelihood of this strategy to occur, co-teachers who are fortunate enough to implement it report that this is the most gratifying type of co-teaching (Tzivinikou, 2015).

Teacher Perceptions of Co-teaching

The occurrence of co-taught classrooms is not an assurance that the anticipated benefits of co-teaching will be manifested in the appearance of student outcomes. A teacher’s perception of co-teaching can negatively or positively affect their co-teaching assignments. Teachers generally perceive co-teaching as an effective way of providing support in integrated classes (Solis et al., 2012; Chitiyo, 2017). However, despite positive perceptions of co-teaching, due to a number of challenges, co-teaching teams do not always reach their maximum potential. Krammer et al. (2018) states that shared responsibility for classroom actions is essential for co-teaching teams to deliver high quality instruction. However, failure to do so can lead to a strain in co-teaching relationships (Brawand & King-Sears, 2017; Brendle et al., 2017; Krammer et al., 2018; Solis et al., 2012;). Oftentimes, special education teachers act as assistants to the general education teacher, creating

an imbalance between two qualified professionals (Pratt, 2014). Additionally, “differences in attitudes toward inclusion of students with disabilities and interpersonal differences in gender, personalities, communication styles, and conflict styles can create tensions that teachers need to address” (Pratt, 2014, p. 2). For example, Stefanidis et al. (2018) found that, of the 147 teacher participants who completed the co-teacher questionnaire, younger co-teachers tend to perceive co-teaching as more beneficial than older co-teachers. In Kokko et al.’s (2021) study, the participants data suggested that female teachers perceived more benefits of co-teaching than their male counterparts. Additionally, Kokko et al.’s (2021) found that a majority of teachers reported positive views related to co-teaching, but that does not change the fact that implementation levels were low.

This role of perceptions in implementing co-teaching requires an exploration into individual and environmental factors that help or hinder the use of co-teaching as an effective means of providing services to students with disabilities.

Teacher Support

Teachers’ support of co-teaching can help or hinder its implementation in classrooms. Chitiyo (2017) surveyed seventy-seven teachers from the northeast United States. More than half the participants perceived co-teaching as feasible within their schools. However, 21% of participants reported that their colleagues do not support the use of co-teaching. For co-teaching to be successful, collaborating pairs have to share instructional responsibilities and decision making for the class. If there is a teacher within a pair that does not support the use of co-teaching, then it will not be successfully implemented. This reluctance to co-teaching might be due to the nature of teaching in general. Collaborating with colleagues on a larger scale is expected in schools, but teachers are typically left to navigate their own room, doing their own thing. This includes the process of planning, instructing, and evaluating class progress individually. Allowing another teacher to come into your room and permitting them to play an integral part in the entire teaching process might strike some resistant teachers as an invasion of their space (Chitiyo, 2017). This is supported by Pratt (2014), who reported that some teachers find sharing classroom space and responsibilities difficult because the owner of the room has their idea of classroom routines and structures which might be different than the visiting teacher’s classroom routines and structures.

Furthermore, Bennett and Fisch (2013) collected forty-three teacher candidate responses about the nature of a co-teaching relationship they observed. One student's analysis of the situation observed placed the negative aspects of co-teaching on the special education teacher. This is problematic because, as a general education teacher candidate, the student could already have a negative perception of co-teaching before they are graduated and licensed to teach because a teacher's knowledge and perceptions are built through their life experiences (Kokko et al., 2021). Another student responded to the initial post and noted that the co-teaching relationship may have been affected by a number of factors and differing opinions. This is problematic because competing opinions can negatively impact a co-teaching pair from successfully teaching lessons together (Bennett & Fisch, 2013). The potential issues that rise from differing perspectives and opinions in co-teaching pairs lead some researchers to argue that "co-teaching should be voluntary and based on compatibility of teachers who display high levels of effort, flexibility, and compromise" (Solis et al., 2012, p. 506).

Researchers suggest that attitudes are antecedents to behavior (Bennett & Fisch, 2013). It is relatively easy to spot dynamic co-teaching duos and apathetic co-teaching duos, but a large portion of teachers find themselves in the middle, unsure of how to share the classroom stage (Murawski & Lochner, 2011). A teacher's perception in their role of educating all students in a co-taught class can have a direct impact in the way they interact with students. In the Strogilos and Avramidis (2016) study, researchers found that general education teachers interact with students with special education needs more when they are in non-co-taught classes. Consequently, it can be assumed that these teachers do not feel they are responsible for teaching students with special education needs in co-taught classes, but they are in non-co-taught classes. (Strogilos & Avramidis, 2016). This notion was confirmed in Strogilos and Tragoulia's (2013) study where the education of students with disabilities in co-taught classes was understood as "'a problem' which needs to be 'fixed' by special education teachers alone" (p. 88). General education teachers should not assume that the special education co-teacher is there to take lead in educating students with special education needs. This inequality in accountability for all students leads the general education teacher and the special education teacher to be on their own island, working with separate types of kids. As a result, a strain can develop in the co-teaching relationship because a co-teacher's readiness to share the full classroom responsibilities, including planning and instructing, is key to a positive relationship (Brendle et al., 2017).

Knowledge and Training

Having sufficient knowledge on and training related to co-teaching has been reported to be a precursor to the overall effectiveness of co-teaching assignments. Unfortunately, teachers are regularly placed together in a classroom without adequate preparation to collaborate successfully (Nierengarten, 2013). In Strogilos and Tragoulia's (2013) study, eighteen co-taught teams participated in interviews and observations to understand the implementation of co-teaching and to elicit teachers' experiences. In this investigation, researchers reported that all teachers, including general education teachers and special education teachers, reported concerns with their knowledge and ability to educate students with special education needs in co-taught classes (Strogilos & Tragoulia, 2013). The discrepancy in knowledge, skill, and training affects the overall implantation of co-teaching as "the lack of training in co-teaching did not offer the opportunity to co-teachers to understand the process of co-teaching practice and thus to adopt the required perspectives in sharing the class under a co-teaching relationship which could promote inclusion" (Strogilos & Tragoulia, 2013, p. 88).

Moreover, Brendle et al. (2017) distributed rating scales, conducted interviews, and completed observations of two co-teaching teams; they found all teachers involved saw co-teaching as beneficial for students and teachers, and that the main reason for co-teaching is to provide special education services in the general education classroom. Each co-teaching team reported that they were comfortable with their role in the classroom, but they realized that they lacked the knowledge of co-teaching models and best practices in implementing the models for the appropriate lessons. The participants ultimately realized that they needed more thorough information pertaining to co-teaching strategies that would improve the teaching in their co-taught classes (Brendle et al., 2017). Similar to Brendle et al.'s (2017) research, Chitiyo (2017) uncovered that 62% of the seventy-seven participants in his study reported that they lack the necessary skills needed for the use of co-teaching. Kokko et al.'s (2021) study reported that one-fifth of the participating teachers cited the lack of training on co-teaching as a challenge to successful implementation. As noted by Nierengarten (2013), "teachers do not intuitively know how to co-teach" and the lack of knowledge and training reported in these studies could lead to negative perceptions of co-teaching and an overreliance on a co-teaching strategy that places the special education teacher as more of an instructional assistant than a certified teacher.

To further support the need for adequate knowledge and training, Faraclas (2018) uncovered the potential benefits of professional development trainings on co-teaching implementation. Twenty-four co-teaching dyads were randomly assigned to treatment and control groups, and each group was given a pretest to get a baseline of their practices. Then, one group (the treatment group) received six professional development trainings over an eight-week period. The sessions focused on co-teaching overall, including planning, classroom management, instruction, behavior management, and assessment. The other group (the control group) received no professional development. Across the board, post-test scores certified that the professional development created for this study was successful because it improved the co-teaching routines of general and special education teachers (Faraclas, 2018). Teachers in the treatment group consistently reported higher scores in co-planning responsibility for students, classroom management, and delivery of instruction, while teachers in the control group sparingly reported increased scores in those areas. The elevation of post-test scores also insinuates that teachers in the treatment group displayed a boost in parity between co-teachers. This is echoed by Tzivinikou's (2015) study in which 15 co-teaching teams initially reported a total lack of collaboration between teachers. After receiving in-service training regarding collaboration development and advancement, participants changed their attitudes and displayed readiness to implement their new knowledge by developing cooperation procedures and collaboration skills (Tzivinikou, 2015).

Role Equality

Parity can be defined as the state or condition of being equal and is another factor that can influence the nature of teachers co-teaching experience. According to Faraclas (2018) high-quality co-teaching relationships are created with parity, or equality, in the teaching process. This includes equal input in roles, responsibilities, and instructional behaviors between co-teaching partners. When parity is absent in a co-teaching partnership, one teacher is left to fill a subordinated "helper" role. This inequality in roles is common when co-teaching pairs have received little training in co-teaching (Faraclas, 2018). Pratt (2014) explored four effective co-teaching pairs experiences via focus groups, interpersonal behavior questionnaires, observations, and individual interviews. She found that the participating teams established parity by acknowledging how teachers could complement each other in their different areas of expertise. In this study, the co-teachers saw each

other as equal, despite the general education teacher's expertise in subject matter and the co-teacher's expertise in modifying the curriculum to meet the needs of all learners. The co-teaching pairs reported that they trusted each other's decisions and that fostered an interdependent co-teaching relationship. In the Strogilos and Avramidis (2016) study, researchers found that the special education teachers in twenty-two co-taught classes assume a lesser role. The general education teachers lead the classes while the special education teacher take responsibility for problem behaviors. In this case, the teachers need to challenge the role they have accepted to move towards a more shared partnership in educating students with special education needs (Strogilos & Avramidis, 2016). Additionally, Strogilos and Tragoulia's (2013) study showed that parity was not present as the special education teachers' subordinated role in co-taught classes was attributed to lack of content knowledge. Thus, it can be concluded that effective co-teaching teams are teams where parity is displayed. When parity is not established, "educators complain that they are treated as "glorified assistants" who are unable to make any true impact on the general education curriculum or pedagogy" (Murawski & Lochner, 2011, p. 175).

Challenges of Co-teaching

When co-teaching is strong, the students and teachers equally benefit from the shared instruction, but when it is not, "you might as well keep pulling kids out of the classroom... because they are not going to get what they need" (Samuels, 2015, p. 1). There is a wealth of research related to the challenges associated with co-teaching (Chitiyo, 2017; Nierengarten, 2013; Samuels, 2015; Simpson et al., 2014; Solis et al., 2012). Themes such as lack of common planning time, teacher's perceptions, lack of adequate preparation to co-teach effectively, undefined roles, lack of consistency in year to year scheduling/administrative support, lack of choice pertaining to content area placement, lack of content knowledge, and inconsistency in the co-teacher's physical presence when a need arises for coverage of another class surfaces throughout present literature. However, as Samuels (2015) noted, co-teaching does not look the same in every school or classroom; it might not even look the same for every teacher. If co-teaching is the most common method of providing special education services in the general education classroom, then there needs to continue to be well-developed literature outlining the challenges to its successful implementation. When the challenges are identified, school personnel can work together to provide

their teachers with the resources they need to address the challenges. If the challenges of co-teaching are not addressed, then co-teaching will not reach its full potential.

Teacher Compatibility

It is no surprise that “the incompatibility of teachers hinders successful collaborative process and sharing of responsibilities” (Krammer et al., 2018). Allowing teachers to choose to participate in a co-teaching assignment suggests that the teacher is willing to collaborate and take ownership for their desired outcomes (Nierengarten, 2013). On the contrary, “when two adults who do not believe in co-teaching or who do not respect one another as professionals are physically in the same classroom and do not interact, the result is often disheartening, discouraging, and ultimately a complete waste of time for them and the students” (Murawski & Lochner, 2011). Krammer et al. (2018) surveyed 280 co-teachers to determine the perceptions of self-selected teams of co-teachers compared to administrative selected teams of co-teachers. The results of this research suggest that the self-selected group of co-teachers displayed higher mean scores in the areas of “Shared Responsibility” and “Enjoyment with the Co-Teaching Process” than that of the administrative selected group of co-teachers (Krammer et al., 2018). When teachers are given the freedom to self-select their co-teaching partner, they are likely to select a teacher who shares a similar teaching style/philosophy as opposed to someone they believe holds different views. This could be a dominant reason why teachers who self-selected their teams reported that they experienced more enjoyment than the teams who had been placed together by administration (Krammer et al., 2018). Kokko et al. (2021) reported that teachers stated difficulty in finding suitable partners was the second most challenging aspect of co-teaching. This might be due to the specialization in a specific content area and not being able to be paired with a co-teaching partner who has background knowledge in that area. This challenge could be addressed by “allowing the special educator to choose the content area of knowledge, interest, preference and strength in which to co-teach” because it helps develop the content knowledge and confidence that is needed to share the teaching stage (Nierengarten, 2013).

Time to Plan

Planning time is the number one issue for many educators related to co-teaching (Chitiyo, 2017; Kokko et al., 2021). Collaboration amongst co-teaching partners is essential for successful implementation. Co-planning is the foundation for effective co-teaching and is essential in identifying roles and responsibilities for co-teachers. This is the time where teachers determine the instruction that will be covered, how they will manage the classroom, how they will assess student progress and data, and how they can build off of each other's strengths and weaknesses. Without co-planning, teachers struggle to determine how to share the classroom stage and responsibilities. Malian and McRae (2010) found that a majority of special education teachers and general education teachers value scheduled planning time as "very important" to the quality of their co-teaching classes. Pratt (2014) found that the effective co-teaching participants valued co-planning time as "absolutely essential" (p. 9) to the overall effectiveness of their co-teaching procedures. If a co-taught lesson is poorly planned, or not planned at all by both the participating teachers, the likelihood of satisfaction its implementation is low. Due to scheduling difficulties and competing priorities common in the field of education, "if co-teaching is perceived as time consuming, teachers may opt for instructional delivery models that are less demanding" (Chitiyo, 2017, p. 62). This factor might contribute to the prominence of the "One Teach, One Drift/Assist/Support" model of co-teaching.

Administrators and Co-teaching

Another challenge pertaining to the establishment and implementation of effective co-taught classes is the presence or absence of administrative support in relation to factors deemed important to co-teaching. A supportive administration can foster the continuous development of effective co-teaching teams, while an unsupportive administration can create an underwhelming mode of providing special education services. As previously noted, most teachers report that they possess insufficient knowledge and training to effectively co-teach in integrated classes (Brendle et al., 2017; Chitiyo, 2017; Faraclas, 2018; Kokko et al., 2021; Nierengarten, 2013; Tzivinikou, 2015). Administration can address this by recognizing the need for initial and ongoing professional learning opportunities focused on co-teaching and collaboration. Additionally, research suggests that co-teaching pairs value the presence of built in time for co-planning (Malian & McRae, 2010;

Pratt, 2013). Consistent planning allows co-teaching pairs to decide what co-teaching strategy they want to use in advance, which can lead to clarified roles within the classroom. Due to teacher shortages and scheduling demands, sometimes co-teachers are left with little to no built-in opportunities for co-planning. Lack of scheduled planning time can lead to dissatisfaction with roles in the co-taught classroom because the co-planning time is where teachers establish expectations, solve problems, and determine who is going to be responsible for what and when. If scheduling is not built into co-teacher's schedules, they will have to determine whether or not they are willing to sacrifice something else for the sake of their co-teaching team. Co-teaching teams that feel they are supported by their administrators note that their officials "value common prep" (Pratt, 2013, p. 9) time and "pair teachers appropriately" (Pratt, 2013, p. 9). When creating schedules, administration should request teacher feedback about who they would prefer to work with because teachers frequently report that they are more satisfied and feel more effective when they get to choose their co-teaching partner (Krammer et al., 2018).

Another factor that administration should consider is the way their actions impact the perceived value or importance of a co-teaching team. The field of education is experiencing teacher and substitute shortages now more than ever as a result of the COVID-19 Pandemic. It is common for a co-teacher to be pulled from their co-teaching assignment when a teacher's absence goes unfilled by a substitute. This action makes it difficult for teachers to plan for interactive co-teaching lessons where teachers are equally sharing instruction. When co-teachers are pulled from their assignment to fill in elsewhere, it sends a message that the team is regarded as a temporary or expendable resource that can be disrupted whenever a need arises (Nierengarten, 2013). If the administration does not value the time and effort that collaborative teams put in to participate in interactive co-teaching teams, then why would the teams continue planning them? Additionally, collaborative partnerships do not happen overnight. Co-teaching is a practice that takes time, patience, and extensive effort. Administration should try to create schedules that allow co-teaching teams to work together from year to year (Nierengarten, 2013). This increases their familiarity and comfort with each other. Additionally, it allows the special education teacher (who usually is not a content specialist) to develop a deeper understanding for the content. When continuity exists between teams, then the teams can work towards the more dynamic strategies of co-teaching.

Summary

Co-teaching is the most popular strategy used to provide special education services to students with special education needs in the LRE. There are several strategies for collaborating teachers to choose from, including (1) One Teach, One Observe, (2) One Teach, One Drift, (3) Station Teaching, (4) Parallel Teaching, (5) Alternative Teaching, and (6) Team Teaching. Each of these strategies presents a unique set of benefits and challenges related to its implementation in co-taught integrated classes. The one teach, one drift (also known as one teach, one support or one teach, one assist) is the most common co-teaching strategy employed (Faraclas, 2018; Strogilos & King-Sears, 2017; Strogilos & Tragoulia 2013). The over reliance on this strategy makes it the most prominent in present research and could be caused by the little preparation it takes to implement in class (Murawski & Lochner, 2011). Research also suggests that the more interactive strategies (parallel teaching, alternative teacher, and team teaching) might be more effective than strategies where co-teachers act independently from each other (Tzivinikou, 2015). However, these strategies require an abundance of co-planning, co-instructing, and co-analyzing results. The co-teaching strategy employed by teaching pairs is usually left up to the teachers to decide and can be influenced by a number of factors. There are little to no studies that explore the factors that lead to effective implementation of the more involved co-teaching strategies. Moreover, there is unfortunately no research that has definitively proven one co-teaching strategy as inherently better than the others.

Teacher's perceptions and attitudes can positively or negatively impact the implementation of co-teaching between collaborators. A general education teacher who has a negative perception of inclusion is less likely to engage in meaningful co-teaching where they collaboratively work with the special education teacher. Present research also suggests that having a positive perception of inclusion does not always equate to the most effective, interactive results (Kokko et al., 2021). Another factor important to the implementation of co-teaching is the teacher's beliefs about their ability to co-teach. If teachers feel they are not prepared to share the classroom stage, then they will not engage in the level of collaboration that is necessary for co-teaching. Research also finds that teachers feel if they could pick their co-teaching partner, then it would produce parity and job enjoyment among collaborators (Krammer et al., 2018). Teachers report that they generally know who they would work well with; creating co-teaching pairs of teachers with low personality compatibility will in turn affect the development of their co-teaching relationship.

There are many challenges associated with implementing co-teaching in inclusive classrooms. The most common challenge reported is the lack of common planning time for general education teachers and special education teachers. Co-teaching requires intricate collaboration between the two collaborators. Without time to plan, co-teachers are left with unequal roles and responsibilities in the classroom. Disparity in roles is frequently cited as a challenge to implementing co-teaching in integrated classes. According to present research, teachers generally lack adequate knowledge and training to co-teach effectively (Brendle et al., 2017; Chitiyo, 2017; Kokko et al., 2021; Strogilos and Tragoulia, 2013). This can be addressed by providing teachers with professional development that specifically addresses co-teaching and collaboration. Another challenge associated with co-teaching is the lack of support from building administrators. Administration usually takes responsibility for creating schedules which means they have control over who will be paired up, whether or not they have common planning time, and whether or not there will be any professional learning targeted toward the co-teaching community. A supportive administration can foster positive co-teaching relationships, while a non-supportive or uninvolved administration can promote underwhelming co-teaching relationships.

Despite the popularity of co-teaching as a topic in present research, there are still many gaps that need addressed. For example, “using co-teaching models and pedagogies that are aligned to instruction (for example, team-teaching, parallel teaching, alternative teaching) in place of models that do not maximize instruction (for example, one teach, one drift, and one teach, one observes) can maximize the impact on the quality of co-taught instruction” (Brawand & King-Sears, 2017, p. 228). However, most literature provides an insight to the “One Teach, One Drift” method because it is the most commonly used. There should be an inquiry into the factors that make this the most common strategy employed over the others. Additionally, there needs to be more research that determines if age and gender influence a teacher’s perception of co-teaching. Finally, the challenges of co-teaching are well researched. Current research needs to explore the presence of existing, and new challenges related to co-teaching. To determine the strategies, perceptions, and challenges of co-teaching, there needs to be current research that builds upon the present wealth of knowledge related to the topics at hand. Based on the findings presented above, the research questions that serve as a guide to this study are:

- What role do general education and special education teachers play in the co-teaching model at the secondary level?

- What are secondary teachers' perceptions of having integrated, co-taught classes?
 - How do secondary teachers describe their relationship with their co-teaching partners?
- What challenges do secondary teachers associate with co-teaching in co-taught classes?

Justification of a Handbook

Throughout the literature review, six co-teaching strategies were discussed. The perceptions and challenges that affect the implementation of co-teaching were also discussed. Teachers generally report that they lack adequate knowledge and training to co-teach effectively. Research suggests that co-teaching can be improved when professionals are presented with professional learning and training specifically aimed at collaboration and co-teaching (Faraclas, 2018; Tzivinikou, 2015). The handbook that followed this study provides teachers with the knowledge they need and practical examples on how to enhance their co-teaching implementation. This handbook was created for general education teachers and special education teachers who engage in co-taught classes. Additionally, it is also intended for administrators who take responsibility for creating the master schedule. It serves as a reference when teachers are unsure of how to move forward with their co-teaching assignment. The handbook includes information about the different strategies of co-teaching, as well as strategies to address the challenges associated with co-teaching.

CHAPTER 3: METHODOLOGY

Participants

The participants of this study consisted of core content area (science, social studies, language arts, and math) certified general education teachers and special education teachers at a high school in a midwestern city. This included 27 content area teachers and 11 special education teachers, for a total of 38 potential participants; 31 of the potential 38 participants completed the survey, indicating an 81% response rate. Two participants did not complete the survey entirely, so their responses were not used. 29 teachers completed most of the survey, exhibiting a final 76% return rate. 22 of the participants (76%) were general education teachers while seven (24%) were special education teachers. 16 of the participants were female (55%), 12 were male (41%), and one (3%) participant preferred not to say. Nine participants (31%) have been teaching for 0-5 years, eight (28%) 6-10 years, one (3%) 11-15 years, three (10%) 16-20 years, and eight (28%) have 20+ years of experience.

Setting

This research took place at a high school (grades 9-12) in a large city in the Midwest. The high school is one of five public schools in the city, and it is located on the south side of town. First opened in 1912, it is currently in its 100th year of operation. It is considered a title one school which is a school that receives federal funds to support the academic achievement of Title I students. To qualify as a Title I school, at least 40% of the student population must come from low-income families. At this high school, 73.2% of students come from economically disadvantaged homes. It has a total enrollment of 1,415 students. 14% of students are English language learners and 17.6% of students have disabilities.

Because of the geographic location and the student population, this high school is frequently called “ghetto”. This is a misleading narrative, though. This school has the International Baccalaureate (IB) program which is an academically challenging program that allows students to graduate with an internationally recognized diploma. Additionally, the school is in the process of becoming a S.T.E.A.M magnet school, with a special focus on science, technology, engineering, arts, and math.

Role of Researcher

Before I conducted this study, I completed the CITI Human Research training. I also completed Responsible Conduct of Research training. After completing both of those trainings, I had to create a research proposal and submit it to the Institutional Review Board (IRB). I had to officially obtain IRB approval before moving forward with the research (See Appendix C). This study was considered an “exempt” study because it is being conducted in a common educational setting about normal educational practices, with interactions through focus groups with adults, and only includes interactions involving survey procedures. The research conducted adhered to each of the IRB’s guidelines including: protection of participants identity, securely storing data, guaranteeing confidentiality and privacy of the participants, and ensuring voluntary participation. There were no children involved in any of the research procedures and it did not require access to student education or health records. None of the research generated information would reasonably place the subjects at risk of criminal or civil liability, or damage their financial standing, employability, educational advancement, or reputation within their work place. The participants were completely voluntary and did not receive any financial compensation for participating in the research. Final IRB approval was obtained on October 27th, 2021.

In completing this study, I aimed to unearth the strategies, perceptions, and challenges of teachers who participate in co-taught integrated classes. Throughout the research process, my primary responsibility as a researcher was collect data in a way that protected the participants. The information provided by the participants will help to create a handbook that aims to improve co-teaching assignments. As a special education teacher who spends most of their day co-teaching, I understand the difficulty of providing worthwhile services to students with special education needs in co-taught classes. Students are placed in the integrated setting to receive education with their nondisabled peers, however the quality of the services is a main factor determining success, not just the presence of services. Students do not benefit from two professionals who do not implement co-teaching to the fullest effect. The quality of collaboration between co-teaching pairs can directly affect the success experienced by students with special education needs.

Research Design

This study's research questions are:

- What role do general education and special education teachers play in the co-teaching model at the secondary level?
- What are secondary teachers' perceptions of having integrated, co-taught classes?
 - How do secondary teachers describe their relationship with their co-teaching partners?
- What challenges do secondary teachers associate with co-teaching in co-taught classes?

The research questions were explored through one method of survey research data collection: anonymous, one-time, open-ended survey. Each participant was asked to participate in a one-time anonymous survey, before/after school, during their plan period, or on their own time. The cross-sectional survey design produced both qualitative and quantitative data. The survey contained demographic and scale questions, frequent tools used in quantitative studies. The survey also contained short answer responses relating to the participants co-teaching strategies, perceptions, and challenges. The short answer responses allow the participants to relay their feelings and beliefs which are both key characteristics of qualitative studies. The researcher intended to gain knowledge on the strategies, perceptions, and challenges of general education teachers and special education teachers who participate in co-taught, integrated classes.

Recruitment and Data Collection

Survey research (Creswell, 2008) involves the collection, analysis, and interpretation of data that describes the attitudes, opinions, behaviors, or characteristics of a population. In survey research, researchers gather data using questionnaires and analyze data to describe trends. Cross-sectional survey design allows the researcher to gain insights into a particular phenomenon of interest at one point in time. This form of survey research has the advantage of measuring current attitudes or practice, in a short amount of time. The cross-sectional survey design allowed the researcher to describe trends in the presented data over teacher's strategies, perceptions, and challenges related to co-teaching in integrated classes. The purpose of this study was to explore the nature of co-teaching in one high school's co-taught classrooms. (Creswell, 2008)

The school principal was emailed to request permission to conduct research in his building. Attached to the email was a draft of the survey questions that would be used to collect data. Once the principal approved the research, the researcher drafted a recruitment letter that the principal would send to potential participants.

Data Sources

Data for this study was gathered via structured survey. The survey was intended for both special education teachers and general education teachers; it asked a series of open ended and close ended questions related to co-teaching. The promise of anonymity was aimed at ensuring teachers to be more open and honest with their responses to the open-ended questions. The data provided by the survey was used to create the special project handbook for both special education and general education teachers. The handbook intended to improve their co-teaching experiences in the future.

The survey is broken down into four sections. The first section asks demographic questions. They ask the participants to identify their gender, the amount of years they have been teaching, and the current position they fulfill. The next section refers to the strategies of co-teaching. The first six questions asked the participants to identify their place on a Likert scale. The scale had a range of answers including the choices: all of the time, some of the time, seldom, or never. The final question in this section allows the participants to construct a short response related to the role they play in their co-taught class.

The next section of the survey attempts to identify teacher perceptions of co-teaching. The first seven questions aim to identify teacher perceptions by providing Likert scale response options that range from: strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree. The first question asks teachers to identify whether or not they feel that co-teaching is an effective way to provide services to students with special education needs. The second question relates to the teacher's perception of the training they have received. The third and fourth questions relate to the role of the participant and their collaborating partner. The fifth and sixth questions relate to the participants satisfaction with their role and their collaborators role. The seventh question aims to identify if they teacher would prefer to pick their co-teaching partner instead of having them assigned. The final two questions of this section ask the participants to provide a short answer response. The first short response question aims to identify the factors teachers consider when

describing their relationship with their co-teaching partner. It also asks the participant to describe their relationship with their co-teaching partner. The final question asks if the participant has any suggestions that might lead to greater satisfaction in their co-teaching assignments.

The final section of the survey aims to address the challenges related to co-teaching. The survey lists ten commonly reported challenges associated with co-teaching. The participants are asked to identify which of the challenges have posed issues for them. There is also a place where they can provide a challenge if it is not listed in the generated list. The next question asks the participant to describe how the previously identified challenges impact their co-teaching challenges. It also asks participants if they have any suggestions to address the identified challenges. The final question allows the participant to add any additional information that was not covered in the previous questions. (See Appendix A)

Data Collection Procedures

The list of potential participants was obtained via the district email database. After the participant pool was created, participants were recruited via email, sent by the school principal. The recruitment email included name of the research topic, the purpose of the research, and asked the readers to participate in the research. It also ensured that their participation was completely voluntary and that their identity would remain anonymous. The email explained the procedures, including an estimated time that it would take for the participants to complete the survey. It also assured participants that their decision to participate will not affect their professional standing within their workplace. Moreover, it assured participants that their responses would be securely stored with a username and password combination, and that my professor and I would be the only people who have access to their responses. Finally, it stated that the participant responses would be deleted from the system after the completion of the research. I also included my professor and I's contact information in case the participants had any questions before they decided to participate in the research.

