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**COMMON FACTORS THAT BENEFIT AND HINDER THE CO-TEACHING
PARTNERSHIP IN THE HIGH SCHOOL SETTING**

by

Kaitlyn N. Muller

A Thesis

Submitted to the
Department of Language, Literacy and Special Education College of Education
In partial fulfillment of the requirement
For the degree of
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Thesis Advisor: Jay Kuder, ED.D

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Abstract

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COMMON FACTORS THAT BENEFIT AND HINDER THE CO-TEACHING
PARTNERSHIP IN THE HIGH SCHOOL SETTING

2018-2019

Jay Kuder, Ph.D.
Master of Arts in Special Education

The purpose of this narrative study was to explore the lived experiences of both general and special education teachers in co-teaching relationships at Red Bank Regional High School in order to discover common patterns that benefit and hinder co-teaching partnerships across general and special education teaching roles, departments, and grade levels. Four pairs of co-teachers, eight total teachers, agreed to participate in this study. The co-teaching pairs were selected from four different departments, English Language Arts, History, Science, and Mathematics. Descriptive research, such as having the participants complete a survey, produce graphic elicitation tasks, and participate in an interview were implemented to further understand the current benefits and hindrances of co-teaching partnerships. The results from this study imply that hindrances, such as inconsistent scheduling and having multiple classes to prepare for, override the understood importance of open communication. Although the results suggest that the benefits and hindrances collected from this study are common, additional research is needed to validate the findings of this small sample study.

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Chapter 1

Introduction

Before the 20th century, students with disabilities were discriminated against based on their disabilities and often excluded from appropriate, inclusive educational settings. During the 20th century, however, there were many advances in equality for the field of special education. Advocacy agencies, teachers, and parents played an influential role in enacting legislation that provided more protection and support for students with disabilities. This change in legislation impacted the extent to which students with disabilities were segregated and created a bridge between special and general education. The requirement of appropriately including students with disabilities in the general education classroom resulted in the need for special education teachers to also deliver their specialized services in the general education classroom (Friend et al., 2010). Albeit a small step with a long road ahead, this collaboration between general and special education teachers sparked the beginning of the co-teaching model.

According to Friend et al., (2010), “Co-teaching seems to be a vehicle through which legislative expectations can be met while students with disabilities at the same time can receive the specially designed instruction and other supports to which they are entitled” (p. 10). Two forms of legislation that greatly influenced the push for co-teaching in inclusive classrooms are the No Child Left Behind Act of 2001 and the reauthorization of the Individuals with Disabilities Education Act of 2004 (Friend et al., 2010). The No Child Left Behind Act of 2001 enforced new, strict mandates such as providing students with disabilities access to the general education curriculum, attaching the achievement outcomes of students with disabilities to teachers’ accountability, and

requiring special education teachers to be highly qualified. The co-teaching model served as a method for districts to simultaneously provide all three of these mandates to students. Next, the reauthorization of the Individuals with Disabilities Education Act of 2004 propelled the co-teaching model further in the field of special education due to its emphasis on educating students with disabilities in the least restrictive environment. The co-teaching model allows districts to place students with disabilities in the least restrictive environment, ideally alongside their nondisabled peers as frequently as possible, through the support and expertise of a special education teacher and a general education teacher collaboratively working together.

Statement of Problem

Within an inclusive classroom, the general and special education teachers are to work collaboratively to ensure all students receive an appropriate education. In co-taught classrooms, the general and special education teachers typically have distinct roles, such as the general education teacher being the content expert and the special education teacher being the specialist in providing learning modifications and accommodations for the students with disabilities. Ideally, co-teaching partnerships share equal responsibilities that foster welcoming classroom environments and student success. Yet, unfortunately, co-teaching responsibilities are often unbalanced and these partnerships can negatively influence the experiences of both teachers and students.

Unbalanced co-teaching partnerships can negatively influence teacher morale and outlook on the teaching profession. Sims (2008) comments how “general education teachers, accustomed to working alone, can be territorial and resentful of the ‘intrusion.’ If such attitudes exist, the co-teaching partnership cannot work” (p. 4). Negative attitudes

against co-teaching collaboration can be harmful to the teachers' day to day interactions. Working with a "territorial" or "resentful" colleague does not promote a welcoming environment where ideas to improve student learning can be freely shared and valued. Other aspects that can negatively affect co-teaching partnerships include unequal workloads, lack of content knowledge, inadequate commitment to collaboration, and poor communication skills. Sileno (2011) notes how "Co-teachers' inability to discuss nitty-gritty details regarding shared classroom space, instructional noise levels, discipline, and daily chores often leads to unresolved issues that interfere with efforts to collaborate" (p. 1).

Furthermore, students are negatively affected by unbalanced co-teaching partnerships when the tension is apparent in the classroom. Tension between co-teachers can result in conflicting messages since "teachers are not synchronizing classroom logistics or lesson design and delivery" (Sileno, 2011, p. 1). This lack of collaboration is particularly detrimental for students with disabilities. Mastropieri et al., (2005) describe how co-teaching collaboration is directly linked to student success. When the co-teachers demonstrate mutual respect and have equal responsibilities, the "students with disabilities are more likely to be successful and have successful experiences in the inclusive environment" (p. 9). On the other hand, however, when there are conflicts with the co-teaching partnership "then the inclusive experience for students with disabilities is more challenging" (p. 9). If co-teachers openly belittle one another or lack the ability to properly communicate their differences of opinion, the learning environment and comfortability of the students suffers. In addition to affecting the learning environment, unbalanced co-teaching partnerships can also influence students by setting an unfavorable

example of appropriate life skills. Plank (2011) states how students observing “their teachers learning from each other and even disagreeing with each other models for students how scholars and informed citizens within a community of learning can navigate a complex and uncertain world” (Lock et al., 2016, p. 4). It is possible for uncomplimentary co-teaching partnerships to have lasting impressions on the lives of students.

Significance of Study

The significance of this study was to discover if exploring the lived experiences of both general and special education co-teachers could improve co-teaching collaboration. The purpose of the co-teaching model is to provide an appropriate education for students with disabilities in the least restrictive environment. In many cases, the least restrictive environment is the inclusive general education classroom. In order to foster student success within these inclusive classrooms, “These teachers [co-teachers] help one another by providing different areas of expertise that, when fused together correctly, can result in enhanced instruction for all students” (Murawski & Dieker, 2004, p. 1-2). However, poor co-teaching partnerships can negatively influence the experiences of both teachers and students, and therefore a focus on improving these deficiencies can promote collaboration and student success.

Two recommendations for enhancing co-teaching partnerships include adequate pre-service programs and in-service training. Pre-service programs affect a teacher’s confidence in using the co-teaching method, one’s understanding of the job responsibilities involved, and the knowledge of the different co-teaching formats as well as how and when to implement those different formats (Chitiyo & Brinda, 2017).

Insufficient pre-service preparation can cause co-teachers to have negative experiences with the co-teaching method, and therefore it is crucial for teachers to have exposure to adequate pre-service training programs. Likewise, in-service programs are another available option for strengthening co-teaching partnerships. Chitiyo and Brinda (2017) notes that “teachers who frequently participated in in-service training regarding co-teaching were more confident in the practice and demonstrated higher levels of interest than teachers with less frequent in-service training opportunities” (p. 48). Providing training opportunities, before and during service, are two ways in which co-teaching partnership can be enhanced.

Purpose of the Study

The purpose of this narrative study was to explore the lived experiences of both general and special education teachers in co-teaching relationships at Red Bank Regional High School in order to (a) discover common patterns that benefit and hinder co-teaching partnerships (b) across general and special education teaching roles, departments, and grade levels.

Research Questions

1. What are the lived experiences of teachers in co-teaching partnerships at Red Bank Regional High School?
 - a. What do general and special education teachers see as being beneficial in fostering a collaborative co-teaching partnership?
 - b. What do general and special education teachers see as being hindering in fostering a collaborative co-teaching partnership?
2. Are the general education teachers’ concerns department specific or role specific?

- a. Do patterns differ from department to department?
 - b. Are there patterns in how general education teachers across contents express their concerns?
3. Are the special education teachers' concerns department specific or role specific?
- a. Do patterns differ from grade level to grade level?
 - b. Are there patterns in how general education teachers across grade levels express their concerns?
4. Are the special education teachers' concerns grade level specific or role specific?
- a. Do patterns differ from grade level to grade level?
 - b. Are there patterns in how special education teachers across grade levels express their concerns?

Chapter 2

Literature Review

Definition of Co-Teaching

According to Cook and Friend (1995), co-teaching is defined as “Two or more professionals delivering substantive instruction to a diverse, or blended, group of students in a single physical space” (p. 1). Cook and Friend (1995) elaborate on this by explaining how their definition of co-teaching is comprised of four essential components. The first component is that a verifiable co-teaching partnership needs consist of two, or more, educators, typically composed of a general education teacher and a special educator. The second component involves the two co-teachers’ qualifications and abilities to deliver substantive instruction. As explained by the authors, substantive instruction refers to being actively involved in the classroom instruction of students, not serving as a study hall supervisor or one-to-one instructional aide for a particular student. The third component requires co-teachers to collaboratively plan and deliver instruction that meets the needs of general education as well as diverse learners, such as students with Individualized Educational Programs (IEPs). Lastly, the fourth component refers to co-taught instruction being delivered in a shared classroom or educational area. The purpose of this component is to eliminate defining co-planned lessons with a separated instruction delivery under the verified definition of co-teaching (Cook & Friend, 1995). The varying components of the co-teaching definition determined by Cook and Friend (1995) highlight the complexity of the co-teaching partnership. In order for a co-teaching partnership to be effective, numerous factors need to be addressed and implemented.

