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Teachers' Perceptions About Student Success in the High School Coteaching Environment

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Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Karen Denise Spradlin

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

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Walden University

2023

Abstract

Teachers' Perceptions About Student Success in the High School Coteaching Environment

by

Karen Denise Spradlin

MEd, Columbus State University, 1992

BS, Jacksonville State University, 1988

Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Walden University

October 2023

Abstract

Many high school students with disabilities receive instruction in a cotaught classroom. Despite the consistent implementation of this service delivery model, students with disabilities are inconsistently demonstrating content mastery in ELA and math on end of course assessments. The goal of this multiple case study was to identify barriers to, facilitators of, and planning and implementation of successful coteaching as perceived by administrators, general education teachers, and special education teachers.

Transformational learning theory was explored by participants' identifying an experience that challenged beliefs of coteaching and how that is reflected in current practice.

Research questions sought to explore administrators, general, and special education coteachers' perceptions regarding both the planning and implementation of coteaching, barriers to, and facilitators of successful coteaching at both school and district level.

Twelve participants engaged in a semistructured interview probing their perceptions. NVivo software was used to codify data and identify themes. Common planning was a key theme in both planning and implementation and facilitators of coteaching. Being pulled for coverage was a commonly reported barrier. Recommendations for the successful implementation of coteaching include common planning, explicit expectations, and teacher choice. The results of this study can be used to target professional development to improve understanding of the implementation of coteaching which could further result in increased content mastery as measured by end of course assessments in ELA and math. These improved outcomes could better prepare students with disabilities for educational and employment opportunities upon their graduation from high school.

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Dedication

This dissertation is dedicated first and foremost to my husband, Rick Spradlin, who has been my biggest supporter. Through the thick and thin of many newly discovered medical issues throughout this journey, you would not let me consider giving up! Your belief in me kept me going when things were difficult. I also could not have done this without the sideline support from my daughters and their husbands Alia and Patrick Rogers and Kayla and Joshua Greer. Finally, I dedicate this to my grandchildren Ellis Oswin Rogers, Max Grayson Greer, Zachary Ray Greer, and Elowen Rose Rogers. I hope to instill in them a lifelong love of learning.

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Chapter 1: Introduction to the Study

The Education for All Handicapped Children Act (EAHCA), also known as Public Law 94-142, along with the provisions for a free appropriate public education (FAPE) and Individualized Education Plans (IEP) and related services, have made educating students with disabilities (SWD) in the least restrictive environment (LRE) possible (Kauffman et al., 2018). Historically, special education was perceived as specialized instruction that needed to occur in a separate classroom to be effective (Gilmour et al., 2019; Kauffman et al., 2017). In 1975, it was common for SWDs to receive instruction in a setting separate from their nondisabled peers (Gilmour et al., 2019; Kaufmann et al., 2018). Since the onset of special education legislation in 1975, now known as the Individuals with Disabilities Education Improvement Act (IDEIA), the LRE has been a mandate (Lemons et al., 2018).

Over time, however, perceptions of the LRE have changed from placement in neighborhood schools to placement in general education classes within neighborhood schools (Gilmour et al., 2019; Kauffman et al., 2018). With the concepts of mainstreaming and the regular education initiative came renewed perspectives regarding the meaning of LRE where the focus turned to returning SWDs to the general education classroom (Kauffman, 1989). With the support of groups such as The Association for the Severely Handicapped, parents of students with severe disabilities began to demand that students receive all instruction, supports and special education services in the general education classroom in their neighborhood school (Fuchs & Fuchs, 1994; Kauffman et al., 2018; McKenna & Brigham, 2021). This ideological movement of full inclusion was

more focused on the place where services were provided which was a move away from IDEIA's continuum of alternative placements mandate (Kauffman et al., 2018; McKenna & Brigham, 2021; Satterlee-Vizenor & Matuska, 2018). Further, IDEIA 34 C.F.R. § 300.114[a][2][i] (2004) continued the requirement that each school must ensure that "to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities are educated with children who are not disabled" (Electronic Code of Federal Regulations, 2021). IDEIA 34 C.F.R. § 300.39[b][3][i][ii] (2004) stipulates that schools must:

address the unique needs of the child that result from the child's disability; and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. (Electronic Code of Federal Regulations, 2021)

Placement in the general education classroom where practices such as coteaching are implemented is one placement option utilized to meet the federal continuum of alternative placements mandate (McKenna & Brigham, 2021).

As schools began utilizing more cotaught classes, court cases, such as *Andrew F. vs. Douglas County School District* (2017), began to redefine educational expectations for SWD (McKenna & Brigham, 2021). As a result of *Andrew F. vs. Douglas County School District* (2017), attention is returning to students making progress toward ambitious IEP goals (McKenna & Brigham, 2021). Authorities in the profession have called on educators to focus on providing intensive, specially designed instruction to SWDs instead of being focused on the location where services are provided (Fuchs et al.,

2015; Maag et al., 2019). In an effort to accomplish meeting both the LRE and FAPE mandates in IDEIA, many districts are choosing to provide educational services to SWDs in the general education classroom with their nondisabled peers to the maximum extent appropriate using co-teaching as the service delivery model of choice (Lemons et al., 2018).

Coteaching is a service delivery model where two educators are present, one general and one special education teacher, to plan, instruct, and monitor progress of students (Shin et al., 2016). The intent behind coteaching is to allow children who need special education to remain included in the general classroom to the greatest extent possible (Satterlee-Vizenor & Matuska, 2018). Some have cautioned, however, that the focus of co-teaching practices in education should be on applying research-validated instructional practices rather than the location of instruction (Fuchs et al., 2015; Fuchs & Fuchs, 2015; Maag et al., 2019). The Council for Exceptional Children's Division of Learning Disabilities has recently renewed its original 2001 "caution/alert" to educators about the dearth of objective evidence for the effectiveness of co-teaching (Cook & McDuffie-Landrum, 2018). Meaning that coteaching has not been scientifically validated as an evidence-based effective practice.

In a study comparing student understanding of fractions, posttest scores were higher for students receiving intensive intervention in a pull out setting instead of receiving regular instruction with accommodations in a co-taught setting (Fuchs et al., 2015). Yet, data indicates increased enrollment in post-secondary educational settings after high school when students with high incidence disabilities such as specific learning

disabilities, mild intellectual disabilities, and emotional/behavioral disabilities are placed in co-taught classrooms (Joshi & Bouck, 2017; Schifter, 2016; Theobald, 2019; Westling, 2019). In this study, the hope is to reveal co-teaching planning and implementation practices employed by both teachers and administrators that support the academic achievement among SWDs. It is further hoped to examine perceived barriers and facilitators to effective co-teaching held by the administrators and teachers in this study.

Within a coteaching model, it is important to note that SWDs must still receive specially designed instruction, usually in the form of targeted intervention, to address skill deficits (Cook & McDuffie-Landrum, 2020). IDEA (2004) stipulates that SWD receive specially designed instruction that addresses:

the unique needs of the child that result from the disability and ensure[s] access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(Electronic Code of Federal Regulations, 2021, 34 C.F.R § 300.39 [b] [3] [i–ii]).

This part of the law makes it clear that placement in the general education classroom is not provided at the expense of students making progress toward IEP goals and objectives (Kauffman et al., 2018; McKenna & Brigham, 2021). The percentage of SWD in the United States receiving educational services in the general education classroom at least 80% of the school day increased 32.3% over the last 30 years beginning with 31.7% of SWD in 1989 and moving to 64% in 2018 (Maag et al., 2019; National Center for Educational Statistics, n.d.; Snyder et al., 2019).

The introduction of co-teaching in the 1990s presented educators with a new set of challenges, such as academic complexity, pace of instruction, implementation of co-teaching models, and the implementation of specially designed instruction in the co-taught classroom, making for a more diverse classroom. Many of these same challenges appear to remain present in the co-taught classrooms today (Ashton, 2016; Lemons et al., 2018; Mastropieri & Scruggs, 2001). Administrator and teacher perception of barriers and facilitators to effective co-teaching in secondary settings is the focus of this study. The findings of this study may help secondary administrators and teachers identify and implement strategies that lead to improved instructional practices. This chapter briefly outlines the background, problem, purpose, important definitions, and significance of this study.

Background

Literature on teacher perceptions regarding coteaching at the high school level is scarce (King-Sears et al., 2019; Shoulders & Krei, 2016). However, a plethora of literature exists at the elementary and middle school levels (see, for example, Ashton, 2016; Brendle et al., 2017; Hoppey et al., 2018; Hurd & Weilbacher, 2017; Jackson et al., 2017; Jurkowski & Müller, 2018; Olson et al., 2016; Rytivaara et al., 2019; Satterlee-Vizenor & Matuska, 2018; Stites et al., 2018; Wexler et al., 2018; Zagona et al., 2017). A teacher's attitude about coteaching can impact implementation; therefore, it is important to understand perceptions of coteaching both for students and teachers (Page et al., 2019). Much of the information regarding the effectiveness of co-teaching has been based upon

teacher perception of effectiveness as opposed to findings from randomized control-trial studies examining the direct effects of co-teaching on student outcomes (Messiou, 2017).

In the early days of coteaching, Friend and Cook (1995) offered recommendations such as frequent opportunities to coplan, equal roles between coteachers, and mutually agreeable procedures for discipline and feedback. Additional facilitators of coteaching have been identified as the practice has continued. Two teachers in the room creates an ideal setting for the implementation of differentiation, specially designed, and individualized instruction (Alnasser, 2020; Hoppey, 2016; Lindner & Schwab, 2020; Satterlee-Vizenor & Matuska, 2018). Teacher choice in the selection of coteaching teams promotes a more accepting co-taught classroom environment (Ashton, 2016; Friend & Barron, 2016; Rexroat-Frazier & Chamberlin, 2019). Being paired for multiple school years builds teacher confidence in using multiple coteaching models (Panscofar & Petroff, 2016). Administrative support, defining roles and responsibilities, and professional development have also been identified as facilitators of effective coteaching (Alnasser, 2020; Brendle et al., 2017; Duran et al., 2020).