Within the recruitment email, the participants also received a link to access and complete the survey. When the participants clicked on the link, it would take them to Qualtrics®, a university used, cloud-based platform for creating and distributing web-based surveys. Once there, the participants were able to immediately begin section one of the survey.

Surveys were sent out to all content area (science, social studies, language arts, and math) certified general education teachers and special education teachers at the research school. This included thirty-four content area teachers and twelve special education teachers. The recruitment email was sent out on Friday, December 3rd, 2021. Potential participants will receive a reminder recruitment email roughly two to three weeks after the original recruitment email.

Once all data was collected, data analysis included the process of content analysis. The researcher began by organizing survey data, looking for patterns and themes to emerge, making note of each category as it appears. This process was completed using Qualtrics® online survey software. Once all data had been coded, the researcher described the main characteristics of the different categories. At this time, the researcher made connections between the data collected and how it applied to the research questions. The researcher also looked for data that contradicted the identified patterns or trends of data. Finally, the researcher looked to interpret the data, examining relationships that exist and contradictions. The data collected ultimately drove the direction and contents of the special project handbook.

Special Project Description

The special project is in handbook format, created for general education teachers and special education teachers who engage in co-taught classes and building level administrators. The handbook's first section has information on how to begin co-teaching, including resources teachers can use to start their co-teaching relationships. The second section contains information and examples of the different strategies of co-teaching, including potential benefits and drawbacks. The third section outlines how perceptions, experiences, and beliefs can impact your co-teaching assignment. This section also includes information on how to effectively communicate with your collaborators, conflict resolution suggestions, and the do's and don'ts of collaboration. The fourth section discusses the common challenges of co-teaching. This section provides a description of each of the communicated challenges and proposes suggestions to alleviate those challenges. The fifth and final section contains suggestions and resources for administration to support co-teaching in their building. The handbook's purpose is to improve the satisfaction and productivity of co-taught classes. This handbook is beneficial to all teachers who engage in co-taught classes, as well as the students, because it provides information that can lead to greater success in co-taught classes.

It is also beneficial for administrators who have a direct impact on the co-teaching assignments in their building.

CHAPTER 4: RESULTS

Introduction

Co-teaching continues to be a popular method of providing special education services to students in the general education environment. Because co-teaching is a collaborative effort between general education teachers and special education teachers, it was pertinent to gather their input to make the special project relevant to both parties. Survey research, utilizing a cross-sectional survey design, provided the researcher with data that assessed teacher's current strategies, perceptions, and challenges related to their co-teaching assignments. The participants survey responses ultimately influenced the contents of the special project handbook. The special project handbook serves as a reference general education teachers and special education teachers and aims to improve future co-teaching assignments.

The purpose of this study was to explore the nature of co-teaching in one high school's co-taught classrooms. This includes an exploration into teachers' employed strategies, their perceptions, and the challenges related to their co-taught classes. The study aimed to identify the strategies used in integrated co-taught classes. Moreover, this study looked to determine what, if any, perceptions influence co-teaching. Finally, this study aimed to identify and explore the challenges of co-teaching in integrated classes. The research questions that served as a guide to this study are:

- What role do general education and special education teachers play in the co-teaching model at the secondary level?
- What are secondary teachers' perceptions of having integrated, co-taught classes?
 - How do secondary teachers describe their relationship with their co-teaching partners?
- What challenges do secondary teachers associate with co-teaching in co-taught classes?

Survey Overview

This cross-sectional survey consisted of four different sections with a combination of scale questions, checkbox questions, and open response questions. Some questions produced quantitative data, analyzed using frequency analysis. Responses that fell in the "strongly disagree"

or “disagree” categories was grouped together under the umbrella of “disagree”. Results that fell in the “strongly agree” or “agree” categories was grouped together under the umbrella of “agree”. Responses that were “neither agree nor disagree” were not included in the previous categories, but instead left as neutral. Other questions presented qualitative, narrative data, categorized by common themes/topics. The raw data from the survey can be found in Appendix H.

The first section of the survey asked demographic questions. These questions asked the participants about their gender, the amount of years they have been teaching, and their current position they fulfilled. The second section of the survey attempted to explore the participants familiarity with the different co-teaching strategies, the strategies most employed, and the role that the participants played in their co-taught classes. The first question in section two (question #4) was a checkbox question that allowed the participants to select the co-teaching strategies that they are familiar with. The next six questions in section two were scale questions to determine the participants participation levels in the different co-teaching strategies. The final question in section two was an open response question that asked participants to describe their role in their co-taught classes. This question produced qualitative, narrative responses.

The third section of the survey contained seven scale questions assessing a variety of topics relating to the participants perceptions of co-teaching, their satisfaction, and whether or not they would prefer to pick their co-teaching partners. The third section also contained two short answer questions. One of the short answer response questions asked participants to identify the factors they consider when describing their relationship with their co-teaching partner and how they would describe their relationship with their co-teaching partner(s). The second short answer question asked the participants if there was anything that they thought could lead to greater satisfaction in their co-teaching assignments.

The fourth and final section contained three questions relating to the challenges of co-teaching. The first question was a checkbox question that asked teachers to indicate challenges that hinder the successful implementation or co-teaching. The next question allowed participants to expand upon the challenges they previously selected in a short answer format. The final question gave participants a short answer response box to add information that they wished to add that was not covered above. These responses identified the participants current strategies, perceptions, and challenges related to co-teaching. This information provided the researcher with specific areas of concern which were addressed through the contents of the handbook.

Results

The results from the survey are presented by survey categories and include frequency counts and narrative comments. The first category included demographic questions. The second section contained questions about co-teaching strategies. The third section included questions about participants perceptions of co-teaching and the final section had questions about the challenges related to co-teaching.

Demographic

The survey was formally distributed to 38 teachers and 31 out of the 38 teachers participated in this study. Two participants did not complete the survey entirely, so their responses were not used. 29 teachers completed most of the survey, exhibiting a 76% return rate. The first question asked the participants to identify their gender; 12 participants were male (41%), 16 identified as female (55%), and one preferred not to say (3%). The second question identified the participants teaching experience; nine teachers reported 0-5 years of experience, eight had 6-10 years, one reported 11-15 years, three had 16-20 years, and eight had 20+ years of experience. The final question in the demographic section asked participants to identify their current position: 22 of the participants were general education teachers (76%) while the remaining seven were special education teachers (24%).

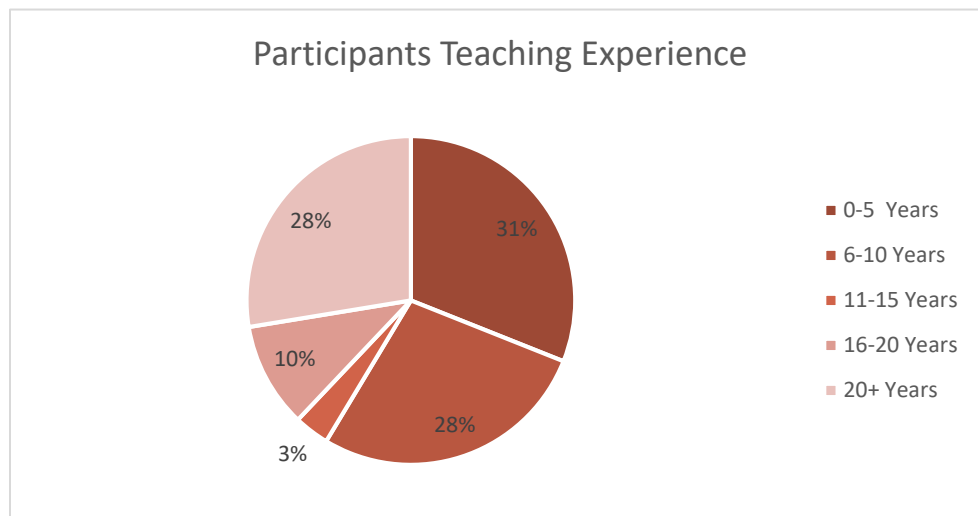


Figure 1 Participants Teaching Experience in Years

Strategies

The fourth question asked participants to identify the co-teaching strategy procedures they are familiar with. The twenty-nine participants selected the box next to the strategies they were familiar with, for a total of one hundred and three selections. The co-teaching strategies that teachers are most familiar with, with an 83% selection rate, are “One Teach, One Drift” and “Team Teaching”. 65% of participants reported that they are familiar with “One Teach, One Observe” and 59% reported that they are familiar with “Station Teaching”. “Alternative Teaching” was less popular with only 31% of participants reporting that they are familiar with it. The co-teaching strategy that participants are least familiar with is “Parallel Teaching”, as only 24% reported familiarity. Three participants (10% of the total participant pool), all of which are general education teachers, reported that they are not familiar with any of the co-teaching strategies by checking the box next to none. *See Figure 2*

The next six questions provided the participants with a co-teaching strategy and description and asked them to determine how often they engage in that strategy (*see Table 1*). For “One Teach, One Observe” (question five), 24% of participants reported that they never engage in this strategy and 24% said they seldom engage in this strategy. 38% of participants participate in “One Teach, One Observe” some of the time, while 14% of participants report that they engage in this strategy all of the time. “One Teach, One Drift” (question six) is the most popular strategy with 7% of participants reporting that they never engage in this strategy and 10% who seldom do. That leaves 48% of participants who reported they engage in this strategy some of the time and 34% who engage in this strategy all of the time. Question seven found that 38% of participants never engage in “Station Teaching”, 45% of them seldom do, and 17% of them participate in this strategy some of the time. Zero participants reported that they utilize this strategy of co-teaching all of the time. “Alternative Teaching” is addressed in question eight where 48% of participants reported that they never engage in this strategy, 28% seldom engage in this strategy, and 17% sometimes engage in this strategy. Similar to the results of question 7, 0% of participants reported that they engage in “Alternative Teaching” all of the time. “Parallel Teaching” (question nine) seems to be the least popular of all the co-teaching strategies as 76% of participants report that they never engage in this strategy and 24% reported that they seldom do so; zero participants claimed that they engage in this strategy some of the time or all of the time. Question ten addressed “Team Teaching”: 26% of participants reported that they never engage in this strategy, 31% said that they seldom engage

in this strategy, and 41% reported that they utilize “Team Teaching” some of the time. Zero of participants reported that they engage in “Team Teaching” all of the time.

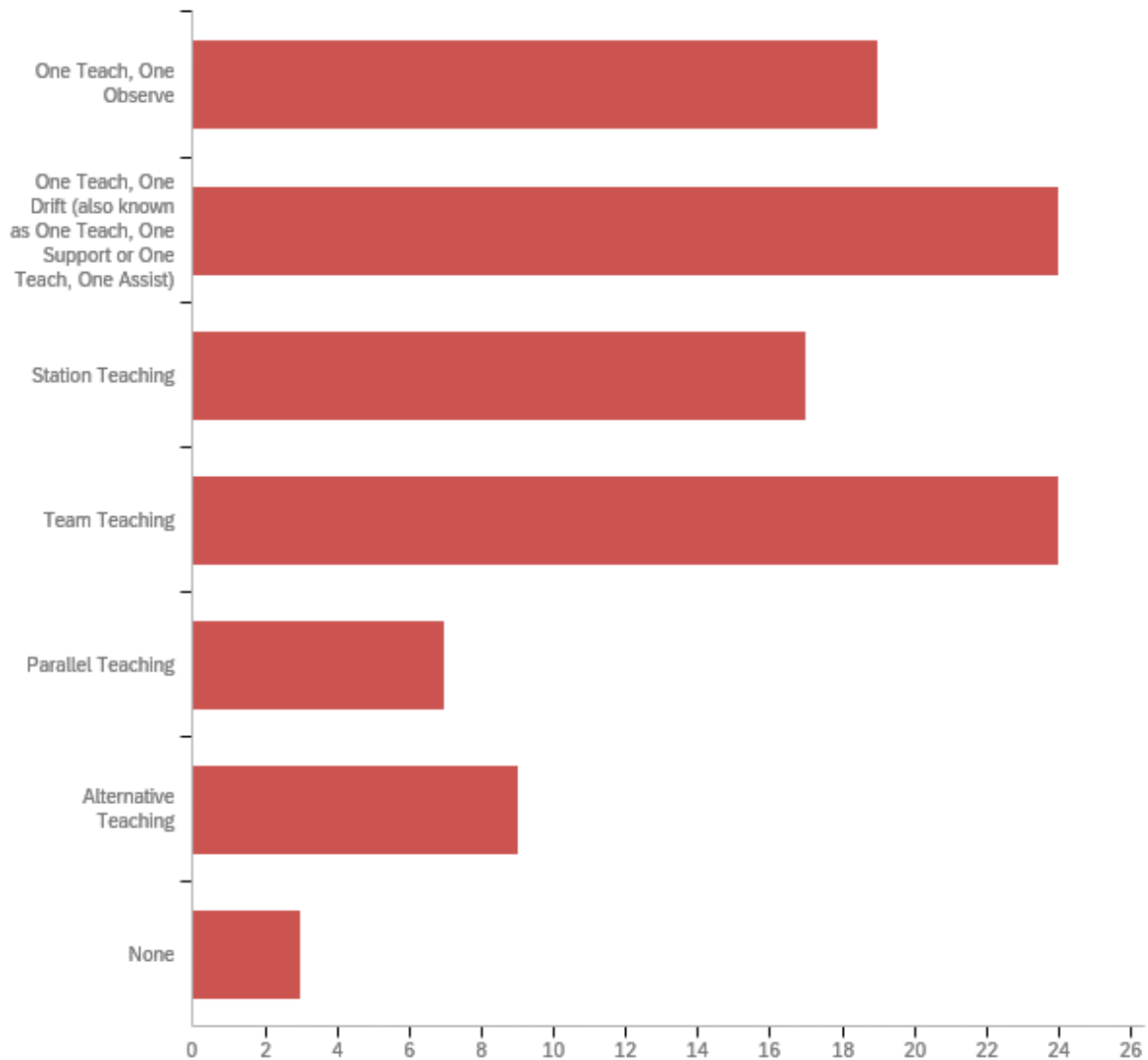


Figure 2 Familiarity of Co-Teaching Strategies

Table 1 Participants Participation in Co-teaching Strategies

Strategy	Never	Seldom	Some of the time	All of the time	Total Participants
One Teach, One Observe	7 (24%)	7 (24%)	11 (38%)	4 (14%)	29 (100%)
One Teach, One Drift	2 (7%)	3 (10%)	14 (48%)	10 (34%)	29 (100%)
Station Teaching	11 (38%)	13 (45%)	5 (17%)	0 (0%)	29 (100%)
Alternative Teaching	14 (48%)	8 (28%)	7 (24%)	0 (0.00%)	29 (100%)
Parallel Teaching	22 (76%)	7 (24%)	0 (0%)	0 (0%)	29 (100%)
Team Teaching	8 (28%)	9 (31%)	12 (41%)	0 (0%)	29 (100%)

Participant's Roles

Question 11 provided participants with a text box and asked them to describe their role in their co-taught classes (*see table 2*). General education participant responses typically included statements that identified them as the leader of the class: “lead teacher”, “center of instruction and the one delivering the lesson primarily”, and “being the lead teacher, with the co-teacher acting in a support role”. Special education participants describe roles that vary. Some participants reported that they assist students in remaining attentive: “work with some students to help maintain focus” and “helping students stay focused and on task while the lead teacher goes over the lesson”. Other special education participants report a role in which they “monitor the room and answer questions” or “observe the lesson which is taught by the Gen Ed teacher. During the lesson I walk around the room and answer any questions the students might have”. Some special education participants used co-teaching specific jargon when they reported that “Most days: Drift and assist with students” and “My role in this class is mostly one teach, one assist, but I had this class on my own for the 1st quarter of the semester so I also do a lot of team teaching”. Some special education participants reported that they sometimes interject during instruction and work with small groups when students are given time to practice new material.

Table 2 Participants Roles in Co-taught Classes

Q11: On a typical day, my role in my co-taught class consists of (describe what you do):	
Position	Responses
General Education Teacher	<p>"I lead the lesson, I lead and facilitate the discussion, and I alone answer all of the content questions. The other individual does not participate often."</p> <p>"I am the general ed teacher and usually I teach the lesson and my co teacher goes around to individual students assisting them and answering their questions."</p> <p>"I am the lead teacher and provide the lesson to the students."</p> <p>"I teach. My co-teacher roams around assisting students but also interjects instruction."</p> <p>"I am typically the center of instruction and the one deliver the lesson primarily"</p> <p>"I deliver the instruction while my co-teacher drifts, and occasionally adds points of emphasis"</p> <p>"Lead teacher"</p> <p>"One Teach, One Drift is usually what I am doing in class. I will usually deliver the lesson and guide students in activities and homework afterwards, while the co-teacher wanders the room and look for student who might have questions and need more assistance."</p> <p>"Primarily teaching content. I have most often cotaught with teachers who are not confident in the content and cannot/will not/do not teach it."</p>
Special Education Teacher	<p>"Working 1:1 with Sped students, assuring that they accommodations/modifications they do have are being put into place, pulling students for small group testing (when necessary), assisting co-teacher with instruction (especially if it is a content area I am strong in), and helping GenEd kids as well."</p> <p>"working with some students to help them maintain focus, and all throughout the period am checking in with students/answering questions/providing alternative ways of understanding the material during the lesson"</p> <p>"Most of the class periods that I co-teach in, I am the teacher who is monitoring the room and answering questions....Sometimes, I purposely sit with a group of students to monitor their behavior and learning"</p> <p>"I observe the lesson, which is taught by the Gen Ed teacher. During the lesson I walk around the room and answer any questions the students might have. During the work time, I walk around and help the students."</p> <p>"My role in this class is mostly one teach, one assist, but I had this class on my own for the 1st quarter of the semester so I also do a lot of team teaching. This often includes me interjecting to simplify the material when I notice the students struggling. I have, but not often, taken over the lesson"</p> <p>"Most days: Drift and assist with students. Add talking points and instruction when appropriate. Lead instruction with co-teacher and have group discussions. Help with planning and give activity ideas. Help create materials when needed. Some days: Lead/ teach lesson for the day. Co-teacher will drift, or do grading/ administrative work."</p>

Perceptions

The next question (12) provided participants with the statement *“I believe that co-teaching is an effective way to provide special education services to students with disabilities”* and a 5-point Likert Scale (see figure 3). Participants were to select the severity in which this agreed/disagreed with the provided statement. Participant responses fell under “strongly disagree” and “disagree” were grouped together under “disagree”; participant responses that fell under “strongly agree” and “agree” were grouped together under “agree”. Most participants agreed (76%) with the provided statement, while 14% of participants selected “neither agree nor disagree”, and 10% of participants disagreed. It is important to note that general education participant responses are responsible for all of the responses in the following scale options: “neither agree nor disagree”, “disagree”, and “strongly disagree”. In addition, the participants who “disagreed” and “strongly disagreed” with the provided statement came from general education participants who identified as female.

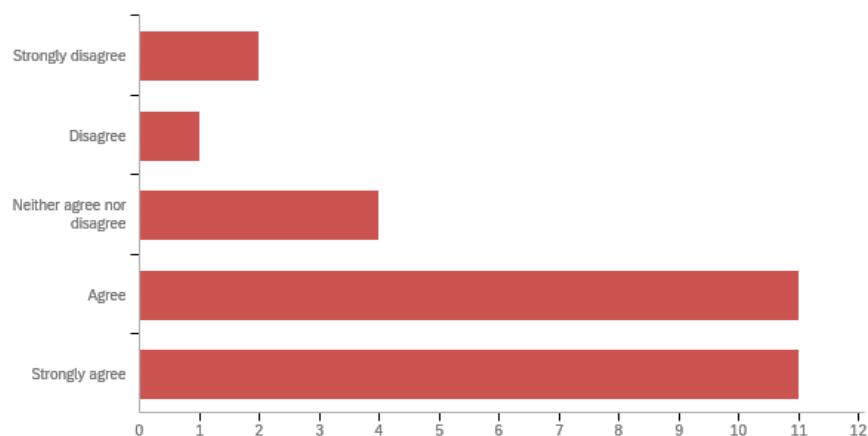


Figure 3 Participants Beliefs in Co-teaching as being an effective way to provide special education services

Question 13 provided participants with the statement *“I feel I have received adequate training on how to navigate the dynamics of co-taught classes”* and a 5-point Likert Scale (see Figure 4). Similar to the previous question, participants were asked to select the degree to which they agreed/disagreed with the provided statement. Participant responses varied as 34% of participants noted that they disagree, 38% agreed, and 28% selected neither agree nor disagree. General education participants are responsible for all five of the “strongly disagree” responses and the one “strongly agree” response. Only one special education participant, a female with 0-5 years

of teaching experience, responded with “disagree”. A majority of special education participants (57%) selected that they agree with the statement provided; two reported that they neither agree nor disagree (29%). A majority of participants (56%) with 0-5 years of teaching experience who disagreed with the statement and 44% agreed. Participants with 6-10 years of experience were mixed with 28% who disagreed, 25% who wanted to remain neutral, and 38% who agreed. The lone participant with 11-15 years of experience reported that they neither agree nor disagree. Participants with 20+ years of experience generally agree” with the statement provided (50%), while 38% of participants neither agreed nor disagreed, and 13% disagreed.

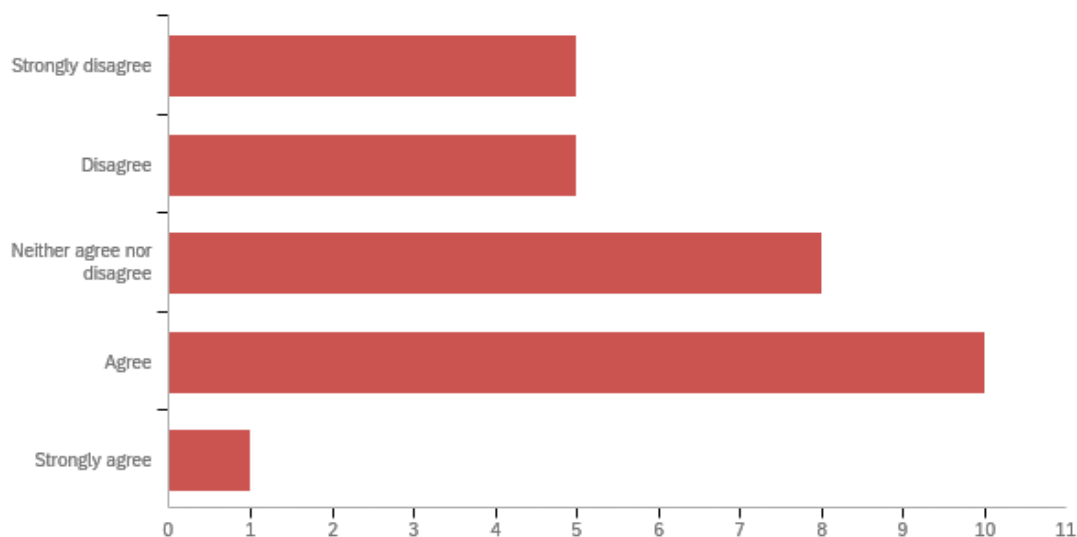


Figure 4 Participants Perceptions of Having Access to Adequate Training on Co-teaching

The subsequent question (14) provided participants with the statement “*I have been given explicit expectations of my role in my co—taught classes*” and a 5-point Likert Scale. Participants were asked to select the degree to which they agreed/disagreed with the provided statement. A majority of participants (57%) disagreed with the provided statement, 26% neither agreed nor disagreed, and 7% of participants agreed. A majority of both male (78%) and female (78%) of participants disagreed with this statement. A majority of participants with 0-5 years (44%) reported that they disagree with the statement. Most of the participants with 6-10 years (63%) and 16-20 years (67%) of teaching experience disagreed with the statement. The lone participant with 11-15 years of experience reported that they neither agree nor disagree. The majority of participants with 20+ years of teaching experience (63%) reported that they disagree. A majority of general

education participants (68%) disagreed with the provided statement while the majority of special education participants (43%) selected neither agree nor disagree.

Question 15 provided participants with the statement *“I have been given explicit expectations of my collaborator’s role in my co-taught classes”* and a 5-point Likert Scale. A majority of participants (65%) disagreed, 21% neither agreed nor disagreed, and 14% agreed. Most male (67%) and female (62%) participants disagree with the statement. A majority of participants with 0-5 years (56%), 6-10 years (53%), 11-15 years (100%), 16-20 years (67%), and 20+ years (76%) of teaching experience disagreed that they feel they have been given explicit expectations of their collaborator’s role in co-taught classes. The lone participant with 11-15 years of experience reported that they disagree. Most general education participants (73%) disagreed with the statement, while the special education participants were split between disagree and (43%) neither agree nor disagree (43%).

The next question (16) provided participants with the statement *“I am satisfied with my role in co-taught classes”* and a 5-point Likert Scale. A majority of participants (55%) agreed with the provided statement. Both male (59%) and female (57%) participants responded in similar ways with the majority selecting that they agree with the provided statement. Most participants with 0-5 years (44%), 6-10 years (79%), 11-15 years (100%), and 20+ years (50%) of teaching experience report that they are satisfied with their role in their co-taught classes. The only experience group that did not agree was the participants with 16-20 years of teaching experience; they were more neutral (67%). The majority of general education (64%) and special education (71%) participants agreed that they are satisfied with their role in their co-taught classes.

Question 17 provided participants with the statement *“I am satisfied with my collaborator’s role in co-taught classes”* and a 5-point Likert Scale. A majority of participants (48%) agreed with the provided statement. The majority of male (67%) teachers agree that they are satisfied with their collaborator’s role. The majority of female participants were split between agree (38%) and disagree (38%). Participants with 0-5 years of teaching experience provided responses that varied (33% agreed, 33% disagreed, and 33% remained neutral). Participants with 6-10 years of experience, again, generally agreed with the provided statement (63%). The lone participant with 11-15 years of experience reported that they “disagree”. Participants with 16-20 years of experience (67%) reported that they neither agree nor disagree with the statement. Unlike question 16, participants with 20+ years of experience were more decisive as 73% of them agreed

with the provided statement. Both general education (41%) and special education participants (71%) agreed with the provided statement.

The final scale question in this section, question number 18 overall, provided participants with the statement *“If I could, I would prefer to pick my co-teaching partner(s) instead of them being assigned”* and a 5-point Likert Scale. A majority of participants (72%) agreed with the provided statement. More male participants (75%) would prefer to pick their co-teaching partner(s) than female (69%) participants. A majority of participants with 0-5 years (89%), 6-10 years (76%), 11-15 years (100%) and 16-20% (67%) years of experience agree with the provided statement. Different from the data seen so far, 50% of participants with 20+ years of experience agree, and 50% wanted to remain neutral. General education participants (63%) and special education participants (100%) both agreed with the provided statement.

Participant’s Co-Teaching Relationships

Question 19 provided participants with a text box and asked two questions: *“What factors do you consider when describing your relationship with your co-teacher?”* and *“How would you describe your relationship with your co-teaching partner(s) (include multiple accounts if a difference exists between your assigned co-teachers)?”* Participants reported a variety of factors they consider when describing their relationship with their co-teachers. Some common factors include: the co-teacher’s content knowledge, ability to build relationships with students, whether or not there is open communication between the pair, and the philosophy and strategies the co-teacher uses (*see Table 2*). It is important to note that each of the participant responses that mention content knowledge came from general education teacher participants. Special education participants seemed to note that their co-teaching partners personality was a determining factor and that they preferred when they felt supported by their co-teaching partner. Of the twenty participants who provided a description of their relationship with their co-teaching partner, twelve of them spoke positively of their co-teaching relationship. One special education participant, with 16-20 years of teaching experience, provided a positive account of her relationship with her co-teacher, citing the fact that they have worked together for a few years, got to know each other’s strengths and weaknesses, and ultimately have developed a relationship that works well. Another special education teacher, female, with 0-5 years of teaching experience, also cited time spent working together as a factor that has contributed to a positive working relationship between her

and her co-teaching partner. One general education teacher, a female with 6-10 years of teaching experience, provided an account of a positive co-teaching experience she currently has, and a negative. She notes that the co-teacher she has a positive relationship with has content knowledge, builds relationships, and ‘jumps in’ without being called upon. She has another co-teacher who does not do those things. She described the first co-teaching relationship as a strong working relationship and the second as strained and unproductive. Another general education teacher, a female with 0-5 years of teaching experience, says that she considers her co-teachers teaching philosophies and strategies and that she would describe her current co-teaching relationship as strained.

Question 20 provided participants with a text box and the following question: “*What (if anything) could lead to greater satisfaction in your co-teaching assignment (see Table 3)?*” In general, participants cited increased content knowledge (18%), professional learning opportunities (14%), clear expectations (14%), more active participation (22%), time to plan (26%), and choice in who your co-teaching partner is (22%) as factors that could lead to greater satisfaction in co-teaching assignments. Unlike the previous question where only general education teachers mentioned content knowledge, question nineteen saw general education teachers and special education teachers mention increased content area knowledge as a factor that could increase their satisfaction in their co-teaching assignments.

General education participants and special education participants both noted that “professional learning on/about co-teaching strategies” would be beneficial in increasing satisfaction in co-teaching assignments. One general education teacher, a male with 6-10 years of teaching experience, notes that meeting with an administrator to clearly define roles and expectations could lead to greater satisfaction in his co-teaching experience. General education teachers frequently provided statements such as “I wish we had collaboration time”, “I would love to have time to plan more with my co-teachers”, and “I wish that I had more devoted time to collaborate with my co-teacher”. From the special education participant point of view, some noted that “being pulled from class to cover another class” makes it difficult to plan. Another special education teacher, suggested that providing “similar planning time between co-teachers” would increase their satisfaction within their co-teaching relationship. General education teacher participants and special education teacher participants each noted that they would benefit from

having a choice in who they co-taught with because “considering personalities and how they mesh before assigning co-teachers” might increase the teacher’s overall satisfaction.