Studies of Co-Teaching

Brendle, Lock, and Piazza (2017), conducted a qualitative descriptive case study in which they examined two co-teaching partnerships from a fourth grade math classroom and a fifth grade reading classroom. The purpose of this study was to document the method of implementation and to gain insight into participants' knowledge and perceptions of co-teaching (Brendle et al., 2017). Their research questions aimed to determine how research-based co-teaching models and strategies were implemented in the classroom, what roles the co-teachers would assume in the co-teaching partnership, and the effect in which administrative support has on the implementation of co-teaching (Brendle et al., 2017).

In order to address these questions, the authors of this study used a rating scale, interviews, and classroom observations to collect data regarding the teachers' co-teaching roles, collaborative planning approaches, instruction delivery, and assessment methods. The rating scale consisted of forty-seven questions that were broken down into nine categories. The nine categories were created from the concepts of co-teaching roles, planning, instruction and administrative supports. Using a Likert-type scale, the co-teaching rating scale answers were assessed based on response choices ranging from 1- rarely (one time or less per semester) to 5-frequently (two or more times per week). Next, a qualitative analysis tool, NVivo, was used to code and analyze the collected data. The authors then reviewed the data in relation to the research questions and added category labels to NVivo. The creation and review of category labels in NVivo allowed the authors to determine and relate emerging themes to the interview and classroom observation data collection assessments. The semi-structured interview data collection was comprised of

twenty-three questions and was conducted in twenty to forty minute durations. The authors of this study obtained approval to use an interview format that was adapted from a previous study from Shankland (2011). The interview questions prompted participants to describe their prior experiences with co-teaching. Additionally, the study also included two, post-interview open-ended questions that were asked after the authors observed the co-teaching partnerships in the classroom. The purpose these open-ended questions was to give the authors an opportunity to clarify any misunderstandings or questions that surfaced during their classroom observations or data analysis. The interviews were then transcribed and ideas related to the research questions were developed and coded using the NVivo software (Brendle et al., 2017). Further action to address the research questions led the authors to conduct classroom observations. During the classroom observations, the authors focused on the roles in which each co-teacher undertook, recorded co-teaching interactions, identified the co-teaching model(s) implemented throughout instruction delivery, and noted the instructional strategies as well as the accommodations and modifications provided to the students. The themes generated in the NVivo software system were then used to analyze the classroom observation documents to evaluate the collaboration in the classroom.

In the fourth grade math classroom, Cindy was the general education teacher and Christi was the special educator. At the time of study, Cindy was a twelve-year veteran at the school and had taught with a co-teaching partner or special education aide for five of those twelve years. Christi had been teaching at the school for eight years at the time the study was conducted. Cindy and Christi co-taught one math class together that consisted of three students in the special education program and eighteen students in the general

education program. Moreover, in the fifth grade reading classroom, Sue was the general education teacher and Michelle was the special educator. Throughout Sue's thirteen years at the school, she has been exposed to some co-teaching partnership as well as worked with special education instructional aides. As for Michelle, she had five years of experience teaching special education and only one year of co-teaching experience. In their reading class, Sue and Michelle were responsible for teaching six students in the special education program and sixteen students in the general education program.

The authors concluded that there was a need for heightened preparedness, further training opportunities, and an emphasis on collaborative partnerships that co-plan, co-instruct, and co-assess. These areas in need of attention link directly to the data collected throughout the study since the themes identified in the data analysis related to the research-based practices of co-teaching models utilized by teachers, teacher collaboration and teacher co-planning (Brendle et al., 2017). The co-teaching models utilized by teachers, or the lack thereof, are influenced by the quality in which co-teachers are prepared to successfully co-teach. The study implies that teachers recognize the benefits of the co-teaching style of instruction delivery, but their lack of pre-service preparedness negatively affects their abilities to effectively participate in the co-teaching partnership and co-teaching delivery method (Brendle et al., 2017). During the interviews, Sue and Michelle acknowledged this issue when they both described how they typically do not collaboratively plan their lessons nor implement pre-identified co-teaching models during their lessons (Brendle et al., 2017). Interestingly, these teachers were aware that implementing a variety of co-teaching models benefits their students, yet their practice failed to reflect those ideals. This contradiction suggests that both teachers would be

more willing to try different co-teaching strategies and delivery methods if they felt as though they were properly prepared to do so. This disconnect emphasizes the importance of thoroughly preparing teachers for co-teaching partnerships so that they are equipped with the skills to properly execute the instruction delivery and adequately address the needs of all students.

A study conducted by Brendle et al. (2017) also showed how teacher collaboration can be greatly improved through available training opportunities. It was highlighted as an area in need of improvement considering that the four teachers all had prior experience in co-taught classrooms however, the rating scale and interviews indicated that a lack of training possessed them to have only a general knowledge of co-teaching strategies (Brendle et al., 2017). The lack of preparedness for teachers in co-teaching partnerships could be combated by offering ongoing training opportunities. This statement is supported by the study considering that all the teachers noted how further training would improve their co-teaching capabilities (Brendle et al., 2017).

Likewise, teacher co-planning is directly linked to the teachers' understanding that successful collaborative partnerships require skills in co-planning, co-instructing, and co-assessing. Conclusions from the study determined that although all co-teaching pairs had a mutual respect for one another, they did not work collaboratively in the planning, instructing, or assessing roles of a co-teaching partnership (Brendle et al., 2017). The lack of understanding in regard to collaborative partnerships was exemplified in an interview with Cindy and Christi. During the interview, the teachers commented on how they do not discuss the details of the lesson until the day of the class. This perfunctory effort to collaborative falls short of the expectations for co-teachers to effectively co-plan, co-

instruct, and co-assess, which therefore stresses the significance of examining co-teaching relationships.

A study by Jonathan Chitiyo (2017) focused on identifying the specific barriers that may hinder the use of co-teaching by teachers. This study discussed how co-teaching barriers may be environmentally based or individually based. Environmental barriers involve hindrances that are generally considered out of a teacher's control. Chitiyo (2017) listed examples of environmental barriers such as school policies or procedures that impede the use of a practice such as routines and systems, availability of resources, competing priorities, and senior leadership support. Contrary, individual barriers involve personal hindrances such as lack of knowledge about a practice and lack of motivation or staff buy-in (Chitiyo, 2017). The central research questions of this study focused on how participants learned about co-teaching, if whether or not participants had used co-teaching as part their instruction practices, if environmental and individual barriers cause teachers to implement teaching practices that disregard special education guidelines for co-teaching, and if studying the implementation of co-teaching can foster the development of interventional strategies to improve the co-teaching partnership and delivery of instruction. As a way to address the research questions, a four section questionnaire was used to collect data. The first part of the questionnaire inquired about demographic information; the second part required participants to state how they learned about co-teaching; the third part focused on whether or not participants had experience incorporating co-teaching into their instructional practice; and the fourth part asked participants to share their perspectives on the barriers associated with co-teaching (Chitiyo, 2017).

For his study, Chitiyo (2017) used a convenience sample of thirty-five elementary school teachers, seventeen middle school teachers, and twenty three high school teachers from the northeastern region of the United States. Out of those seventy-seven teachers, sixty-seven were general education teachers and ten were special educators. All teachers taught in inclusive classrooms and the teachers' experience with co-teaching ranged from zero to twenty-five years, although, six teachers declined to indicate their years of co-teaching experience.

Descriptive statistics were used to analyze the data in this study. Results regarding how participants learned about co-teaching were identified by examining the frequencies (Chitiyo, 2017). Data from the second part of the questionnaire concluded that thirty-four of the participants reported they learned about co-teaching through post-secondary education courses, thirteen through a school training program, seventeen from attending a conference presentation, two from reading a published journal, and eleven participants declared that they learned about co-teaching through other opportunities, such as on-job experiences (Chitiyo, 2017). The finding that only less than half of the participating teachers in this study, thirty-four out of seventy-seven, stated that they received co-teaching training in post-secondary education courses is concerning for two major reasons. The first reason is that students in the special education program are entitled to a free appropriate public education in the least restrictive environment by the Individuals with Disabilities Education Act of 2004 (IDEA). Inadequately trained teachers may not be prepared to implement strategies that would enable students to receive the education to which they are entitled. The second reason is that inclusive classrooms are becoming ever more prevalent, which increases the chances of students being placed with a poorly

trained teachers. Moreover, Chitiyo (2017) emphasized how preparation, whether academic or professional, of those implementing the co-teaching model is identified as one of the necessary factors for implementation to be successful. Additionally, data regarding if participants had experience incorporating co-teaching into their instructional practice concluded that sixty participants had use it as part their instruction practices while seventeen stated they had not used it (Chitiyo, 2017).

Chitiyo (2017) identified eight statements representing the barriers that may hinder the successful use of co-teaching that were presented and they were categorized as either environmental or individual barriers. As for individual barriers, forty-seven of the participants indicated that their skills for implementing successful co-teaching were insufficient. This conclusion is unfortunate, especially when taking into account that sixty-three of the participants acknowledged that there are advantages to the co-teaching instruction method and fifty-three also stated co-teaching helps to meet the diverse needs of the students in the inclusion classroom. Based on these results, it can be concluded that the more knowledge one has regarding the core concepts of co-teaching, the more successful the implementation will be. Consequently, a lack of knowledge one has regarding the core concepts of co-teaching increases the chances of the implementation being altered or disregarded (Chitiyo, 2017). As for environmental barriers, forty-four of the participants expressed beliefs that co-teaching is feasible in their school settings. Yet, sixteen of the participants stated that co-teaching is not supported by some colleagues. Chitiyo (2017) further explained that some teachers may be opposed to the concept of co-teaching due to co-teachers being viewed as being an “invasion” of the other teacher’s personal space, an unwillingness to share responsibilities, and differences in

philosophical standpoints. These perspectives are concerning considering that co-teaching is a research-based method of delivering instruction to a wide range of students. Additionally, eighteen participants commented that a large amount of resources are needed to ensure the implementation of co-teaching is successful (Chitiyo, 2017). Examining the individual and environmental barriers associated with co-teaching are beneficial to understanding the perspectives of teachers involved in the partnerships.