Although coteaching has become more prominent since the early 1990s, barriers persist that limit its success (Alnasser, 2020). Many factors have been identified as perceived barriers of coteaching practices, including: (a) a lack of a shared vision, (b) ineffective instructional supervision, (c) a lack of implementation of special education techniques, (d) an unwillingness to collaborate regarding time and tasks in the classroom, (e) problems defining and agreeing upon mutual goals and responsibilities, (f) supervisory power struggles when both teachers are certified, and (g) inadequate

professional development (Alnasser, 2020; Buli-Holberg & Jeyaprathaban, 2016; Rytivaara et al., 2019; Satterlee-Vizenor & Matuska, 2018). The perception that SWD must keep up with their nondisabled peers persists among educators (Ashton, 2016). Given this perception, teachers find it necessary to dedicate a considerable amount of time to SWD in settings outside the co-taught classroom, such as before and after school or study skills classes, to provide the support students need to maintain the pace of the general education classroom (Ashton, 2016). Coteacher interactions in the classroom both with each other and with students, interactions among students, and the promotion of mastery learning for SWD have been identified as facilitators of coteaching (Buli-Holberg & Jeyaprathaban, 2016).

Some elements in the instructional environment can function as both a barrier as well as a facilitator to implementing best practices. Consider the factor of common planning. The lack of scheduled common planning is often perceived as a barrier (Alnasser, 2020; Jackson et al., 2017; Lawrence & Jefferson, 2015; Pratt et al., 2017). This barrier can be overcome when teachers are provided time to collaboratively plan daily or weekly. When teachers are provided time to collaboratively plan, common planning is perceived as a facilitator. (Jackson et al., 2017; Lawrence & Jefferson, 2015; Pratt et al., 2017). Coursework and professional development regarding inclusive practices has been found to be a facilitator of supporting student engagement in a co-taught setting because a teacher becomes more prepared to engage with SWD in an inclusive setting; however, coursework became a barrier with regard to the

implementation of specially designed instruction (Alnasser, 2020; Faraclas, 2018; King-Sears et al., 2019; Shoulders & Krei, 2016; Woodcock & Hardy, 2017).

The performance of SWD in the cotaught classroom may be influenced by barriers and facilitators of co-teaching. Content mastery is a metric used when reporting college and career readiness performance indicators (CCRPI) for schools in Georgia (Georgia Department of Education, 2018). Data are disaggregated making it easy to determine performance of SWD on high stakes end of course testing. When considering content mastery statistics in a local setting, it is difficult to include publicly available information before the 2017-18 school year because of changes in how CCRPI scores are calculated. Before the 2017-18 school year, the percentage of students scoring “Meets” or “Exceeds” standards were reported.

During the 2017-18 school year, the state began using a color-coded flag system. The state calculated a target score, referred to as an indicator score, for each school based on past performance. A green flag would be earned if the school met the 3% target score; a star would be added to the green flag if the six percent target score was met. A yellow flag would be earned if the school made progress but did not reach the target score. Finally, a red flag would be earned if the school did not make progress (Georgia Department of Education, 2018). Table 1 presents CCRPI content mastery data in the areas of English Language Arts (ELA) and mathematics for SWD in high schools for a school district in Georgia for the 2017-18 school year, and Table 2 presents the same information for the 2018-19 school year. Three high schools were not included because

data was not disaggregated for SWD because there were too few students. A fourth high school was not included because it is the school at which the researcher is employed.

Table 1

2018 CCRPI Data for Students with Disabilities

High School	Indicator	Indicator Score	Target Score	Flag
Site A	ELA	7	11.88	R
Site A	Math	5.23	12.35	R
Site B	ELA	14.71	19.17	R
Site B	Math	7.26	12.45	R
Site C	ELA	21.81	15.9	G*
Site C	Math	7.16	12.23	R
Site D	ELA	18.5	22.76	R
Site D	Math	14.65	13.9	G
Site E	ELA	35.87	33.95	G
Site E	Math	24.37	25.24	Y
Site F	ELA	33.57	45.83	R
Site F	Math	20.27	50.90	R

Note. R indicates no progress made. Y indicates progress made but target score was not reached. G indicates met 3% growth goal. G* indicates met 6% growth goal.

Table 2*2019 CCRPI Data for Students with Disabilities*

High School	Indicator	Indicator Score	Target Score	Flag
Site A	ELA	19.24	9.73	G*
Site A	Math	9.49	7.94	G
Site B	ELA	20.88	17.21	G*
Site B	Math	4.96	9.97	R
Site C	ELA	20.78	24.41	R
Site C	Math	7.16	9.87	R
Site D	ELA	17.55	20.89	R
Site D	Math	6.25	17.31	R
Site E	ELA	45.01	37.91	G*
Site E	Math	23.37	26.69	R
Site F	ELA	31.55	35.25	R
Site F	Math	28.15	21.79	G*

Note. R indicates no progress made. Y indicates progress made but target score was not reached. G indicates met 3% growth goal. G* indicates met 6% growth goal.

Placement in the LRE has been an unchanging mandate of federal legislation since the introduction of EAHCA; however, the law does not mandate that all SWD must be placed in the general education setting for the entire school day (Yell et al., 2020). Even with the lack of legal support for the goals of inclusion, state and local educational authorities still erroneously interpret IDEIA's LRE mandate as stating that "IEP teams [must] plan [SWDs'] IEP's...to fit first within the general educational classroom, as opposed to considering the individual educational and instructional needs of SWDs before placement decisions are made" (Calhoun et al., 2018, p. 8). In other words, the LRE is often mistakenly interpreted as meaning SWDs must be placed into the general setting first before any other placement consideration can be made. However, IDEIA statutes and case law are clear, placement decisions cannot be made before the IEP is

developed (e.g., annual goals, benchmarks, specialized instruction, modifications and accommodations) (Bateman & Linden, 2012).

When considering the most beneficial placement for SWDs, IDEIA requires an IEP team to apply the continuum of alternative placements to address the unique educational needs of the child (Yell & Katsiyannis, 2018). When data supports the likelihood of success in the general education setting with appropriate supports and services, the student should receive special education supports and services in the general education classroom (Yell et al., 2020). IEP teams are required to consider placement in the general education classroom first, and the team must justify why that placement was not selected when the team determines placement in the general education classroom is not the most appropriate setting (Yell et al., 2020).

Following these federal mandates, high schools within a district in Georgia provide special educational supports and services in the co-taught general education classroom. Using CCRPI data from the 2018-19 school year of the high schools in the district for this study, three schools received green flags with a star and three received red flags in ELA; one school achieved a green flag with a star, one school achieved a green flag, and four schools received red flags in math (Georgia Department of Education, 2019). In an effort to improve professional practice during the summer after the 2017-18 and 2018-19 school years, the district offered a Student Success Summit for special education teachers where the topic of co-teaching was addressed; however, a Teacher Quality Specialist within the school district reported that teachers continue to struggle with the effective implementation of co-teaching indicated by the number of students

continuing to score “Beginning Learner” on state mandated end of course assessments and teacher concerns brought to her attention by either direct contact with the teacher or indirectly through conversations with academic coaches (personal communication, February 5, 2019). Because there is scant information in the literature regarding perceptions of co-teaching at the secondary level (Ashton, 2016), this study is needed to gain perspective on teacher and administrator perception of practices that support academic success as measured by content mastery on end of course assessments reported in CCRPI for secondary SWD.

Problem Statement

The problem is, despite what is felt to be consistent implementation of co-teaching at high schools in a school district in Georgia, teachers and administrators are unsure why in some years SWDs at some high schools are passing CCRPI indicators for ELA and Math, but the next year SWDs at these same high schools are not passing CCRPI indicators for ELA and Math. Many factors could account for this such as a year-by-year fluctuation of the numbers of SWDs at a given grade level coupled with variations in disability severity level; however, while teachers and administrators feel that effective co-teaching can and should be able to address these issues, there is confusion and lack of understanding about what may be causing this situation and how to address it.

A teacher support specialist shared (personal communication, February 5, 2019) that co-teaching has become a commonly utilized service delivery model in high schools in a school district in Georgia; additionally, administrators and teachers shared with this specialist that even with years of implementation and district-level training, co-teaching

at the high school level is perceived as unsuccessful citing CCRPI scores as one factor for this perception. Of the seven high schools in the district with a large enough population of SWD, only one has SWD demonstrating content mastery in English/Language Arts (ELA) and math (Georgia Department of Education, 2019). Four schools demonstrate content mastery in either ELA or math, and two schools demonstrate difficulty achieving content mastery in both ELA and math (Georgia Department of Education, 2019). The focus of this study will be exploring perceived barriers and facilitators of SWD being supported in co-taught classrooms at schools where CCRPI scores indicate mastery. To better understand perceived barriers and facilitators, schools where SWD are being supported in co-taught classrooms but are not achieving content mastery will be included in the study. Without this study, teachers may continue to teach SWDs ineffectively, administrators may continue to be uncertain about how to problem-solve the issues, and student achievement may also be affected.

Both special and general education teachers with the support of administration are responsible for the instruction of SWD in co-taught settings. This study will focus on the perceived facilitators and barriers to effective co-teaching of administrators as well as general and special education teachers. Without the information gained by conducting this study, teachers may continue to be challenged with the implementation of co-teaching, and students may continue to underperform on state mandated assessments.