Table 3 Participants Factors Considered When Describing Co-Teaching Relationships

Q19: What factors do you consider when describing your relationship with your co-Teacher?	
Common Themes	Participant Responses
Content Knowledge	<p>“Co-teacher is not experienced in content, therefore not helpful in instruction”</p> <p>“I consider whether my co-teacher has knowledge of the content”</p> <p>“My co-teacher and I are quite compatible. He has a history background, which has really assisted in teaching literary context.”</p> <p>“Most of the co-teachers that have been assigned to me don’t know my subject matter so they are of little help”</p> <p>“I value their content knowledge and rapport with students”</p> <p>“I value my co-teacher’s content knowledge... and their ability to ‘jump in’ without needing constant direction”</p>
Relationships	<p>“I really like to work with individuals who are outgoing and liked by the students”</p> <p>“I consider the classroom environment they had created/their relationships with students”</p> <p>“I value their content knowledge and rapport with students”</p> <p>“I consider my co-teacher’s ability to build relationships and work with students”</p>
Communication	<p>“I like to be part of a team and have communication”</p> <p>“The best co-teacher is the teacher willing to be a true teaching and collaboration partner. If a co-teacher is willing and eager to collaborate and work together on planning instruction, this allows for more open communication and problem solving”</p> <p>“Open communication creates the opportunity for both of us to grow as professionals”</p> <p>“It is absolutely essential that co-teachers understand what is expected by their partner and make efforts to work together to do what is best for the students”</p>
Philosophy/Strategies	<p>“I prefer my co-teachers to have the same outlook on discipline and study as me”</p> <p>“I consider our teaching philosophies and strategies”</p> <p>“I appreciate when my co-teacher takes initiative to work with students, both academically and behaviorally. I appreciate when the co-teacher is actively involved in the lesson or working with a student”</p> <p>“willingness to weigh in on activities/content”</p>

Challenges

Question 21 provides participants with a list of challenges that are frequently cited in present literature related to co-teaching. Participants were instructed to select the challenges that they experienced in their co-teaching assignments (*see figure 5*). Question number 23 (there was no question number 22 due to clerical error) was an extension of question 21. Participants were given a text box to provide a narrative of how the challenges identified in the previous question negatively impact their co-teaching assignments. It also asked if the participants had any suggestions for addressing the challenges they experience. The responses to those questions are combined in the paragraphs that follow.

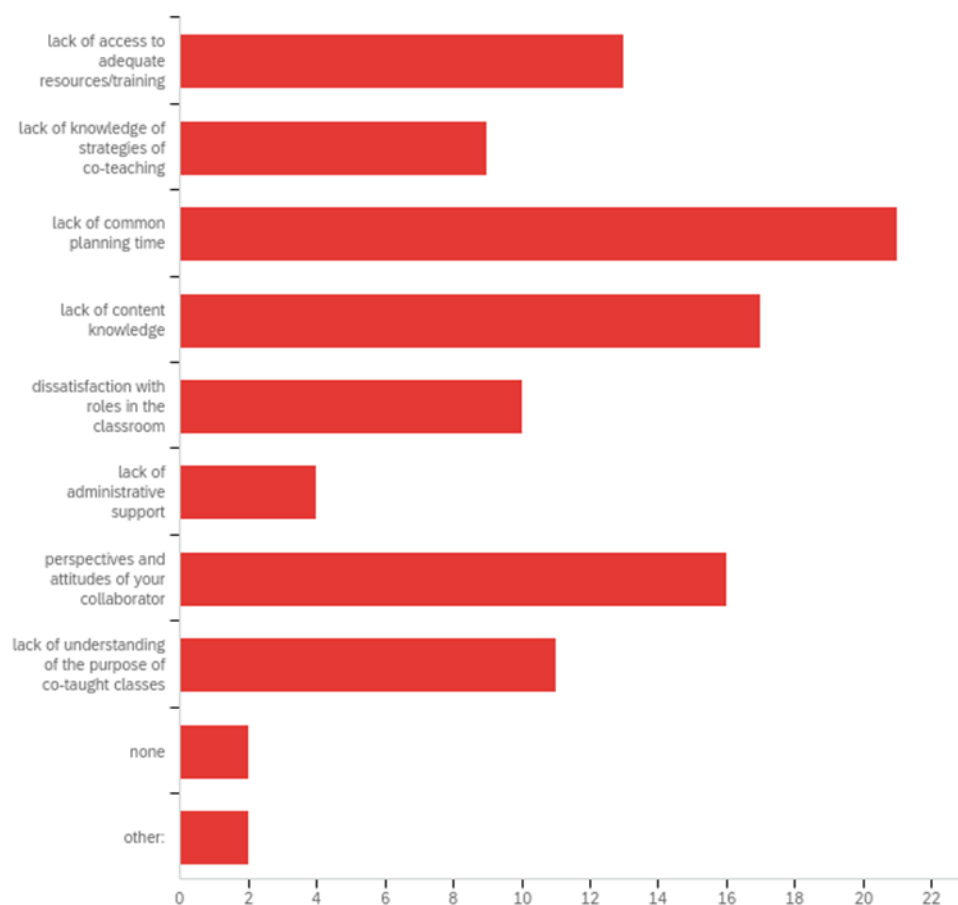


Figure 5 Challenges Experienced Related to Co-teaching

The most common challenge reported, with a choice count of 21 (20%), is the lack of common planning time. Participants provided statements such as “we have soooooo many meetings throughout the week, it is hard to carve out time to meet with the specific co-teacher(s)

throughout the week” and “common planning time would be very helpful”. A special education teacher participant with 0-5 years of teaching experience noted that “when you do not have a common planning time with your co-educator it limits the ability to have a fully functional and successful integrative class”. Participants suggested that letting teachers know who their co-teacher would be during the summer time and creating a schedule that provided a common plan among co-teachers might alleviate the challenges posed by not having time to plan with co-teachers.

The second most common challenge is lack of content knowledge. Special education participants and general education participants displayed heavy emphasis on how content knowledge can affect their overall co-teaching relationships. One special education participant, a female with 0-5 years of teaching experience, noted that “when you lack content knowledge as a special educator, it makes it extremely difficult to assist students with learning the material. We spend time learning the material ourselves and have less time to determine a way to reteach the student the material in a way they can understand”. Another special education participant, a female with 0-5 years of teaching experience, noted that “I am in a class, currently, that I have zero content knowledge on. It is frustrating because I do not feel helpful in the classroom when students are asking me for help. It seems counterproductive”. To further support the challenge at hand, a female general education participant with 6-10 years of experience noted that “lack of knowledge of content limits the ability of a co-teacher to help students with understanding”.

Another female general education teacher, this one with 0-5 years of experience, noted that “my students only ask me questions, and then I am the only one to answer. This leaves me fatigued for those periods”. An additional participant noted (general education teacher, 6-10 years of teaching experience, female) that “having someone in the room who doesn’t have solid content knowledge is tough, because I cannot rely on them to contribute to planning or class discussions, which is a major part of teaching my specific subject”. Participants highlight ideas such as placing co-teachers in the subject matter they are interested in and providing special educators with department meetings that specifically aligns the co-teachers with the standards in the rooms they teach as methods to address the challenges posed by lack of content knowledge.

The third most popular challenge revolves around the perspectives and attitudes of your collaborators (15%). One general education teacher participant (female, 0-5 years of teaching experience) provided the following description: “My biggest struggle comes from the perspectives

and attitudes of my collaborating teacher. I don't feel comfortable for me to suggest other teaching strategies because in previous conversations my co-teacher has made it very clear that it's her way or no way. I feel that approaching my co-teacher would lead to hurt feelings or disagreements about how the class is running". Another general education teacher provides a direct statement, "I believe many times it is just a personality issues that leads to a co-teacher situation not working". An additional general education teacher participant (female, 6-10 years of teaching experience) her relationship with her co-teachers is more of a "dictatorship". When perspectives or attitudes hinder the development of a successful co-teaching relationship, it can lead to misunderstandings of the overall purpose of a co-taught class (10%). One general education teacher (male, 6-10 years of teaching experience) communicates that "some (co-teachers) are more of a hinderance than a help". Participants suggest that there needs to be a system put into place, possibly by administration, to address the negative aspects of co-teaching so that teachers do not feel unwelcome or unsupported in their co-teaching relationships. The lack of administrative support is a challenge that 4% of participants identified as a hinderance to successful implementation of co-teaching.

The fourth most common challenge was the lack of access to adequate resources/training (12%). Participants often noted how the lack of access to adequate resources/training lead to unclear roles and dissatisfaction with those roles (10%). Another challenge, "lack of knowledge of strategies of co-teaching" (9%) is also mentioned when discussing the lack of access to adequate resources/training. Two female, special education participants with 0-5 years of teaching experience offered the same sentiment. First, one reported that "when general educators have a lack of the co-teaching strategies, everyone working in their integrated classrooms is seen as more of an assistant without any specific roles", while the other selected "other" on question number twenty-one and wrote in "lack of training for Gen Ed teachers". One general education teacher participant provided a rather grim account, saying "I'm not sure what the co-teacher partnership is supposed to be, so every time I get someone new, the stress that comes from figuring out our roles is significant". Both special education and general education participants alike conveyed a message that they are unclear of what is expected of them in their co-teaching relationships. They feel that it would benefit all parties involved if there was more clearly identified roles and expectations.

Question 24 provides participants with a textbox and the opportunity to provide any information they wish to add that was not covered in the questions above (see *Table 4*). The nature of this question allowed to a wide variety of response, some that were related to previous questions

and others that were unrelated. One special education teacher participant (female, 0-5 years of teaching experience) noted that another challenge she has experienced, and seen others experience, is being placed between multiple different content areas. She notes that with this scenario “you have multiple contents that you need to become an ‘expert’ in to effectively teach students with disabilities”. She also notes that being in the same subject, but with multiple different teachers can be problematic because you “are never really on the same page in each of the classes although you should be”. Another participant (general education teacher, male, 20+ years of experience) highlighted the importance of students viewing both teachers as teachers. He notes that “gen ed students can’t see me as their teacher and the IEP students see the co-teacher as their teacher”.

Table 4 Additional Information Provided

Is there any information you wish to add that was not covered above?
Another challenge that I have experienced and seen others experience is being placed within classes of a variety of content knowledge. This has its challenges because if you do not already have that content-specific background you have multiple contents that you need to become and "expert" in to effectively teach students with disabilities. Another issue may be that you are in all of the same content, but with multiple different teachers. You are never really on the same page in each of the classes although you should be.
I thoroughly believe that co-taught general ed/inclusion classes are NOT the best fit for ALL special education students. Some students would benefit from small group classes (in the mode of a BSD class except subject-area specific) so that teachers could pace instruction differently and modify assignments as a class. Special education services should be a continuum with inclusion classes being the second-most least restrictive environment (second only to general education classes with no co-teacher). Some students struggle to be successful in a class full of 20+ students and it does not necessarily matter how many adults are present. Currently, the district does not provide this as an option and would struggle to fill positions if this was the case, but it could be a more beneficial model for students.
Gen Ed teachers aren't aware of everything we have to do, what co-teaching is supposed to look like, how to monitor data for SPED students, any of it. There needs to be more training for Gen Ed teachers on SPED information.
It is important that all students view the two teachers as that - teachers. They need to be comfortable asking questions to either of us. The gen ed students can't see me as their teacher and the IEP students see the co-teacher as their teacher. Both teachers need to be comfortable in helping anyone in the room. And the students need to understand that they can ask either teacher for assistance
I believe that co-teaching is like any relationship that requires each party to be vulnerable for the greater good. When we view what we do from a higher common purpose, our individual situations take a backseat.
Co-teaching can be an incredible method to support all students in a classroom, not just those receiving special education services. It provides students with different perspectives, different teaching and learning styles, and it allows them to (ideally) see a positive professional working relationship between two adults. I think this is part of why choosing who you co-teach with is a vital aspect of having a positive experience (for teachers AND students).

Summary

In conclusion, the participants are largely familiar with the co-teaching strategies “One Teach, One Drift”, “Team Teaching”, “One Teach, One Observe”, and “Station Teaching”. This is further supported by the notion that “One Teach, One Drift” is the most widely participated in strategy of co-teaching in the high school. General education participants described a co-teaching environment where they are the “lead” teacher responsible for delivering content while the special education teacher plays more of a supportive role in co-taught classes. Special education teacher participants confirm this sentiment by providing descriptions of things they do in co-taught classes, such as help students maintain attention, occasionally provide points of emphasis, provide one on one assistance when needed, and work in small groups when there is work time given.

Most participants support the belief that co-teaching is an effective way to provide special education services to students with disabilities. The participants reported mixed feelings in terms of whether or not they feel they have received adequate training on how to navigate the dynamics of co-taught classes. This is evident in some of the questions pertaining to the challenges experienced where many teachers cited lack of access to adequate resources/training as a challenge that impacts their successful implementation of co-teaching. A majority of participants also feel that they have not been given explicit expectations of their role, or their collaborators role in co-taught classes. When given the opportunity to provide a narrative response, many participants cited the need for clearer roles and expectations related to their co-teaching assignments. Despite the present role confusion, in scale questions, most participants reported that they are satisfied with their role, and their collaborators role, in their co-taught classes. Additionally, an overwhelming majority of participants reported that they would prefer to pick their co-teaching partner(s) instead of them being assigned.

When describing their relationships with their co-teacher, participants considered a number of factors including but not limited to: content knowledge, the teacher’s relationship/rapport with students, communication, and the philosophy and strategies of the teacher. Most teachers provided narrative responses that described a positive relationship between themselves and their co-teacher. When asked what could lead to greater satisfaction in your co-teaching assignment, participants cited increased content knowledge, more co-teaching specific professional learning opportunities, clearly defined roles and expectations, having a co-teaching partner who wants to play an active

role in the teaching process, more time to plan with co-teachers, and having the ability to choose who their co-teaching partner would be.

In the present study, the most common challenge that hinders the successful implementation of co-teaching was lack of common planning time. Participants also noted that lack of content knowledge, perspectives and attitudes of your collaborator, and lack of access to adequate resources/training can cause road blocks in the success of co-teaching. Despite the role satisfaction presented in scale questions, narrative responses display a more negative vibe, indicating a want for more planning time, clearly defined expectation/roles set by administration, and active participation between the collaborating pair.




Photo credit: <https://istockphoto.com/70721172/Teacher-and-Student-are-sitting-at-a-table-and-working-together>

Two is Better Than One: Co-Teaching 101

Introduction

Co-teaching can be defined as “two or more educators contractually sharing instructional responsibility for a single group of students, in a single classroom, for a specific content area, with joint accountability and varying degrees of participation” (Simpson et al., 2014, p. 100-101). The popularity of co-teaching makes it one of the most researched phenomena in education; there is still room for improvement, though. In general, most teachers feel that co-teaching is an effective way of providing educational services to students with special education needs. However, most teachers note that their co-teaching partnership does not reach its full potential due to a number of factors. Some teachers are unfamiliar with the different types of co-teaching strategies. Others identify their perceptions or their collaborating partner’s perceptions as factors that help or hinder the success of their co-teaching experience. One of the factors that teachers frequently cite as a barrier that affects their co-teaching implementation is lack of adequate resources/training

Synopsis of Relevant Research

There are six different strategies of co-teaching: one teach, one observe, one teach, one drift, station teaching, parallel teaching, alternative teaching, and team teaching. No one method has proven to be more beneficial than the other (Chitiyo, 2017; Murawski & Swanson 2001; Brendle, Lock, & Piazza, 2017). However, research suggests there is an overreliance on the “one teach, one drift”. The general education teachers typically make the instructional decisions for the classrooms with minimal input from the special education teacher (Brendle, Lock, & Piazza, 2017; Chitiyo, 2017; Brayand & King-Sears, 2017). This was confirmed in the study driving the contents of this handbook. The overreliance on one teach, one drift might be due to the fact that teachers frequently report that they do not feel they have had access to adequate resources and training related to co-teaching.

A teacher’s perception of co-teaching can negatively or positively affect their co-teaching assignments. Teachers generally perceive co-teaching as an effective way of providing support in integrated classes (Solis et al., 2012; Chitiyo, 2017). This was also true in the study that drove the contents of this handbook. However, despite positive perceptions of co-teaching, due to a number of challenges, co-teaching teams do not always reach their maximum potential. Teachers frequently cite that perspectives and attitudes of collaborating teachers can affect the nature of a

co-teaching relationship. When there are competing perspectives, attitudes, and beliefs, there is sure to be a strain in the co-teaching relationship (Bray and King-Sears, 2017; Krammer et al., 2018). When that strain exists, teachers require guidance on how to improve the nature of their relationship.

There is a wealth of research related to the challenges associated with co-teaching (Chittivo, 2017; Samuels, 2015). Themes such as lack of common planning time, teacher's perceptions, lack of adequate preparation to co-teach effectively, undefined roles, lack of consistency in year to year scheduling/administrative support, lack of choice pertaining to content area placement, lack of content knowledge, and inconsistency in the co-teacher's physical presence when a need arises for coverage of another class arise throughout present literature. The most common identified challenges in the study that drove the contents of this research include lack of common planning time, lack of content knowledge, perspectives and attitudes of your collaborator, lack of adequate resources and training, lack of knowledge of strategies of co-teaching, and dissatisfaction with roles in the classroom. These challenges impact the nature of co-teaching on a day to day basis. Teachers report that their co-teaching assignments could be improved if these challenges were addressed.

Description of Final Product

This handbook is a one-stop shop for providing teachers with what they want: a clear, concise resource that will improve the wavering co-teaching assignments or enhance the already strong co-teaching relationships. It applies to general education teachers, special education teachers, and administrators who work in a building that uses co-teaching as a method of providing special education services in the general education environment. Here, teachers and administrators can find valuable information about how to start co-teaching, co-teaching strategies, how perceptions can impact co-teaching, regularly cited challenges related to co-teaching, suggestions for addressing these challenges, and how administrators can positively impact co-teaching. Students in co-taught classes have the advantage of having two qualified adults at their disposal; two is better than one, especially when they are dancing to the same rhythm.

Table of Contents

Co-teaching in a Nut Shell.....	5
Section 1: How to Start Co-Teaching.....	6
What to do when you don't know what to do.....	7
Questionnaires	8
Section 2: Strategies	14
One Teach, One Observe	15
One Teach, One Drift	16
Station Teaching.....	17
Alternative Teaching.....	18
Parallel Teaching.....	19
Team Teaching.....	20
Section 3: Perceptions.....	21
Attitudes, Experiences, and Beliefs	22
Self-Reflection.....	24
Conflict Resolution.....	25
DO's and DON'T's.....	29
Section 4: Challenges	30
1. Time to Plan.....	31
2. Content Knowledge.....	32
3. Perspectives and Attitudes of your Collaborator	33
4. Lack of Access to Adequate Resources and Training.....	34
5. Lack of Knowledge of Co-teaching Strategies	35
6. Dissatisfaction with Roles in the Classroom.....	36
Section 5: Administrators and Co-teaching.....	39

Questions for Administrators to Consider	40
How can administrators positively support co-teachers?	41
Thank you!	45

Co-teaching in a Nut Shell

What is co-teaching?

Co-teaching is when two or more educators contractually share instructional responsibility for a single group of students. Both teachers inhabit a single classroom, for a specific content area, with joint responsibility and fluctuating degrees of participation. (Simpson et al., 2014)



Who co-teaches?

Any licensed teacher might be asked to co-teach, depending on their class schedule. As a general education teacher, you might be asked to share your classroom space with a special education teacher. As a special education teacher, you might be asked to go into a general education teachers' classroom.

Photo credit: <https://www.pngwing.com/en/free-png-laliv>

How do you co-teach?

Co-teaching takes great effort, time, patience, and collaboration to implement. It is not something that will be perfect in one day, week, or month. You must work with your collaborating partner to develop the best plan for your team.

Why co-teaching?

IDEA mandates that special education students be educated in the Least Restrictive Environment. For most students, the least restrictive environment is the general education environment with their same age peers (About IDEA, 2020). Students with special education needs can access the general education curriculum with additional support, modifications, and accommodations. One way of providing these services is to provide co-taught sections of courses. A general education teacher and special education teacher can work together to provide the best outcomes for students with and without special education needs.



Photo credit: https://www.123rf.com/stock-photo/people_working_together.html?ref=aiimage&id=11059564

Section 1: How to Start Co-Teaching

What to do when you don't know what to do...

If you have just found out that you are going to be co-teaching with a teacher you have never co-taught with before, you might be feeling a wave of emotions ranging from excitement to anxiousness. Are you and your collaborating partner going to get along? What is their teaching philosophy... is it similar to or different from yours? The most logical way to answer these questions is to set up a time to meet with your co-teaching partner. It is beneficial to meet with them prior to the first day of school when you are sharing the classroom space together. This will allow you an opportunity to get to know your co-teacher and work out the procedures of your co-taught class. Co-teaching does not require collaborators to be friends. However, it is beneficial to meet with your partner to get to know a little bit about them. To be fair, you will be spending a significant amount of time over the course of the school year together. If 1 class is 50 minutes, and you are scheduled to co-teach with the same co-teacher for 3 classes a day, that equals out to 1,125 hours together of class time, with students, in a school year. You will also be spending additional time with them planning the lessons you will be teaching.

1. Meet with your co-teacher; get to know each other
2. Get on the same page: go over procedures/roles (suggested questionnaires provided)
3. Provide each other with the needed materials (i.e. lesson plan format, standards IEPs)
4. Determine how you will provide the necessary supports

Popular Resources used throughout this handbook:

- <https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>
- <https://ictmodels.wordpress.com/co-teaching/>
- <https://www.cultofpedagogy.com/co-teaching-push-in/>
- <https://www.weareteachers.com/co-teaching-tips/>
- [https://cdn2.hubspot.net/hubfs/4381533/Co-Teaching%20\(2\).pdf](https://cdn2.hubspot.net/hubfs/4381533/Co-Teaching%20(2).pdf)
- <https://www.csun.edu/sites/default/files/50-Ways-Keep-Your-Co-Teacher.pdf>

Next, you will find questionnaires that might benefit you in getting to know your co-teacher.

25 Questions To Ask Your Co-Teacher!

1. Where were you born?
2. What three words would describe you?
3. What are your interests outside of teaching?
4. What's something most people may not know about you?
5. When is your birthday?
6. What are you afraid of?
7. What is your favorite food?
8. What is your favorite drink?
9. What do you do to relax or relieve stress?
10. What's something you enjoy watching on TV?
11. What's one of your favorite songs?
12. How did you come to be a teacher?
13. What do you need to be successful working with me?
14. What are your strengths?
15. What are your least favorite things to do?
16. What are your favorite things to do with children?
17. What are your hot buttons with students?
18. What are your hot buttons with coworkers or adults?
19. What's your preferred method of contacting you and the best time?
20. What's a challenge you had to overcome and how did you overcome it?
21. What is your teaching philosophy?
22. What are some things that you look forward to this year?
23. What's your ideal level of involvement or collaboration?
24. How long have you worked in education?
25. What have your experiences been with co-teaching?

Professionally Reproduced From: <https://www.thecollectivemediator.com/25-questions-to-ask-your-co-teacher/>



Conversation-Starters Questions

1. How did you come to be a teacher? What drew you to this grade or discipline?
2. What do you think is most important for me to know about you?
3. What are your interests outside of teaching? What do you do in your spare time?
4. How long have you been at this school?
5. Are we comfortable calling each other at home?

Classroom Logistics Questions

6. How will we arrange our classroom to support our instruction? Will desks be arranged in a row, a circle, or groups? Where will supplies and centers be located?
7. What will the flow of our class period look like?
8. What models of co-teaching are we comfortable with right now? Are we comfortable with expanding our horizons and using other models?
9. What roles will we play in the classroom? How do we coordinate our efforts to help the entire class succeed?
10. How will we decide on and establish routines and rules in the classroom?
11. What happens when one of us takes a sick day?

Classroom Management Questions

12. What will our specific policies be for gum, food, and drink in class?
13. What will students be expected to have in front of them (e.g., pencil sharpened, paper out, book out, warm-up activity complete) when the bell rings?
14. How will we manage and monitor behavior?
15. What will consequences be for inappropriate behavior?
16. How will we project that we are both classroom leaders?

Communication Questions

17. What will our regular schedule for detailed planning or discussions be?
18. How is it best to get last-minute information to each other?
19. What technology will we use to communicate? Email? Apps? Telephone calls at home?
20. How will we communicate our policies to the students?
21. How will we interact with parents? As a team? Separately? As requests come in?
22. How will we deal with and communicate issues such as students who are not performing well or who need extra help?
23. How will we avoid students asking one of us a question, then going to the other if they do not like the first answer?
24. On what kinds of decisions should we always consult each other?
25. What kinds of things should we each handle independently?

www.brookespublishing.com | 1-800-638-3775

BROOKES
PUBLISHING CO.[®]

Professionally Reproduced From: <https://blog.brookespublishing.com/25-questions-for-new-co-teachers-to-answer-together/>



Support For Building A Relationship With Your Co-Teacher

4 Major Questions to Consider

1. To what degree do I believe that there is more than one right way to carry out almost any teaching/learning task?
2. To what extent am I willing to let my co-teacher carry out teaching tasks at which I am particularly competent?
3. How willing am I to allow my co-teacher to see aspects of my teaching in which I am not particularly comfortable?
4. How willing am I to tell my co-teacher when I disagree about an issue or have a concern

To Begin determine:

What types and frequency of communication would we like to have with each other?

How will we ensure regular communication with each other?

What is the best way to give each other feedback?

Co-Teaching is an **attitude**...

An attitude of sharing the classroom and students

Co-Teachers must always be thinking...

We are **BOTH** Teaching!

Adapted from: <http://cchd-www10.oit.uma.edu/assets/docs/teaching/co-teaching-modules/Building-Relationship-Co-Teacher.pdf>



Co-Teacher Planning Guide

Beliefs and Attitudes

1. My philosophy regarding inclusion is....
2. I think that the general education teacher is responsible for...
- 2a. I think the special education teacher is responsible for...
3. My biggest concern for co-teaching is....
- 3a. My solution for this concern is...
4. My belief about:
 - a. Discipline:
 - b. Independent work:
 - c. Loaning materials to students:
 - d. Homework:
 - e. Planning for lessons:
 - f. Making accommodations and modifications:
 - g. Grading student work:
 - h. Noise level in the classroom:
 - i. Group activities:
 - j. Providing feedback to students:

j. Providing feedback to students:

k. Informing parents about students:

Logistics

Planning

5. How much time is needed for planning and when will we do it?

6. What type of lesson plan will we use?

Instruction

7. What content will we be teaching? Who is responsible for the content? Who is responsible for the accommodations and modifications?

8. How are we going to present the content? What model of co-teaching will we use?

9. How will we assess student learning?

Classroom Management

10. What rules will we use in the classroom environment? What are the consequences?

11. Who is responsible for carrying out the discipline?

12. How are we going to ensure consistency?

13. How are we going to proactively ensure behavior is taken care of?

Communication

14. How are we going to communicate our plan to students and parents?

15. Who will address concerns with parents?

Section 2: Strategies

There are 6 strategies for implementing co-teaching in your classroom. In the following pages, you will find the titles of those strategies, what the strategies consists of, visual representations of the strategy, recommended frequency and uses of the strategies, and the benefits/drawbacks of the strategies. It is important to note that, at this time, there is not one strategy that has been identified as definitively better than the others.

Co-Teaching Models

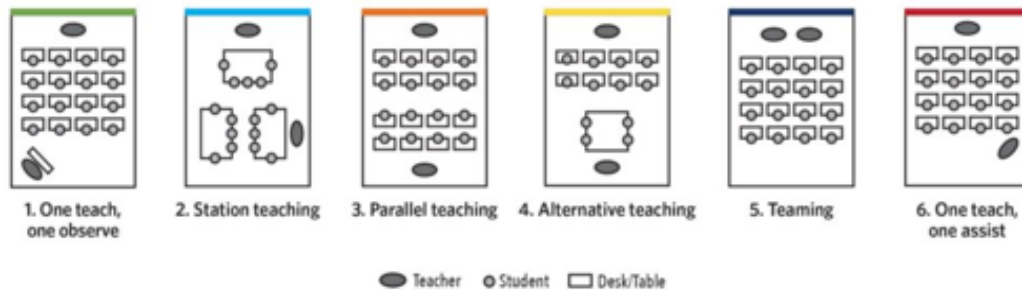


Photo credit: [https://knilt.sccc.albany.edu/Unit 2: Models of Co-Teaching](https://knilt.sccc.albany.edu/Unit%20Models%20of%20Co-Teaching)

One Teach, One Observe

One co-teacher leads the lesson while the other co-teacher observes student progress on academic/behavioral goals through formative assessment and observation.