Elizabeth B. Keefe and Veronica Moore (2004) conducted a study in an effort to help other teachers with the inclusion of students with disabilities into general education as it becomes more common practice in high schools. The authors recognized how the workings of co-teaching partnerships have been well documented for the elementary level, but research focused on secondary education is scarcer. Their study aims to explore the learned experiences of co-teaching partnerships of general and special education teachers in order to expose the workings of co-teaching partnerships at the secondary level. The participants of this study consisted of three general education teachers, four special educators, and one head of special education teacher. All participating teachers were either actively co-teaching, or had past co-teaching experiences. Between the eight participants, the years of experience ranged from two to twenty years.

Their initial method of addressing these partnerships was to conduct focus groups with general and special education co-teachers at both the elementary and secondary levels. These focus groups determined that both levels had concerns about adequate planning time, administrative support, resources, professional development, and teacher willingness (Keefe & Moore, 2004). However, the concerns of the high school teachers extended further due to reasons such as larger class sizes, seeing many more students

each day, large school size, and unclear role of general and special education teachers (Keefe & Moore, 2004). These focus group findings were then used to develop a qualitative study in which a suburban high school in the southwestern region of the United States was examined to improve the understanding of co-teaching partnerships at the high school level. Keefe and Moore (2004) used semi-structured interview questions as a form of data collection. Each interview lasted a duration of forty to sixty minutes and were audio taped and then transcribed. Next, they used a thematic analysis to review the data. Afterwards, the responses were coded and analyzed to discover patterns or themes that emerged from the interviews. The authors then compared their analyses and identified a set of emergent themes (Keefe & Moore, 2004).

According to the findings, three major themes emerged from the analysis of the teacher interviews; the nature of collaboration, roles of the teachers, and outcomes for students and teachers (Keefe & Moore, 2004). Additionally, two sub themes, compatibility of co-teachers and logistics of co-teaching, were also identified based on the interviews. As for the compatibility of co-teachers, the issues of choosing a partner and the ability as well as the opportunity to communicate with a co-teacher were particularly important to teachers (Keefe & Moore, 2017). In regard to communication and compatibility, one general education teacher explained the co-teaching partnership as almost being more important than what is taught because the co-teachers' are constantly modeling their behavior in front of the students (Keefe & Moore, 2004). Similarly, another special education teacher commented on the importance of handling conflicts that arise in the partnership. She compared the co-teaching partnership to a marriage partnership in order to highlight how discussing conflict is crucial when working towards

a shared goal (Keefe & Moore, 2004). Another sub theme discussed was the concept of logistical challenges. A conclusion from the teachers' interview responses was that the difficulty of finding time to co-plan, prepare effective co-instructed lessons, and co-assess the students acted as a disincentive for teachers to co-teach (Keefe & Moore, 2004).

Pre-Service Training and Professional Development for Co-Teachers

Taking into consideration how inclusive classrooms are becoming increasingly more prevalent, it is crucial for teachers to receive the proper pre-service as well as continuous on the job training to adequately prepare them to provide a quality education for all students. Cook and Friend (1995) stated that “The preparation or training activities should focus on developing communication and collaboration skills, assessing one's readiness for collaboration and co-teaching, and designing the parameters of the co-teaching relationships” (p. 15). A lack of sufficient training programs in post-secondary institutions has the capability to cause detrimental issues in co-teaching partnerships. Likewise, a lack of professional development opportunities can also have a negative influence on co-teaching partnerships. Fortunately, Nierengarten (2013) proposed ways in which administrative support can provide teachers with professional development opportunities. It was noted that administrative support could come in the form of “monetary support to attend trainings, release time, making collaborative arrangements with other teaching teams, or university support” (Nierengarten, 2013, p. 80). Based on the research, it is clear that effective co-teaching partnerships require satisfactory training programs and access to professional development opportunities.

Common Planning Time

Nierengarten (2013) also addressed the importance of common planning time when he highlighted how “During the planning time, teachers are able to establish mutually acceptable expectations, solve problems, and work out technical aspects, such as who does what, when. It also allows for open and effective communication” (p. 78). As previously stated, co-teaching partnerships require multiple interconnected factors to run smoothly in order to be deemed successful. As supported by the research, common planning sessions provide co-teachers with invaluable time to collaborate and ensure all various factors are being addressed and implemented. However, although common planning time has been recorded as being a pivotal aspect of the successful co-teaching partnerships, some teachers had commented on how their beneficial time is limited. In a discussion regarding a co-teaching study, Murata (2002) stated, “They [participating teachers in the study] recognized that the one prep period allocated by the administration simply was not sufficient to do the best possible job of planning together and felt somewhat thwarted in their efforts by the restrictions of the master schedule” (p.74). Co-teaching is an intricate and challenging method of delivering instruction to a wide range of students, and without adequate common planning time, the level of efficiency and thoroughness is often restricted when teachers are forced to arrange their own common planning time in addition to their already occupied schedule.

Effectiveness

As seen in the studies by Brendle et al. (2017), Chitiyo (2017), and Keefe & Moore, (2004), it is clear that common themes regarding the co-teaching partnership are prevalent throughout various research initiatives. All studies included sections about

teacher preparedness, and common planning. Brendle et al. (2017) emphasized how a lack of training in post-secondary education can negatively impact the quality of educators' co-teaching skills. Chitiyo's (2017) study supports this conclusion since his results showed that only thirty-four of the seventy-seven participating teachers had received co-teaching training or preparedness in their post-secondary education courses. This lack of pre-service training forces teachers to adapt to their co-teaching partnerships and classrooms to the best of their abilities. Unfortunately, results from the Brendle et al. (2017) study showed that teachers lack the specific knowledge and abilities needed to successfully contribute to a co-teaching partnership. This inadequate preparation also relates to the study conducted by Chitiyo (2017) since it involves both environmental barriers such as a lack of senior leadership support as well as individual barriers such as a lack of knowledge about the practice.

Furthermore, the topic of common planning time was noted in all three studies as a necessary component for a successful co-teaching partnership. The focus groups interview transcripts obtained through Keefe and Moore's (2004) study provided an inside perspective into co-teaching partnerships. This study allowed for the voices of the teachers to be expressed and their comments directly relate to the accompanying research. Throughout the interviews, teachers expressed concerns with common planning time, which supports the findings from the Brendle et al. (2017) study considering the common emphasis on co-planning, co-instructing, and co-assessing. Additionally, the lack of common planning time can also contribute to the resentment felt by some teachers placed in co-teaching partnerships, as stated in Chitiyo's study. The feeling that co-teachers are "invading" on the other's domain may stem from a lack of common planning

time where teachers would have the opportunity to discuss potential conflicts and collaborate strategic ways to address such conflicts.

Lastly, without effective collaboration, co-teaching does not achieve the intended goal of providing an instruction delivery method that caters to a diverse group of students. Therefore, it is essential to continue researching co-teaching partnerships. Conducting research studies provides professionals with a greater understanding of the ways to combat challenging factors such as inadequate pre-service training programs and the lack of designated common planning time. Co-teaching pairs will always have episodes of conflict, which emphasizes the need to understand the benefits and hindrances associated with the partnership.

Summary

Co-teaching is a complex method of delivering differentiated instruction to groups of students who have varying strengths and weaknesses. Although a co-teaching partnership offers many benefits, there are also numerous hindrances associated with the method. The purpose of my study was to survey both general and special education teachers across different departments and grade levels to discover what they find to be beneficial and hindering about their co-teaching partnerships. The common benefits and hindrances were compiled and used to create a professional development workshop. The goal of the co-teaching professional development workshop was to share the beneficial aspects of the co-teaching model, as well as provide research-based strategies to address common hindrances in effort to promote positive co-teaching collaboration. Compiling the results of the study and creating a professional development workshop provided teachers with an opportunity to further their understanding of the co-teaching model and

therefore improved their own co-teaching implementation in their classrooms throughout various departments and grade levels.

Chapter 3

Methodology

School Setting

Red Bank Regional High School (RBRHS) is located in a suburban area in Monmouth County with a total of approximately 1,200 students in attendance. The demographic makeup of these students consists of 64% Caucasian, 26% Hispanic, 6% African-American, and 3% Asian/American Indian (RBRHS, 2018). Students are offered several different class levels, such as self-contained, resource room, college prep, honors, Advanced Placement (AP) and International Baccalaureate (IB). RBRHS is a one school district with three sending districts: Little Silver, Shrewsbury, and Red Bank. In addition to the three primary sending districts, students from surrounding towns are eligible to apply for tuition-based enrollment into one of the five four-year academics, including the Academy of Visual and Performing Arts, the Academy of Informational Technology, the Academy of Engineering (AOE), the Academy of Finance, and the Academy of Early Childhood Education (RBRHS, 2018).

Little Silver is 2.77 square miles in size and is primarily a suburban area with a recorded population of 5,922 in 2016. The population breakdown consists of, 95.6% Caucasian, 2.85% Hispanic, .79% Asian and 0.41% African American. In 2016, Little Silver's median household income was 142,271 dollars (Little Silver, 2016). Shrewsbury is 2.21 square miles in size and is primarily an urban area with a recorded population of 4,000 in 2016. The population breakdown consists of, 94% Caucasian, 3.9% Hispanic, .92% Asian and 0.85% African American. In 2016, Shrewsbury's median household income was 116,071 dollars (Shrewsbury, 2016). Red Bank is 1.78 square miles in size

and is primarily considered more of an urban area when compared to Little Silver and Shrewsbury with a recorded population of 12,218 in 2012. The population breakdown consists of, 49.9% Caucasian, 37.5% Hispanic, 1.64% Asian and 10.5% African American. In 2016, Shrewsbury's median household income was 69,778 dollars (Red Bank, 2016).