Purpose of the Study

The purpose of this qualitative multiple case study is to explore what administrators, and general and special educators' perceptions are about (a) the planning,

implementation, and effectiveness of co-teaching to support the academic needs of SWD; and (b) the systemic barriers and facilitators to effective co-teaching of SWDs. The cases will be comprised of a high performing school and a low performing school as measured by 2019 CCRPI data. The results of this study may provide: (a) research-based information on how to improve the cooperative planning practices of general and special education teachers as they plan for high school cotaught classes; and (b) insights into educators' perceptions of what systemic level school and/or district level factors facilitate and/or act as barriers to the successful implementation of co-teaching so that high school SWDs improve math and ELA skills as well as their CCRPI scores. The results may also provide school leaders information to inform decision making around how to improve teachers' preparedness to collaboratively plan for co-taught classes at the high school level.

Research Questions

The goal of this multiple case study is to discover teacher and administrator perceptions related to the barriers and facilitators of co-teaching. In order to accomplish this goal, the following research questions will guide this study. The research questions below are grouped according to the study's defined case level (i.e., job position in the school district).

RQ1: How do high school administrators perceive the planning and implementation of co-teaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

RQ2: How do high school general education teachers perceive the planning and implementation of co-teaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

RQ3: How do high school special education teachers perceive the planning and implementation of co-teaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

Conceptual Framework

The conceptual framework for this study is Mezirow's (1997) transformative learning theory. Mezirow defined transformative learning as "the process of effecting change in a frame of reference" (p. 5). Our frames of reference, assumptions, and understandings can only become transformed through the critical reflection resulting from problem solving, collaboration, and self-reflection (Mezirow, 1997). Critical reflection reveals hidden assumptions that underscore current beliefs; further, critical reflection causes a change in perspective which is the key feature in transformative learning; it is here that the learner understands that their prior knowledge might be insufficient to solve the current problem (Baumgartner, 2019; Johnson & Olanoff, 2020; Moore, 2018). A shift in perspective which includes a better understanding of co-teaching practices could benefit most students in a diverse classroom setting.

With an increase in the number of students receiving services in a co-taught classroom, a teacher's perception about the education of SWD can influence teacher

expectations of students placed in co-taught classes (Dovigo, 2020; Page et al., 2019). In a study to determine the effect of video analysis on practice with teachers in co-taught settings, Dovigo (2020) found that secondary teachers were initially more skeptical about and reluctant to implement inclusive practices. Through critical analysis of teaching practices video, secondary teachers' attitudes related to authentic evaluation, multi-level groups, pace and variety of curriculum, and time organization changed (Dovigo, 2020). With the increase in co-taught-classrooms, it becomes important to reflect on the current perceptions of co-teaching in order to grow professionally regarding working with a diverse student population.

When educators critically reflect on teaching practices, they gain a clearer understanding of how their frames of reference influence their teaching (Cain & Dixon, 2013). Transformative learning theory has been used recently in pre-service teacher education programs to help shape prospective teacher understandings about content and student outcomes as well as inclusivity and diversity (see Carrington et al., 2015; Harris et al., 2018; Johnson & Olanoff, 2020; Lummis et al., 2019; Meagher et al., 2019). Through the process of critical reflection barriers and facilitators of co-teaching practices may be identified.

Nature of the Study

Qualitative studies are often used when trying to understand a phenomenon through observation and description (Burkholder et al., 2016). Special education research often uses qualitative methodology because of the insight provided into the varied aspects of special education instruction and/or services (Rumrill et al., 2011). Qualitative study

approaches use multiple data sources which helps to enhance data credibility; sources include, but are not limited to interviews, surveys, and archival records (Ravitch & Carl, 2016). Common qualitative approaches include narrative research, phenomenology, grounded theory, ethnography, and case study (Creswell & Poth, 2018).

A multiple case study approach was chosen because it allows the researcher to examine the same issue across multiple cases to better understand different perspectives on the same issue (Creswell & Poth, 2018). The individual cases in this multiple case study are bounded by the type of school, low or high performing, based on CCRPI scores. The role of the professional in the process of coteaching such as administrator, general education teacher, or special education teacher will inform the answers to the research questions. The perceptions of barriers and facilitators of co-teaching will be explored among the schools and will include administrators, general education teachers, and special education teachers. In order to acquire better insight related to the issues contributing to the local problem, semi-structured interview data will be collected to explore administrator and teacher perception among co-teachers at the high school level and to identify barriers and facilitators related to successful co-teaching.

Purposive sampling is a sampling strategy where participants are selected because of their ability to provide the data or information necessary for answering the research questions (Ravitch & Carl, 2016). Purposive sampling will be utilized to recruit administrators, general education, and special education teachers that have co-teaching experience from each case—either a low or high performing school. All high schools have a minimum of three administrators. Table 3 provides the number of general and

special education teachers in both ELA and math at the seven high schools with a large enough population of special education students to be included in CCRPI content mastery data. The goal is to recruit two general education teachers, two special education teachers, and at least one administrator from each site for a total of five recruits at each site. It is hoped to also recruit two district level administrators for the study.

To address research question one, two school level and two district level administrators will be interviewed to investigate perceptions regarding the planning and implementation of co-teaching practices to support the academic needs of SWD. For research question two, two general education teachers from sites one and two, one ELA and one math, will be interviewed to investigate perceptions regarding the planning and implementation of co-teaching practices to support the academic needs of SWD. Finally, for research question three, two special education co-teachers from each school, one ELA and one math, will be interviewed to investigate perceptions regarding the planning and implementation of coteaching practices to support the academic needs of SWD. It is hoped that upon completion of interviewing teachers from at two schools, saturation, no new information is gleaned from participants, will be achieved. If these two sites within the district do not yield a sufficient information to reach saturation, additional participants will be recruited from sites four, five, and six which were not included for the initial round of interviews. The type of school chosen, high or low achieving, will depend upon which setting requires a more balanced representation.

It is anticipated that this study may help to gain a better understanding of administrators' and teachers' perceived barriers and facilitators for student success in co-

taught classes. Through this study, it is hoped that perceived systemic barriers and facilitators to effective co-teaching will be discovered. Finally, it is expected that perceived successful co-teaching practices at the high school level can be identified and that these practices which are effective at schools earning green flags can be replicated in schools earning red flags.

Data will be collected by interviewing school and/or district level administrators, general education, and special education ELA and math coteachers in a high performing school earning content mastery green or yellow flags and a low performing school earning content mastery red flags for SWD based on scores from the 2019 CCRPI report. Site one earned all green flags, sites three and four earned all red flags; sites two and five earned a green flag in ELA and a red flag in math; finally, site six earned a red flag in ELA and a green flag in math. Five to seven teachers from sites one and two who coteach ninth grade literature and composition, American literature, algebra I, or geometry will be recruited as these are the subjects that have data reflected on CCRPI reports. This should lead to interviewing one administrator, two general education, and two special education teachers from each school for a total of two school level administrators, four general education teachers, and four special education teachers. Including two district-level administrators would allow for equal representation from administrators. To the greatest extent possible, each school will have equal representation of administrators, general, and special education teachers. Interviews will conclude when saturation of emerging themes has been achieved. When no new perceptions regarding barriers and facilitators to co-teaching are evident through interviewing teachers and administrators, saturation will be

considered met. Saturation occurs when no new perspectives are being presented (Rubin & Rubin, 2012).

Definitions

To ensure a common understanding of terms, the following definitions are included to clarify the meaning of specific terminology used in this study.

Barrier: Challenges that impede the implementation of coteaching such as a lack of administrative support and the time needed to co-plan (Alnasser, 2020).

College and Career Ready Performance Indicator (CCRPI): “An objective measure of the extent to which schools, districts, and the state are succeeding in providing high-quality opportunities and outcomes for students that can be used for communication and continuous improvement” (Georgia Department of Education, 2018, p. 2).

Coteaching: Coteaching is a service delivery option for SWD who remain in their general education classes with at least two professionals who jointly provide academic instruction to a diverse group of students (Friend & Barron, 2016).

Facilitator: Factors that have the potential to inform practices and outcomes for SWD (Tahir et al., 2019).

Assumptions

For this study, it is assumed that participants have knowledge not only of co-teaching but also insight into barriers and facilitators of co-teaching that could contribute to the effectiveness of co-teaching. It is further assumed that study participants recognize the difference between accommodations and modifications. It is further assumed that

participants understand specially designed instruction and interventions. The final assumption is that study participants will provide honest answers when responding to interview questions. These assumptions will allow for valid results when analyzing data collected as part of this study.

Scope and Delimitations

The research problem focuses on practices that are perceived as facilitators and barriers to co-teaching at both low and high performing high schools. While coteaching is often considered a promising practice for implementing inclusion for SWD, not all schools demonstrate increased academic performance of SWD. The scope of this study is to determine themes from data including similarities and differences in teaching strategies implemented at schools that are considered high or low performing high schools based on CCRPI mastery data for SWD.

Participants in this study are delimited to general and special education teachers and administrators in Title I high schools. Participants are further delimited to those who are either currently practicing co-teaching or those who have participated in co-taught ELA and math classrooms and administrators of school sites in the study. Prospective teachers and administrator participants are delimited to one urban school district located in Georgia.

Limitations

The results of this study may not be transferable to school districts with different demographics. The needs of students, material/financial resources, administrative support, school climates, and contextual histories vary across urban, suburban, and rural

school settings; in fact, these needs can even vary significantly within a single district and its schools. Differences in student demographics, socioeconomic factors, and percentage of identified SWD as well as categories of disability are a few factors that may make generalization of the study results difficult. Furthermore, this study does not include the perceptions held by stakeholders other than educators.

Significance

The variety of learning approaches used in coteaching can lead to improved academic performance (Keeley et al., 2017). While qualitative research indicates that students perceive they benefit from co-teaching because of the variety of learning approaches available when two teachers are present in the classroom (Satterlee-Vizenor & Matuska, 2018), SWDs continue to perform more than three years below their nondisabled peers, and this gap varies by disability (Gilmour et al., 2019). This study may help improve the understanding of factors that influence collaboration between high school co-teaching pairs and improve collaborative practices for co-teaching. Professional development related to these practices could lead to more schools achieving greater success as measured by content mastery on end of course assessments which could afford a wider variety of post-secondary options for students with disabilities in this school district in Georgia.