Recommended rate of recurrence: Seldom, infrequently

Recommended uses:

- when collecting specific Individualized Education Program (IEP) data (including data for Functional Behavioral Assessments and Behavior Intervention Plans)
- observation of student's engagement/interaction with content

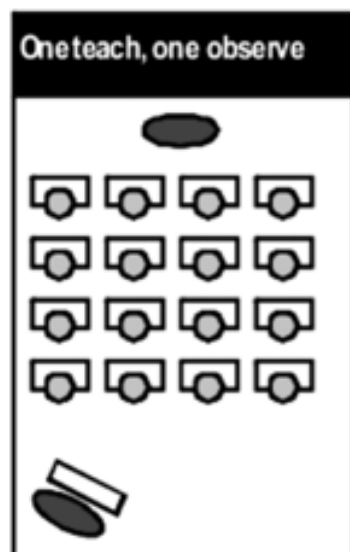
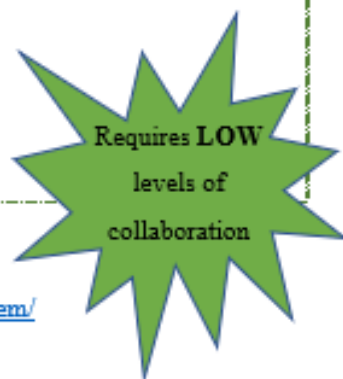


Photo credit: <https://ictmodels.wordpress.com/2016/01/one-teach-one-observe-and-if/>

BENEFITS	DRAWBACKS
<ul style="list-style-type: none">• Student progress is monitored closely• Requires little to no co-planning time prior to implementation• Does not require both teachers to be well versed in the content area	<ul style="list-style-type: none">• One teacher is primarily responsible for delivering instruction which might lead to role disparity, confusion, and frustration• Once data is gathered, cooperating teachers need to schedule time to review the observed data



Popular Resources:

<https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>

<https://ictmodels.wordpress.com/co-teaching/>

One Teach, One Drift

(also known as: One Teach, One Assist)

One teacher leads the lesson while the other circulates the room answering individual questions as they arise and providing one-on-one assistance when necessary.

Recommended Rate of Occurrence: seldom, infrequently

Recommended uses:

- in the initial stages of co-teaching, when co-teachers are first working together and getting to know one another
- if you have identified student(s) who need specific, individualized extra attention
- when there is discomfort in the content area knowledge

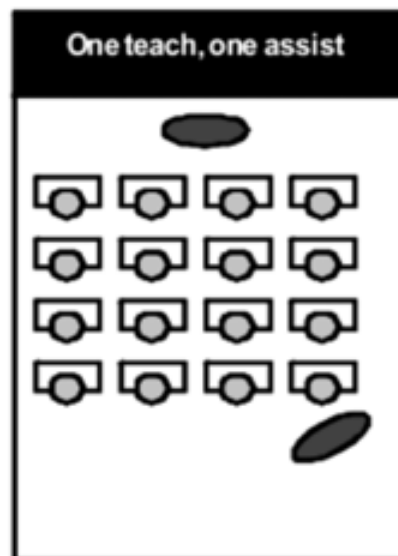


Photo Credit: <https://ctmodels.wordpress.com/about-one-teach-one-assist-model/>

BENEFITS	DRAWBACKS
<ul style="list-style-type: none">• Low emphasis on co-planning and co-instructing• Does not require enhanced content knowledge to implement• Student assistance can be provided without pausing the lesson for the entire class• Can be implemented by anyone in the event of an absent teacher	<ul style="list-style-type: none">• One teacher is largely responsible for delivering instruction• Possibility of role disparity, confusion, and frustration• Students might assume that the "lead" teacher is the only teacher and the other teacher is an "assistant"• One-on-one assistance might become a crutch for some students

Popular Resources:

<https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>

<https://ictmodels.wordpress.com/co-teaching/>

Requires **LOW**
levels of
collaboration

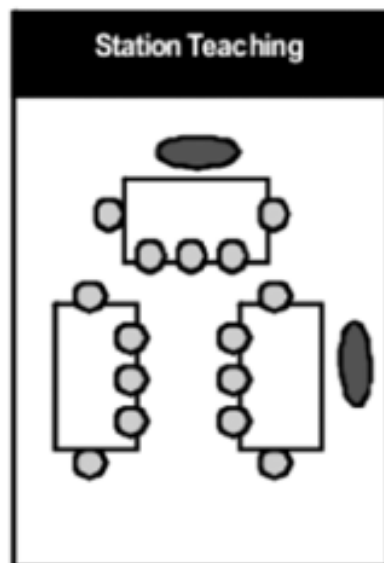
Station Teaching

Teachers divide the content and students into two groups, where students receive instruction from both teachers at separate times. This might include a third station where students work/practice skills independently.

Recommended rate of occurrence: Frequently

Recommended uses:

- emphasis on differentiating instruction (learning preferences, instructional strategies, content level, etc.)
- as a practice/review after content has previously been introduced
- when a smaller student to teacher ratio is desired



BENEFITS	DRAWBACKS
<ul style="list-style-type: none">• Interactive role for both teachers• Students have the opportunity to be instructed by two different teachers• Students receive small group instruction, possibly leading to increased participation• Students can receive instruction at their level• Allows for movement between stations	<ul style="list-style-type: none">• Co-planning, co-instructing, and co-assessing should happen on a regular basis• Increase in noise and activity levels• Requires both teachers to possess adequate content knowledge• Teachers must stick to a schedule and stay within discussed time frames

Popular Resources:

<https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>
<https://ictmodels.wordpress.com/co-teaching/>



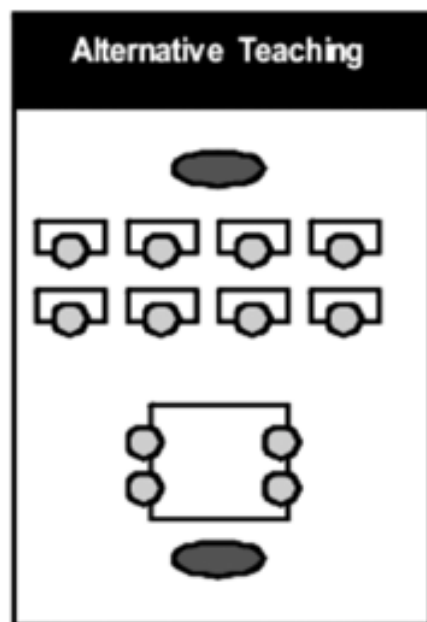
Alternative Teaching

One teacher instructs a large group while the other instructs a small group. The content is the same, however, there might be differentiation in the levels and materials.

Recommended rate of occurrence: Occasionally

Recommended uses:

- when pre-teaching or re-teaching a topic
- when providing necessary accommodations/modifications based on student needs
- when assessing students skill acquisition



BENEFITS	DRAWBACKS
<ul style="list-style-type: none">• Students can receive additional support (pre-teaching or re-teaching) in the form of small group teaching• Allows for built in differentiation in the level of materials used• Teachers have a sense of shared teaching responsibilities• Student data is frequently monitored by both teachers, identifying strengths and deficits	<ul style="list-style-type: none">• Collaborating teachers must co-plan, co-instruct, and co-assess to determine strengths/deficits for groups• If teachers are not careful, this could lead to homogenous groups of students• Might lead students to feel singled out• Both teachers need sufficient content knowledge

Popular Resources:

<https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>

<https://ictmodels.wordpress.com/co-teaching/>

Requires
INTERMEDIATE
levels of collaboration

Parallel Teaching

Both teachers delivering instruction simultaneously to two separate groups of students.

Recommended rate of occurrence: Frequently

Recommended uses:

- When smaller groups are preferred as opposed to large group instruction
- When there is a large amount of content that can be split into two groups to make it more manageable
- ideal for topics that have differing perspectives/viewpoints

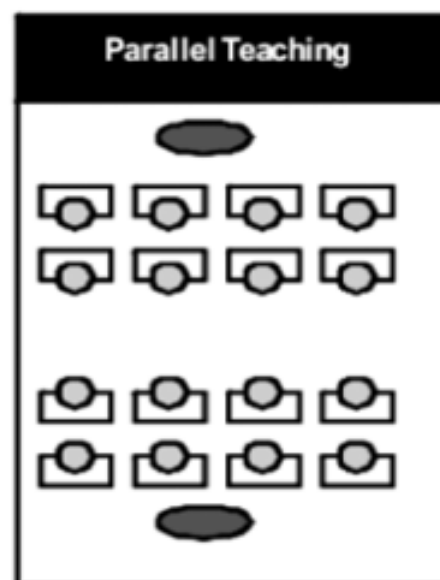


FIGURE 10-10: <http://www.pearsoned.com/education/teaching/parallel-teaching/>

BENEFITS	DRAWBACKS
<ul style="list-style-type: none"> • Teachers share equal responsibility for educating the students in the class • Students work in a smaller group setting within the classroom (could increase participation) • Built in opportunity to differentiate instruction based on student need • Covers larger amounts of content easier • Opportunity for students to teach each other 	<ul style="list-style-type: none"> • Co-planning is necessary for teachers to be clear on what content they are responsible for • Requires both teachers to possess adequate content knowledge • If collaborators are not careful, could lead to similar groups of students • Increased noise level could be distracting



Popular Resources:

<https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>

<https://ictmodels.wordpress.com/co-teaching/>

Team Teaching

Both teachers collaboratively delivering instruction to the whole group. In this model, both teachers have equal sharing of responsibilities and instruction.

Recommended rate of occurrence: Occasionally

Recommended uses:

- When introducing new content
- When reviewing previously covered content
- When one teacher is providing content verbally, and the other provides visual representation on the board via charts, diagrams, etc.
- When you want students to view what collaboration should look like

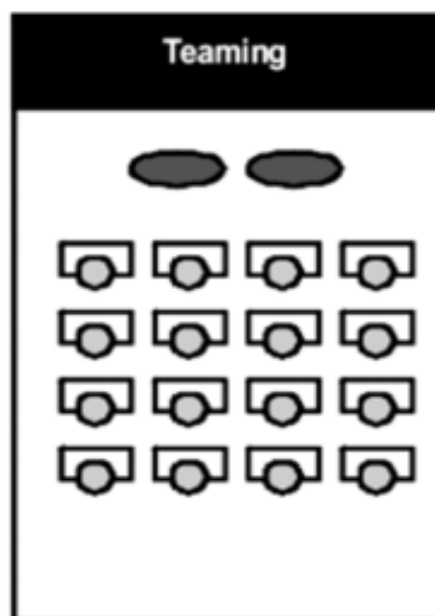


Photo Credit: <https://kenndickson.wordpress.com/about/team-teaching-model/>

BENEFITS

- Teachers share equal responsibility for educating all students
- Built in opportunity to differentiate instructional methods between teachers
- Complete equality among teachers
- Opportunity to model appropriate teamwork and communication for students

Requires **HIGH**
levels of
collaboration

DRAWBACKS

- Teachers must co-plan, co-instruct, and co-assess frequently
- Both teachers must have content knowledge
- Co-teachers must interact as a well-oiled machine, meshing their teaching philosophies
- Takes a lot of time for teachers to grow to this style of co-teaching
- One co-teacher might overpower the other

Popular Resources:

<https://www.readysetcoteach.com/the-6-approaches-and-when-to-use-them/>

<https://ictmodels.wordpress.com/co-teaching/>

Section 3: Perceptions

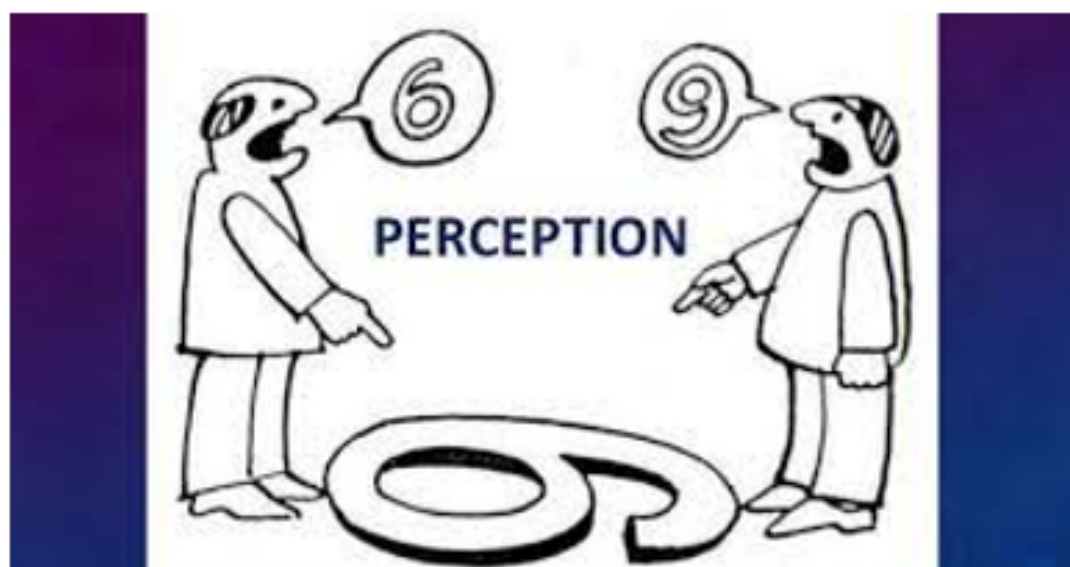


Photo credit: <https://www.psychologytoday.com/us/blog/the-power-prime/201906/perception-is-not-reality/20190624>

Perception can be defined as the ability to see, hear, or become aware of something through the senses. In the image above, the person on the right sees a 9; the person on the left sees a 6. Neither one of them is wrong, based on their perception. However, in both situations, the person on the opposite side is unable to see what the viewer sees. Present literature suggests that a teacher's perception, built up over time, has the ability to positively or negatively impact co-teaching relationships. In the subsequent pages, you will find information about how your perceptions can help or hinder your co-teaching implementation. This section will also include the do's and don'ts of co-teaching and conflict resolution suggestions for when you are unsure of how to move forward with your collaborating partner.

Attitudes, Experiences, and Beliefs

Researchers suggest that attitudes, experiences, and beliefs are antecedents to behavior (Bennett & Fisch, 2013). A teacher's willingness to co-teach will be influenced by these factors. Consider the example below.

	+	-
Attitudes	I've never had the opportunity to co-teach before, but I have all of these ideas of what we can do to make the most for our students. I can't wait to meet my collaborating partner and try the different strategies I have learned.	I was disappointed when I saw that I have co-taught classes this year. I don't really see the point in having co-taught classes. I can teach my class on my own. I don't need another adult in the room to help me.
Experiences	In the past, I have observed co-teaching teams that had excellent interactions. I have also observed co-teaching teams who had poor interactions. I know that excellent co-teaching relationships can exist with hard work and dedication. I am willing to go the extra mile to create that environment between myself and my co-teaching partner.	I've had "co-teachers" in the past who have done absolutely nothing. Sometimes, they show up to class, other times, they don't. I couldn't count on my co-teacher to be there each day. They also didn't know anything about what I teach. This situation probably won't be any different. How am I supposed to work with them?
Beliefs	I believe that co-teaching is effective. I believe that collaborating pairs can grow to trust one another and work together seamlessly. When co-teachers are hitting on all cylinders, the students benefit the most!	I don't feel that co-teaching is necessary. I can teach my class on my own. Sometimes, having someone else in my room is like having another student that I have to teach. I am not interested in developing the deeper relationship co-teaching requires.

How do you think the collaboration between these two teachers will go?
Do you see a climate that would lead to conflict and dissatisfaction?

Now, consider the following example.



	+	+
Attitudes	I have co-taught with many teachers over the years. Some situations were more positive than the others, but in each situation, I learned something from my colleagues. I know that with dedicated time and communication, I am capable of engaging in a positive co-teaching relationship.	In my 5 years of teaching, I have never had any co-taught sections of my courses. I am worried about how my co-teacher and I are going to get along. I hope to have someone who is willing to work together and someone who can provide further insight in my content area.
Experiences	In the past, I have had classes where I was extremely involved in the teaching process, and others where I played more a lesser role. I prefer being more involved, but I know that takes time to grow to. I hope that my next co-teaching partner wants me to be involved.	My colleagues have told me about their co-teaching experiences. Some sounded exceptional, while others sounded apathetic. I have collaborated with the colleagues in my department and I feel like that has gone well. I enjoy bouncing ideas off of other qualified professionals and learning from them. Maybe having a co-teacher will be similar to this.
Beliefs	I believe that co-teaching has the potential to be extremely beneficial for teachers and students. As educators, we work in a field where communication and collaboration <u>is</u> a must. Co-teaching allows me to learn from my peers' strengths.	I believe that collaboration is important to my development as a teacher. I do not know everything there is to know about pedagogy or my content area. I appreciate the opportunity to learn from my peers in a professional setting. This can make me a better teacher.

How do you think the collaboration between these two teachers will go? Do you envision a climate that is similar to the previous situation, or different?



Photo credit:
<https://www.gettyimages.com/detail/stock-photo/academic-book-room>
[professional-student-teacher-class-workbook](https://www.gettyimages.com/detail/stock-photo/professional-student-teacher-class-workbook)

Are you aware of your current attitudes and beliefs towards co-teaching? Have you allowed your past experiences to influence the nature of your current co-teaching placement?



Photo Credit: <https://thinkingsmart.com/for-never-your-past-experiences-should-define-your-future/>

Self-Reflection...

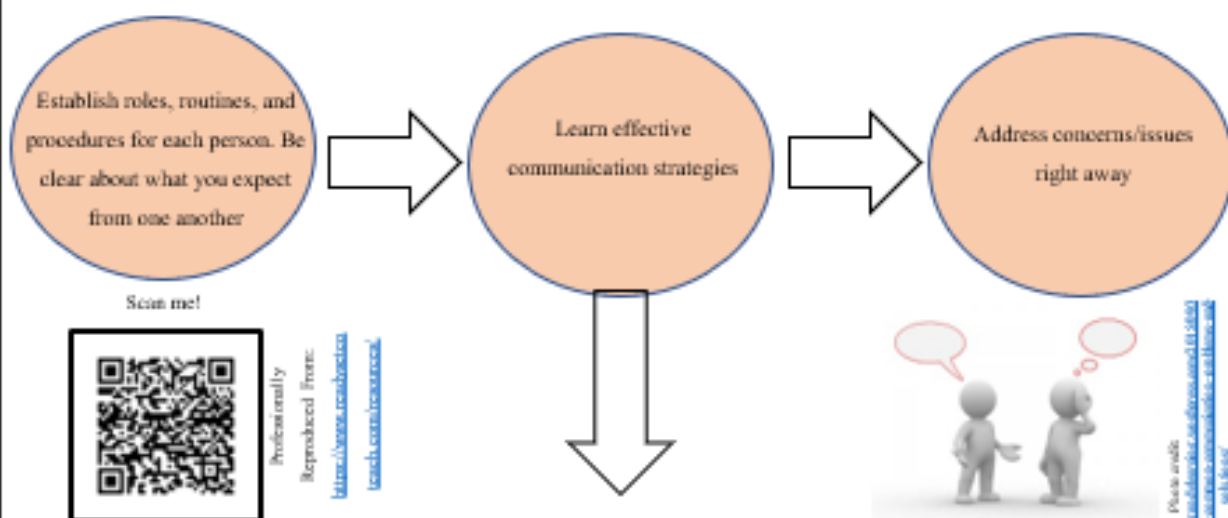
One way to identify your current attitudes and beliefs is to engage in critical self-reflection (Shandomo, 2010). When an individual engages in self-reflection, it can make the individual cognizant of the need for change. A teacher can engage in self-reflection, specific to their co-teaching relationship, by asking themselves a predetermined set of questions. These questions might include:


- What am I doing and why?
- How can I better meet my students' needs?
- How can I encourage more involvement from my co-teacher?
- Have I considered my own attitudes? What are my attitudes? Do these affect the way I interact with my co-teacher?
- Have I considered my own beliefs? What are my beliefs related to co-teaching? Do these beliefs affect the way I interact with my co-teacher?
- Do the relationships I have with my co-teachers promote a collaborative culture focused on learning?
- What conscious choice can I make to positively impact the current state of my co-teaching relationship?

Self-reflection can help teachers to identify areas of strength. It can also help them to recognize areas where improvement is necessary. Finally, self-reflection can increase a teacher's awareness of how their attitudes and beliefs influence their words and actions, and in turn, affect those around them.



Conflict Resolution

Sometimes, attitudes, experiences, and beliefs lead to conflict in the work place. Conflict is a natural part of any professional relationship. Teachers are inherently different than one another, and that can lead to conflict when collaborating individuals do not agree with one another. There are some things that you can do preemptively to limit potential conflict.



Verbal Communication <u>Choice of words</u>	Non-Verbal Communication <u>Personal space, facial expression, body language</u>	Para verbal Communication <u>Tone, volume, cadence</u>
<p>Think before you speak</p> <p>Be clear and concise</p> <p>Speak with confidence</p> <p>Keep your audience in mind</p> 	<p>Be mindful of your collaborators need for personal space</p> <p>Make eye contact</p> <p>Be mindful of your posture</p> <p>Avoid checking electronic devices, yawning, and becoming preoccupied with things around you</p> <p>Be mindful of the facial expressions you are giving—our eyebrows and mouth can tell a lot about how we feel</p>	<p>How you say the words you say...</p> <p>Tone: variation in the pitch of voice while speaking</p> <p>Volume: how loud, or quiet, you are speaking</p> <p>Cadence: the way the voice gets higher and lower as you speak</p>

Being proactive doesn't mean you won't run into any conflicts. If you have found yourself in a situation where there is a rift that has formed between you and your co-teacher, consider the information provided on subsequent pages.




@readysetteach

Communication Roadblocks

Effective Communication Skills: Resolving Conflict
Brower & Darrington 2012


Criticism

attacks the character or personality of another. While it is normal to have complaints about another's specific actions, it is very different to put them down as a person because of those actions.




Contempt

portrays disgust and a lack of respect for the other person through body language, such as eye rolling or sneering, or by name calling, sarcasm and cutting remarks.



Defensiveness

is a seemingly understandable reaction that individuals take to criticism and contempt; however, it often escalates the conflict. When we are defensive, we tend to stop listening to the other's viewpoint & communication is shut down.



Stonewalling

is withdrawing from communication and refusing to engage in discussion. In other words, it is the adult version of the "silent treatment" that young children utilize when they are upset. Conflict resolution is impossible without communication.




Photo Credit: <https://www.gettyimages.com/detail/illustration/illustration>

First, consider the source of your conflict. What issue has arisen and why? You can find a checklist below that might help you find the source of your co-teaching conflict.

Co-planning	
<input type="checkbox"/>	The team has not received training on co-planning
<input type="checkbox"/>	The team does not have a common planning time
<input type="checkbox"/>	One co-teacher did not attend scheduled co-planning meeting(s)
<input type="checkbox"/>	One or both co-teachers were unprepared for co-planning meeting(s)
<input type="checkbox"/>	Co-teachers have different approaches to planning (ex: detailed and sequential v. holistic or written v. verbal)
<input type="checkbox"/>	Co-teachers disagree on instructional sequence
<input type="checkbox"/>	Co-teachers disagree on co-planning format or form
<input type="checkbox"/>	One or both co-teachers are hesitant using a new planning approach
<input type="checkbox"/>	One co-teacher has little opportunity to contribute meaningfully to co-planning
<input type="checkbox"/>	Co-teachers assume same co-planning role (ex: only special educator suggest accommodations) even when both could have contributed
<input type="checkbox"/>	Other:
Co-instructing	
<input type="checkbox"/>	One or both co-teachers were unprepared co-instructing
<input type="checkbox"/>	Co-teachers have different views/philosophies on teaching, learning, role of teacher, role of students, classroom management, etc.
<input type="checkbox"/>	One co-teacher always assumes lead role
<input type="checkbox"/>	One co-teacher always assumes support role
<input type="checkbox"/>	One co-teacher lacks content knowledge to deliver, support modify instruction
<input type="checkbox"/>	Students view one co-teacher as assistant, rather than teacher
<input type="checkbox"/>	One co-teacher feels more like assistant, rather than teacher
<input type="checkbox"/>	One co-teacher did not follow established plan
<input type="checkbox"/>	One co-teacher was not flexible with lesson when a change was needed
<input type="checkbox"/>	Co-teachers do not use parity in instruction, language, signals, and/or materials
<input type="checkbox"/>	Other:
Co-assessing	
<input type="checkbox"/>	Co-teachers only use types of assessments used in previous semesters
<input type="checkbox"/>	Co-teachers have different philosophies regarding grading
<input type="checkbox"/>	Co-teachers have different views on the role of assessment
<input type="checkbox"/>	One co-teacher changed the assessment without notifying the partner
<input type="checkbox"/>	Teams rely on subjective feelings rather than objective data for making instructional decisions and student evaluations
<input type="checkbox"/>	Only one teacher has access to student grades
<input type="checkbox"/>	Only one teacher communicates with parents regarding student progress
<input type="checkbox"/>	Co-teachers did not reflect on lesson
<input type="checkbox"/>	Co-teachers blame each other for poor lesson delivery or a inadequate student growth
<input type="checkbox"/>	Co-teachers always assume same role in assessment (ex: only special educator makes assessment accommodations or modifications)
<input type="checkbox"/>	Other:

Reproduced from: [https://www.researchgate.net/publication/311111111-co-teaching/](https://www.researchgate.net/publication/311111111-co-teaching)

DO's and DON'T's

Co-teaching is an intricate web of communication, cooperation, and compromise. The co-teaching relationship can be influenced by a number of personal factors including: teacher's attitudes, beliefs, and experiences. There are a couple things that you should, and shouldn't do, to promote a healthy, productive co-teaching relationship.



- Respect your co-teacher
- Clearly define roles, responsibilities, routines, and procedures
- Be flexible and willing to try new things
- Get to know your co-teacher's collaborative style
- Find time to co-plan
- Communicate regularly: communication is key!
- Be honest
- Address conflicts as they arise
- Reflect on procedures
- Communicate with administrators



- Disrespect your co-teacher
- Assume that your co-teacher knows what you expect from them
- Assume that your co-teacher knows what they can expect from you
- Avoid conflict until you reach a boiling point
- Take a "my way or the high way" approach to classroom procedures
- Undermine your co-teaching partner
- Assume that your current co-teaching partner is the same as previous co-teaching partners you have had

Section 4: Challenges



Photo Credit: <http://blog.plurix.com/managing-product-portfolio-challenges-in-the-digital-age/>

There are many challenges associated with implementing co-teaching in inclusive classrooms. Most of the time, these challenges act as roadblocks that prevent co-teaching teams from reaching their maximum. In the following pages, the most frequently identified challenges will be discussed, including suggested solutions to those problems.

1. Time to Plan

Photo Credit:
<https://www.123rf.com/photo/11815588-out-of-time-clock.html>
could not be converted to a more suitable bookmark format



Common planning time is the most frequently cited challenge to successful co-teaching. Teachers possess a workload that gives them little to no time to collaborate with their co-teachers. Without time to plan, it is difficult for co-teaching pairs to establish clear expectations, roles, and routines. Additionally, for the teacher who is not the content specialist, lack of planning time might prevent them from taking a more interactive role in the co-taught classroom.

Suggested Solutions

- Create a shared, live document (Google Document, One Note) that both teachers can edit at the same time. While it won't be face to face communication, the shared document is a place where you and your collaborating partner can share information, including lesson plans, potential assignments, preferred instructional strategies, etc.
- Approach administration to request that common planning time be built into the professional learning/master schedules
- Share a "Week at a Glance" via email at the beginning of the week with the topics/procedures/assignments for the week
- If possible, use video conferencing (Zoom, Microsoft Teams etc.) as a way of communicating outside of school hours

****If you have some built in time to plan, but don't seem to get a lot accomplished in the little time you have, consider the 10 tips discussed in this article****

<https://www.csun.edu/sites/default/files/10-Tips-for-Using-Co-Planning-Time-More-Efficiently.pdf>

3. Perspectives and Attitudes of your Collaborator



Perspectives and attitudes of your collaborating partner can prove to be challenging to your overall co-teaching relationship. This phenomenon is discussed in previous pages. Co-teaching is like a marriage, and if teachers can't get along because of their competing perspectives and attitudes, there can be dissatisfaction and resentment.

Photo Credit: <https://www.shutterstock.com/image-vector/illustration-different-perspectives>
92857610458

Suggested Solutions

- Reflect upon your perspectives and attitudes and see how they might be affecting your co-teaching partnership
- Meet with your co-teaching partner prior to the beginning of the school year and engage in relationship building activities
- Be open and honest with your collaborating partner. Clearly communicate your needs
- Engage in healthy conflict resolution strategies
- Involve building administration when necessary

4. Lack of Access to Adequate Resources and Training

Teachers frequently report feeling ill prepared to co-teach. Teachers are put in a room together and expected to magically know how to co-teach with little to no direction. Co-teaching is not something that is natural. It takes focused time, knowledge, and training to correctly implement.



Photo Credit:
<https://www.shutterstock.com/image-vector/illustration-2492020446>
2500px Vector Illustration of a Network

Suggested Solutions

- Request co-teaching specific professional learning opportunities
- Refer to the resources presented in this handbook
- Assess your current strengths and deficits; access resources that target weaknesses
- Research conferences in your area that provide co-teaching training, or provide relationship building amongst co-workers

Co-Teaching "Checking In" Questionnaire



To Use: After you have been working together for a few weeks, take some time to check-in with one another. It is important to evaluate your working relationship so that small issues don't grow into big problems. This questionnaire should be used multiple times throughout the school year. Over the course of the partnership, ideally, your total score will increase, although, it might decrease if you experience a stressful period.

1. I am contributing sound teaching practices.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

2. If I feel my teaching partner is contributing sound teaching practices

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

3. I frequently acknowledge and reinforce my partner.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

4. I feel like my partner respects and listens to me.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

5. I feel like an equal in the classroom and during planning sessions.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

6. I treat my partner as an equal in the classroom and during planning sessions.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

© 2020 Education Modified | info@educationmodified.com

Professionally Reproduced From: [https://cdn2.hubspot.net/hubfs/4381533/Co-Teaching%20\(2\).pdf](https://cdn2.hubspot.net/hubfs/4381533/Co-Teaching%20(2).pdf)

7. My time is used productively in the classroom.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

8. My time is used productively during planning.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

9. I communicate frequently and effectively.

- Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

10. I am satisfied with how my partner communicates with

- me. Never (0 points)
- Occasionally (1 point)
- Regularly (2 points)
- Most of the time (3 points)
- Always (4 points)

Add up the point value of each of your answers to obtain your total.