Participants

Twenty-four teachers who currently participate in co-teaching partnerships at RBRHS were contacted via email to solicit their participation in this study. Four pairs of co-teachers, eight total teachers, agreed to participate in this study. The co-teaching pairs are from four different departments: English Language Arts, History, Mathematics, and Science. Before moving forward with data collection, all participants reviewed and signed a document indicating their informed consent.

Research Design

In comparison to quantitative methods, qualitative research is designed to focus on small samples that are selected with a distinct purpose (Patton, 2002). The rationale behind a small sample with a specific purpose is to “yield insights and in-depth understanding rather than empirical generalizations” (Patton, 2002). Additionally, according to Creswell (2013), “...qualitative studies not only add to the literature, but they can give voice to underrepresented groups, probe a deep understanding of a central phenomenon, and lead to specific outcomes such as stories, the essence of a phenomenon, the generation of theory, the cultural life of a group, and an in-depth analysis of a case.” Since this study aimed to seek a better understanding of the complex situations experienced in a small sample of co-teaching partnerships, qualitative research was

chosen as an appropriate research design. This study “probe[d] a deep understanding” of co-teaching partnerships by exploring the “cultural life” of four co-teaching partnerships (Creswell, 2013).

Maximum variation sampling research design was used for the distinct purpose of exploring co-teaching partnerships. Maximum variation allows central themes from a variety of samples to be captured and described (Patton, 2002). Patton (2002) further explains, “Any common patterns that emerge from great variation are of particular interest and value in capturing the core experiences and central, shared dimensions of a setting or phenomenon.” This was an appropriate research design for the current study since maximum variation sampling allows the uniqueness of each sampling to be captured, yet also highlights the common themes throughout the total sum of various samplings. More specifically, this research design allowed the common benefits and hindrances associated with co-teaching to be captured and described within each departments’ specific co-teaching partnership, as well as from the co-teaching partnerships throughout the four different departments. Patton (2002) describes these two potential findings as “(1) high-quality, detailed descriptions of each case, which are useful for documenting uniqueness, and (2) important shared patterns that cut across cases and derive their significance from having emerged out of heterogeneity” (p. 235). The heterogeneity of the teachers’ years of experience, relationships, perspectives, and departments provided a better understanding of the unique benefits and hindrances associated with each of the co-teaching partnerships, as well as the common benefits and hindrances associated with the co-teaching model as a whole.

Materials

Descriptive research, such as having the participants complete a survey, produce a graphic elicitation, and participate in an interview helped to further understand the current benefits and hindrances of co-teaching partnerships.

Face-to-face, telephone, and self-administered are three styles of administering surveys. Each style is beneficial to different circumstances, and therefore, the advantages and disadvantages of each should be evaluated to determine which style is the most appropriate for a study. For example, face-to-face surveys allow the surveyor to explain the meaning of a question, yet the certainty that all respondents get exactly the same question is low (Vogt, Gardner, Haeffele, 2012). Surveys conducted over the telephone are beneficial when the respondent's location is remote or considered unsafe, but a disadvantage is that a telephone survey cannot be administered to groups (Vogt et al., 2012). An advantage of self-administered surveys is that the certainty of all respondents receiving the exact same question is high, however, the certainty regarding the respondent's identity is low (Vogt et al., 2012).

Crilly, Blackwell, and Clarkson (2006) state how “Graphic elicitation may encourage contributions from interviewees that are difficult to obtain by other means. By representing concepts and relationships that other visual artifacts cannot depict, diagrams provide a complementary addition to conventional interview stimuli.” Graphic elicitation is a form of “visual thinking” that can be divided into two activities, which are graphic ideation and graphic communication (McKim, 1980).

Graphic ideation is a task in which a problem is examined and the participant sketches his/her mental workings out on paper. McKim (1980) noted how this task

involves both exploratory and developmental phases. During the exploratory phase, the participant visualizes the problem and his/her thought process is recorded via hand drawn sketches and diagrams. Next, the developmental phase requires the preliminary thoughts and sketches to evolve from “promising, though initially embryonic, concepts into mature form” (McKim, 1980). The exploratory and developmental phases are typically repeated until “an improved understanding of the subject and conceptualizations that would not otherwise have been entertained” is obtained (Crilly et al., 2006). Overall, this stage of graphic elicitation is beneficial because “The opportunities presented by graphic ideation for continually re-examining a problem lead to expansion and refinement of the entire thought process surrounding that problem” (Crilly et al., 2006).

Graphic communication involves how graphic representations will be “read” by the intended audience (Crilly et al., 2006). This stage of graphic elicitation is critical because diagrams are not “inherently intuitive” and therefore is it possible for the meaning of the graphic representations to vary depending on the particular individual “reading” the diagram (Crilly et al., 2006). To accommodate for these potential discrepancies, “diagrams are typically supported by textual or verbal explanations of what is being depicted, what the graphic language implies, and how the visual material should be interpreted” (Crilly et al., 2006). The task of communicating the representation and significance of graphics from the graphic ideation stage allows the intricacies of the thought process to be revealed and recorded more accurately.

Once the graphic ideation and graphic communication stages are completed, the researcher uses the sketches, diagrams, textual notes, and/or recorded notes to present his/her interpretation of the data to the participant as a way of “encouraging contributions

from interviewees during the interview process” (Crilly et al., 2006). When using graphic elicitation, the interview process is more fluid and subject to change depending on the participant’s response to the researcher’s interpretation. Crilly et al. (2006) explain how “diagrams allow researchers to bring concepts into the interview situation that they would be unable to verbalize clearly. The interviewees’ responses to such ambiguous depictions may clarify vaguely understood concepts and hint at previously unconsidered ones.” The concrete, visual representation of thoughts recorded during graphic ideation and graphic communication is helpful when aiming to understand concepts that are difficult to verbalize, yet even inadequately completed graphic ideation and graph communication stages are potentially useful since the interviewees then “strive to articulate the shortcomings of the representation through example or speculation (Crilly et al., 2006). Administering graphic elicitation tasks before conducting an interview allows the researcher to acquire more thorough and insightful responses from the interviewee.

Structured, semi-structured, and unstructured are three common interview styles. Structured interviews are based on a set list of questions that do not include the opportunity to elaborate on responses (Gill, Stewart, Treasure, & Chadwick, 2008). On the other hand, unstructured interviews usually begin with a broad question and progress based upon the initial response, which results in these types of interviews generally take numerous hours to complete (Gill et. al., 2008). The third style, semi-structured interviews, consist of a list several key questions that relate to the focus of the interview, yet also provide the opportunity for the interviewee or the interviewer to diverge from the list in order to discuss responses in more depth (Gill et. al., 2008).

Research Instruments

Participants were given a ten item survey that covers various elements of the co-teaching partnership. The purpose of the survey was to learn the opinions of the co-teaching partnership from both of the co-teachers in each co-teaching pair. The survey gave the researcher insight to how the co-teachers view the collaboration and effectiveness of their partnership. The duration of the survey took approximately five minutes. See appendix A for the survey document.

Next, participants were asked to complete two graphic elicitation tasks. On a sheet of paper that is divided into two sections, they recorded and/or drew the factors they feel benefit their co-teaching partnership on one side, and the factors they feel hinder their co-teaching partnership on the other. The participants were also asked to create a drawing representation of their perspective on their co-teaching partnership. The purpose of the graphic elicitation tasks was to analyze the responses of the participants through a means other than verbal or written communication. Instead, graphic elicitation allowed the participant to express his/her ideas in an alternative way, such as drawing, that offers a deeper insight to their perspectives on their co-teaching partnership. Multi colored writing utensils were provided for the participant to use throughout the graphic elicitation tasks. The duration of graphic elicitation tasks lasted between five and ten minutes. See appendix B and C for the graphic elicitation documents.

Lastly, participants engaged in a semi-structured interview with the researcher. The interview was conducted from a set of predetermined questions, as well as newly received material such as the survey responses and graphic elicitation tasks. The purpose of the interview was to validate and/or clarify the researcher's interpretations of the

participant's survey responses and graphic elicitation tasks. The interview also provided the participant with the opportunity to elaborate on their perspective of their co-teaching partnership. The researcher recorded the participant's responses on an electronic document. The duration of the interviews lasted between fifteen and thirty minutes. See appendix D for the interview document.

Procedures

First, the participant was given the survey and asked to complete it independently. The researcher remained in the room with the participant while he/she completed the survey and provided any clarification if necessary. Second, the researcher explained the first graphic elicitation task to the participant, which involved the participant listing/drawing the key factors that benefit and hinder the co-teaching partnership. While the participant was completing the tasks, the researcher made observational notes regarding how the participant completed the task. The observational notes were used to create follow-up questions to be asked during the interview. Next, the researcher explained the second graphic elicitation task to the participant, which involved the participant drawing his/her perspectives on his/her co-teaching partnership. While the participant completed the tasks, the researcher read through the participant's responses to the survey to prepare the follow-up questions to ask during the interview. Lastly, the interview began with the researcher asking the participant the predetermined questions, such as years of teaching experience and years of co-teaching experience. Next, the researcher referred to the survey and graphic elicitation tasks and asked the participant to elaborate on his/her responses. The researcher recorded the participant's responses on an electronic document.

Input/Output

The participants provided their input about their co-teaching partnership by responding to a survey, completing two graphic elicitation tasks, and partaking in an interview. The output of these instruments revealed the participants' perspectives on their co-teaching partnerships by sharing their lived experiences.

Data Analysis

The collected data from the surveys, graphic elicitation tasks, observational notes, and interview responses was analyzed for common themes by identifying significant patterns of responses. The researcher conducted a word analysis to examine the participants' responses more thoroughly. The common themes that benefit the co-teaching partnership were categorized and analyzed. The common themes that hinder the co-teaching partnership were also categorized and analyzed.