Summary

It is a federal requirement that SWD, to the maximum extent appropriate, receive educational services in the LRE and progress toward IEP goals and objectives must be monitored to determine if the student is responding to specially designed instruction

(Fuchs et al., 2015). To meet both mandates, many districts are increasing the number of students receiving special education supports and services in co-taught classrooms.

Research in the field of special education has uncovered barriers and facilitators of co-teaching; however, much of this research has been conducted at the elementary school level. The importance of this research is to help understand teacher perceptions of barriers and facilitators at the secondary level in order to inform best practices within the district.

Chapter 2 provides an overview of current literature related to barriers and facilitators of educating SWD in co-taught classrooms. This review will provide common themes in current literature related to co-teaching practices, barriers to co-teaching practices, and facilitators of co-teaching. A thorough review of the literature was completed in order to identify current themes related to coteaching.

Chapter 2: Literature Review

Despite the consistent implementation of coteaching at high schools in a school district in Georgia, the academic needs of SWD are being successfully supported at two high-performing schools while meeting those needs remains a challenge in five low-performing schools. This qualitative multi-site case study will explore how administrators, general, and special education teachers at both high and low performing schools in an urban school district in southwest Georgia perceive the planning and implementation of co-teaching to support the academic needs of SWD. An initial search of the literature using the terms *coteaching*, *inclusion*, *special education*, *barriers*, *facilitators*, and *secondary education* indicated that much of the current literature in this area is focused on elementary and middle school settings.

Although based on elementary and middle school settings, some common themes emerged from the literature suggesting that: (a) pacing, (b) time, (c) ability to collaborate, (d) administrative support, (e) difficulty providing specially designed instruction in a cotaught setting, (f) clearly defined goals and responsibilities, and (g) both professionals being treated as certified teachers are barriers to successful coteaching (see, for example, Ashton, 2016; Alnasser, 2020; Buli-Holberg & Jeyaprathaban, 2016; Rytivaara et al., 2019; Satterlee-Vizenor & Matuska, 2018). Facilitators of coteaching identified include (a) scheduled time during the school day for collaboration, and (b) targeted professional development (Alnasser, 2020; Faraclas, 2018; Jackson et al., 2017; King-Sears et al., 2019; Lawrence & Jefferson, 2015; Pratt et al., 2017; Shoulder & Krei, 2016; Woodcock & Hardy, 2017). This study is necessary to gain a better understanding of barriers and

facilitators of co-teaching at the high school level. This chapter provides more detail on literature search strategies utilized, the conceptual framework, a review of the current literature, and a summary of the findings of the current literature.

Literature Search Strategy

In addition to Google Scholar, a variety of databases available through the Walden University library were utilized to find current literature on the subject. Databases including ERIC, SAGE, and Science Direct were used to access current literature. Reviewing scholarly articles and recent dissertations and the references therein provided another source of current literature. Searching for material from prominent authors within special education, such as Marilyn Friend, Douglas Fuchs, Lynn Fuchs, and James Kauffman, was also a strategy implemented to identify relevant literature. Using tools available through the Walden University library, peer-reviewed journals were identified and utilized. The search was focused on material published between 2015 and 2021 using search terms such as, but not limited to *coteaching*, *inclusion*, *special education*, *barriers*, *facilitators*, and *secondary education*.

Broad terms such as *coteaching*, *inclusion*, and *special education*, yielded hundreds of results. Terms, such as *secondary teacher's perceptions of coteaching*, *barriers to coteaching in secondary schools*, *facilitators of coteaching in secondary schools* were combined to find articles more specifically related to my topic. To narrow the 165 articles found, the abstracts were reviewed to determine the appropriateness of the article. From these 165 articles, 57 were chosen for deeper analysis. Of these 57 articles, 27 were qualitative studies, seven were quantitative studies, two were mixed

methods, and 16 were syntheses of research on best practices. After reading these 57 articles, the search narrowed to search terms based on themes that were beginning to emerge. An example of some of the themes included in the search are: (a) collaborative planning in coteaching, (b) professional development for coteaching, (c) high-stakes assessments for SWD, (d) administrative support for coteaching, (e) roles of special and general education teachers in coteaching, (f) academic achievement of SWD in coteaching, and (g) specially designed instruction in coteaching.

Conceptual Framework/Theoretical Foundation

Mezirow (1997) defined transformative learning as “the process of effecting change in a frame of reference” (p. 5). Transformation of frames of reference, assumptions, and understandings occur through the critical reflection that result from problem solving, collaboration, and self-reflection (Mezirow, 1997). Through critical reflection learners begin to understand that prior knowledge might not be sufficient to solve a current problem (Baumgartner, 2019; Johnson & Olanoff, 2020; Moore, 2018). Teachers’ critical reflection of coteaching practice provides the foundation for the conceptual framework of this study.

Transformative learning theory is sometimes utilized when mastery of a core concept is essential (Hodge, 2019). This core concept is something that is not only transformative but also troublesome (Hodge, 2019). The troublesome nature of the core concept causes self-questioning and struggle which could lead to changing one’s perception from a previously held belief into something more inclusive, differentiated, or permeable (Hodge, 2019). Scholars of transformative learning theory indicate data

collection is typically in the format of interviews and based on a self-reported shift from previously held beliefs (Hodge, 2019; Roessger et al., 2017).

Transformative learning theory has been applied in preservice teacher education programs to help shape teacher understanding about content, student outcomes, inclusivity, and diversity (Carrington et al., 2015; Harris et al., 2018; Johnson & Olanoff, 2020; Lummis et al., 2019; Meagher et al., 2019). Sense-making using reflection is crucial when teachers want to understand or change practices (Fluijt et al., 2016). Recent studies indicate that a teacher's perception regarding the education of SWD can influence their expectations of students in co-taught classes (see, for example, Dovigo, 2020; Page et al., 2019; Rytivaara et al., 2021). Although secondary teachers are more reluctant to implement inclusive practices, through critical analysis of video highlighting teaching practices, teachers were able to shift their perspective to become more inclusive in their own practices (Dovigo, 2020).

Transformative learning theory can drive the processes of professional learning communities (PLCs) where stakeholders assume responsibility for not only professional learning but also collaboration on goals targeting student success (Sanchez, 2018). When not involved in co-teaching, general education teachers report less attention devoted to individual students while co-teaching allows time to focus on student behavior and work (Rytivaara et al., 2021). Planning for coteaching, therefore, provides a community for teachers who reflect critically on student expectations raising the possibility of different perspectives that support teaching and learning (Rytivaara et al., 2021). The collaborative planning time between co-teachers creates a PLC focusing on increased understanding of

student diversity (Rytivaara et al., 2021). Meaningful collaboration designed to foster student learning is one focus of a PLC (Sanchez, 2018). PLCs that incorporate challenging existing frames of reference by making practices more inclusive and reflective through critical inquiry and collaboration promote the processes of teaching and learning (Sanchez, 2018).

Specifically, in the field of special education, transformative learning theory has been used to understand how collaborative processes shape perspectives (see, for example, Dovigo, 2020; Page et al., 2019; Rytivaara et al., 2021; Sanchez, 2018). Collaboration between teachers provides many opportunities to share not only professional knowledge but also knowledge of students thus, establishing a supportive community for critical reflection on assumptions and expectations of students (Rytivaara et al., 2021). Dovigo (2020) found that video analysis promoted critical reflection of practices which led to changed perspectives related to inclusive practices such as authentic evaluation, pace and variety of curriculum, multi-level groups, and time management. The increased use of coteaching as a service delivery model necessitates reflecting on current perceptions of coteaching. Through critical reflection of coteaching, it is hoped that barriers and facilitators of coteaching practices can be identified.

Literature Review Related to Key Concepts and Variable

After conducting a thorough review of the literature surrounding coteaching practices, many benefits of coteaching and barriers to coteaching emerged as prominent. In addition to general benefits and barriers, the following recurring themes were present: (a) collaborative planning for coteaching, (b) administrative support for coteaching, (c)

roles within coteaching, (d) professional development, (e) pacing and high stakes assessments, (f) the effect of coteaching on academic achievement, and (g) over reliance on one teach/one assist (observe). The literature review provided rich information for the development of interview questions grounded in current research. The insight gained from current literature may provide greater understanding of perspectives shared within the local setting. The information gained from this study may be used to inform school based and district administrators, general education, and special education teachers about existing barriers and facilitators to co-teaching at the secondary level. Further, study results may impact positive social change by affording the opportunity to overcome these barriers through professional development.

Least Restrictive Environment

Since the Education for All Handicapped Children Act in 1975, students with disabilities being educated alongside their nondisabled peers to the maximum extent appropriate (i.e., through the LRE mandate) has been a fundamental characteristic of special education and its services (Yell, 2019). However, regardless of the legal appropriateness, educators' interpretation of LRE has changed over time (Gilmour et al., 2019). Initially, access to the general curriculum focused on the proper identification of SWDs as well as placement into neighborhood schools (Gilmour et al., 2019). Having been successful with the identification of SWDs and placement in neighborhood schools, the 1997 amendments to this law sought to improve student outcomes by increased access to the general curriculum standards and participation in high stakes assessments (Gilmour et al., 2019). The 2004 reauthorization of IDEA continued the expectation that

SWDs participate in high stakes assessments with the added requirement to report the performance of SWDs in comparison to all students making it clear that access includes how much SWDs learn (Gilmour et al., 2019).