Total _____ /40

What does your score mean?

0-15 points: Need to address certain issues immediately with your teaching partner

16-35 points: On track to a good working relationship

36-40 points: Effective collaborative relationship

© 2020 Education Modified | info@educationmodified.com

Professionally Reproduced From: <https://cdn2.hubspot.net/hubfs/4381533/Cn-Teaching%2021.pdf>



Section 5: Administrators and Co-teaching



Photo Credit: <https://goopenok.org/2018/11/01/parents-and-teachers-collaboration-for-success/>

Administrators are responsible for making building schedules, providing professional learning, evaluating staff, and communicating with their staff to get a feel for how things are going in the classroom. Because of these responsibilities, administrators have the power to positively impact the nature of co-teaching in their buildings. Here, you can find information about what administrators can do to help support their co-teachers who are tasked with co-teaching.

Questions for Administrators to Consider

Current Practice

Do teachers in your school enjoy the coteaching partnerships they have? What do they like about their co-teaching partnerships? What could be improved?

Do you have any special education teachers who are also certified in the content area they co-teach? Are special education teachers currently placed in general education settings where they have at least some content knowledge or expertise?

Does every co-teaching pair in your building have co-planning time on a regular basis? How frequently is co-planning time available for co-teachers?

Are there co-teaching models happening frequently that you would prefer to see less of?

Have your teachers had explicit training on co-teaching models and implementation of those models in practice?

Future Practice

Are there ways you could provide teachers with choice on with whom they will coteach? If not, how will you present co-teaching pairing decisions in a convincing way?

Is there any way to limit the co-teaching pairings so that special education teachers work with as few different co-teachers as possible?

How would you like co-planning time to be used? Can you provide a lesson plan template that includes roles for both co-teachers?

What instructional roles do you want teachers to take on in the cotaught classroom? What specific practices would you like to see occurring?

Can you ask for feedback from your staff about the specific trainings they feel they need with respect to co-teaching?

These questions were professionally reproduced from:
Sinclair, A. C., Bray, L. E., Wei, Y., Clancy, E. E., Wexler, J., Kearns, D. M., & Lemons, C. J. (2018).
Coteaching in Content Area Classrooms: Lessons and Guiding Questions for Administrators. *NASSP*
Bulletin, 102(4), 303–322. <https://doi.org/10.1177/0192636518812701>

Please refer to this article for a more extensive list of questions to consider

How can administrators positively support co-teachers?

- **Consistent Scheduling:** co-teaching relationships take time to develop; if at all possible, try to schedule co-teaching pairs consistently over the years. Teachers will have a better understanding of each-other's strengths and weaknesses after working with each other for a few years.



Photo credit: <https://www.shutterstock.com/image-vector/consistency-illustrated-systems-441412624>

- **Build a schedule that allows for common planning time:** The biggest challenge associated with co-teaching is finding time to plan with ones collaborating partner. Administration can help with this by creating a schedule that gives teachers common planning periods, or creating a collaboration schedule that requires co-teachers to plan together.
 - **Try to keep the content areas specific:** Another challenge associated with co-teaching is the discrepancy in content knowledge among the secondary teacher in the room. Sometimes, co-teachers have a schedule where they are all over the place; it would be difficult for a teacher to be an expert in Chemistry, United States History, Algebra II, and English
9. Administrators can support their co-teaching pairs by trying to schedule co-teachers to remain in the same content areas. It makes the content acquisition more realistic.

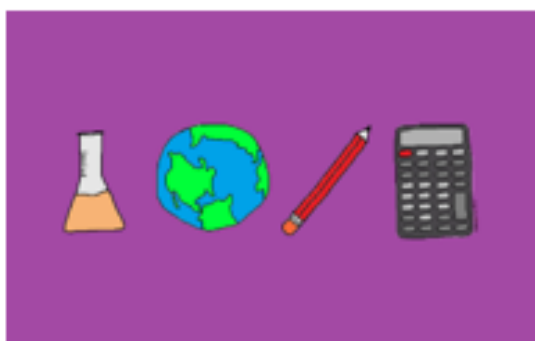


Photo Credit: <https://www.shutterstock.com/image-vector/consistency-illustrated-systems-441412624>

- **Provide professional learning opportunities:** Teachers do not know how to naturally co-teach. Co-teaching is an art that needs to be learned, practiced, reviewed, revised, and repeated. As an administrator, you can support your co-teaching pairs by providing them with professional learning specifically aimed towards co-teaching.

- **Supply Teachers with Roles and Expectations:** Teachers are largely unfamiliar with what their role is supposed to be in a co-taught class. Some pairs are able to address this individually, but more times than not, administrative guidance would clear the air on this confusion. Administration can support co-teaching pairs by giving clear expectations of what they expect out of co-taught classes.



Photo Credit:

<https://www.pinterest.com/pin/1000000000000000000/>

- **Allow co-teachers a choice in who they work with:** Teachers have an inclination for who they would like to work with based on similar perspectives, attitudes, and beliefs. As an administrator, welcome feedback from your teachers. When teachers feel they have the power to pick who they co-teach with, there becomes a sense of ownership and shared commitment.
- **Act as a mediator when conflict arises:** Conflict is to be expected in the work place setting. When there is a conflict between co-teachers, be willing to step in to mediate the conflict. Do not force the teachers to make up, but instead promote a culture where teachers feel heard and valued. Offer support to alleviate the conflict and check in with the involved parties after mediation.

- **Have an open-door policy:** Administration can positively support co-teaching pairs by having an open-door policy. Try to create a climate where teachers want to come talk to you about successes or concerns.



- **Provide teachers with their potential co-teaching partners in advance:** Teachers who learn their co-teachers a few days before the school year starts do not have time to adequately plan for what co-teaching is going to look like in their shared classroom. Administration can promote positive co-teaching relationships by telling teachers in advance who they might be co-teaching with.
- **Evaluate Co-teaching pairs:** Because of role confusion, teachers don't really know how they should interact with each other. Once providing teachers with clear roles and expectations, administrators can then evaluate co-teaching pairs to see how they are implementing the co-teaching expectations. **See example below.**

General Ed Teacher _____

Date _____

Specialist Teacher _____

Subject/Grade _____

Time _____

Observer _____

Description of the Class and/or Activity:

Planning

___ Co-teachers have planned the lesson together. (Evidence could include: copies of lesson plans or other documents; materials are ready and both teachers know where they are and how to use them; teachers don't have to check with each other about what to do or when to do it – they move fluidly through the lesson.)

Learning Environment

The following structures were observed during the visit.

- | | |
|---------------------------|--------------------------|
| ___ One Teach/One Observe | ___ One Teach/One Assist |
| ___ Parallel Teaching | ___ Station Teaching |
| ___ Team Teaching/Teaming | ___ Alternative Teaching |

___ A variety of instructional materials are present to account for the different learning needs of students. (For ex., differentiated reading materials, supportive websites ready at computers for students to use as references, posters, bulletin boards, anchor charts.)

___ Routines and procedures are evident. (For ex., students know how/when to move into groups, students don't have questions about what to do next, transitions are quick, teachers don't have to spend much time giving directions about tasks.)

Instruction

___ There is shared ownership of the class; all students interact comfortably with both teachers.

___ Both teachers are observed using high-impact instructional strategies. Check all that apply.

- ___ Similarities and differences (comparisons, metaphors, analogies, sorting, classifying)
- ___ Written summaries
- ___ Effective note-taking, such as Cornell notes, partial outlines, or concept maps
- ___ Focused practice (bell ringers, working problems, answering questions)
- ___ Graphic organizers (Venn diagram, Thinking Maps, comparison matrix)
- ___ Other nonlinguistic representations (physical models, movement/kinesthetic activity, visualizing, drawing or making symbolic representations)
- ___ Socratic discussion/seminar/circles
- ___ Advance organizers (video clip, short narrative or anecdote, SQ3R)
- ___ Writing across the curriculum (quick write, think-write-pair-share, exit ticket)
- ___ Other (explain): _____

Record other notes on the back. If possible, sketch a visual that shows grouping(s) of students and movement of both teachers during the lesson.

Angela Peery, Ed. D., 2017

drangelapeery.com

For educational use only

Professionally Reproduced From: <https://x78251keplli212f9e46kf096a-wpengine.netdna-ssl.com/wp-content/uploads/2017/02/Co-Teaching-Observation-Guide.pdf>

Thank you!

I hope that this handbook has provided you with a go-to resource for your co-teaching needs. The challenges associated with co-teaching are difficult to address and can lead to an increase in frustration. I hope that you find use in this handbook and that you continue to grow to be the best supporter of co-teaching you can be!



Photo Credit: <https://gettyimages.com/photos/1799640864/stock-photo/co-teaching>

Disclaimer

This handbook is based on present research and practice. The information provided is not to be considered a definite remedy for your specific co-teaching relationships/experiences. The information presented in this handbook is a suggestion for ways you might improve or enhance your practice. It is best to find what works for you and your specific experience.

CHAPTER 6: DISCUSSION AND CONCLUSIONS

Introduction

The purpose of this study was to explore the nature of co-teaching in one high school's co-taught classrooms. This included an exploration into teachers' implemented strategies, their perceptions, and the challenges faced related to their co-taught classes. A handbook was created to serve as a reference for administrators and teachers and aimed to provide school personnel with information that will help them build habits that will lead to success co-teaching experiences. The handbook includes information about the strategies of co-teaching, how perceptions can positively or negatively impact your co-teaching, and ways to address common challenges associated with co-teaching.

The present study was completed using a one-time, anonymous survey. General education and special education teachers who currently participate in integrated, co-taught classes, were requested to participate in this study. The survey was designed to garner quantitative and qualitative information about teachers' strategies used, perceptions related to co-teaching, and challenges that affect the successful implementation of co-teaching. Present literature and data collected from the survey influenced the contents of the handbook. Ultimately, the handbook serves as a guide to help teachers navigate the dynamics of co-teaching. The handbook is also for administrators who are responsible for creating co-taught sections of classes; this might help them to better understand the experiences of the teachers who are responsible for teaching co-taught classes.

Results

This study exhibited a 76% return rate. The high return rate might be a result of the way the building principal shared the recruitment email. The initial email was sent on a Friday morning. This is important because the building professional learning/collaboration schedule leaves Friday mornings open. By sending the recruitment email on a Friday, participants might have been more likely to complete it because they did not have any required meetings to attend. Additionally, the principal was personable and positive in the recruitment email. Within the email he included the following message: "Teachers – you have been hand-picked by Sierra to help her out as she

finishes out her PFW graduate coursework. Below is a summary – I am forwarding this to you as a show of support and approval. I’m excited about the results as they could be of use to us in the future. Thanks for taking the time for Sierra and *insert school name*!”. Additionally, the principal sent a reminder on the Friday morning before winter break. He communicated that the survey is anonymous, so there is no known record of who had or had not already completed the survey. He ended the email with “Thanks again for the support – have a great Friday!”. In both instances, the principal was positive and thanked the potential participants for their time. This goes a long way for building morale.

Strategies

The results of this study, consistent with previous literature (Faraclas, 2018; Strogilos & King-Sears, 2019; Strogilos & Tragoulia, 2013), suggests that “One Teach, One Drift is the most frequently used co-teaching strategy at the high school level. The second most popular co-teaching strategy was “Team-Teaching”. This was a surprising find because, according to Tzivinikou (2015), this strategy is one that very few co-teaching pairs ever grow to implement. “Parallel Teaching” was found to be the least popular co-teaching strategy among participants. Plossel et al. (2010) notes that both co-teachers must possess adequate content knowledge to implement “Parallel Teaching”. It is no surprise that this method of co-teaching was the least implemented by participants because participants frequently cited lack of content knowledge as a challenge to successful implementation of co-teaching. Content knowledge was also something that participants considered when describing their relationship with their co-teacher. The “One Teach, One Drift” strategy does not require both co-teachers to have adequate content knowledge, so it is easier to implement in classes. The simplicity of the most popular strategy likely contributes to the role inequality among general education and special education teachers.

Perceptions

Consistent with present literature (Faraclas, 2018; Strogilos & Avramidis, 2016), the participants of this study frequently described an environment where the general education teacher acts as the “lead” teacher and the special education teacher acts more as a “support”. Participants expressed that they were satisfied with their role. However, it is important to note that participants

expressed a want for a clearer explanation of roles and expectations. Some participants suggest that administration should communicate those roles and expectations so that there is accountability.

Similar to Solis et al. (2010) and Chitiyo (2017), the present study found that a majority of participants believe that co-teaching is an effective way to provide special education services to students with disabilities. There are a number of factors that teachers consider when describing their relationship with their co-teaching partners. Despite popular beliefs, participants noted that teacher compatibility can positively or negatively increase co-teaching implementation. This sentiment was also echoed in Krammer et al.'s (2018) study. Participants noted that perspectives and attitudes of your collaborating partner can promote or deter a person from feeling like an equal part of the collaborating team. Other factors that participants consider are their collaborators ability to communicate and the teaching philosophy and strategies of their collaborator.

Challenges

The most common challenge associated with co-teaching outlined in the present study is time to plan. This is also the most common challenge in present literature (Chitiyo, 2017; Kokko et al., 2021). Other common challenges included lack of content knowledge, perspectives and attitudes of your collaborators, and lack of access to adequate resources/training. These are also present throughout the literature review. In some cases, participants suggested that having a co-teacher who does not want to co-teach, lack of training for general education teachers, and special education teacher expectations also hinder successful co-teaching implementation.

Strengths of the Handbook

The handbook is for general education teachers and special education teachers who engage in co-taught classes. It is also useful for members of administration who are responsible for creating master schedules for buildings. The results of the survey allowed the researcher to determine what resources would be relevant for the target populations. Co-teaching, which can be defined as “two or more professionals delivering substantive instruction to a diverse or blended group of students in a single space” (Prizeman, 2015, p. 45) is a popular method of providing special education services to students with special education needs without pulling them from the general education environment. The handbook provides the target audience with a readily-

available reference that they can refer to when they are looking to enhance or improve co-teaching outcomes.

Participants of the present study noted access to resources/training as a challenge to co-teaching. This handbook, by nature, serves as a resource for teachers. It explores co-teaching, including the strategies, how perceptions can impact co-teaching, and suggestions for addressing the challenges related to co-teaching. With this handbook, teachers have a resource available to them that they can quickly access and continuously refer to. The handbook was distributed to the target audience in paper format and sent as a digital copy for convenience.

Another strength of the handbook is the organization of the handbook. Teachers are now able to use the handbook to look up a specific aspect of co-teaching they would like to read about. This eliminated the amount of time they would have had to spend searching through information on the Internet or in other books.

Recommended Use of the Handbook (implications for practices in special education)

The use of this handbook is intended for general education teachers, special education teachers, and members of administrators who are responsible for creating a building's master schedule. As previously noted, the quality of special education services is not as much about where the services occur, but instead what the services are. General education teachers and special education teachers can take advantage of having information about the different strategies of co-teaching. The more informed teachers are, the better their practice will be. This might lead to a variety of strategies being implemented, instead of an overreliance on one or two strategies. Additionally, teachers will enhance their co-teaching experiences with an exploration into how their own perceptions can help or hinder their co-teaching assignments. The handbook is also convenient for teachers who need a reference of conflict resolution strategies to promote professional collaboration between co-teaching partners. This handbook is especially helpful for teachers who are currently unhappy with their co-teaching assignment. Finally, teachers will benefit from suggestions to address the common challenges cited with co-teaching.

Administrators can also take interest in the handbook because it can serve as a reference when creating co-taught classes. The handbook helps remind administrators of the different co-teaching strategies and what they look like in the classroom. It might lead them to establish roles and expectations and promote conversation between members of administration and

teachers. If there are clearer roles and expectations, administrators can use the handbook for suggestions on how to evaluate a co-teaching pair. Administrators do not engage in co-taught classes, but the handbook can serve as a reference for them when communicating with teachers who do, thus promoting high morale among collaborating teachers.

Limitations of the Study and Handbook

While the present study and handbook have many strengths, it is important to acknowledge some limitations. First, the present study took place in one high school classroom, in an urban school district, in northeast Indiana. Had the survey included participants from other schools/districts, the results might be more generalizable to other schools/districts. That also poses a limitation to the handbook. First, since there was not a 100% return rate, there are some participants who might feel that the handbook is not relevant to them because they did not provide information. Additionally, since the handbook is based off of survey results from one high school, the contents are tailored to that school's teacher's needs. Other teachers from different schools might have presented information that the participants did not present, therefore the handbook would not meet their specific needs. The handbook was created to meet the specific needs of the participants.

Another limitation of the present study that should be considered is the chronological time that the study took place. There is a nationwide teacher shortage at this time. Additionally, teachers are responsible for educating the youth in the midst of the COVID-19 global pandemic. Because of these two factors, teachers are consistently being asked to do more, ultimately increasing stress loads. In terms of co-teaching, when teacher absences go unfilled, one method of filling classrooms is to pull co-teachers from their regularly assigned room. Not knowing whether or not you will have your co-teacher on any given day was noted as a challenge to implementing co-teaching. Because of the current teacher shortage and the COVID-19 pandemic, this challenge is more prominent than it has been in the past. Participant responses might have differed if the present study was conducted in a scenario where the teacher shortage and COVID-19 pandemic were not prominent aspects of everyday life as a teacher.

Suggestions for Future Research

The number of students with special education needs in co-taught classes is continuing to rise. General education teachers and special education teachers must continue to work together to provide the best learning experience for all students. First, future research should be conducted with a larger sample size to see if there are different results on a larger scale. Another suggestion for future research would be to compare the nature of co-teaching in an urban, suburban, and rural settings. Co-teaching is popular at the secondary level. There needs to be more research that explores the nature of co-teaching at the elementary level in comparison to the secondary level.

Right now, there is no present research that definitively claims that there is a “best” co-teaching strategy. Future research should focus on whether or not one of the co-teaching strategies produces better academic results for students than others. Furthermore, future research should focus on whether or not teachers choosing their own co-teaching partner produces better educational practice, or if teachers tend to prefer the co-teaching partner of their choice for personal enjoyment.

Personal Reflection

This study and proceeding special project were both a journey for me. I would not have been able to complete this research and special project without the help of my family, professors, and co-workers. I am eternally grateful for my support system. Co-teaching is something that I feel passionate about because it constitutes more than 80% of my work day. Additionally, all of the students on my caseload have a least one integrated, co-taught class. I resonate with some of the participate responses. In some classes, I feel like a valuable member of the classroom. My co-teacher and I work together seamlessly. In other classes, I feel more like an assistant and struggle to find places to interject despite being assigned to content areas that I am extremely familiar with. In this scenario, I feel like the kids are not benefiting as much as the students in the previous environment. It is my hope that each student assigned to a co-taught class benefits from having two adults in the room. I wanted to create a handbook that teachers would find useful. I did not want to create another book that gets tucked away. Education is a field that requires its professionals to continuously learn and I feel that all general education teachers and special education teachers can benefit from the resource handbook.

Conclusion

This study aimed to explore co-teaching in one high school's classrooms. This study took place during the COVID-19 pandemic and provided a glimpse into how co-teaching has evolved, or stayed the same, over the last 30 years. The literature review and the data garnered from this study influenced the contents of the handbook. The study suggests that general education teachers and special education teachers do not have equal roles in the co-taught classroom. General education teachers are typically the "lead" teacher, while the special education teacher fulfills a subordinated role. Additionally, teachers generally feel that co-teaching is an effective way to deliver special education services to students with special education needs. However, there are a number of factors that influence the nature of a co-teaching relationship, including: teacher's attitudes/perspectives, content knowledge, communication abilities, and teaching philosophy/strategy. The handbook will be distributed to teachers and administrators at the research site.

Finally, there multiple challenges that secondary teachers associate with co-teaching. These challenges include time to plan, content knowledge, lack of access to training/resources, and attitudes/perspectives of your collaborating partner. Co-teaching will continue to be a method of providing services in the general education environment. Present literature and the present study call for increased access to resources and training on co-teaching. The handbook will serve as a "go-to" for teachers who are interested in enhancing or improving their co-teaching relationship and administrators who interact with teachers who are in co-taught classes.

APPENDIX A. SURVEYS

Demographic Questions:

1. What is your gender?
 - a. Male
 - b. Female
 - c. Prefer not to say
2. How long have you been teaching?
 - a. 0-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16-20 years
 - e. 20+ years
3. What is your current position?
 - a. General Education Teacher
 - b. Special Education Teacher

Strategies

4. I am familiar with the procedures of the following co-teaching strategies:
 - a. One Teach, One Observe
 - b. Station Teaching
 - c. One Teach, One Drift
 - d. Team Teaching
 - e. Parallel Teaching
 - f. Alternative Teaching
 - h. None

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. *International Journal of Special Education*, 32(3), 538–550.

5. I participate in the “One Teach, One Observe” model of co-teaching which includes: One co-teacher leads the lesson while the other co-teacher observes students’ progress on academic IEP goals through formative assessment or collects data to measure performance.

- a. Never
- b. Seldom
- c. Some of the time
- d. All of the time

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538–550.

6. I participate in the “Station Teaching” model of co-teaching which includes: Dividing the content and students into two groups where students receive instruction from both teachers at separate times. This might include a third station where students work independently.

- a. Never
- b. Seldom
- c. Some of the time
- d. All of the time

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538–550.

7. I participate in the “One Teach, One drift” model which includes: One teacher leading the lesson while the other circulates the room answering individual questions as they arise and providing one-on-one assistance when necessary.

- a. Never
- b. Seldom
- c. Some of the time
- d. All of the time

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538–550.

8. I participate in the “Team Teaching” model which includes: Both teachers collaboratively delivering instruction to the whole group. In this model, both teachers have equal sharing of responsibilities and instruction.

- a. Never

- b. Seldom
- c. Some of the time
- d. All of the time

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538–550.

9. I participate in the “Parallel Teaching” model which includes: Both teachers delivering instruction simultaneously to two separate groups of students.

- a. Never
- b. Seldom
- c. Some of the time
- d. All of the time

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538–550.

10. I participate in the “Alternative Teaching” model which includes: One teacher instructing a large group while the other instructs a small group. The content is the same, however, there might be differentiation in the levels and materials.

- a. Never
- b. Seldom
- c. Some of the time
- d. All of the time

Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. International Journal of Special Education, 32(3), 538–550.

11. On a typical day, my role in my co-taught class consists of (describe what you do):

Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. Teaching and Teacher Education, 41, 1–12. <https://doi.org/10.1016/j.tate.2014.02.006>
Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. Education Week.

Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

Perceptions

12. I believe that co-teaching is an effective way to provide special education services to students with disabilities.

- a. Strongly disagree
- b. Disagree
- c. Neither agree nor disagree
- d. Agree
- e. Strongly agree

Solis, M., Vaughn, S., Swanson, E., & Mcculley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. Psychology in the Schools, 49(5), 498–510. <https://doi.org/10.1002/pits.21606>

13. I feel I have received adequate training on how to navigate the dynamics of co-taught classes.

- a. Strongly disagree
- b. Disagree
- c. Neither agree nor disagree
- d. Agree
- e. Strongly agree

Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. Teaching and Teacher Education, 41, 1–12. <https://doi.org/10.1016/j.tate.2014.02.006>
Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. Education Week. Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

14. I have been given explicit expectations of my role in my co-taught classes.

- a. Strongly disagree
- b. Disagree
- c. Neither agree nor disagree
- d. Agree

e. Strongly agree

Brawand, A., & King, S. M. E. (2017). Maximizing PEDAGOGY for Secondary Co-Teachers. Support for Learning, 32(3), 216–230. <https://doi.org/10.1111/1467-9604.12166>

15. I have been given explicit expectations of my collaborator's role in my co-taught classes.

a. Strongly disagree

b. Disagree

c. Neither agree nor disagree

d. Agree

e. Strongly agree

Brawand, A., & King, S. M. E. (2017). Maximizing PEDAGOGY for Secondary Co-Teachers. Support for Learning, 32(3), 216–230. <https://doi.org/10.1111/1467-9604.12166>

16. I am satisfied with my role in co-taught classes.

a. Strongly disagree

b. Disagree

c. Neither agree nor disagree

d. Agree

e. Strongly agree

Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. Teaching and Teacher Education, 41, 1–12. <https://doi.org/10.1016/j.tate.2014.02.006>
Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. Education Week. Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

17. I am satisfied with my collaborator's role in co-taught classes.

a. Strongly disagree

b. Disagree

c. Neither agree nor disagree

d. Agree

e. Strongly agree

Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teaching and Teacher Education*, 41, 1–12. <https://doi.org/10.1016/j.tate.2014.02.006>

Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. Education Week. Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

18. If I could, I would prefer to pick my co-teaching partner(s) instead of them being assigned.

- a. Strongly disagree
- b. Disagree
- c. Neither agree nor disagree
- d. Agree
- e. Strongly agree

Krammer, M., Rossmann, P., Gastager, A., & Gasteiger-Klicpera, B. (2018). Ways of composing teaching teams and their impact on teachers' perceptions about collaboration. *European Journal of Teacher Education*, 41(4), 463–478. <https://doi.org/10.1080/02619768.2018.1462331>

19. How would you describe your relationship with your co-teaching partner? What factors do you consider when describing your relationship with your co-teaching partner(s) (include multiple accounts if a difference exists between your assigned co-teachers)?

Ploessl, D. M., Rock, M. L., Schoenfeld, N., & Blanks, B. (2010). On the same page: Practical techniques to enhance co-teaching interactions. *Intervention in School and Clinic*, 45(3), 158-168. [doi:http://dx.doi.org.ezproxy.library.pfw.edu/10.1177/1053451209349529](http://dx.doi.org.ezproxy.library.pfw.edu/10.1177/1053451209349529)

20. What (if anything) could lead to greater satisfaction in your co-teaching assignments?

Ploessl, D. M., Rock, M. L., Schoenfeld, N., & Blanks, B. (2010). On the same page: Practical techniques to enhance co-teaching interactions. *Intervention in School and Clinic*, 45(3), 158-168. [doi:http://dx.doi.org.ezproxy.library.pfw.edu/10.1177/1053451209349529](http://dx.doi.org.ezproxy.library.pfw.edu/10.1177/1053451209349529)

Challenges

21. In my experience, challenges that hinder the successful implementation of co-teaching include (if any):

- a. lack of access to adequate resources/training
- b. lack of knowledge of strategies of co-teaching
- c. lack of common planning time
- d. lack of content knowledge
- e. dissatisfaction with roles in the classroom
- f. lack of administrative support
- g. perspectives and attitudes of your collaborator
- h. lack of understanding of the purpose of co-taught classes
- i. other:
- j. none

Chitiyo, J. (2017). Challenges to the use of coteaching by teachers. *International Journal of Whole Schooling*, 13(3), 55-66.

Krammer, M., Rossmann, P., Gastager, A., & Gasteiger-Klicpera, B. (2018). Ways of composing teaching teams and their impact on teachers' perceptions about collaboration. *European Journal of Teacher Education*, 41(4), 463–478.

<https://doi.org/10.1080/02619768.2018.1462331>

Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teaching and Teacher Education*, 41, 1–12. <https://doi.org/10.1016/j.tate.2014.02.006>

Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. *Education Week*.

Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

22. How do these challenges (if any) negatively impact your co-teaching assignments? Do you have any suggestions to address these challenges?

Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teaching and Teacher Education*, 41, 1–

12. <https://doi.org/10.1016/j.tate.2014.02.006>Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. Education Week. Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

23. Any information that you wish to add that was not covered in the questions above?

APPENDIX B. RECRUITMENT LETTER

STUDY TITLE: Co-Teaching in High School Classrooms: Strategies, Perceptions, and Challenges

IRB #: 2021-1397

Dear Teachers,

My name is Sierra Miranda and I am a Special Education teacher and graduate student at Purdue University Fort Wayne. I am requesting your assistance with my research, which constitutes a critical component in completing my Masters program in Special Education. The title of my study is **Co-Teaching in High School Classrooms: Strategies, Perceptions, and Challenges**.

You are invited to participate, with no requirement in a research study which has a main purpose of exploring the nature of co-teaching in one high school's co-taught classrooms. This includes an exploration into teachers' experiences, perceptions, relationships, and methods related to their co-taught classes.

If you elect to participate, you will be asked to complete a one-time, anonymous survey about your co-teaching experiences. This survey is optional, and you are guaranteed complete anonymity. This one-time survey will be distributed electronically and will take you no longer than 20 minutes to complete. There will be no follow up communication after you complete the survey. Your responses will be securely stored with a username and password combo in Qualtrics ©, a cloud-based platform for creating and distributing web-based surveys. Only myself, and my professor, Dr. Jane Leatherman, Ph. D., will have access to the survey results. Once I have completed my research, your responses will be deleted from the system. Your participation and responses will greatly aid my research.

Please note that your decision to participate will not affect your professional standing within your workplace. It will not affect your relationship with your colleagues. Additionally, you have the option to withdraw from the study at any time without penalty. The school principal and the Fort Wayne Educational Association (FWEA) has approved the distribution of this survey to your school.

If you have any questions before deciding to participate in the study, please feel free to contact me with any questions at (260)481-5742 or mirasg01@pfw.edu. You may also contact

my professor, Dr. Jane Leatherman, Ph. D. at jleather@purdue.edu or (260) 481-5742. I appreciate your participation and time spent taking this survey.