Chapter 4

Results

In this study, the lived experiences of co-teaching partnerships in the high school setting were analyzed. Four pairs of co-teachers from four different content areas, English, Mathematics, History, and Science, participated in this study. The research questions to be answered were:

1. What are the lived experiences of teachers in co-teaching partnerships at Red Bank Regional High School?
 - a. What do general and special education teachers see as being beneficial in fostering a collaborative co-teaching partnership?
 - b. What do general and special education teachers see as being hindering in fostering a collaborative co-teaching partnership?
2. Are the general education teachers' concerns department specific or role specific?
 - a. Do patterns differ from department to department?
 - b. Are there patterns in how general education teachers across contents express their concerns?
3. Are the special education teachers' concerns department specific or role specific?
 - a. Do patterns differ from grade level to grade level?
 - b. Are there patterns in how general education teachers across grade levels express their concerns?
4. Are the special education teachers' concerns grade level specific or role specific?
 - a. Do patterns differ from grade level to grade level?

- b. Are there patterns in how special education teachers across grade levels express their concerns?

The study was conducted in a one-to-one setting with one co-teacher and the researcher. The study began with the co-teacher filling out a survey which asked him/her to reply “all of the time,” “some of the time,” or “none of the time” to ten statements regarding co-teaching, pre-service training, and professional development. Next, the co-teacher was given a graphic elicitation task in which he/she was asked to list and/or draw what he/she believes to be the factors that benefit the co-teaching partnership on one side of the paper as well as what factors he/she believes to hinder the co-teaching partnership on the other side. After that, the co-teacher was given a new sheet of paper and was asked to draw his/her attitude/perspective of his/her co-teaching partnership. Lastly, the co-teacher and researcher engaged in a semi-structured interview in which the researcher referenced the co-teacher’s responses to the survey as well as the completed graphic elicitation tasks to allow the co-teacher to elaborate on his/her contributions.

Survey Results

Table 1 shows the percentage breakdown of how the eight participants responded to the co-teaching survey.

Table 1
Participant responses to the co-teaching survey

Co-Teaching Survey		Number of Teachers who Responded "All of the Time"	Number of Teachers who Responded "Some of the Time"	Number of Teachers who Responded "None of the Time"
1	I regularly co-plan lessons with my co-teacher, in which we share ideas and collaboratively decide how to best design the lesson and assessment(s).	0 (0%)	6 (75%)	2 (25%)
2	My co-teacher and I implement various co-teaching approaches (one teach, one observe - one teach, one assist - parallel teaching - station teaching - alternative teaching team teaching) throughout our teaching to ensure both teachers play an equal role in the instruction.	2 (25%)	5 (62.5%)	1 (12.5%)
3	I feel comfortable expressing my thoughts and opinions about the co-teaching responsibilities with my co-teacher.	6 (75%)	1 (12.5%)	1 (12.5%)
4	I am receptive to my co-teacher's thoughts and opinions about the co-teaching responsibilities.	7 (87.5%)	1 (12.5%)	0 (0%)
5	I can rely on my co-teacher to follow through on his/her responsibilities.	7 (87.5%)	1 (12.5%)	0 (0%)
6	My co-teacher and I share the grading responsibilities equally.	4 (50%)	3 (37.5%)	1 (12.5%)
7	I follow-up on goals and plans with my co-teacher to monitor and evaluate our progress.	2 (25%)	5 (62.5%)	1 (12.5%)
8	I prefer to teach with a co-teacher rather than teach solo.	1 (12.5%)	3 (37.5%)	4 (50%)
9	I feel as though my pre-service training prepared me to effectively co-teach.	4 (50%)	1 (12.5%)	3 (37.5%)
10	I attend professional development opportunities that are focused on the co-teaching method and partnership.	1 (12.5%)	7 (87.5%)	0 (0%)

When participants were asked if they regularly co-plan lessons with their co-teacher, zero out of the eight participants indicated that they work collaboratively “all of the time.” The most frequent response to the co-planning question was “some of the time,” which six out of the eight selected. In regard to utilizing various co-teaching approaches, five participants indicated that they use a variety of approaches to ensure an equal sharing of the instruction delivery “some of the time.” Two participants responded that they use different co-teaching approaches “all of the time” and only one participant responded with “none of the time.” Majority of the participants, six out of eight, noted that they feel comfortable expressing their thoughts and opinions about the co-teaching responsibilities with their co-teacher. Similarly, majority of the participants, seven out of eight, indicated that they believe they are receptive to their co-teacher’s thoughts and opinions about the co-teaching responsibilities. Seven out of eight participants selected that they can rely on their co-teacher to follow through on his/her responsibilities “all of the time.” As for equally sharing the grading responsibilities, four participants selected “all of the time,” three selected “some of the time,” and one selected “none of the time.” Only two of the eight participants noted that they follow-up on goals and plans with their co-teacher to monitor and evaluate progress “all of the time.” Five participants responded that they follow-up “some of the time” and one participant selected “none of the time.”

When asked whether the participants would prefer to teach with a co-teacher rather than solo, only one participant responded “all of the time.” Three participants stated that they would prefer to teach with a co-teacher “some of the time” and four participants indicated that they would prefer to co-teach “none of the time.” Four participants feel as though their pre-service training prepared them to effectively co-teach, while three participants

feel as though their pre-service training did not effectively train them to co-teach.

Majority of the participants, seven out of eight, indicated that they attend professional development opportunities that are focused on the co-teaching method and partnership “some of the time.”

Graphic Elicitation Results:

Figure 1 visually displays the frequency count of the participants’ responses from the graphic elicitation task regarding the factors that benefit the co-teaching partnership.



Figure 1: Frequency of Responses to factors that benefit the co-teaching partnership.

Participants most frequently responded that communication is a factor that benefits the co-teaching partnership. Common planning, respect, and similar teaching philosophies were also frequently noted as benefiting the co-teaching partnership. Other factors, such as trust, consistent routines, and clear expectations, were also mentioned throughout the graphic elicitation task, but not as frequently.

Figure 2 visually displays the frequency count of the participants' responses from the graphic elicitation task regarding the factors that hinder the co-teaching partnership.

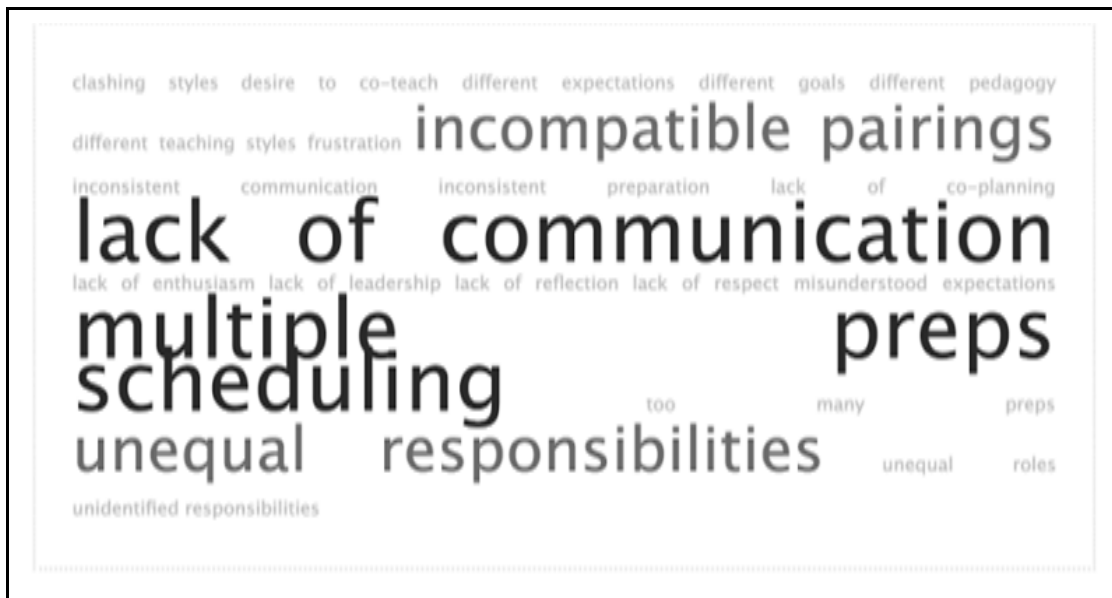


Figure 2: Frequency of Responses to factors that hinder the co-teaching partnership.

The visual display of the graphic elicitation task shows that participants most frequently responded that a lack of communication, scheduling, and having multiple preps are factors that hinder the co-teaching partnership. Incompatible pairings and unequal responsibilities were frequently noted throughout the task as well. Some participants also included factors, such as a lack of enthusiasm and frustration, yet these factors were not as common throughout the graphic elicitation task.

Interview Results:

Tables 2-6 display the categorized, coded, and sub-coded data from the semi-structured interviews. After the interviews were transcribed, the initial coding process was completed (Saldana, 2008, p. 4). The initial coding processes consisted of the researcher rereading the interview responses and labeling the sections with a preliminary

code that encapsulated the main point of the response. The researcher used a mixture of descriptive code, “which summarizes the primary topic of the excerpt,” and vivi code, which are codes taken “directly from what the participant himself said, and is placed in quotation marks” (Saldana, 2008, p. 3). Next, the researcher organized and grouped the different codes into categories based on the shared characteristics.