The calls for greater access and accountability in special education had some professionals calling for the full inclusion of students with disabilities (Kauffman et al., 2018). The concept of full inclusion is that all students with disabilities would be educated in the general education classroom in their neighborhood school and that all supplementary supports and services would be received in this setting (Kauffman et al., 2018). The LRE mandate requires that SWD be educated to the maximum extent appropriate with their nondisabled peers and that the removal from this environment should only occur when the learning needs cannot be met in the general education classroom (Francisco et al., 2020; Kauffman et al., 2018). The Learning Disabilities Association of America does not support full inclusion or any policy that mandates the same placement for all students with learning disabilities (Westling, 2019). IDEIA requires that the LRE is a continuum of alternative placements, and the provision of full inclusion would not only negate this provision of a continuum of services but also emphasize the place of instruction being more important than instruction (Kauffman et al., 2018).

In an effort to provide not only a continuum of alternative placements but also provide supplementary aids and services in the general education to the maximum extent possible, many school districts began to utilize coteaching between regular and special education teachers (Satterlee-Vizenor & Matuska, 2018). Coteaching is a service delivery

model where general and special education teachers work together to plan, instruct, and monitor progress of students (Shin et al., 2016). Within this model, SWDs must continue to receive specially designed instruction to address skill deficits (Cook & McDuffie-Landrum, 2020). IDEIA 34 C.F.R § 300.39 [b] [3] [i–ii] (2004) stipulates that SWD receive specially designed instruction that addresses:

the unique needs of the child that result from the disability and ensure[s] access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

(Electronic Code of Federal Regulations, 2021)

This part of the law makes it clear that placement in the general education classroom is not provided at the expense of students making progress toward IEP goals and objectives (Kauffman et al., 2018; McKenna & Brigham, 2021).

Models of Coteaching

By the late 1980s, coteaching was most often a reference to a model for special education teachers to meet the needs of SWDs in the general education classroom (Cook & Friend, 1995). Coteaching models were developed to provide teachers options when making choices to best meet the needs of SWDs in the general education classroom (Cook & Friend, 1995). Coteaching models described by Cook and Friend in 1993 include one teach/one assist, station teaching, parallel teaching, alternative teaching, and team teaching (Cook & Friend, 1995). Since Cook and Friend's (1993) description of these instructional approaches, the one teach/one assist model has been expanded to

include one teach/one observe (Carty & Farrell, 2018). Each of these models will be presented in more detail.

One Teach/One Assist

Cook and Friend (1995) described one teach/one assist as a model where one teacher assumes the lead role while the other teacher monitors students and assists as needed. The approach is easy to implement, requires little planning, and provides the most basic level of support for SWDs in the cotaught classroom (Cook & Friend, 1995). One teach/one assist and one teach/one observe are reported to be the most frequently implemented models of co-teaching (King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019).

Regarding the perception of their learning being supported, one teach/one assist was ranked highest by students but lowest by teachers (Keeley et al. 2017). It is possible that teachers rank this model low because it contributes to the attitude and perception that one teacher often assumes the role of a glorified assistant which has been a known flaw in the model from its inception (Cook & Friend, 1995; Keeley et al., 2017). Document analysis indicated one teach/one assist was the model implemented 46% of the time (Cook et al., 2011). Carty and Farrell (2018) found teachers rely on one teach/one assist primarily because of a lack of both planning time and training. In the same study, teachers reported the perception of unequal roles with one carrying the majority of the instructional load (Carty & Farrell, 2018). While this model has been seen as being the least effective model of coteaching, when used in conjunction with other models, it has the potential to be more effective (Carty & Farrell, 2018; Keeley et al., 2017).

One Teach/One Observe

In the one teach/one observe model of co-teaching, one teacher takes the lead instructional role while the other teacher circulates and observes (King-Sears & Jenkins, 2020). The special education teacher assuming a subordinate role is one concern with this model (King-Sears & Jenkins, 2020). This model is sometimes used in an effort to assess and document student work and behavior (Underwood et al., 2016). One concern cited in the literature is the need for more intensive intervention than what is typically offered when using this model (Fuchs et al., 2015; Wexler et al., 2018). Along with one teach/one assist, this model of co-teaching is one of the most frequently implemented models (King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019). Since the one teach/one observe model is often perceived as being ineffective, when implementing this model, teachers should implement research-based practices such as opportunities to respond and contingent support to increase student engagement and decrease the potential for off-task behaviors (King-Sears & Jenkins, 2020).

Alternative Teaching

In the alternative teaching model of co-teaching, one teacher works with a small group of three to eight students while the other teacher works with the remaining larger group of students (Burks-Keeley & Brown, 2014; Cook & Friend, 1995; Underwood et al., 2016). Student groups in alternative teaching are based upon individual needs; specialized instruction can also be provided in this setting (Cook et al., 2011; Keeley et al., 2017). Alternative teaching provides the opportunity to pre-teach and re-teach material (Carty & Farrell, 2018; Cook & Friend, 1995; Cook et al., 2011). This model

also allows for some independent planning (Underwood et al., 2016). A concern when implementing this model is the possibility of being stigmatized by being in the small group; this, however, can be overcome by alternating groups so that each student will be a member of the small group at some time during instruction (Carty & Farrell, 2018; Cook & Friend, 1995).

Teacher ratings of alternative teaching rank this model higher than station teaching in the areas of student behavior, student confidence, and teacher authority (Keeley et al., 2017). In a study involving document analysis, alternative teaching was implemented only five percent of the time (Cook et al, 2011). Students report feeling more confident in their learning of content when teachers implement alternative teaching especially when compared to one teach/one assist (Burks-Keeley & Brown, 2014). Teachers report group selection can be difficult especially when groups are not predetermined during common planning (Carty & Farrell, 2018).

Parallel Teaching

When implementing parallel teaching, the class is divided into two equally sized heterogeneous groups where students receive instruction on the same content; however, this content can be presented in a slightly different manner or from a different perspective (Cook & Friend, 1995). Parallel teaching provides an opportunity for parity not found in one teach/one assist or one teach/one observe (Burks Keeley & Brown, 2014; Underwood et al., 2016). Noise level in the classroom can be problematic when implementing parallel teaching (Cook & Friend, 1995). A recent study found that noise and activity level can create problems when implementing parallel teaching; efforts to overcome these

obstacles include creating mixed ability groups and relocating to another setting (Carty & Farrell, 2018).

Evidence suggests students like parallel teaching, giving it a high rank for improving their confidence in learning which may indicate that parallel teaching might be an effective model to implement when teachers are noticing student's lacking confidence (Burks-Keeley & Brown, 2014; Keeley et al., 2017). When compared to station teaching, teachers ranked parallel teaching as a preferred model to implement because there are fewer problems with student behavior; further, teachers preferred parallel teaching because smaller groups make providing individual attention and progress monitoring easier when compared to station teaching and team teaching (Keeley et al., 2017). A recent study indicated that the use of parallel teaching as a co-teaching model was indicated in lesson plans six percent of the time (Cook et al., 2011). Although the parallel teaching model lends itself to smaller groups and the opportunity to provide more drill and practice, it is rarely used in mathematics classes (Carty & Farrell, 2018).

Station Teaching

Station teaching is a co-teaching model that requires dividing the class into two or more groups with each teacher presenting different portions of instruction while providing an independent station if student ability allows (Cook & Friend, 1995). Station teaching requires teachers share the responsibility for planning to adequately identify who is responsible for each part of instruction and allows for greater parity in the classroom (Burks-Keeley & Brown, 2014; Cook & Friend, 1995; Underwood et al., 2018). The pros and cons of station teaching are similar to those of parallel teaching.

Students benefit from smaller instructional groups and less stigma being associated with groupings (Cook & Friend, 1995). Each teacher delivering equally paced content, student noise, and student activity levels can make the implementation of station teaching more difficult (Cook & Friend, 1995; Underwood et al., 2018). Additionally, stations could be used to re-teach, independent practice, and problem-solving (Underwood et al., 2018).

Because the structure is drastically different from typical classroom instruction, students are able to identify when station teaching is the co-teaching model being implemented (Keeley et al., 2017). Students reported that station teaching provided benefit similar to that provided in one teach/one assist and that increased content understanding was greater when station teaching was implemented (Burks-Keeley & Brown, 2014; Keeley et al., 2017). Teachers rate station teaching higher than some other models of co-teaching, such as one teach/one assist, with regard to being equal partners in the classroom for instruction, discipline, and assisting students (Burks-Keeley & Brown, 2014; Underwood et al., 2018). Research also suggests that the implementation station teaching as a co-teaching model is very infrequent, occurring only four percent of the time in lesson plans (see, Cook et al., 2011).

Team Teaching

Team teaching is a co-teaching model that has two teachers sharing instruction in a variety of ways including one teacher leading a discussion while the other is taking notes, asking questions, or modeling a concept (Cook & Friend, 1995). Some argue that the special education teacher would need to be a content specialist for team teaching to reach its full potential; others, however, indicate the special education teacher can ask

questions to clarify content for students (Carty & Farrell, 2018). Both teachers take a lead role in team teaching (Keeley et al., 2017). Team teaching requires significant collaborative effort and trust between teachers (Burks-Keeley & Brown, 2014; Carty & Farrell, 2018). Noise level can become a problem when this model is utilized (Gurgur & Uzuner, 2011).

Teachers report that team teaching and one teach/one assist work best with their schedules (Kirkpatrick et al., 2020). Burks-Keeley & Brown (2014) found that along with station and parallel teaching, team teaching ranked statistically higher in parity than other models of co-teaching. This 2014 study further indicated that students feel more confidence in their learning when team teaching, along with parallel and alternative, was the co-teaching model utilized during lessons. In this same study, teachers indicated that team teaching requires considerable co-planning (Burks-Keeley & Brown, 2014). Carty and Farrell (2018) noted that team teaching is rarely used in co-taught mathematics classrooms.