Sierra Miranda

Graduate Student

Purdue University Fort Wayne

APPENDIX C. IRB APPROVAL

Date: October 27, 2021

PI: JANE LEATHERMAN

Re: Initial - IRB-2021-1397

Co-teaching in High School Classrooms: Strategies, Perceptions, and Challenges

The Purdue University Human Research Protection Program (HRPP) has determined that the research project identified above qualifies as exempt from IRB review, under federal human subjects research regulations 45 CFR 46.104. The Category for this Exemption is listed below. Protocols exempted by the Purdue HRPP do not require regular renewal. However, the administrative check-in date is October 25, 2024. The IRB must be notified when this study is closed. If a study closure request has not been initiated by this date, the HRPP will request study status update for the record.

Specific notes related to your study are found below.

Decision: Exempt

Category: Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Any modifications to the approved study must be submitted for review through [Cayuse IRB](#).

All approval letters and study documents are located within the Study Details in [Cayuse IRB](#).

What are your responsibilities now, as you move forward with your research?

Document Retention: The PI is responsible for keeping all regulated documents, including IRB correspondence such as this letter, approved study documents, and signed consent forms for at least three (3) years following protocol closure for audit purposes. Documents regulated by HIPAA, such as Release Authorizations, must be maintained for six (6) years.

Site Permission: If your research is conducted at locations outside of Purdue University (such as schools, hospitals, or businesses), you must obtain written permission from all sites to recruit, consent, study, or observe participants. Generally, such permission comes in the form of a letter from the school superintendent, director, or manager. You must maintain a copy of this permission with study records.

Training: All researchers collecting or analyzing data from this study must renew training in human subjects research via the CITI Program (www.citiprogram.org) every 4 years. New personnel must complete training and be added to the protocol before beginning research with human participants or their data.

Modifications: Change to any aspect of this protocol or research personnel must be approved by the IRB before implementation, except when necessary to eliminate apparent immediate hazards to subjects or others. In such situations, the IRB should still be notified immediately.

Unanticipated Problems/Adverse Events: Unanticipated problems involving risks to subjects or others, serious adverse events, and noncompliance with the approved protocol must be reported to the IRB immediately through an incident report. When in doubt, consult with the HRPP/IRB.

Monitoring: The HRPP reminds researchers that this study is subject to monitoring at any time by Purdue's HRPP staff, Institutional Review Board, Post Approval Monitoring team, or authorized external entities. Timely cooperation with monitoring procedures is an expectation of IRB approval.

Change of Institutions: If the PI leaves Purdue, the study must be closed or the PI must be replaced on the study or transferred to a new IRB. Studies without a Purdue University PI will be closed.

Other Approvals: This Purdue IRB approval covers only regulations related to human subjects research protections (e.g. 45 CFR 46). This determination does not constitute approval from any other Purdue campus departments, research sites, or outside agencies. The Principal Investigator and all researchers are required to affirm that the research meets all applicable local/state/ federal laws and university policies that may apply.

If you have questions about this determination or your responsibilities when conducting human subjects research on this project or any other, please do not hesitate to contact Purdue's HRPP at irb@purdue.edu or 765-494-5942. We are here to help!

Sincerely,

Purdue University Human Research Protection Program/ Institutional Review Board
Login to [Cayuse IRB](#)

APPENDIX D. PRINCIPAL PERMISSION

Date: **10/20/2021**

Re: Letter of Cooperation For X High School

Dear *Dr. Leatherman*,

This letter confirms that I, as an authorized representative of *X High School*, allow Dr. Jane Leatherman, Ph. D. (principal investigator) and Graduate Student Sierra Miranda (primary contact) access to conduct study related activities at the listed site(s), as discussed with the Principal Investigator and briefly outlined below, and which may commence when the Principal Investigator provides documentation of IRB approval for the proposed project.

- **Study Title:** Co-Teaching in High School Classrooms: Strategies, Perceptions, and Challenges
- **Study Activities Occurring at this Site:** To assess the strategies employed, perceptions and challenges related to co-teaching, general education and special education teachers will be given an electronic, one-time, anonymous survey.
- **Site(s) Support:** The Principal has agreed to allow the researcher to electronically distribute the survey to potential participants.
- **Anticipated End Date:** May 2022

I understand that any activities involving compliance with Health Insurance Portability and Accountability Act (HIPAA), Family Educational Rights and Privacy Act (FERPA), or other applicable regulations at this site must be addressed prior to granting permission to the Purdue University researcher to collect or receive data from the site. I am authorized to make this determination on my organization's behalf.

We understand that *X High School's* participation will only take place during the study's active IRB approval period. All study related activities must cease if IRB approval expires or is suspended. If we have any concerns related to this project, we will contact the Principal Investigator who can provide the information about the IRB approval. For concerns regarding IRB policy or human subject welfare, we may also contact the Purdue University IRB at irb@purdue.edu (www.irb.purdue.edu).

Signature

Date Signed

APPENDIX E. CITI TRAINING (RCR)



Completion Date 08-Sep-2021
Expiration Date 07-Sep-2025
Record ID 44478585

This is to certify that:

Sierra Gabrielle Miranda

Has completed the following CITI Program course:

Not valid for renewal of certification through CME.

Responsible Conduct of Research

(Curriculum Group)

Responsible Conduct of Research (RCR) Training - Faculty, Postdoctoral, and Graduate Students

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Purdue University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?wc804189d-7317-41d0-9cda-eb0a11f6aa21-44478585

APPENDIX F. CITI TRAINING (HUMAN RESEARCH)



Completion Date 29-Aug-2021
Expiration Date 28-Aug-2025
Record ID 44478584

This is to certify that:

Sierra Gabrielle Miranda

Has completed the following CITI Program course:

Not valid for renewal of certification
through CME.

Human Research

(Curriculum Group)

Group 2.Social Behavioral Research Investigators and Key Personnel

(Course Learner Group)

1 - Basic Course

(Stage)

Under requirements set by:

Purdue University

CITI
Collaborative Institutional Training Initiative

Verify at www.citiprogram.org/verify/?w6e3056a9-dd0f-4e09-b5c1-b323cc309f7e-44478584

APPENDIX G. TIMELINE

Approximate Time	Activity to Be Completed
Mid-September	<p>Submit Final Special Project Proposal</p> <p>Obtain Principal's permission to conduct research</p> <p>Generate a list of potential participants based on teachers' schedules</p> <p>Begin drafting recruitment letter/survey questions</p> <p>Begin drafting IRB application</p>
Early October	<p>Complete Chapter 1 (Introduction)</p> <p>Submit proposal to the IRB</p> <p>Begin working on Chapter 2 (Full Literature Review)</p>
Mid October	<p>Revise Chapter 1 (Introduction)</p> <p>Continue working on Chapter 2 (Literature Review)</p> <p>Obtain IRB Approval</p>
Early November	<p>Complete Chapter 2 (Literature Review)</p> <p>Begin work on Chapter 3 Methodology</p>
Mid-November	<p>Revise Chapter 2 (Literature Review)</p> <p>Complete Chapter 3 (Methodology)</p>
Early December	<p>Revisions to Chapters 1, 2, and 3</p> <p>Distribute survey</p> <p>Complete Chapters 1, 2, and 3 final</p>
Early January	<p>Analyze data</p> <p>Begin Chapter 4</p>

Mid-January	Close survey and finalize results
February	Begin working towards completing the Special Project (Chapter 5) Revise Chapter 4
Early March	Chapter 6 (Discussion) Revise Chapter 5 and 6
Mid-March	Submit Final Project to Faculty
April	Presentation

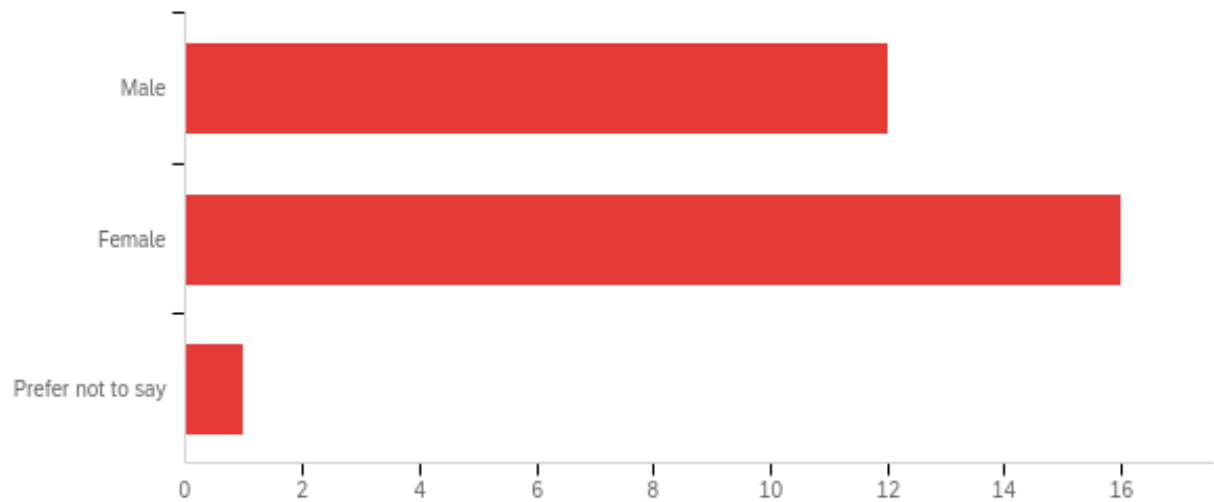
APPENDIX H: RAW DATA

Default Report

Co-Teaching in High School Classrooms: Strategies, Perceptions, Challenges

February 2nd 2022, 11:44 am MST

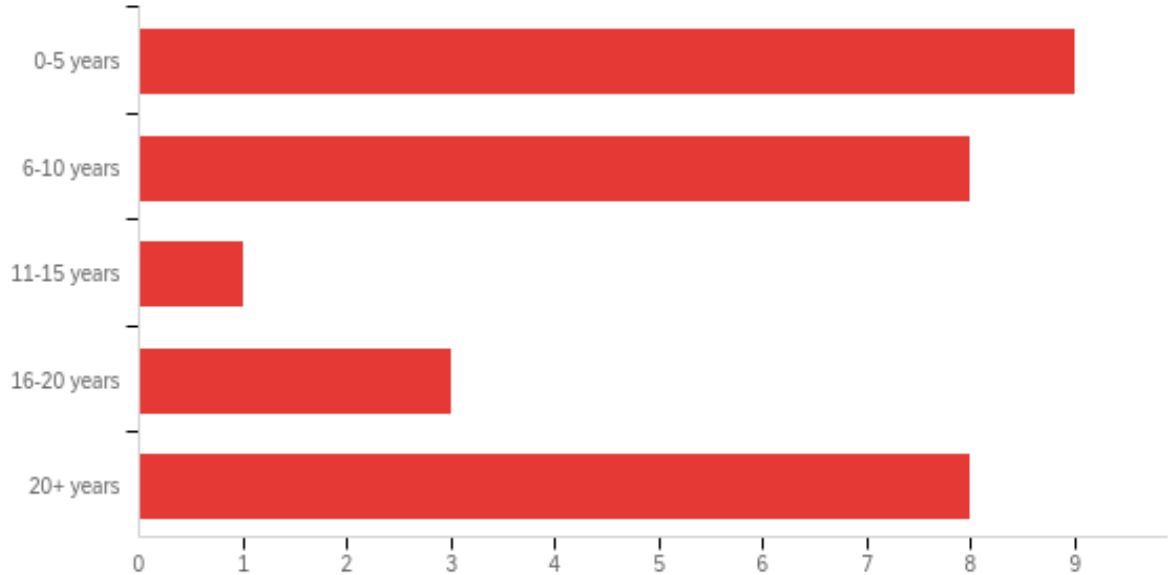
QID1 - What is your gender?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender?	1.00	3.00	1.62	0.55	0.30	29

#	Answer	%	Count
1	Male	41.38%	12
2	Female	55.17%	16
3	Prefer not to say	3.45%	1
	Total	100%	29

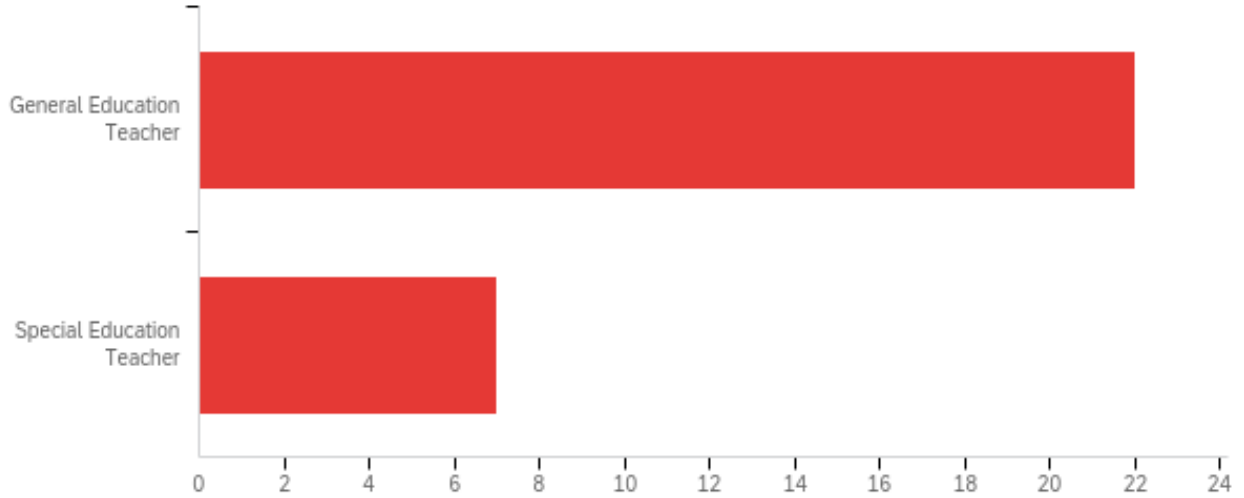
Q2 - How many years have you been teaching?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you been teaching?	1.00	5.00	2.76	1.63	2.67	29

#	Answer	%	Count
1	0-5 years	31.03%	9
2	6-10 years	27.59%	8
3	11-15 years	3.45%	1
4	16-20 years	10.34%	3
5	20+ years	27.59%	8
	Total	100%	29

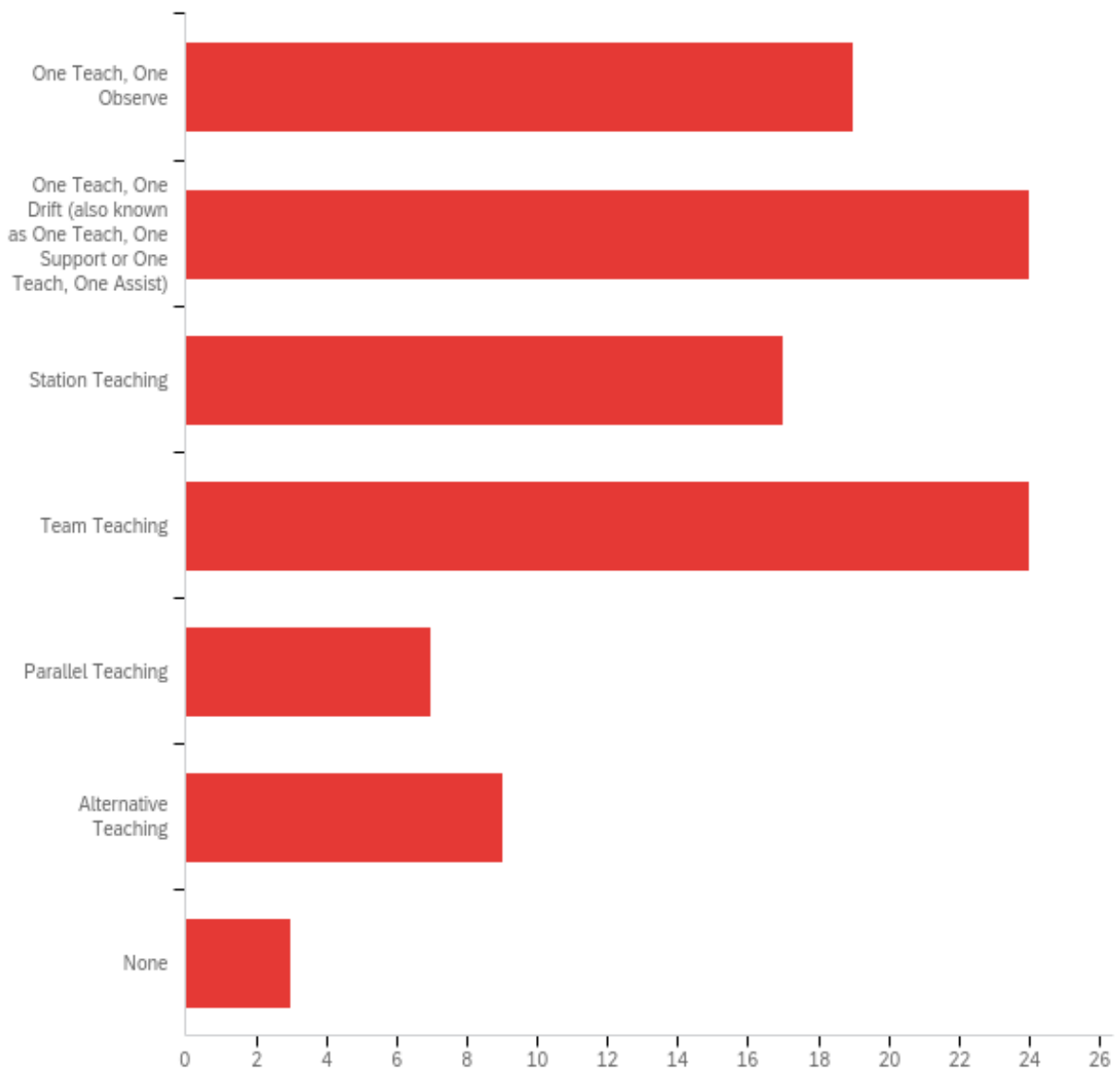
Q3 - What is your current position?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your current position?	1.00	2.00	1.24	0.43	0.18	29

#	Answer	%	Count
1	General Education Teacher	75.86%	22
2	Special Education Teacher	24.14%	7
	Total	100%	29

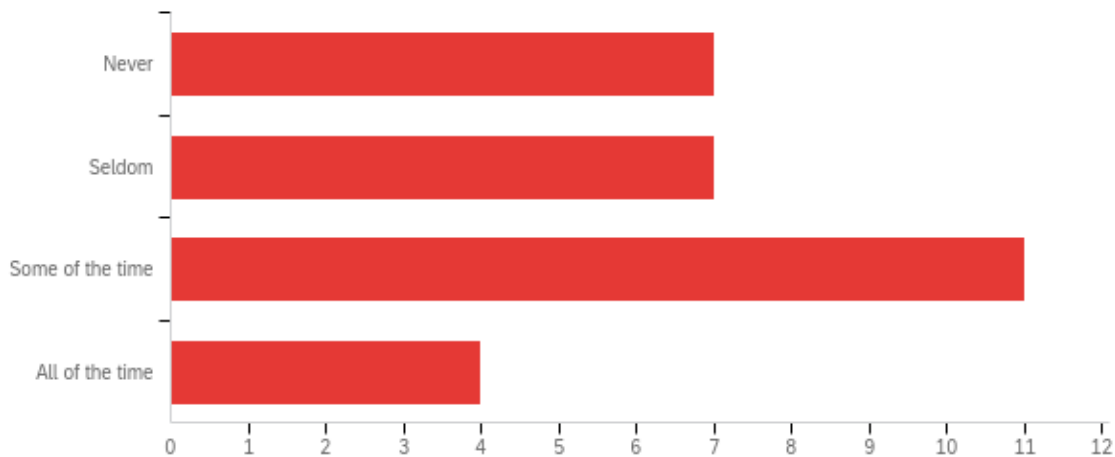
Q4 - I am familiar with the procedures of the following co-teaching strategies:



#	Answer	%	Count
1	One Teach, One Observe	18.45%	19
2	One Teach, One Drift (also known as One Teach, One Support or One Teach, One Assist)	23.30%	24
3	Station Teaching	16.50%	17
4	Team Teaching	23.30%	24
5	Parallel Teaching	6.80%	7

6	Alternative Teaching	8.74%	9
7	None	2.91%	3
	Total	100%	103

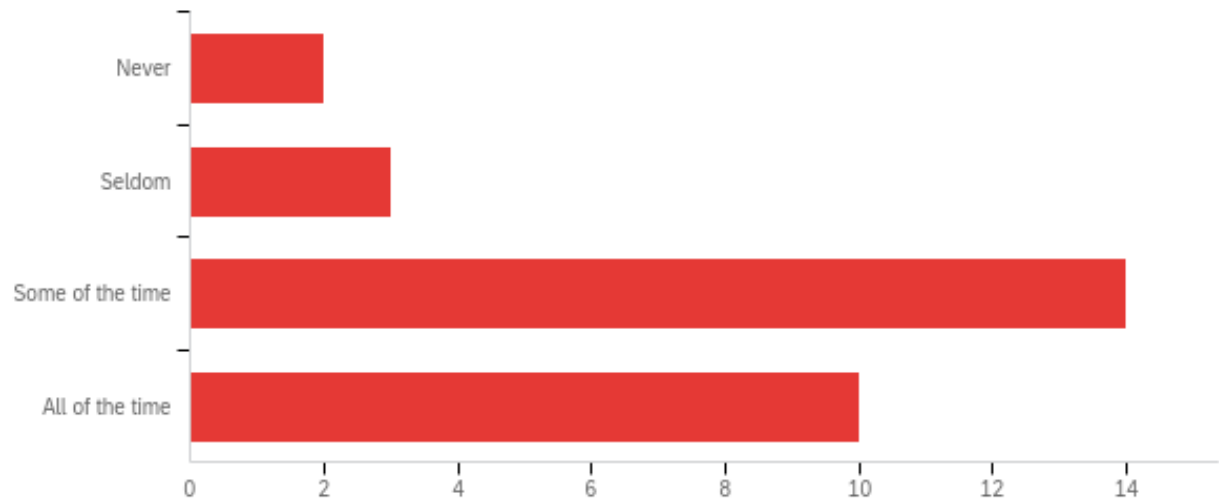
Q5 - I participate in the “One Teach, One Observe” model of co-teaching which includes: One co-teacher leads the lesson while the other co-teacher observes students’ progress on academic IEP goals through formative assessment or collects data to measure performance.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I participate in the “One Teach, One Observe” model of co-teaching which includes: One co-teacher leads the lesson while the other co-teacher observes students’ progress on academic IEP goals through formative assessment or collects data to measure performance.	1.00	4.00	2.41	1.00	1.00	29

#	Answer	%	Count
1	Never	24.14%	7
2	Seldom	24.14%	7
3	Some of the time	37.93%	11
4	All of the time	13.79%	4
	Total	100%	29

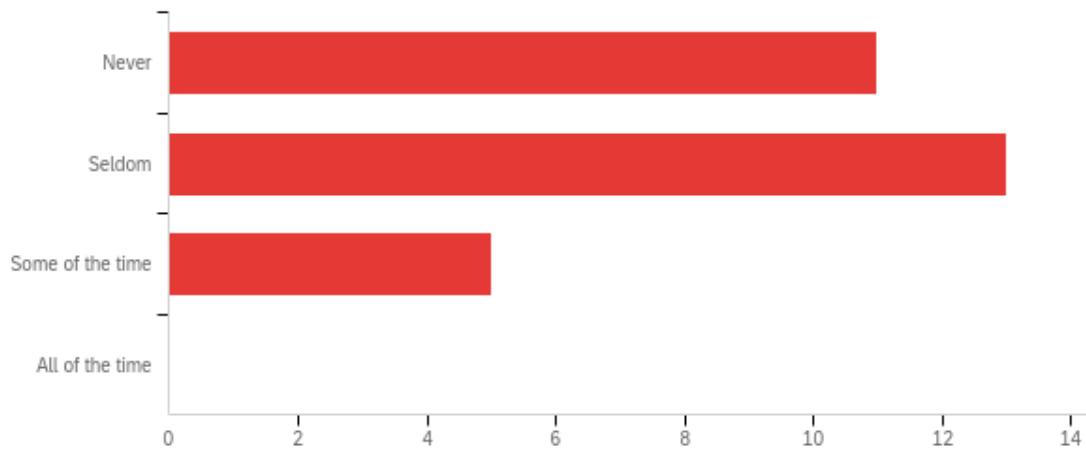
Q6 - I participate in the “One Teach, One Drift” model which includes: One teacher leading the lesson while the other circulates the room answering individual questions as they arise and providing one-on-one assistance when necessary.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I participate in the “One Teach, One Drift” model which includes: One teacher leading the lesson while the other circulates the room answering individual questions as they arise and providing one-on-one assistance when necessary.	1.00	4.00	3.10	0.84	0.71	29

#	Answer	%	Count
1	Never	6.90%	2
2	Seldom	10.34%	3
3	Some of the time	48.28%	14
4	All of the time	34.48%	10
	Total	100%	29

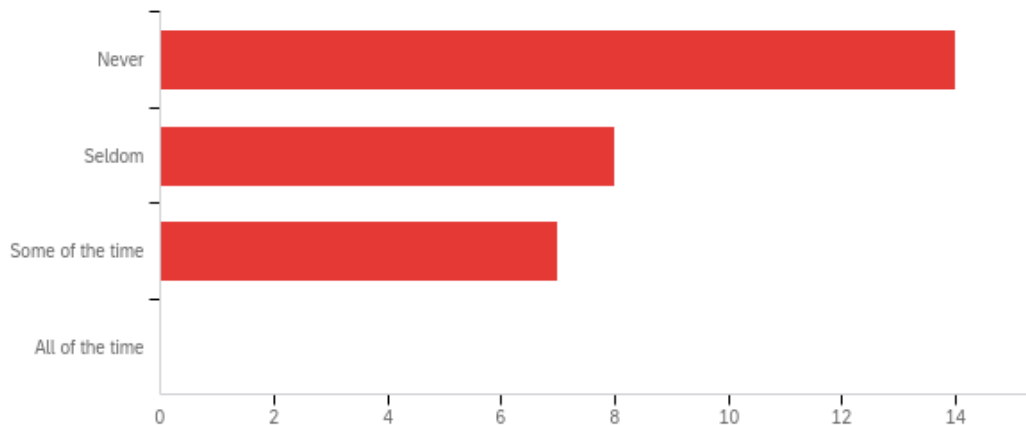
Q7 - I participate in the “Station Teaching” model of co-teaching which includes: Dividing the content and students into two groups where students receive instruction from both teachers at separate times. This might include a third station where students work independently.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I participate in the “Station Teaching” model of co-teaching which includes: Dividing the content and students into two groups where students receive instruction from both teachers at separate times. This might include a third station where students work independently.	1.00	3.00	1.79	0.71	0.51	29

#	Answer	%	Count
1	Never	37.93%	11
2	Seldom	44.83%	13
3	Some of the time	17.24%	5
4	All of the time	0.00%	0
	Total	100%	29

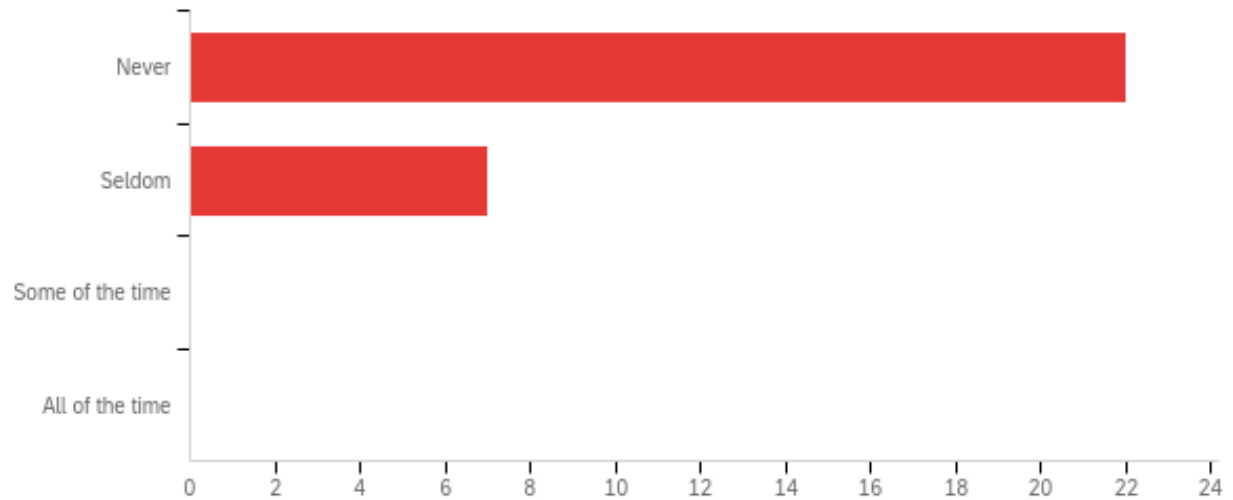
Q8 - I participate in the “Alternative Teaching” model which includes: One teacher instructing a large group while the other instructs a small group. The content is the same; however, there might be differentiation in the levels and materials.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I participate in the “Alternative Teaching” model which includes: One teacher instructing a large group while the other instructs a small group. The content is the same; however, there might be differentiation in the levels and materials.	1.00	3.00	1.76	0.82	0.67	29

#	Answer	%	Count
1	Never	48.28%	14
2	Seldom	27.59%	8
3	Some of the time	24.14%	7
4	All of the time	0.00%	0
	Total	100%	29

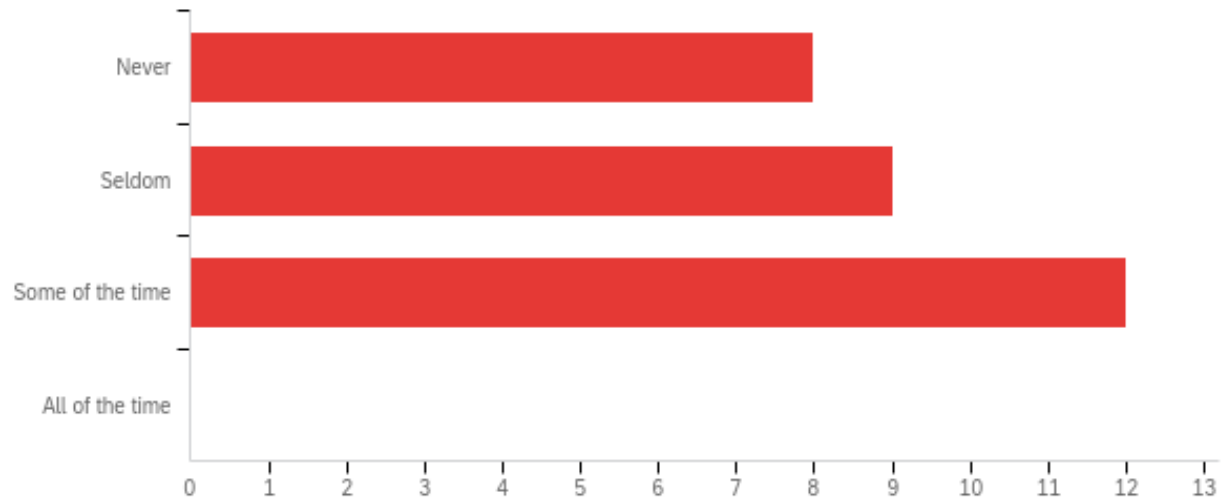
Q9 - I participate in the “Parallel Teaching” model which includes: Both teachers delivering instruction simultaneously to two separate groups of students.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I participate in the “Parallel Teaching” model which includes: Both teachers delivering instruction simultaneously to two separate groups of students.	1.00	2.00	1.24	0.43	0.18	29

#	Answer	%	Count
1	Never	75.86%	22
2	Seldom	24.14%	7
3	Some of the time	0.00%	0
4	All of the time	0.00%	0
	Total	100%	29

Q10 - I participate in the “Team Teaching” model which includes: Both teachers collaboratively delivering instruction to the whole group. In this model, both teachers have equal sharing of responsibilities and instruction.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I participate in the “Team Teaching” model which includes: Both teachers collaboratively delivering instruction to the whole group. In this model, both teachers have equal sharing of responsibilities and instruction.	1.00	3.00	2.14	0.82	0.67	29

#	Answer	%	Count
1	Never	27.59%	8
2	Seldom	31.03%	9
3	Some of the time	41.38%	12
4	All of the time	0.00%	0
	Total	100%	29

Q11 - On a typical day, my role in my co-taught class consists of (describe what you do):

On a typical day, my role in my co-taught class consists of (describe what you do):

Primarily teaching content. I have most often cotaught with teachers who are not confident in the content and cannot/will not/do not teach it.