Table 2

Coded and subcoded semi-structured interview data from the general and special education teachers in the English Department regarding the factors that benefit and hinder the co-teaching partnership

English Department Co-teaching Partnership	
Category: Factors that <u>benefit</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ “RELIABLE” ○ LOYALTY ○ UNION MEMBERSHIP • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ ABSENCES 	<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ RESPECT ○ TRUST ○ EXPERTISE ○ COMPATIBILITY • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ CONFLICT RESOLUTION • TECHNOLOGY <ul style="list-style-type: none"> ○ USE OF GOOGLE DOCS, DRIVE, AND CLASSROOM • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE

Table 2 Continued

Coded and subcoded semi-structured interview data from the general and special education teachers in the English Department regarding the factors that benefit and hinder the co-teaching partnership

Category: Factors that <u>hinder</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ UNRELIABILITY ○ LACK OF PREPAREDNESS ○ FRUSTRATION ○ “DISUNITY” • SCHEDULING <ul style="list-style-type: none"> ○ INCONSISTENT NUMBER OF SECTIONS CO-TAUGHT TOGETHER ○ LACK OF COMMON PLANNING TIME • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ FRUSTRATION ○ RESENTMENT ○ LACK OF CONFIDENCE IN CO-TEACHER’S CONTENT KNOWLEDGE 	<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ LACK OF RESPECT ○ TRUST IN EXPERTISE ○ DIFFERENT TEACHING STYLES ○ DESIRE TO CO-TEACH ○ LACK OF TRUST • SCHEDULING <ul style="list-style-type: none"> ○ LACK OF COMMON PLANNING ○ INCONSISTENT NUMBER OF SECTIONS CO-TAUGHT TOGETHER • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ “WASTE OF RESOURCES” ○ “INCORRECT IMPLEMENTATION” • LACK OF OPEN COMMUNICATION <ul style="list-style-type: none"> ○ FRUSTRATION ○ EXPRESSING CONCERNS IN FRONT OF STUDENTS ○ HANDLING SPECIAL EDUCATION STUDENTS ○ REFLECTION • UNCLEAR ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ LESSON PLANS SUBMITTED IN ADVANCE ○ PREPAREDNESS

Table 3

Coded and subcoded semi-structured interview data from the general and special education teachers in the Mathematics Department regarding the factors that benefit and hinder the co-teaching partnership

Mathematics Department Co-teaching Partnership	
Category: Factors that <u>benefit</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • TECHNOLOGY <ul style="list-style-type: none"> ○ USE OF GOOGLE DRIVE • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ RESPONSIBILITIES • RELATIONSHIP <ul style="list-style-type: none"> ○ VARYING TEACHING EXPERIENCE ○ “SIMILAR WORK ETHIC” • EQUAL DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ DELEGATION • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE • PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ○ REFLECTION 	<ul style="list-style-type: none"> • TECHNOLOGY <ul style="list-style-type: none"> ○ USE OF GOOGLE DRIVE • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ DEVELOPMENT OF FRIENDSHIP ○ REFLECTION • SCHEDULING <ul style="list-style-type: none"> ○ COMMON PLANNING ○ TIME TO FOSTER RELATIONSHIP ○ PREP TIME ○ FEEDBACK ○ FEWER CO-TEACHING PARTNERSHIPS IMPROVE PLANNING EFFICIENCY • UNDERSTOOD ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ LESSON PLANS SUBMITTED IN ADVANCE
Category: Factors that <u>hinder</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ RESENTMENT • SCHEDULING <ul style="list-style-type: none"> ○ MULTIPLE PREPS ○ “TOUGH TO BALANCE” 	<ul style="list-style-type: none"> • TECHNOLOGY <ul style="list-style-type: none"> ○ RESISTANCE TO GOOGLE DOCS • SCHEDULING <ul style="list-style-type: none"> ○ INCONSISTENT NUMBER OF SECTIONS CO-TAUGHT TOGETHER ○ MULTIPLE PREPS ○ “PULLED IN SO MANY DIRECTIONS” • UNCLEAR ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ INACCURATE LESSON PLANS

Table 4

Coded and subcoded semi-structured interview data from the general and special education teachers in the History Department regarding the factors that benefit and hinder the co-teaching partnership

History Department Co-teaching Partnership	
Category: Factors that <u>benefit</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • UNDERSTOOD ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ “DIRECTS CHOICES” ○ “ROUTINES” ○ “CONSISTENT” ○ “RELIABLE” ○ “COMFORT ZONES” ○ “ACTIVE ROLES” • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ PREPAREDNESS • SCHEDULING <ul style="list-style-type: none"> ○ CONSISTENT/ CONSECUTIVE CO-TEACHING PAIRINGS ○ “GROW AS A PAIR” ○ CONSISTENT NUMBER OF SECTIONS CO-TAUGHT 	<ul style="list-style-type: none"> • EQUAL DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ “DIFFERENT RESOURCES” • RELATIONSHIP <ul style="list-style-type: none"> ○ CHOICE OF CO-TEACHER
Category: Factors that <u>hinder</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • LACK OF OPEN COMMUNICATION <ul style="list-style-type: none"> ○ RESISTANT TO FEEDBACK ○ ABSENCES ○ SHARING MATERIALS ○ RESENTMENT ○ EXPECTATIONS FOR STUDENTS ○ HIGH STANDARDS FOR ALL STUDENTS • RELATIONSHIP <ul style="list-style-type: none"> ○ “LACK OF ENTHUSIASM” ○ VIEWED AS INSTRUCTIONAL AIDE RATHER THAN TEACHER ○ “CONFUSION” ○ “FRUSTRATION” 	<ul style="list-style-type: none"> • LACK OF OPEN COMMUNICATION <ul style="list-style-type: none"> ○ EXPECTATIONS FOR STUDENTS • RELATIONSHIP <ul style="list-style-type: none"> ○ INCOMPATIBLE PERSONALITIES ○ WANTING CONTROL • SCHEDULING <ul style="list-style-type: none"> ○ LACK OF COMMON PLANNING • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ LACK OF CO-TEACHING MODEL EXPERIENCE

Table 4 Continued

Coded and subcoded semi-structured interview data from the general and special education teachers in the History Department regarding the factors that benefit and hinder the co-teaching partnership

<ul style="list-style-type: none"> • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ LACK OF CONTENT KNOWLEDGE ○ PASSIVE” ○ “NO CONTRIBUTION” • TECHNOLOGY <ul style="list-style-type: none"> ○ “FRUSTRATION” ○ LACK OF REFLECTION 	<ul style="list-style-type: none"> • PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ○ INFREQUENT OPPORTUNITY ○ OPTIONAL ATTENDANCE • TECHNOLOGY <ul style="list-style-type: none"> ○ RESISTANCE TO GOOGLE DOCS ○ FRUSTRATION
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Table 5

Coded and subcoded semi-structured interview data from the general and special education teachers in the Science Department regarding the factors that benefit and hinder the co-teaching partnership

Science Department Co-teaching Partnership	
Category: Factors that <u>benefit</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ “TRUST” ○ POSITIVE IMPACT ON STUDENTS ○ RELIABILITY ○ FLEXIBILITY ○ COMPATIBILITY • EQUAL DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ “DIFFERENT VOICES” ○ “DIVIDE AND CONQUER” ○ “STUDENTS VIEW TEACHERS AS EQUAL” • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ “FLEXIBLE” • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE 	<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ “HUMBLE THEMSELVES” • EQUAL DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ VARIOUS CO-TEACHING APPROACHES PER BLOCK ○ POSITIVE IMPACT ON STUDENTS ○ PLANNING ○ TEACHING ○ GRADING • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ REFLECTION • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE

Table 5 Continued

Coded and subcoded semi-structured interview data from the general and special education teachers in the Science Department regarding the factors that benefit and hinder the co-teaching partnership

<ul style="list-style-type: none"> • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE • SCHEDULING <ul style="list-style-type: none"> ○ ASSIGNED COMMON PLANNING TIME ○ CONSISTENT/ CONSECUTIVE CO-TEACHING PAIRINGS • PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ○ REFLECTION ○ ADMIN. SCHEDULE ○ SEPTEMBER CO-TEACHING MEETINGS 	<ul style="list-style-type: none"> • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE • SCHEDULING <ul style="list-style-type: none"> ○ CONSISTENT/ CONSECUTIVE CO-TEACHING PAIRINGS ○ “GROW TOGETHER” ○ CONSISTENT NUMBER OF SECTIONS CO-TAUGHT
Category: Factors that <u>hinder</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • SCHEDULING <ul style="list-style-type: none"> ○ INCONSISTENT NUMBER OF SECTIONS CO-TAUGHT TOGETHER • RELATIONSHIP <ul style="list-style-type: none"> ○ “LESS FLEXIBLE” ○ “DIFFERENT MANAGEMENT STYLES” 	<ul style="list-style-type: none"> • SCHEDULING <ul style="list-style-type: none"> ○ LACK OF COMMON PLANNING ○ MULTIPLE PREPS ○ “BURDEN ON TEACHERS” • TECHNOLOGY <ul style="list-style-type: none"> ○ RESISTANCE TO GOOGLE DOCS • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ NEGATIVE IMPACT ON STUDENTS ○ ONE TEACH-ONE OBSERVE • LACK OF OPEN COMMUNICATION <ul style="list-style-type: none"> ○ PREPAREDNESS ○ NEGATIVE IMPACT ON CO-TEACHING RELATIONSHIP ○ NEGATIVE IMPACT ON STUDENTS

Table 6

Coded and subcoded semi-structured interview data from the general and special education teachers in the English, Mathematics, History, and Science Departments regarding the factors that benefit and hinder the co-teaching partnership