Facilitators of Coteaching

Having two teachers in the room creates an ideal setting for providing differentiated, specially designed, and individualized instruction (Alnasser, 2020; Hoppey, 2016; Lindner & Schwab, 2020; Satterlee-Vizenor & Matuska, 2018). Being afforded the opportunity to volunteer for co-teaching and preparation for co-teaching leads to a more accepting co-taught classroom environment (Ashton, 2016; Friend & Barron, 2016; Rexroat-Frazier & Chamberlin, 2019). Teachers who have been paired together for more than one-year report using multiple co-teaching models (Panscofar &

Petroff, 2016). Other common benefits and facilitators found in current literature, such as collaborative planning, administrative support, defining roles and responsibilities, and professional development are addressed in detail in this chapter.

Collaborative Planning for Co-teaching

Co-teachers have a shared accountability for student learning outcomes (Friend & Barron, 2016). In order to maximize the potential of co-teaching, collaborative planning is essential (Alsarawi, 2019; Brendle et al., 2017). The practice of collaborative planning allows teachers to create lesson plans together, decide upon co-teaching models used in the lesson, and delineate roles for each teacher throughout the lesson (Brendle et al., 2017; Murawski & Lochner, 2011). Collaborative planning allows teachers to build in scaffolds, differentiation, behavioral supports, and specially designed instruction (Alsarawi, 2019; Murawski & Lochner, 2011).

Having time to collaborate is a common concern expressed by co-teaching pairs (DaFonte & Barton-Arwood, 2017; Keeley et al., 2017; Satterlee-Vizenor & Matuska, 2018; Sermon et al., 2020). In a recent study, Stogilos (2016) found that teachers reported having 1 hour and 26 minutes weekly to co-plan for co-teaching which is less than the 1 hour and 55 minutes teachers believed to be the optimal time for co-planning; further, Stogilos et al. (2016) found that while teachers have only one hour each week to evaluate co-teaching activities, they need at least 1 hour and 20 minutes for this task. Stefandis and Stogilos (2015) found that 29% of lesson plans did not reflect collaborative planning for co-teaching. Lack of collaborative planning can contribute to failure to implement differentiation strategies (Alsarawi, 2019). Because time to co-plan

can be limited, it is important for the time dedicated to collaborative planning to be intentional and purposeful (Rexroat-Frazier & Chamberlin, 2019).

Collaborative planning is needed so that special education teachers can have proactive input into instructional planning since they may not be content experts (Murawski & Lochner, 2011). This makes collaborative planning essential to prevent the special education teacher spending class time to catch up on content knowledge, figuring out the best instructional strategies to implement, and remediating student deficits (Murawski & Lochner, 2011). In an effort to maximize time allocated for collaborative planning, scheduling time, having a to-do list for prioritizing tasks, creating a shared vision of explicit goals, and using a framework that includes daily goals and reflection regarding instruction and outcomes is recommended (Alsarawi, 2019). Designing a complete unit of study which includes scaffolds for struggling learners, differentiation, and specially designed instruction as well as a day-by-day breakdown of the unit are suggested practices during collaborative planning for SWD in the co-taught classroom (Alsawari, 2019).

Administrative Support for Co-Teaching

There are many promising and evidence-based ways school administrators can support co-teaching such as limiting the number of SWD and other at-risk students in a co-taught classroom to natural proportions; some authors suggest limiting the number of students with IEPs to no more than 25% of the class (Alnasser, 2020) and others recommending between 25-50% (Nierengarten, 2013). In a recent study, Alnasser (2020) reported that three of four classrooms observed had over 50% of the class comprised of

students with IEPs. Nierengarten (2013) suggests that “hand scheduling” SWD into co-taught classes to prevent over-representation of SWDs in the co-taught general education classroom as opposed to relying on random computer algorithms. Providing both teachers with teacher editions of textbooks, desks, white boards, and projectors reflects the equality of each teacher in the co-teaching process (Friend & Barron, 2016). Finally, being explicit about the responsibility of each teacher is imperative to the successful implementation of co-teaching (Friend & Barron, 2016).

Administrative support of collaborative planning is essential (Alnasser, 2020; Alsarawi, 2019; Brendle et al., 2017; Nierengarten, 2013). Providing training for both general and special education teachers helps with the transition to co-teaching (Nierengarten, 2013). After receiving professional development regarding implementing models of co-teaching, Faraclas (2018) found a decrease from 75% to 41.7% in the use of one teach/one support for instruction in a co-taught classroom combined with an increase from 8.3% to 33.3% in the use of other models of co-teaching. Both the administrator’s vision for co-teaching and their understanding that teacher roles may look different is important in supporting the work of co-teachers (Friend & Barron, 2016; Murawski & Lochner, 2011). Nierengarten (2013) indicates that administrators learning alongside co-teaching pairs helps to build and support the vision of co-teaching and the understanding of roles within co-teaching. Although roles may look different, when observing in a co-taught class, administrators should see lessons that are substantively different such as both teachers being aware of the content and processes of instruction, a variety of co-teaching approaches such as small groups and hands-on lessons, built in scaffolds, and

tiered questions (Murawski & Lochner, 2011). The role of professional development will be discussed in more detail later in this chapter.

Roles Within Co-Teaching

Cook and Friend (1995) indicated that a specialty of general education teachers was their understanding of the structure and pacing regarding curriculum, and the specialty of their special education counterpart was the ability to enhance curriculum and instruction to meet the unique learning needs of diverse students. Evidence of this viewpoint continues to be prominent in current literature with authors indicating that the role of the special education teacher is to adapt or modify assignments, manage problem behaviors, and monitor the progress of SWD while the general education teacher's role is considered that of the content specialist (Alnasser, 2020; Brendle et al., 2017; Faraclas, 2018; Rexroat-Frazier & Chamberlin, 2019; Stefandis & Strogilos, 2015). Today, it is recognized that these complimentary roles allow for the provision of specially designed instruction and differentiation creating more robust instruction for all learners in the classroom (Friend & Barron, 2016; Lemons et al., 2018).

Cook and Friend (1995) indicated the need for equal roles between co-educators. This concept persists in other current literature as well (see Alsarawi, 2019; Friend & Barron, 2016; Stefandis & Strogilos, 2015; Wexler, 2021). Taking time to plan how instruction would be carried out and who was responsible for each part of instruction would help ensure each teacher had an active role and would promote parity (Cook & Friend, 1995; Stefandis & Strogilos, 2015; Wexler, 2020). Differing attitudes of co-teachers' roles and responsibilities can hinder the development of a shared approach to

co-teaching a diverse student population (Stefandis & Strogilos, 2015). Lack of shared understanding can contribute to these generally accepted roles leading to the special education teacher not making substantive contributions to classroom instruction (Stefandis & Strogilos, 2015). The role undertaken by each teacher should create a blending of expertise which can be demonstrated through the implementation of differentiation and specially designed instruction provided alongside core content instruction; this blending of expertise affords each professional an active role in providing instruction (Alsarawi, 2019; Friend & Barron, 2016).

Several models of co-teaching were provided early in the implementation of co-teaching as a service delivery model; these models included one teach/one assist, station teaching, parallel teaching, alternative teaching, and team teaching (Cook & Friend, 1995). Each model included clearly defined roles for each teacher (Cook & Friend, 1995). The supportive teaching models of one teach/one assist and one teach/one observe have become the most frequently utilized co-teaching models (King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019). A concern when implementing supportive co-teaching models is that the special education teacher would be seen as having a subordinate role in providing instruction (Cook & Friend, 1995; King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019). Although the need for co-planning, co-instructing, co-evaluating, and shared responsibility of managing student behavior has been a part of the literature from the inception of co-teaching as a service delivery model for SWD, a concern has persisted that the special education teacher's role may be both seen and

treated as a subordinate role (Cook & Friend, 1995; Friend & Barron, 2016; King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019 Wexler, 2020).

Professional Development

Although co-teaching as a placement along the continuum of services has been an option for decades, the implementation of co-teaching is still problematic because of continued lack of understanding about co-teaching techniques as well as the advantages co-teaching presents for students, teachers, and schools (Duran et al., 2020). One reason often cited for the difficulty when implementing co-teaching is the need for appropriate training on the purpose for co-teaching (Meadows & Caniglia, 2018). Implementation of co-teaching can be enhanced with professional development that focuses on organizational structures and resources that support collaboration (Jurkowski et al., 2020).

Co-teaching training needs to begin at the pre-service level (Duran et al., 2020; Friend & Barron, 2016; Hoppey, 2016; Kim & Pratt, 2020; Meadows & Caniglia, 2018; Petit, 2017). General education teacher candidates need more than a basic introductory course about SWD (Friend & Barron, 2016). Quality co-teaching relationships are an important factor for increasing student performance making early training crucial in the development of collaborative relationships with other professionals (Petit, 2017). A more extensive foundation needs to be provided to prepare teachers for using co-teaching approaches effectively in the classroom (Kim & Pratt, 2020). By planning, instructing, and assessing together, pre-service teachers learn how to work together creating and implementing lessons (Duran et al., 2020).

While evidence for the effectiveness of co-teaching is limited, it has been suggested that co-teaching may not be what is flawed and that targeted professional development may improve the effectiveness of co-teaching (Cook & McDuffie-Landrum, 2020; Wexler, 2020). Professional development must focus on overcoming barriers, supporting effective practices, and developing more positive attitudes toward co-teaching (Duran et al., 2020). Professional development research has shown a change in teachers' willingness to implement co-teaching (Duran et al., 2020). Hoppey (2016) suggests professional development should be grounded in daily practices that target improving student learning. Job-embedded professional development has been found to increase student engagement (Woodcock & Hardy, 2017). Co-teaching can cause teachers to step out of their traditional teaching roles and reconsider classroom and instructional responsibilities, and this may require both preparation and support through professional development (Wexler, 2020). Critical reflection of practice can lead to a shift toward student-centered teaching approaches (Meadows & Caniglia, 2018).