One Teach, One Drift is usually what I am doing in class. I will usually deliver the lesson and guide students in activities and homework afterwards, while the co-teacher wanders the room and look for student who might have questions and need more assistance.

Leading instruction

Teaching the entire class

Most days: Drift and assist with students. Add talking points and instruction when appropriate. Lead instruction with co-teacher and have group discussions. Help with planning and give activity ideas. Help create materials when needed. Some days: Lead/ teach lesson for the day. Co-teacher will drift, or do grading/ administrative work.

Myself planning and implementing the lesson, occasionally asking for input/advice from my co-teacher, and then my co-teacher helping in one of the aforementioned ways.

I co-teach in the same subject, with 3 different teachers every day. Each of these teachers takes different teaching approaches. Which makes my teaching experience and approach different throughout the day. I am with 1 teacher for 3 periods a day, and the other 2 only 1 period each day. For the most part, with 2 out of the 3 teachers, my role mostly stays consistent. 1st through 3rd period are with the same teacher. My role in this class is mostly one teach, one assist, but I had this class on my own for the 1st quarter of the semester so I also do a lot of team teaching. This often includes me interjecting to simplify the material when I notice the students struggling. I have, but not often, taken over the lesson. In my 5th period class, I have always felt comfortable with interjecting. My co-teacher has told me that this is my classroom as well and to feel free to chime in whenever. I often engage in one teach, one assist with occasional interjections as needed. There have not been many opportunities to team teach as we do not have the same plan, but I also have not asked for it. In my last period of the day, things can be quite different. My co-teaching relationships have needed time. At the beginning of working with this particular teacher, I felt that I did not have a voice, with classroom management, or content. He often works on assignments that other teachers are not, so I may have to learn more in-depth content of completely different content. This has had its challenges.

I observe the lesson, which is taught by the Gen Ed teacher. During the lesson I walk around the room and answer any questions the students might have. During the work time, I walk around and help the students.

Lead teacher

I deliver the instruction while my co-teacher drifts, and occasionally adds points of emphasis

I am typically the center of instruction and the one delivering the lesson primarily. My co-teacher and I plan together when possible, but I always make sure this teacher has an understanding of what is coming up and we discuss specific students for targeted support. I am the primary teacher responsible for grading and inputting grades for students. My co-teacher and I will collaborate on grades for large summative projects, and occasionally my co-teacher will take on grading responsibilities of formative assignments or daily work. Both teachers are on the same page and students know they can ask either

teacher for help at any given time if they need support. My co-teacher and I have a shared sense of classroom management and do everything we can to remain consistent.

My role is generally to provide a mini lesson and the scaffolding necessary so that all students can be successful as they work and try out/practice the skill/standard the mini lesson was over.

This is the first year in a long time I have no co-teachers or assistants. My responses are on my previous experience. Most of the time, I do all of it. They usually arrive while I'm doing attendance (depending on many factors...meetings, where their previous class was, etc.). They are often pulled to cover. Some have not shown initiative or willingness to be a participant, though most (with exceptions) have been willing to do what was asked, like "will you work with this student to get them caught up" or "can you take a few into your room to do their test". I try to engage them so students hear us both. I also want all kids, not just sped, to be involved. I prefer it to look more/be more collaborative.

Most of the class periods that I co-teach in, I am the teacher who is monitoring the room and answering questions. There will be times that I pull a small group together that I know needs some extra help and work with them. Sometimes, I purposely sit with a group of students to monitor their behavior and learning. If I see that the class is not understanding the topic, I will reteach it to the whole class in a different way.

I teach. My co-teacher roams around assisting students but also interjects instruction.

My role consists of leading the class through instruction, as well as guiding the students and circulating the room. While I want to participate in co-teaching strategies, my co-teacher rarely interacts with the students. Because she is a veteran teacher and I am fairly new to the profession, I don't feel comfortable asking her to engage in these strategies.

Leading the whole-group instruction, monitoring progress, encouraging participation

I am the lead teacher and provide the lesson to the students.

Typically I come in, and while the teacher is delivering instruction, I am working with some students to help them maintain focus, and all throughout the period am checking in with students/answering questions/providing alternative ways of understanding the material during the lesson, but am otherwise working on my own IEPs, my own class material for the classes I teach alone and am checking in with the students in the class (for example, calling up IEP students to check on grades/attendance/etc.)

I do not have a Co-teacher, and only rarely have had one.

Depends on the class and teacher. In my EL class (1/3 of the students speak basically zero English) it is co-teaching with both of us delivering the content - me in English, her in Spanish. I have also had co-teachers who didn't feel comfortable teaching the content level, so we used "One teach, One observe". I find any/all methods useful and beneficial. It completely depends on the comfort level of the two people

I am the general ed teacher and usually I teach the lesson and my co teacher goes around to individual students assisting them and answering their questions.

I lead the lesson, I lead and facilitate the discussion, and I alone answer all of the content questions. The other individual does not participate often.

Working 1:1 with Sped students, assuring that they accommodations/modifications they do have are being put into place, pulling students for small group testing (when necessary), assisting co-teacher with instruction (especially if it is a content area I am strong in), and helping GenEd kids as well.

As a math teacher, I generally lead the lesson/activity while my coteacher assists students with individual needs. Within a class period, we may split the class up in two separate groups based on needs. How I function with a co-teacher depends on the subject and the personality of the co-teacher.

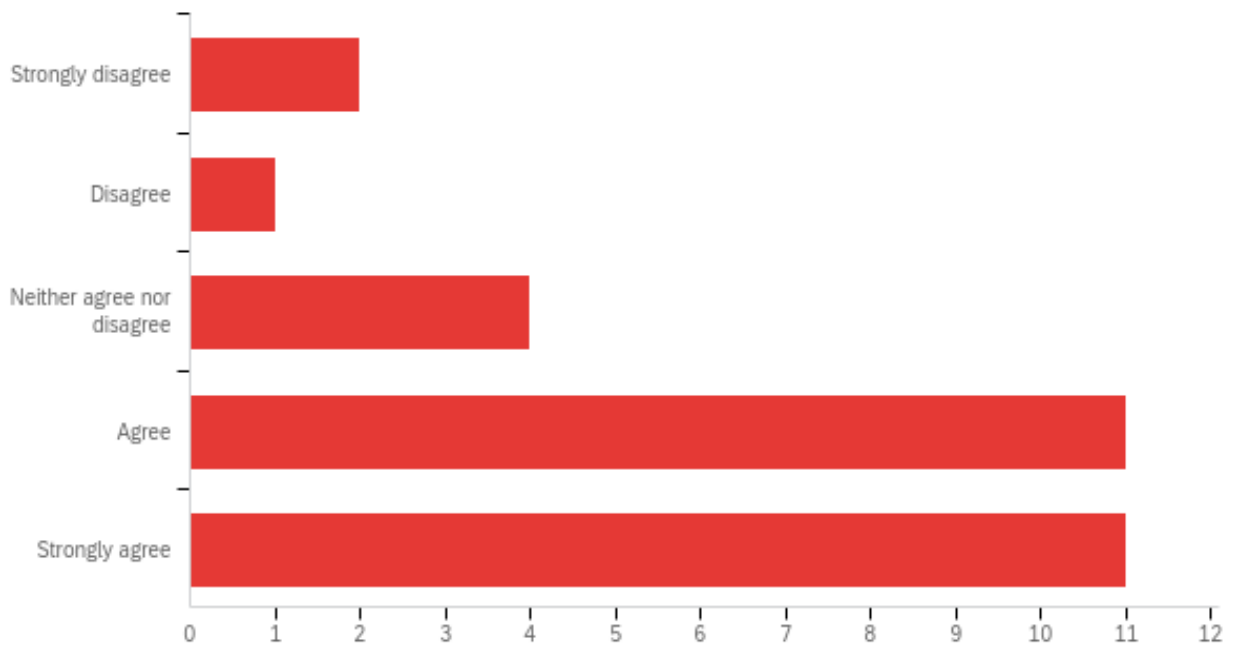
Providing structure and guidance to the whole class. Identifying those students who are struggling and need extra assistance; this would include students who are at risk, unmotivated, special needs and other impediments. The co-teacher will focus their energy on those student who need the additional attention. I have found this is the most efficient and productive way to co-teach, reaching a greater number of students who might, otherwise, be left behind to everyone's detriment.

I typically "lead" all of my classes. I have two different co-teachers throughout the day. One generally does not engage in any classroom activities unless explicitly directed to. The other is actively engaged in planning, delivering, and supporting instruction. With the latter co-teacher, we share responsibilities and, at times, alternate who instructs or split students up to go to the STEAM lab.

Helping students stay focused and on task while the lead teacher goes over the lesson

Being the lead teacher, with the co-teacher acting in a support role

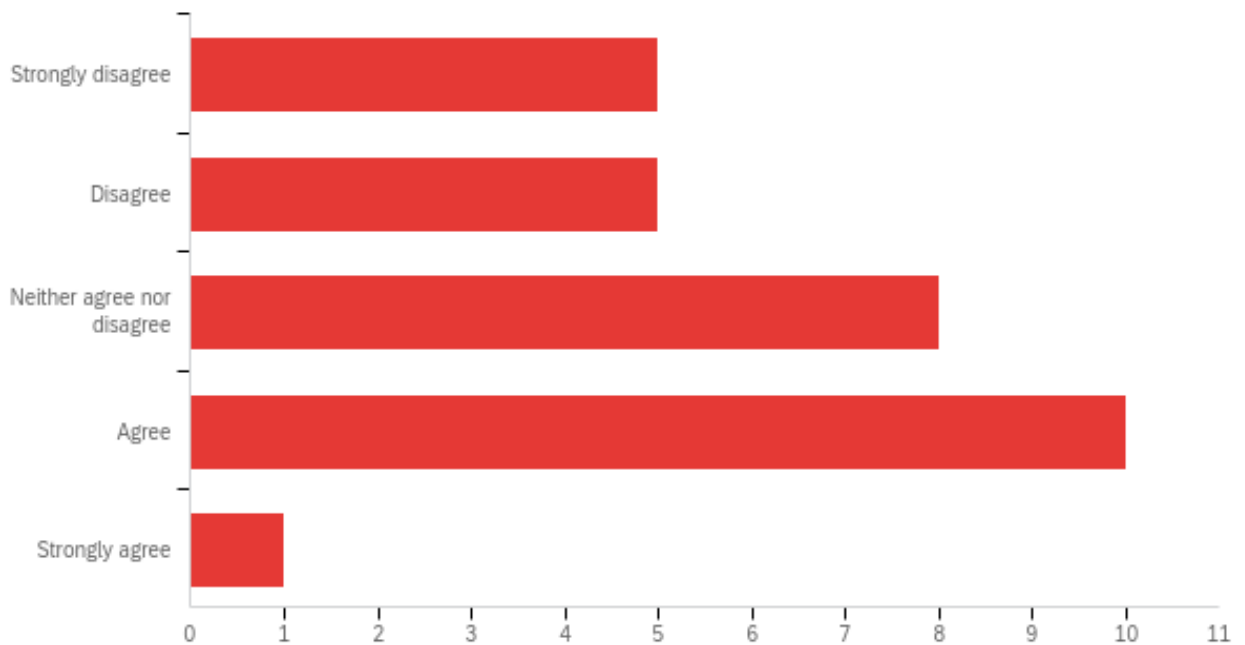
Q12 - I believe that co-teaching is an effective way to provide special education services to students with disabilities.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I believe that co-teaching is an effective way to provide special education services to students with disabilities.	1.00	5.00	3.97	1.13	1.27	29

#	Answer	%	Count
1	Strongly disagree	6.90%	2
2	Disagree	3.45%	1
3	Neither agree nor disagree	13.79%	4
4	Agree	37.93%	11
5	Strongly agree	37.93%	11
	Total	100%	29

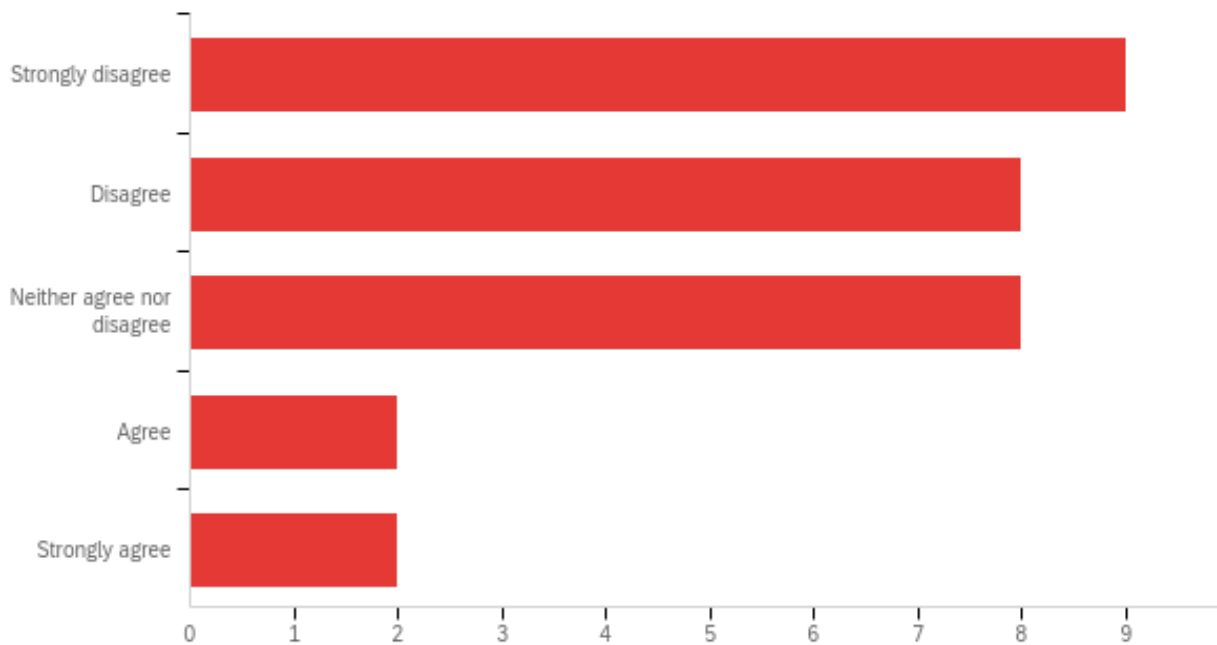
Q13 - I feel I have received adequate training on how to navigate the dynamics of co-taught classes.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel I have received adequate training on how to navigate the dynamics of co-taught classes.	1.00	5.00	2.90	1.16	1.33	29

#	Answer	%	Count
1	Strongly disagree	17.24%	5
2	Disagree	17.24%	5
3	Neither agree nor disagree	27.59%	8
4	Agree	34.48%	10
5	Strongly agree	3.45%	1
	Total	100%	29

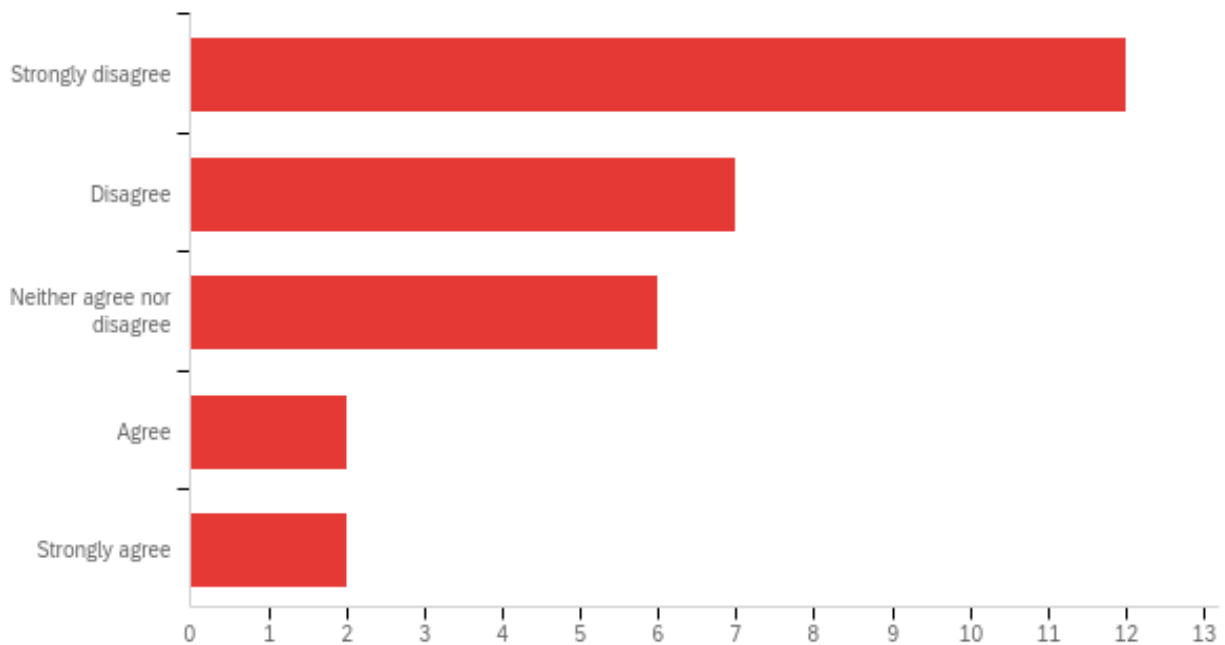
Q14 - I have been given explicit expectations of my role in my co-taught classes.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been given explicit expectations of my role in my co-taught classes.	1.00	5.00	2.31	1.18	1.39	29

#	Answer	%	Count
1	Strongly disagree	31.03%	9
2	Disagree	27.59%	8
3	Neither agree nor disagree	27.59%	8
4	Agree	6.90%	2
5	Strongly agree	6.90%	2
	Total	100%	29

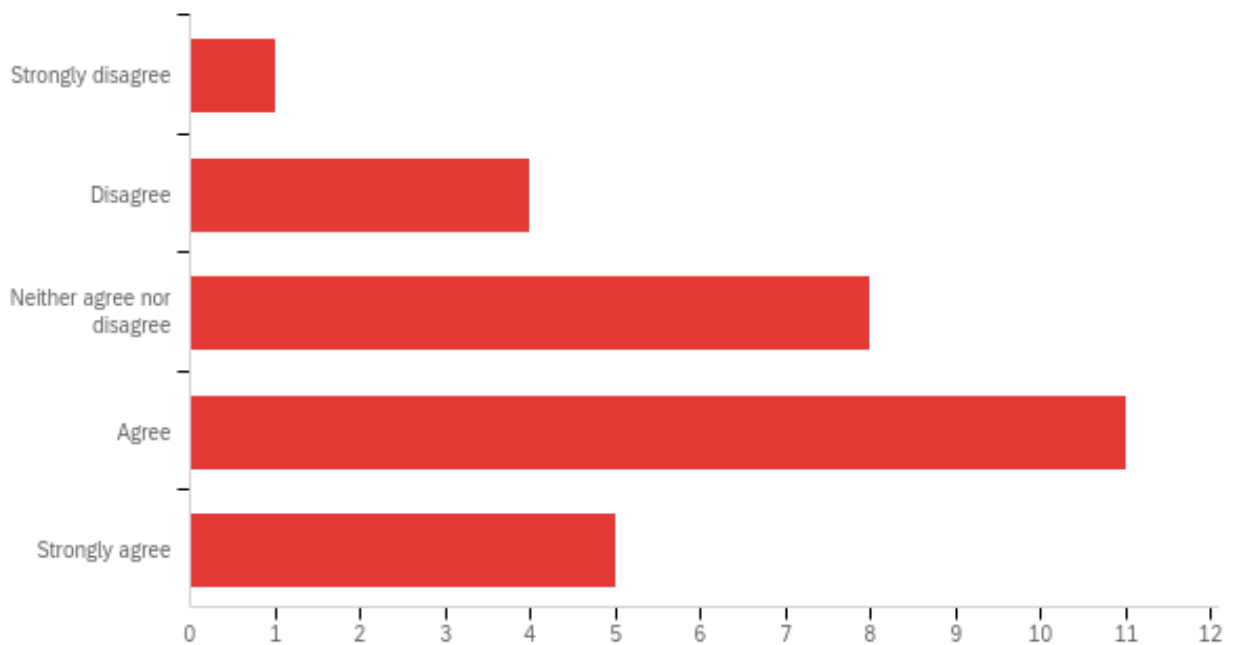
Q15 - I have been given explicit expectations of my collaborator's role in my co-taught. classes



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have been given explicit expectations of my collaborator's role in my co-taught. classes	1.00	5.00	2.14	1.22	1.50	29

#	Answer	%	Count
1	Strongly disagree	41.38%	12
2	Disagree	24.14%	7
3	Neither agree nor disagree	20.69%	6
4	Agree	6.90%	2
5	Strongly agree	6.90%	2
	Total	100%	29

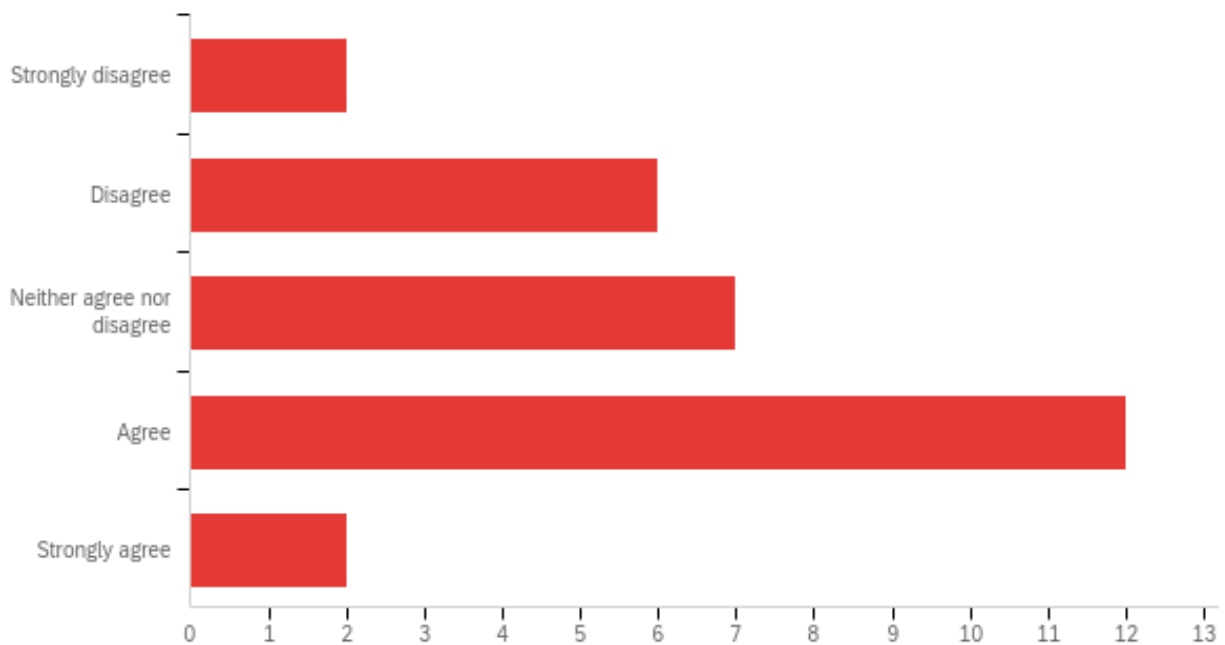
Q16 - I am satisfied with my role in co-taught classes.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with my role in co-taught classes.	1.00	5.00	3.52	1.04	1.08	29

#	Answer	%	Count
1	Strongly disagree	3.45%	1
2	Disagree	13.79%	4
3	Neither agree nor disagree	27.59%	8
4	Agree	37.93%	11
5	Strongly agree	17.24%	5
	Total	100%	29

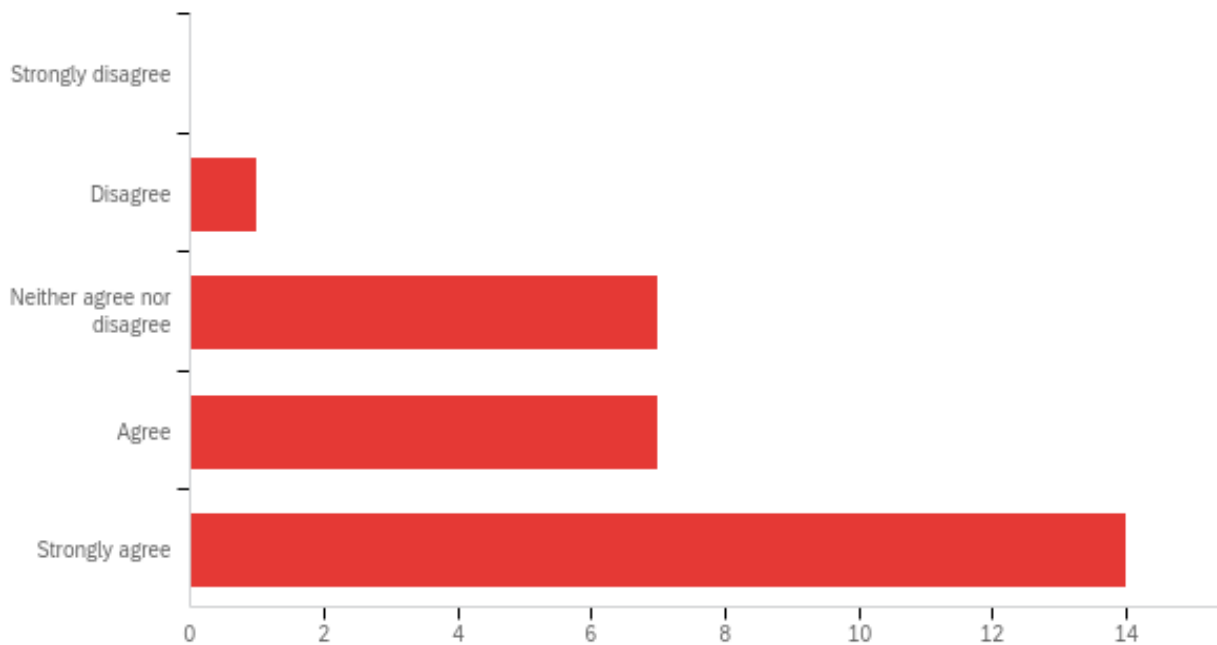
Q17 - I am satisfied with my collaborator's role in co-taught classes.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with my collaborator's role in co-taught classes.	1.00	5.00	3.21	1.06	1.13	29

#	Answer	%	Count
1	Strongly disagree	6.90%	2
2	Disagree	20.69%	6
3	Neither agree nor disagree	24.14%	7
4	Agree	41.38%	12
5	Strongly agree	6.90%	2
	Total	100%	29

Q18 - If I could, I would prefer to pick my co-teaching partner(s) instead of them being assigned.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If I could, I would prefer to pick my co-teaching partner(s) instead of them being assigned.	2.00	5.00	4.17	0.91	0.83	29

#	Answer	%	Count
1	Strongly disagree	0.00%	0
2	Disagree	3.45%	1
3	Neither agree nor disagree	24.14%	7
4	Agree	24.14%	7
5	Strongly agree	48.28%	14
	Total	100%	29

Q19 - What factors do you consider when describing your relationship with your co-teacher? How would you describe your relationship with your co-teaching partner(s) (include multiple accounts if a difference exists between your assigned co-teachers)?