All Department Co-teaching Partnerships	
Category: Factors that <u>benefit</u> the co-teaching partnership	
<i>General Education Teachers</i>	<i>Special Education Teachers</i>
<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ “RELIABLE” ○ LOYALTY ○ UNION MEMBERSHIP ○ VARYING TEACHING EXPERIENCE ○ “SIMILAR WORK ETHIC” ○ “TRUST” ○ POSITIVE IMPACT ON STUDENTS ○ FLEXIBILITY ○ COMPATIBILITY • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ ABSENCES’ ○ RESPONSIBILITIES ○ PREPAREDNESS ○ “FLEXIBLE” • TECHNOLOGY <ul style="list-style-type: none"> ○ USE OF GOOGLE DRIVE • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE • UNDERSTOOD ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ “DIRECTS CHOICES” ○ “ROUTINES” ○ “CONSISTENT” ○ “RELIABLE” ○ “COMFORT ZONES” ○ “ACTIVE ROLES” • SCHEDULING <ul style="list-style-type: none"> ○ CONSISTENT/ CONSECUTIVE CO-TEACHING PAIRINGS ○ “GROW AS A PAIR” ○ CONSISTENT NUMBER OF SECTIONS CO-TAUGHT ○ ASSIGNED COMMON PLANNING TIME 	<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ RESPECT ○ TRUST ○ EXPERTISE ○ COMPATIBILITY ○ “HUMBLE THEMSELVES” ○ CHOICE OF CO-TEACHER • OPEN COMMUNICATION <ul style="list-style-type: none"> ○ CONFLICT RESOLUTION ○ DEVELOPMENT OF FRIENDSHIP ○ REFLECTION • TECHNOLOGY <ul style="list-style-type: none"> ○ USE OF GOOGLE DOCS, DRIVE, AND CLASSROOM • TECHNOLOGY <ul style="list-style-type: none"> ○ USE OF GOOGLE DRIVE • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ CO-TEACHING MODEL EXPERIENCE • UNDERSTOOD ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ LESSON PLANS SUBMITTED IN ADVANCE • SCHEDULING <ul style="list-style-type: none"> ○ COMMON PLANNING ○ TIME TO FOSTER RELATIONSHIP ○ PREP TIME ○ FEEDBACK ○ FEWER CO-TEACHING PARTNERSHIPS IMPROVE PLANNING EFFICIENCY ○ CONSISTENT/ CONSECUTIVE CO-TEACHING PAIRINGS ○ “GROW TOGETHER” ○ CONSISTENT NUMBER OF SECTIONS CO-TAUGHT

Table 6 Continued

Coded and subcoded semi-structured interview data from the general and special education teachers in the English, Mathematics, History, and Science Departments regarding the factors that benefit and hinder the co-teaching partnership

<ul style="list-style-type: none"> • EQUAL DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ “DIFFERENT VOICES” ○ “DIVIDE AND CONQUER” ○ “STUDENTS VIEW TEACHERS AS EQUAL” ○ DELEGATION • PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ○ REFLECTION ○ ADMIN. SCHEDULE ○ SEPTEMBER CO-TEACHING MEETINGS 	<ul style="list-style-type: none"> • EQUAL DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ VARIOUS CO-TEACHING APPROACHES PER BLOCK ○ POSITIVE IMPACT ON STUDENTS ○ PLANNING ○ TEACHING ○ GRADING ○ “DIFFERENT RESOURCES”
Category: Factors that <u>hinder</u> the co-teaching partnership	
<i>General Education Teacher</i>	<i>Special Education Teacher</i>
<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ UNRELIABILITY ○ LACK OF PREPAREDNESS ○ FRUSTRATION ○ “DISUNITY” ○ “LACK OF ENTHUSIASM” ○ VIEWED AS INSTRUCTIONAL AIDE RATHER THAN TEACHER ○ “CONFUSION” ○ “LESS FLEXIBLE” ○ “DIFFERENT MANAGEMENT STYLES” • LACK OF OPEN COMMUNICATION <ul style="list-style-type: none"> ○ RESISTANT TO FEEDBACK ○ ABSENCES ○ SHARING MATERIALS ○ RESENTMENT ○ EXPECTATIONS FOR STUDENTS ○ HIGH STANDARDS FOR ALL STUDENTS • TECHNOLOGY <ul style="list-style-type: none"> ○ “FRUSTRATION” ○ LACK OF REFLECTION 	<ul style="list-style-type: none"> • RELATIONSHIP <ul style="list-style-type: none"> ○ LACK OF RESPECT ○ TRUST IN EXPERTISE ○ DIFFERENT TEACHING STYLES ○ DESIRE TO CO-TEACH ○ LACK OF TRUST ○ INCOMPATIBLE PERSONALITIES ○ WANTING CONTROL • LACK OF OPEN COMMUNICATION <ul style="list-style-type: none"> ○ FRUSTRATION ○ EXPRESSING CONCERNS IN FRONT OF STUDENTS ○ HANDLING SPECIAL EDUCATION STUDENTS ○ REFLECTION ○ EXPECTATIONS FOR STUDENTS ○ PREPAREDNESS ○ NEGATIVE IMPACT ON CO-TEACHING RELATIONSHIP ○ NEGATIVE IMPACT ON STUDENTS • TECHNOLOGY <ul style="list-style-type: none"> ○ RESISTANCE TO GOOGLE DOCS ○ FRUSTRATION

Table 6 Continued

Coded and subcoded semi-structured interview data from the general and special education teachers in the English, Mathematics, History, and Science Departments regarding the factors that benefit and hinder the co-teaching partnership

<ul style="list-style-type: none"> • SCHEDULING <ul style="list-style-type: none"> ○ INCONSISTENT NUMBER OF SECTIONS CO-TAUGHT TOGETHER ○ LACK OF COMMON PLANNING TIME ○ MULTIPLE PREPS ○ “TOUGH TO BALANCE” • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ FRUSTRATION ○ RESENTMENT ○ LACK OF CONFIDENCE IN CO-TEACHER’S CONTENT KNOWLEDGE ○ “NO CONTRIBUTION” ○ PASSIVE” 	<ul style="list-style-type: none"> • SCHEDULING <ul style="list-style-type: none"> ○ LACK OF COMMON PLANNING ○ INCONSISTENT NUMBER OF SECTIONS CO-TAUGHT TOGETHER ○ MULTIPLE PREPS ○ “PULLED IN SO MANY DIRECTIONS” ○ MULTIPLE PREPS ○ “BURDEN ON TEACHERS” • DISPROPORTIONATE DISTRIBUTION OF RESPONSIBILITIES <ul style="list-style-type: none"> ○ “WASTE OF RESOURCES” ○ “INCORRECT IMPLEMENTATION” ○ NEGATIVE IMPACT ON STUDENTS ○ ONE TEACH-ONE OBSERVE • UNCLEAR ROLE EXPECTATIONS <ul style="list-style-type: none"> ○ LESSON PLANS SUBMITTED IN ADVANCE ○ PREPAREDNESS ○ INACCURATE LESSON PLANS • PRE-SERVICE TRAINING <ul style="list-style-type: none"> ○ LACK OF CO-TEACHING MODEL EXPERIENCE • PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> ○ INFREQUENT OPPORTUNITY ○ OPTIONAL ATTENDANCE
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The benefit of having open lines of communication was noted throughout all four departments. The subcodes listed under the open communication code included “absences,” “responsibilities,” “preparedness,” and “flexibility” for the general education teachers. The open communication subcodes for the special education teachers included “conflict resolution,” “development of friendship,” and “reflection.” Similarly, the

benefit of developing a relationship was also noted throughout all four departments. However, the subcodes listed under the relationship code are alike between the general and special education teachers. For example, the subcodes “respect,” “trust,” and “compatibility” are commonly noted throughout the responses of both the general and special education teachers.

Moreover, all four departments noted scheduling as a hindrance to the co-teaching partnership. The subcodes listed under the scheduling code highlight specific scheduling hindrances such as “inconsistent number of sections co-taught together” and a “lack of common planning” time. Also, the results show that both general and special education teachers, across all departments, view the relationship aspect of the co-teaching partnership to be a potential hindrance. Based on the general education teachers’ responses, subcodes such as “resentment,” “frustration,” and “unreliability” are listed under the relationship code. On the other hand, the relationship subcodes from the special education teachers’ responses included “lack of trust,” “lack of respect,” and “incompatible personalities.”

Chapter 5

Discussion

Review

This narrative study explored the lived experiences of both general and special education teachers in co-teaching relationships at Red Bank Regional High School in order to discover common patterns that benefit and hinder the co-teaching partnerships across general and special education teaching roles, departments, and grade levels. Four pairs of co-teachers, eight total teachers, agreed to participate in this study. The co-teaching pairs were selected from four different departments: English Language Arts, History, Science, and Mathematics. Descriptive research, such as having the participants complete a survey, produce a graphic elicitation, and participate in an interview were implemented to further understand the current benefits and hindrances of co-teaching partnerships.

This study identified common benefits and hindrances of the co-teaching partnership. The results indicated that the benefits and hindrances were similar across general and special education teaching roles, departments, and grade levels. The results of the graphic elicitation task indicated that communication is the most paramount factor that benefits a co-teaching partnership. Yet, for the survey question regarding if co-teachers regularly co-plan lessons together, in which they share ideas and collaboratively decide how to best design the lesson and assessments, none out of the eight participants selected “all of the time.” The majority of the participants, (75%) indicated that they regularly co-plan lessons with their co-teacher “some of the time,” while the remaining 25% responded with “none of the time.” These results suggest that co-teachers

understand the importance of frequent and open communication, however other factors impede on that beneficial factor. For example, the graphic elicitation results indicated that inconsistent scheduling and having multiple classes to prepare for are factors that hinder the co-teaching partnership. These hindrances can explain why 75% of the participants noted that they feel comfortable expressing their thoughts and opinions about the co-teaching responsibilities with their co-teacher “all of the time,” but none selected “all of the time” for regularly co-planning lessons. The results from this study imply that hindrances, such as inconsistent scheduling and having multiple classes to prepare for, override the understood importance of open communication.