Barriers to Coteaching

Although co-teaching is utilized to support SWD in the general education classroom, the research supporting the effectiveness of co-teaching is limited (Cook & McDuffie-Landrum, 2020). Special education teachers lacking confidence in content and the general education teachers lacking confidence in differentiation can lead to discomfort with co-teaching (DaFonte & Barton-Arwood, 2017; Keeley et al., 2017). A teacher's caseload and the associated paperwork can interfere with time available to co-plan (Alnasser, 2020; Sermon et al., 2020). Other barriers reported in the literature and

covered in more detail in this chapter include the academic achievement of SWD and pacing and high-stakes assessments.

Academic Achievement in Co-teaching

The requirement for improved educational outcomes as measured by high stakes testing for all students, including SWD, began with the No Child Left Behind Act (NCLB) (2001). The Individuals with Disabilities Education Improvement Act (2004) reinforced testing and reporting outcomes for SWD and the Every Student Succeeds Act (ESSA) (2015) retained the requirement for schools to report the academic achievement of SWD (Gilmour et al., 2019). Today, access to the general curriculum requires SWDs to have improved educational achievement (Gilmour et al., 2019; Hurwitz et al., 2020). This focus on improved academic achievement has drawn attention to the achievement gap demonstrated by students with disabilities (Gilmour et al., 2019; Hurwitz et al., 2020).

Placement into special education supports academic growth, however, academic trajectories for SWD continue to lag behind their peers (Hurwitz et al., 2020), which complements the evidence showing that the benefits of inclusion for improving the academic achievement for SWD is weak (Gilmour, 2018). For many SWD, accommodations and differentiated instruction alone are not enough to improve academic outcomes. In fact, many SWDs require intensive instruction beyond what the general education classroom can offer in order to make progress (Gilmour, 2018; Gilmour et al., 2019). Even after decades of inclusive education and co-teaching being provided to SWDs, they continue to perform more than three years below their nondisabled peers in

reading comprehension (Fuchs et al., 2015; Gilmour et al., 2019). Students with specific learning disabilities at the secondary level remain three to four years behind their nondisabled peers in mathematics (Fuchs et al., 2015). These findings bring into question not only the effectiveness of core classroom instruction but also improved academic outcomes in an era focused on closing the achievement gap between SWDs and their peers (Fuchs et al., 2015).

High-Stakes Assessments

In an effort to improve educational opportunities for marginalized students, including SWD, federal legislation such as NCLB in 2001, required both the participation of SWDs in standardized assessments and the inclusion of these scores in in state-wide accountability reports (Mintrop & Zane, 2017; Tefera, 2019). Many of the accountability measures of NCLB were continued in ESSA of 2015 (Mintrop & Zane, 2017). Because of the inclusion of SWD in high-stakes assessments, school districts began moving toward practices such as co-teaching in response to the linking of accountability and testing (Theoharis et al., 2016). Mastropieri and Scruggs (2001) indicate that teachers are moving through the curriculum at a rapid pace because of high stakes assessments. This practice does not allow enough time for SWD to achieve content mastery before moving on to the next topic (Mastropieri & Scruggs, 2001). Further, this rush through the curriculum does not allow adequate time to implement specialized techniques to aid students in mastering the content (Mastropieri & Scruggs, 2001). More recently, it has been suggested that SWD would need 30-40 more days of instruction to be on pace with their nondisabled peers (Castro-Villarreal & Nichols, 2016). Schools must take

precautions to ensure students are not offered a less robust curriculum because of low scores on high stakes assessments (Martin, 2016). Despite these concerns, some schools are finding increased academic success when SWD receive instruction alongside their nondisabled peers (Theoharis et al., 2016).

It is difficult for SWD to achieve proficient scores on high stakes assessments (Martin, 2016). Evidence suggests SWD have difficulty attaining proficiency on high stakes assessments because of limitations in their ability to learn (Martin, 2016). Regardless of the intent for high-stakes assessments, test scores have not changed much since their wide-scale implementation (Tefera, 2019). This seems to be further compounded by the lack of teacher retention, especially in urban settings (Tefera, 2019). Students in this setting expressed the lack of qualified teachers hindered their ability to pass high-stakes assessments because of having instruction provided by either multiple substitute teachers or teachers with emergency certification had created a situation where students felt they did not receive the same level of instruction provided to their nondisabled peers; additionally, SWD reported not always having the same textbook as their nondisabled peers in Algebra I and Geometry (Tefera, 2019).

Overreliance on One Teach/One Assist (Observe)

Teacher knowledge of co-teaching models and the careful selection thereof to support SWD in the co-taught classroom is essential (Brendle et al., 2018; Sermon et al., 2020). Student reports of co-teaching models implemented indicate that one teach/one drift was the primary model used in their co-taught classes (King-Sears & Strogilos, 2020). One teach/one assist (observe or drift) was found to be used 44% of the time

(Lemons et al., 2018). The practice of relying on one teach/one assist limits the ability of the special education teacher to provide strategy instruction and scaffolding to support student learning (Stefandis & Strogilos, 2015). This model, however, is often selected because of a limited capacity to co-plan (Alsarawi, 2019; Panscofar & Petroff, 2016). Further, special education co-teachers who work with multiple general education teachers every day are more likely to implement the one teach/one observe model (Panscofar & Petroff, 2016). In addition to it requiring little collaborative planning, co-teaching teams justify the selection of the one teach/one observe model for a multitude of reasons including it is easy to implement when the special education teacher lacks content expertise and because it is the easiest model to utilize (Alnasser, 2020).

While an overreliance on this co-teaching model exists, the greater the number of years being paired with a co-teaching partner, the more likely the co-teaching team was to select and implement a variety of co-teaching models (Faraclas, 2018; Panscofar & Petroff, 2016). There is a greater number of SWD participating in the general education classroom, and many educators express that they are not prepared to meet the diverse learning needs of SWD (Faraclas, 2018). Professional development can move a team from relying on one teach/one observe toward the selection of other co-teaching models (Faraclas, 2018).

Summary and Conclusions

Changes in how legislation is interpreted has led to increased implementation of co-teaching models. A thorough review of current literature indicates many facilitators of and barriers to co-teaching. Common across the literature as facilitators of co-teaching

included teachers co-planning for co-teaching, administrative support for co-teaching, defining roles among co-teachers, and professional development to support co-teaching. Barriers included the academic achievement of SWD, the impact of high-stakes assessments, and the over-reliance on the one teach/one assist (observe) model of co-teaching. These common themes will guide this study in an effort to better understand facilitators and barriers to co-teaching in high schools in a southwestern school district in Georgia. Results of this study may influence professional development needed to afford the best outcomes for SWD placed in co-taught general education classrooms.

Chapter three will describe in detail the methodology for this study. Recruitment of participants for the study will be outlined. Development of research questions will be addressed. Finally, data collection and data analysis will be discussed.

Chapter 3: Research Method

The purpose of this qualitative multiple case study was to explore the perceptions held by administrators, general, and special education teachers at both high and low performing high schools in an urban district in southwestern Georgia regarding the planning and implementation of coteaching to support the academic needs of SWD. As a result of this study, the perceived barriers and facilitators of coteaching may be identified and used to improve the implementation of coteaching and may lead to more effective academic outcomes for SWDs in inclusive classrooms.

This chapter details the research into the perceived barriers and facilitators of coteaching in an urban school district in Georgia. In this chapter, methodology, research design, participant selection, data collection, and data analysis are discussed. The role of the researcher and any potential conflicts of interest will be addressed. Finally, data collected from interviews will be described.

Research Design and Rationale

A review of current literature revealed that information about effective coteaching practices at the high school level is limited (see King-Sears et al., 2019; Shoulders & Krei, 2016). A qualitative multiple site case study design was used to explore barriers and facilitators at more than one building location within the school district. High performing schools will be defined as earning at least one green flag in either ELA or math and low performing schools will be defined as schools earning a red flag in both ELA and math. Discovering planning and instructional practices at both high and low performing schools allowed for the identification of both shared and unique

practices in each school setting. The research questions were designed to obtain perceived barriers and facilitators with coteaching at the high school level. It is hoped that the results of this study can be used assist in the resolution of the difficulties experienced with the implementation of coteaching.

Research Questions

RQ1: How do high school administrators perceive the planning and implementation of coteaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of coteaching to support the academic needs of SWD?

RQ2: How do high school general education teachers perceive the planning and implementation of coteaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

RQ3: How do high school special education teachers perceive the planning and implementation of coteaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of coteaching to support the academic needs of SWD?

The phenomenon under investigation in this study involved perceptions participants hold regarding barriers and facilitators of coteaching among administrators, general, and special education teachers at both high and low performing schools. The research approach used in this study was qualitative and applied a case-study approach. When seeking to understand a phenomenon in its natural, real-life context, a researcher

often selects a qualitative study (Burkholder et al., 2016; Ravitch & Carl, 2021).

Research in special education often utilizes qualitative case-study approaches to gain better insight into the issues affecting instruction and related services (Rumrill et al., 2011). Because a qualitative multiple case study allowed the researcher to obtain and explore narrative perspectives from both low and high performing schools, this was a logical design to answer the research questions in this study.

This study explored participants' subjective insights and perceived barriers and facilitators of coteaching occurring at both high and low performing schools.

Phenomenological studies describe lived experiences in the voice of study participants (Ravitch & Carl, 2021). Since the phenomenon of the study involved both description and analysis of perceived barriers and facilitators of co-teaching through the eyes of administrators, general, and special education teachers, a phenomenological study was considered but rejected.

Narrative studies seek to tell the story of individual experiences on a specific topic (Ravitch & Carl, 2021). Since patterns regarding the barriers and facilitators of co-teaching in the voice of administrators, general, and special education teachers was the focus of this study, the implementation of a narrative study was rejected. Ethnographic studies focus on the interactions within a shared culture (Ravitch & Carl, 2021), so this research approach would not be the correct one to answer the research questions of this study because "interactions" are not related to the central problem at the site.