What factors do you consider when describing your relationship with your co-teacher? How would you describe your relationship with your co-teaching partner(s) (include multiple accounts if a difference exists between your assigned co-teachers)?

Co-teacher is not experienced in content, therefore not helpful in instruction. Co-teacher is great in helping with kids, motivating and discipline.

In 2 of my classes, they assist me in instruction if I am unsure about something, and then they do help individual students with me when they are working on individual work. I have another class with a co-teacher however where they occasionally call students over to my desk to work with them, but often they don't help.

I love my co-teacher.

I consider the classroom environment they had created/ their relationships with students. I like to be part of a team and have communication. I like a teacher that appreciates my skills set and can use it for the benefit of the students. I like to be treated with respect. I also like to be told what is needed of me or what I can assist with. I do not want to step on toes/ boundaries. I like that my co-teachers are not the same and teach/ reach students differently. I can see what strategies work and what the students really need. One of my co-teachers explained assignments and modeled how to do the assignment and completed an example. They then expected the students to work on their own. This teacher had many students with incomplete and missing assignments. The other teacher that taught the same subject and grade modeled the assignments and paced the students through each assignment and worked together for all of it/ most of it. This teacher had many more students find success and turn in assignments. It took more time and effort during class, but it was worth it. The other teacher took that suggestion well and started doing more guided practice. Great team to work with!

I consider whether my co-teacher has knowledge of the content. My relationship with my co-teachers is more of a dictatorship. I give them directions and they go with it.

I really like to work with individuals who are outgoing and liked by the students. Not only do I feel that building relationships with each other is important, I feel that my co-educator should also be able to form those relationships. My relationship with my 1st - 3rd period co-educator has started off well. This teacher did not start until the 2nd quarter, so it was a little difficult to transition the class over to her and let go of control. However, she is completely ok with me taking control. My co-teaching relationship with my 5th-period teacher goes really well. This is my 3rd year working with this teacher so we sort of have things working like a well-oiled machine. Things do get a little messed up when I am not able to be in the room with him. My last co-teaching relationship has had a difficult start. This is my 2nd year working with this teacher. I have had to get into discussions with him about making sure that accommodations are being utilized and IEP's are being implemented. However, things have improved and I feel like I have the ability to interject when needed.

We both know and understand the lesson plan for the day, and we have a general understanding of what topics will be covered in the near future. We share a general understanding of what I can do to aid the lesson. This kind of communication is important. My co-teacher and I have a good working relationship.

This relationship changes with each co-teacher. Clarification for all involved would be tremendously helpful. Has never occurred.

I prefer my co-teachers to have the same outlook on discipline and study as me

The best co-teacher is the teacher willing to be a true teaching and collaboration partner. If a co-teacher is willing and eager to collaborate and work together on planning instruction, this allows for more open communication and problem solving. I have had co-teachers who have had dramatically different teaching styles from my own and have sent mixed-messages to the students. It is absolutely essential that co-teachers understand what is expected by their partner and make efforts to work together to do what is best for the students. I have had past co-teachers who have had irregular attendance and have not communicated their absence. There have been other assigned co-teachers who were unwilling to move around the room or take their own initiative to interact with students. This lends itself to imbalance and resentment.

I love working with my co-workers and feel we make a wonderful team to help support our students! It is a very solid relationship, and we feel comfortable sharing ideas and suggestions.

willingness to weigh in on activities/content, being there, not waiting to be told to help, not being on the computer as much

I have been working with the same co-teachers for a few years. We have developed a relationship that works well now. We both understand each others strengths and weaknesses. There needs to be open communication to make a co-teaching experience beneficial for both parties involved and the students.

My co-teacher and I are quite compatible. He has a history background, which has really assisted in teaching literary context. We collaborate well, but we rarely have time to do so. We're like a good band; we play off each other well, know each other's strengths. When students try to use us against each other, we come together and let the student know it isn't going to work.

I consider our teaching philosophies and strategies. I would describe our relationship as strained.

I appreciate when my co-teacher takes initiative to work with students, both academically and behaviorally. I appreciate when the co-teacher is actively involved in the lesson or working with a student.

Most of the co-teachers that have been assigned to me don't know my subject matter so they are of little help. I do not want to have to teach them in addition to my students. I am concerned that inaccurate information/content could/ would be given to students. I have had two co-teachers who had some background in my subject matter and they proved to be of a great help to me and my students. The other issue is that sometimes Co-teachers are called to cover classes because we are sometimes short of substitute teachers. There is no good answer of how to deal with this issue.

I consider their level of dedication, our personalities, what do we expect out of the kids, are we willing to listen to each other, do they want to incorporate games and hands-on experiences vs all book-work, etc. My relationships with my co-teachers are fine, although I tend to have better relationships and gravitate more towards teachers who prefer hands-on discovery learning instead of book-learning like myself.

On the extremely rare occasions I've had a co-teacher, I would say it was a good relationship

I believe I have always had a very good working relationship with co-teachers (you would have to ask their opinion). And as stated earlier, I am comfortable with whatever. How the class is structured is 100% their comfort level.

We work well together and I think it works well for the students

I value their content knowledge and their rapport with students. My rapport with my co-teacher is professional, but I am very unsatisfied with their level of participation. The individual often texts on their phone, escalates situations with student behavior, and is often not in my room.

Mostly good, some not so good (when they expect me to singlehandedly run the class while they kick back).

I hope that my co-teacher knows that I value their contributions and input into how we run the lesson. Each of us brings different strengths to benefit our students. Articulation strengths and weaknesses upfront is really important. In addition, open communication creates the opportunity for both of us to grow as professionals.

understanding and flexibility are the key ingredients to success. Remembering why and who you are teaching to most greatly have a positive and supportive influence on all stakeholders.

I consider my co-teacher's content knowledge, ability to build relationships and work with students, and their ability to 'jump in' without needing constant direction. I have one co-teacher who is great at all of the above-- a true partner in the teaching experience. I have another co-teacher who does nothing in class unless explicitly asked to. I feel the former relationship is a strong working relationship while the latter is strained and unproductive.

We work well together when it comes to planning lessons, helping students, and teaching. We always support each other and are available to support the other teacher if they need it.

Personality of the co-teacher. I think it helps to dictate what type of teaching will happen. Some co-teachers want to be more involved some want to be in more of a support role. Understanding their personality helps with this.

Q20 - What (if anything) could lead to greater satisfaction in your co-teaching assignment?

What (if anything) could lead to greater satisfaction in your co-teaching assignment?

Knowledge of content.

PL about Co-teaching strategies. Better expectation for co-teacher put in place.

I wish my coteacher would take a more active role in giving instruction.

The co-teacher that comes into the new environment/ room sometimes want to lead. I know I miss being the lead teacher sometimes. I also want to know how I can help more, what I can do to assist better, and things the teacher likes that I do. That way I can be a better asset to them and more effective for the students.

I would love to have time to plan more with my co-teachers. That is what it really boils down to. If there was time to plan with my co-teacher, we could come up with groups and different activities that different groups can do. Since I only have each of my co-teachers for a single period it is hard to plan something separate for their classes with me versus all the rest of the classes I teach on my own.

Provide professional learning on co-teaching strategies Provide examples of co-teaching strategies Provide similar planning time between co-teachers Keep special educators within the same content area to gain content area knowledge If possible provide Special Educators the access to materials over the content ahead of the class time for better understanding.

My current co-teaching relationship is very good. I would not want to make any significant changes.

Having a say who that co-teacher is. Having meetings with administration to clarify and define roles and expectations.

If I could pick my co-teacher every year

I think it is important to have communication and clear expectations of the co-teaching relationship. A co-teacher has more direct responsibilities than a classroom assistant, and it is essential that they take initiative. The relationship needs to feel as balanced as possible. It's difficult as a general education teacher to have a co-teacher who is inactive, but it is also frustrating to be the co-teacher to a general education teacher who is not willing to share responsibilities.

Learning more specific co-teaching strategies

They are stretched too thin. They are usually trying to multi-task, as a result. Some were very unwilling to do anything but sit on their computer. When asked to weigh in, did so minimally or not at all. SO...clearer expectations of their role and mine would help AND ensuring them they have realistic time to do the requirements of their jobs. I love seeing many interact with ALL kids--not just sped. That is a huge plus to integrated classes.

Not worrying about being pulled from class to cover another class. It makes it difficult to plan

I wish we had collaboration time. We were able to do so last year, and that worked very well. This year, I just do all the planning. I share it with him through emails, etc., to ensure he agrees or to see if he has different or extending ideas, but I miss the conversations and the creative collaboration.

It would be helpful if co-teachers filled out surveys about their teaching philosophies, preferred content areas, etc. This could help match content and SPED teachers who would work well alongside each other. I also believe it would be helpful if there were professional learning opportunities throughout the

year to help guide these strategies. As a content area teacher it would be helpful because I never want to feel like I'm directing another adult, especially one with much more experience teaching than me, but I also want to feel comfortable trying these types of teaching models.

I would love for the co-teacher to be able to help document progress monitoring for SPED students. I would love to try some station teaching, but there is not enough time to plan with the co-teachers when we have different ones each period.

Co-teachers who have a background in my subject matter. Otherwise, I have trouble giving up teaching responsibilities to them.

Honestly, I would get more satisfaction if there was less we had to do as SPED teachers. I love co-teaching. I also know what it's supposed to look like. For 2 years I have tried very hard to make co-teaching what I knew it was supposed to look like, but in order to not burn out, I have to make my BSD's and my IEP's my top priority, which means my co-taught classes get the short end of the stick. It's horrible because I want to do planning with my co-teachers; I want to lead lessons. I want to TEACH. But I'm stuck under the mountain of other things that SPED teachers are required to do, and I don't engage like I want to. I can't do it all, and it burns me to say it.

Having one.

I have always had positive experiences. I have always had co-teachers who wanted to help students. They have always participated in helping all students. We never made it exclusively where they helped only their IEP students and i helped the rest. We always answered questions of any student.

I can't think of anything

I feel the co-teacher should volunteer themselves in planning, ask what they can do, not refuse to differentiate instruction, and apply themselves to help students.

Consider personalities and how they mesh before assigning co-teachers. I know this is not always possible, but a better attempt would be appreciated.

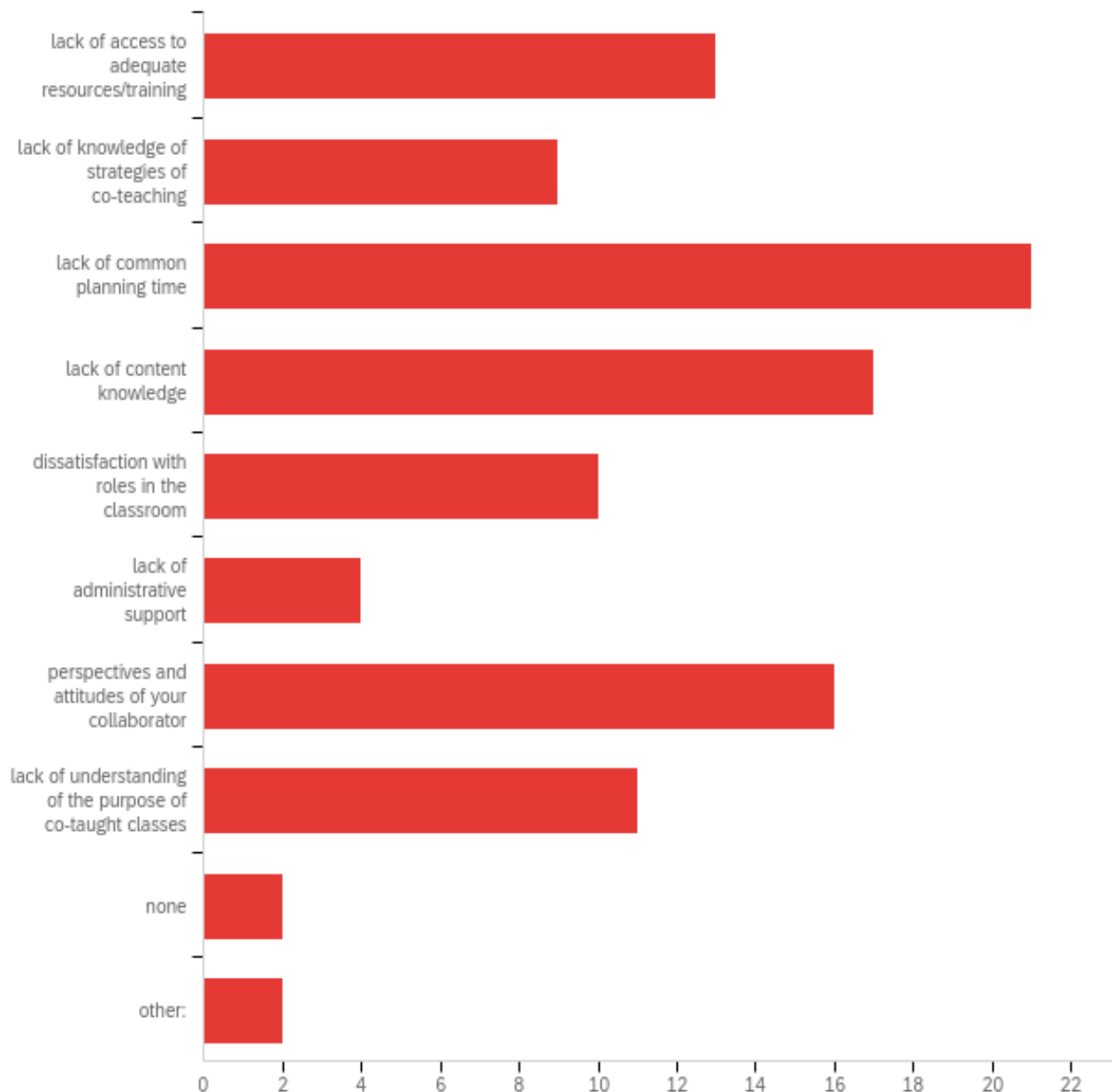
I wish that I had more devoted time to collaborate with my coteacher. Most of our discussions happen in the hallway or at lunch.

I have been very pleased with the co-teachers I have worked with in my long and varied career. I guess I am extremely lucky(blessed).

The ability to choose my co-teacher for each period would improve my satisfaction. Having someone with content knowledge is key as well as someone I get along with personally and professionally -- that contributes positively to the environment rather than negatively impacting it. Building relationships with students is a top priority for me and a co-teacher can either contribute to that process or significantly hinder it.

Being able to choose my co-teacher

Q21 - In my experience, challenges that hinder the successful implementation of co-teaching include (if any):



#	Answer	%	Count
1	lack of access to adequate resources/training	12.38%	13
2	lack of knowledge of strategies of co-teaching	8.57%	9
3	lack of common planning time	20.00%	21

4	lack of content knowledge	16.19%	17
5	dissatisfaction with roles in the classroom	9.52%	10
6	lack of administrative support	3.81%	4
7	perspectives and attitudes of your collaborator	15.24%	16
8	lack of understanding of the purpose of co-taught classes	10.48%	11
9	none	1.90%	2
10	other:	1.90%	2
	Total	100%	105

Q23 - How do the challenges previously identified (if any) negatively impact your co-teaching assignments? Do you have any suggestions to address these challenges?

How do the challenges previously identified (if any) negatively impact your co-teaching assignments?
Do you have any suggestions to address these challenges?

Lack of knowledge of content limits the ability of a co-teacher to help students with understanding.

Sometimes the co-teacher is more often just another person to write passes rather than a teacher. The kids quickly learn to ask the co-teacher for a pass, especially if they know I might not write them one.

We have soooooo many meetings throughout the week, it is hard to carve out time to meet with the specific co-teacher(s) throughout the week and plan. This leads to many of the other problems.

I do not have any suggestions to address these challenges. These are the challenges that I have faced any time I have had a co-teacher.

When you lack content knowledge as a Special Educator it makes it extremely difficult to assist students with learning the material. We spend time learning the material ourselves and have less time to determine a way to reteach the student the material in a way they can understand. When you do not have a common planning time with your co-educator it limits the ability to have a fully functional and successful integrative class. I think when General educators have a lack the co-teaching strategies, everyone working in their integrated classrooms is seen as more of an assistant without any specific roles. Without having specific roles both teachers in the integrated setting can feel dissatisfied and have poor attitudes.

I think it's important for the co-teachers have discussions on a regular basis about the upcoming lessons. In a past co-teaching assignment, the Gen Ed Teacher did not want to discuss the lessons ahead of time. This can make co-teaching difficult. Even if one understands the material, it's hard to support a lesson when you don't know how it will be presented. Different people have different ways of explaining things, and you might get in each other's way. I think it's very helpful to have a general idea of the topics to be discussed, the general format of the lesson, and also have an idea of the general direction of lessons that build upon the current lesson. This kind of communication is also valuable in designing lessons for the BSD classes that support the Gen Ed classes.

Some co-teachers do nothing. Some are more of a hinderance than a help. Clarification from the administrators on roles and expectations would go a long way to clear up the relationship and lead to a more effective team in the classroom.

I believe many times it is just a personality issue that leads to a co-teacher situation not working

Common planning time would be very helpful. Clear roles in the classroom would also be helpful. It would be helpful if the roles were established and reinforced on a yearly basis -- this reinforcement needs to come from administration, and there needs to be some kind of accountability system that is in place. It is not enough to just expect teachers and co-teachers to be professionals -- it would be nice to have some way to address negative aspects of co-teaching. It could possibly be contentious, though, but avoiding conflict entirely allows bad habits and unhelpful co-teachers to continue behavior that might make general education teachers feel unsupported.

n/a

My previous answers address that. I will add that sped kids fall into the cracks. They often will not SEEK OUT help, so it needs to go to them--and not all co-teachers will do that.

The new PL schedule that we have this year has helped with the common planning time issue. I struggle with the lack on content knowledge currently, since I am teaching a new BSD this year for a class I have never done before. It takes a lot of effort on my end to pre-plan with my co-teacher so I know what I am doing and can be helpful.

I feel like I'm flying by the seat of my pants or flying a plane with no idea what all the instruments are telling me. I'm not sure what the co-teacher partnership is supposed to be, so every time I get someone new, the stress that comes from figuring out our roles is significant. It would be nice if we knew before the year began who our co-teacher is so that we could meet, explain our expectations for the co-teacher relationship, and plan from the beginning. When I've had a co-teacher who didn't know the content or didn't want to be a co-teacher whether it was in my content area, in my class, or for some other reason, it was just having another body in the room. The co-teacher worked on their own stuff while I taught the class as if they were not there. Again, I think having time before the year begins to figure out our roles and collaborate would be nice.

My biggest struggle comes from the perspectives and attitudes of my collaborating teacher. I don't feel comfortable for me to suggest other teaching strategies because in previous conversations my co-teacher has made it very clear that it's her way or no way. I feel that approaching my co-teacher would lead to hurt feelings or disagreements about how the class is running.

We have not had any training on efficient ways to monitor and document SPED student progress. I think it would be helpful to have the same co-teacher as much as possible. It is difficult to get into a rhythm when the person is constantly changing with different ideas of what the job is. I would like to know what the school expects in a co-taught classroom and if the co-teacher understands the roles.

I wish we either: didn't have such high/extraneous expectations; the job was split in two so that 1 teacher does paperwork and 1 teacher does co-teaching.

Again, the only issue that has ever surfaces is the comfort level of the co-teacher with the content. But, I give examples on the board every day. This helps them recall (never learn) from their days as a student. So they are usually comfortable answering questions asked by any student in the room

My students only ask me questions, and then I am the only one to answer. This leaves me fatigued for those periods. I think there should be a special education department meeting that specifically aligns co-teachers with the standards in the rooms they teach. It is only fair that the co-teachers are versed on the standards, as so they know which best practices to use like competencies in reading mean that, at some point, the students should be analyzing what they read.

I am in a class, currently, that I have zero content knowledge on. It is frustrating because I do not feel helpful in the classroom when students are asking me for help. It seems counterproductive.

I think that having teachers complete some type of profile oriented assessment that could be shared with a co-teacher would be valuable. Including items like strengths and weaknesses, classroom management style, etc. Co-teachers should have time in the summer, prior to the school is year, to establish classroom procedures, look at their profile, establish their role for the year, etc.

Tension and stress and contagious and the students pick up on that quickly, thus preventing most everyone from accomplishing the goals necessary to be successful in any endeavor.

Having someone in the room who doesn't have solid content knowledge is tough, because I cannot rely on them to contribute to planning or class discussions, which is a major part of teaching my specific subject. I think that the expectation also needs to be made clear to some co-teachers that they are *licensed teachers* in the building and expected to work with students and participate in a classroom in the same way that a general education teacher does. Not that they need to come in and take over, but they are not a teaching assistant or a university student observer-- they are an active participant in the learning environment and an equal second adult in the room.

It's hard to plan and make sure the co-teacher understand the material if they don't have the same subject knowledge or we have time to discuss the lesson ahead of time.

Q24 - Is there any information you wish to add that was not covered above?

Is there any information you wish to add that was not covered above?

n/a

Another challenge that I have experienced and seen others experience is being placed within classes of a variety of content knowledge. This has its challenges because if you do not already have that content-specific background you have multiple contents that you need to become and "expert" in to effectively teach students with disabilities. Another issue may be that you are in all of the same content, but with multiple different teachers. You are never really on the same page in each of the classes although you should be.

N/A

No.

I thoroughly believe that co-taught general ed/inclusion classes are NOT the best fit for ALL special education students. Some students would benefit from small group classes (in the mode of a BSD class except subject-area specific) so that teachers could pace instruction differently and modify assignments as a class. Special education services should be a continuum with inclusion classes being the second-most least restrictive environment (second only to general education classes with no co-teacher). Some students struggle to be successful in a class full of 20+ students and it does not necessarily matter how many adults are present. Currently, the district does not provide this as an option and would struggle to fill positions if this was the case, but it could be a more beneficial model for students.

I am so proud of your hard work in doing this and making a difference!

Here's to your new degree!

Not that I know of.

No.

Gen Ed teachers aren't aware of everything we have to do, what co-teaching is supposed to look like, how to monitor data for SPED students, any of it. There needs to be more training for Gen Ed teachers on SPED information.

It is important that all students view the two teachers as that - teachers. They need to be comfortable asking questions to either of us. The gen ed students can't see me as their teacher and the IEP students see the co-teacher as their teacher. Both teachers need to be comfortable in helping anyone in the room. And the students need to understand that they can ask either teacher for assistance

Please come see me.

n/a

I believe that co-teaching is like any relationship that requires each party to be vulnerable for the greater good. When we view what we do from a higher common purpose, our individual situations take a backseat.

Good questionnaire, I fondly remember doing my research.

Co-teaching can be an incredible method to support all students in a classroom, not just those receiving special education services. It provides students with different perspectives, different teaching and

learning styles, and it allows them to (ideally) see a positive professional working relationship between two adults. I think this is part of why choosing who you co-teach with is a vital aspect of having a positive experience (for teachers AND students).

REFERENCES

- About IDEA. (2020, November 24). IDEA: Individuals with Disability Act. Retrieved October 27, 2021, from <https://sites.ed.gov/idea/about-idea/>
- Bennett, D. J., & Fisch, A. A. (2013). Infusing Coteaching into the General Education Field Experience. *Interdisciplinary Journal of Teaching and Learning*, 3(1), 18–37.
- Brawand, A., & King, S. M. E. (2017). Maximizing PEDAGOGY for Secondary Co-Teachers. *Support for Learning*, 32(3), 216–230. <https://doi.org/10.1111/1467-9604.12166>
- Brendle, J., Lock, R., & Piazza, K. (2017). A Study of Co-Teaching Identifying Effective Implementation Strategies. *International Journal of Special Education*, 32(3), 538–550.
- Chitiyo, J. (2017). Challenges to the use of coteaching by teachers. *International Journal of Whole Schooling*, 13(3), 55-66.
- Collaborative approach to problem solving*. Office of Human Resources. (2016, March 10). Retrieved February 23, 2022, from <https://humanresources.umn.edu/dealing-performance-problems/collaborative-problem-solving>
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey: Pearson.
- Faraclas, K. L. (2018). A Professional Development Training Model for Improving Co-Teaching Performance. *International Journal of Special Education*, 33(3), 524–540.
- Ford, J.W. (2013). Educating Students with Learning Disabilities in Inclusive Classrooms. *Electronic Journal for Inclusive Education*, 3, 2.
- Hurd, E., & Weilbacher, G. (2017). “You Want Me To Do What?” *The Benefits of Co-teaching in the Middle Level*. UVM Scholar Works.
- Kokko, M., Takala, M., & Pihlaja, P. (2021). Finnish teachers’ views on co-teaching. *British Journal of Special Education*, 48(1), 112–132. <https://doi.org/10.1111/1467-8578.12348>

- Krammer, M., Rossmann, P., Gastager, A., & Gasteiger-Klicpera, B. (2018). Ways of composing teaching teams and their impact on teachers' perceptions about collaboration. *European Journal of Teacher Education*, 41(4), 463–478.
<https://doi.org/10.1080/02619768.2018.1462331>
- Malian, I., McRae, E. (2010). Co-Teaching Beliefs to Support Inclusive Education: Survey Relationships between General and Special Educators in Inclusive Classes, *Electronic Journal for Inclusive Education*, 2 (6).
- Murawski, W. W., & Lochner, W. W. (2011). Observing Co-Teaching: What to Ask For, Look For, and Listen For. *Intervention in School and Clinic*, 46(3), 174–183. <https://doi.org/10.1177/1053451210378165>
- Nierengarten, G. (2013). Supporting Co-Teaching Teams in High Schools: Twenty Research-Based Practices. *American Secondary Education*, 42(1), 73–83.
- Obiakor, F.E., Harris, M., Mutua, K., Rotatori, A., & Algozzine, B. (2012). Making Inclusion Work in General Education Classrooms. *Education and Treatment of Children* 35(3), 477-490. [doi:10.1353/etc.2012.0020](https://doi.org/10.1353/etc.2012.0020).
- Ploessl, D. M., Rock, M. L., Schoenfeld, N., & Blanks, B. (2010). On the same page: Practical techniques to enhance co-teaching interactions. *Intervention in School and Clinic*, 45(3), 158-168. <http://dx.doi.org.ezproxy.library.pfw.edu/10.1177/1053451209349529>
- Pratt, S. (2014). Achieving symbiosis: Working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teaching and Teacher Education*, 41, 1–12.
<https://doi.org/10.1016/j.tate.2014.02.006>
- Prizeman, R. (2015). Perspectives on the Co-Teaching Experience: Examining the Views of Teaching Staff and Students. *REACH Journal of Special Needs Education in Ireland*, 29.1, 43-54. Retrieved from
<https://www.reachjournal.ie/index.php/reach/article/download/52/191>
- Riser-Kositsky, M. (2019, December 17). Special Education: Definition, Statistics, and Trends. *Education Week*. Retrieved September 28, 2021 from <https://www.edweek.org/teaching-learning/special-education-definition-statistics-and-trends/2019/12>

- Samuels, C. A. (2015). Challenge of Co-Teaching A Special Education Issue. *Education Week*, 34(34), 1–11.
- Simpson, J. F., Thurston, R. J., & James, L. E. (2014). Exploring Personality Differences of Teachers for Co-teaching. *Journal of Instructional Psychology*, 41(1–4), 100–105.
- Solis, M., Vaughn, S., Swanson, E., & Mcculley, L. (2012). Collaborative models of instruction: The empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, 49(5), 498–510. <https://doi.org/10.1002/pits.21606>
- South Side High School (0105): Indiana. (n.d.). Retrieved November 22, 2021, from <https://inview.doe.in.gov/schools/1002350105>
- Stefanidis, A., King-Sears, M.E., & Brawand, A. (2019). Benefits for coteachers of students with disabilities: Do contextual factors matter? *Psychology in the Schools*, 56, 539-553.
- Strogilos, V., & Avramidis, E. (2016). Teaching experiences of students with special educational needs in co-taught and non-co-taught classes. *Journal of Research in Special Educational Needs*, 16(1), 24–33. <https://doi.org/10.1111/1471-3802.12052>
- Strogilos, V., & King-Sears, M. E. (2019). Co-teaching is extra help and fun: perspectives on co-teaching from middle school students and co-teachers. *Journal of Research in Special Educational Needs*, 19(2), 92–102. <https://doi.org/10.1111/1471-3802.12427>
- Strogilos, V., & Tragoulia, E. (2013). Inclusive and collaborative practices in co-taught classrooms: Roles and responsibilities for teachers and parents. *Teaching and Teacher Education*, 35, 81–91. <https://doi.org/10.1016/j.tate.2013.06.001>
- Tzivinikou, S. (2015). Collaboration between general and special education teachers: Developing co-teaching skills in heterogeneous classes. *Problems of Education in the 21st Century*, 64, 108-119. Retrieved from <https://ezproxy.library.pfw.edu/login?url=https://www.proquest.com/scholarly-journals/collaboration-between-general-special-education/docview/2343799160/se-2>