Furthermore, the coded interview data also support this implication. The subcodes for the “relationship” code are very similar between both general and special education teachers. Teachers in both teaching roles commonly responded that “respect,” “trust,” and “compatibility” are factors that benefit a co-teaching relationship. However, the subcodes for the “open communication” code for the general education teachers, such as “responsibilities” and “preparedness,” suggest that they regard open communication in terms of planning and implementing co-taught lessons. On the other hand, the “open communication” subcodes listed for the special education teachers, such as “conflict resolution” and “development of a friendship,” imply that they regard open communication in terms building a relationship. The similarities and differences in these subcodes highlight the importance of consistent scheduling and a limitation on the number of classes each teacher needs to prepare for since appropriate common planning time and consistent co-teaching pairs from year-to-year would help to enhance those similarities and diminish those differences. Additionally, these results also shed light onto

why 50% of the participants responded that they would prefer to teach with a co-teacher rather than teach solo “none of the time.”

These findings are similar to Keefe and Moore’s (2004) study as well as Brendle et al.’s (2017) study in that both studies emphasize the importance of co-teaching partnerships co-planning, co-instructing, and co-assessing. Conclusions from Brendle et al.’s (2017) study determined that although all co-teaching pairs had a mutual respect for one another, they did not work collaboratively in the planning, instructing, or assessing roles of a co-teaching partnership. Additionally, Chitiyo’s (2017) study is also similar to the current study considering that the results highlight how the lack of common planning time can contribute to the resentment felt by some teachers placed in co-teaching partnerships. Chitiyo’s (2017) study notes that the resentment felt by teachers in co-teaching partnerships would decrease if co-teachers were provided adequate common planning time to collaborate and prepare.

Limitations

One limitation of this study was the lack of anonymity. The researcher, being a colleague of the participants, may have caused some participants to be more reserved than if the study was anonymous or conducted by a third party researcher. Another limitation was focusing solely on one co-teaching relationship rather than a cumulative description of all experiences with various co-teaching partnerships. A sole focus on one partnership may have hindered the participants to contribute other positive or negative experiences from numerous other co-teaching partnerships, which therefore limited the collected data for this study. Finally, the small sample size of this study was also a limitation. Although the results suggest that the benefits and hindrances collected from

this study are common, more thorough conclusions would be determined with a larger sample size. Although the current study reaffirms findings from other research studies, more research is still needed, especially at the high school level. Larger sample sizes and longer term studies would improve the accuracy of the data collected regarding the co-teaching partnership.

Implications

The results of this study imply that there are common factors that benefit and hinder the co-teaching partnership across teaching roles, departments, and grade levels. Implications for this study include school administration teams providing co-teaching pairs with more consistent scheduling, adequate common planning time, and limiting the number of classes each teacher needs to prepare for. Providing co-teachers with these scheduling changes will in turn improve the communication and the relationship between co-teaching partners. Ensuring that co-teaching partnerships are effective is important because an ineffective partnership can impact the quality of education provided to all students. Even though the quality of education affects all students, a subpar education can have long-lasting effects on students with disabilities considering that they are in need of more specialized instruction, which can be jeopardized by an ineffective co-teaching partnership.

Conclusion

The current study explored the lived experience of four co-teaching pairs in a high school setting to discover the common patterns that benefit and hinder co-teaching partnerships. The results indicated that both general and special education teachers acknowledge the benefits of having open lines of communication and establishing a

relationship, however inconsistent scheduling, a lack of common planning time, and numerous classes to prepare for hinder the co-teaching partnership. These findings reaffirm the findings of published research, specifically in regard to co-planning, co-instructing, and co-assessing (Brendle et al., 2017). Implications for practice include creating co-teaching schedules that allow co-teachers to effectively co-plan, co-instruct, and co-assess their students to ensure academic support and success for all students, but specifically students with disabilities.

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Appendix A

Co-Teaching Survey

Co-Teaching Survey		
Participant's Name:		
<i>Please read each of the statements below and select whether the statements apply to your co-teaching partnership all of the time, some of the time, or none of the time.</i>		
1.	I regularly co-plan lessons with my co-teacher, in which we share ideas and collaboratively decide how to best design the lesson and assessment(s).	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
2.	My co-teacher and I implement various co-teaching approaches (one teach, one observe - one teach, one assist - parallel teaching - station teaching - alternative teaching team teaching) throughout our teaching to ensure both teachers play an equal role in the instruction.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
3.	I feel comfortable expressing my thoughts and opinions about the co-teaching responsibilities with my co-teacher.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
4.	I am receptive to my co-teacher's thoughts and opinions about the co-teaching responsibilities.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
5.	I can rely on my co-teacher to follow through on his/her responsibilities.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
6.	My co-teacher and I share the grading responsibilities equally.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
7.	I follow-up on goals and plans with my co-teacher to monitor and evaluate our progress.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
8.	I prefer to teach with a co-teacher rather than teach solo.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
9.	I feel as though my pre-service training prepared me to effectively co-teach.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time
10.	I attend professional development opportunities that are focused on the co-teaching method and partnership.	<ul style="list-style-type: none"> • All of the time • Some of the time • None of the time

Appendix B

Graphic Elicitation Task 1

Directions: Use the space provided to list and/or draw your responses.

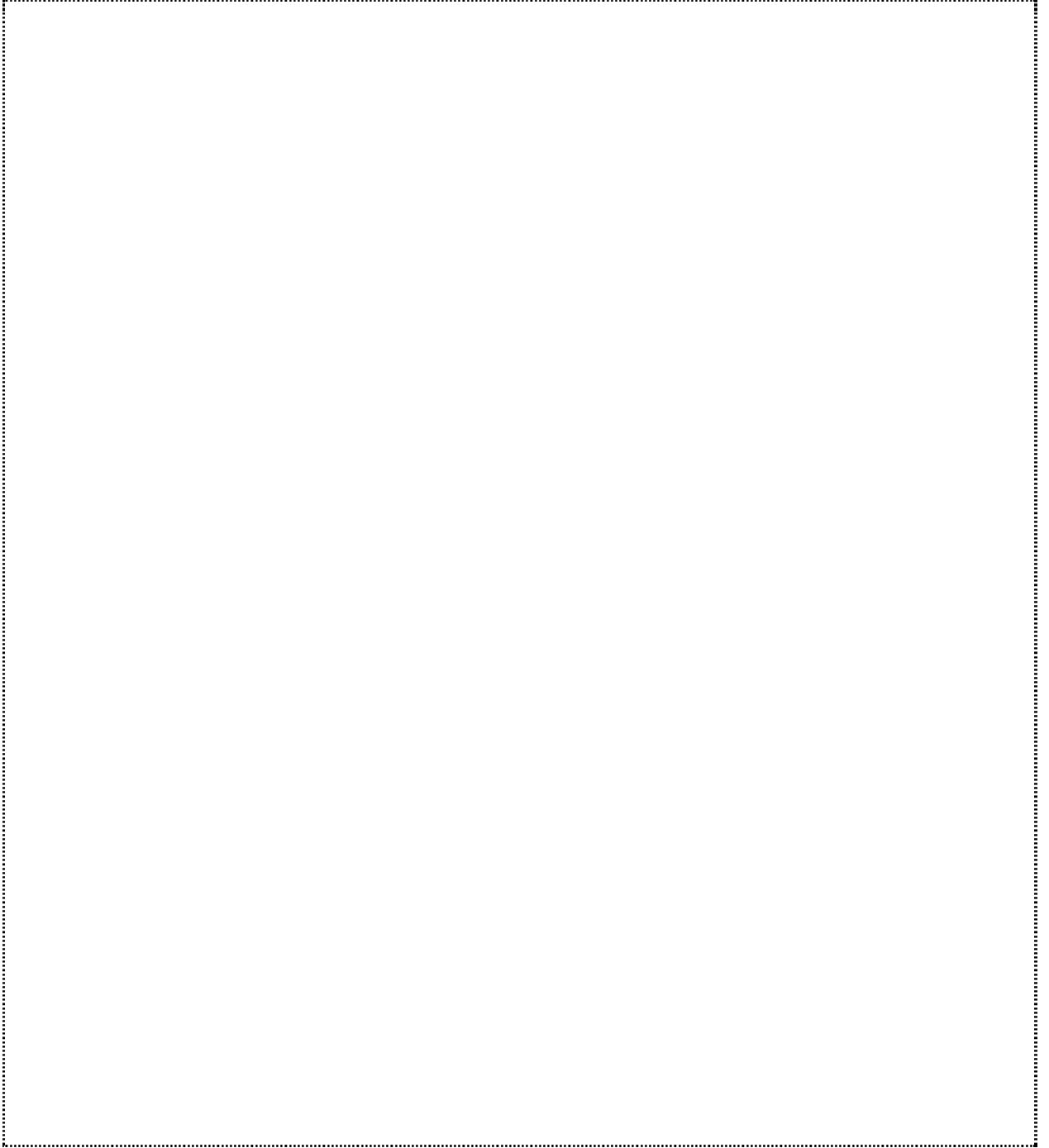
**Factors you find to BENEFIT
your co-teaching partnership**

**Factors you find to HINDER
your co-teaching partnership**

Appendix C

Graphic Elicitation Task 2

Directions: Using the space below, please draw your attitude/perspective of your co-teaching partnership.



Appendix D

Co-Teaching Interview

Co-Teaching Interview

1. How many years have you been teaching? How many years have you been teaching at Red Bank Regional High School?
2. How many years experience do you have in regard to co-teaching? How long have you and your current co-teacher been teaching together?
3. Can you tell me a bit more about your X drawing on the graphic elicitation task?
4. I see you wrote/drew X the largest on the graphic elicitation task. Does that mean that that is the most significant factor in regard to what benefits/hinders your co-teaching partnership?
5. I see you wrote/drew X the smallest on the graphic elicitation task. Does that mean that that is the least significant factor in regard to what benefits/hinders your co-teaching partnership?
6. I noticed that you wrote/drew X the near the outskirts of the prompt bubble on the graphic elicitation task. Does that mean that that was the last factor in regard to what benefits/hinders your co-teaching partnership to come to mind?