Multiple case studies are often considered when investigating extremes, such as good outcomes and poor outcomes (Yin, 2018). Because a multiple case study design

allows for the exploration of multiple points of view among professionals involved in coteaching in both high-performing and low-performing settings it was determined to be the most appropriate approach for collecting information to clarify the nature of the problem and offer potential solutions to improve the implementation of coteaching.

Role of the Researcher

Since 2017, I have been working as an academic coach in an urban high school in southwestern Georgia. My role within this study was conducting interviews. Working in a large district, teachers often transfer among schools. Given the possibility of having worked with teachers at other schools, I examined the faculty lists on the school websites. I found eight teachers with whom I have previously worked directly. To ensure the integrity of this study, these eight teachers, as well as my current school assignment, will be excluded as participants. Additionally, as I interview participants, I will not mention my education or training so as not to influence answers. Examples will be provided if necessary to clarify questions.

Having experienced coteaching as both the general and special education teacher, I have observed and experienced teachers having a dynamic coteaching relationship; the opposite is also true in that I have observed and experienced coteaching relationships where the special education teacher's expertise was underutilized. Because of the range of my personal experiences, I sought to better understand the perceptions of teachers currently involved in coteaching particularly the similarities and differences among high and low achieving schools.

Yin (2016) stressed the importance of disclosure regarding the researcher's roles and traits that may affect the study. My professional experiences with coteaching and observation of co-teachers could lead to a biased opinion about how coteaching could be implemented. To ensure that my own experiences and perceptions about coteaching did not play a role in the transcription of the data collected, and to improve the trustworthiness of the study NVivo transcription will be utilized to transcribe data. Further, to ensure that data analysis and reporting of the data was free from bias, NVivo software was used. Both positive and negative viewpoints regarding coteaching have been reflected throughout chapters one through three in a conscientious effort to provide a clear and honest picture of coteaching. Further, not having been a classroom teacher for the past seven years created the opportunity to be more removed from the coteaching dynamic within the classroom.

A \$20 gift card was used as a gratuity for participants in this study. With the approval of IRB, this amount was later increased to a \$50 gratuity because of difficulties in recruitment. Participants were not informed that I am an employee of the district in order to avoid introducing any undue influence during the recruitment process. Recruitment invitations were sent to prospective participants from my Walden student account.

Methodology

Participant Selection

The population for this study included high school administrators, general, and special education teachers in an urban district in southwestern Georgia who have a

minimum of one year experience with coteaching. The school district has nine high schools; however, two of these high schools cannot be part of the study because they have too few students with disabilities, and a third school cannot be included because the researcher is currently employed at the school. The remaining six schools have 43 ELA general education teachers, 18 ELA special education teachers, 39 math general education teachers, 18 math special education teachers, and 18 administrators serving 6,274 students. Using school website data, administrators, ELA, math, and special education teachers were identified. An email which explained the study and sought their participation was sent to prospective administrators, ELA, math, and special education teachers at prospective research sites. In addition to this email, a hard copy of the flyer was sent to each potential candidate, and a larger poster was sent to administrators asking that it be placed in the teacher work room at each prospective school. The identity of participants and the information shared will be protected throughout the study. Administrators, general and special education teachers from sites A, B, E, and F will be recruited to represent high performing schools while administrators, general, and special education teachers from sites C and D will be recruited to represent low performing schools. Table 3 details the number of potential participants at each site.

Table 3

Administrators, General, and Special Education Teachers in ELA and Math at Each High School Site

Site	Administrators	ELA General Education Teachers	ELA Special Education Co-Teachers	Math General Education Teachers	Math Special Education Co-Teachers
A	3	8	3	6	3
B	3	6	3	5	2
C	3	5	2	5	2
D	3	5	4	5	4
E	3	8	2	8	3
F	3	11	4	10	4
Total	18	43	18	39	18
Grand Total					136

Note. It is assumed there is no overlap for special education teachers in ELA and math. Teachers are dedicated to a specific content area.

Instrumentation

Data instrumentation for this study consisted of: (a) a demographic questionnaire to obtain information about years of experience teaching, years of experience coteaching, and training for coteaching and (b) interview questions that were asked in a semistructured protocol format. Interview questions were adapted from previous research regarding barriers and facilitators of coteaching (see Hang & Rabren, 2009; Murawski & Lochner, 2011; Nishimura & Busse, 2016). Questions designed to answer RQ1 focused on administrator descriptions of established protocol for collaborating to create lessons for cotaught classes and perceptions of school and/or district barriers to and facilitators of coteaching. Questions designed to address RQ2 focused on general education teacher descriptions of the planning process between general and special education teachers to meet the needs of SWDs in the cotaught classroom. Questions probed the perceptions

held by general education teachers regarding district and/or school level barriers to and facilitators of coteaching. To address RQ3, questions were asked to obtain descriptions from special education teachers about their role in planning for cotaught classes. Questions were designed to obtain information about the perceptions held by special education teachers regarding school and/or district level barriers to and facilitators of coteaching.

Semistructured interviews were conducted once volunteers signed consent for participation in the study. Because of the ongoing Covid-19 pandemic, most interviews were conducted using Zoom. This platform allowed the participant to engage in the interview process from home or their school location either before or after the school day. Ravitch and Carl (2016) describe six types of qualitative interview questions including experience and behavior, opinion and value, feeling, knowledge, sensory, and background demographics. With these types of questions in mind, the interview began by thanking the participant for agreeing to participate. The researcher then shared a brief description of the study. Prior to the interview, participants gave consent for the interview to be recorded. To begin building rapport, the interview began with questions probing the administrator or teacher's experience including years of experience and years of experience with co-teaching. Questions regarding the participants education included whether participants were traditionally or nontraditionally trained for teaching and what their educational experience regarding coteaching was. These questions were followed by questions regarding perceptions of the value of co-teaching as well as barriers to and facilitators of co-teaching.

Procedures for Recruitment, Participation, and Data Collection

To recruit participants for this study, a list of administrators, general education ELA and math teachers, and special education teachers was obtained from school websites. Flyers were then sent to the schools with potential participants. Each flyer was addressed to the prospective participant so that it could be placed in the teacher's mailbox. A larger flyer was sent to be posted in common area of the school, such as a teacher work room or the area where teachers sign in each day. The flyer was followed up with an email, which was sent from my Walden email account and my cell phone number was provided for communication with participants. The flyer and email described the purpose of the study, who qualified as a participant, actions expected of participants for the study, and an approximate period of engagement.

As participants contacted me, screening questions were asked to ensure the participant met the study requirements of being a general education ELA or math teacher, a special education ELA or math co-teacher, or a high school administrator with at least one year experience in the co-teaching process. Once a teacher or administrator agreed to participate in the study, informed consent was obtained. After informed consent was obtained, an interview was scheduled. Interviews took place after school using either Zoom or a face to face format. Eight participants chose Zoom and four preferred face to face. Upon completion of interviews, NVivo transcription software was used to transcribe voice files. Through the process of member checking, participants had the opportunity to review the data transcription from their interview and inform the researcher of any

changes they felt needed to be made. No participant requested a change of information contained in the transcript of their interview.

Participation

Once a teacher or administrator agreed to participate and passed screening questions, an interview was conducted. Before the interview, participants were provided with a copy of the questions. Interviews occurred after school hours at the time and place preferred by the participant that afforded privacy during the data collection process. Further, participants chose to be interviewed either face to face or by using Zoom. It was anticipated that interviews would last about one hour. Once all interviews were conducted, data files were uploaded to NVivo transcription. Upon transcription of the data obtained during the interview, participants were provided the opportunity to review their data and inform the researcher of any changes they felt needed to be made for clarity or accuracy. No participant requested data from their interview to be changed.

Data Collection

Data was collected through interviews. Face to face interviews were recorded using a digital voice recorder. Virtual interviews were conducted and recorded using both Zoom and a digital recorder. The researcher also took notes during the interview noting unusual body language or noting where a follow up question might be needed.

An audio file was uploaded to NVivo transcription software upon completion of the interview. Once transcription was complete, the participant was provided a copy of the transcript to check for completeness and accuracy. This process of member checking allowed the participant to review their data further establishing credibility of the data

(Ravitch & Carl, 2016). No concerns or corrections were requested by any participant. No answers provided by participants were unclear and no additional data was needed to answer the research questions; therefore, it was not necessary to conduct any follow-up interviews. Interviews and transcription took place over a six-month period from October 2022 through April 2023.

Data Analysis Plan

Interviews were separated into categories based on professional role: administrator, general, and special education teacher and whether the participant worked at a high or low performing school. Separation by professional role helped not only in coding the data and determining themes but also when exploring similarities and differences in perceptions among professional roles. Interviews were transcribed using NVivo transcription software. Member checking afforded participants the opportunity to verify accuracy and completeness of the data (Burkholder et al., 2016). In this study, member checking occurred before sending transcripts to a professional service. Data was transcribed using NVivo software and codified using the professional services of Statistics Solutions.

Thematic analysis was used to codify data. Thematic analysis allowed for organizing data and identifying meaningful patterns across the data (Terry et al., 2017). Terry et al. (2017) outline six phases of conducting a thematic analysis of data including familiarizing oneself with the data, generating initial codes, searching for themes, reviewing potential themes, defining and naming themes, and producing the report. After all interviews were conducted and transcribed, they were thoroughly reviewed allowing

for familiarization with the larger body of interviews as opposed to focusing on individual interviews. Familiarizing myself with the entire data set allowed for both the identification of initial codes and searching for emerging themes. In such qualitative inquiries, a code is a word or a short phrase that captures the meaning of the data excerpt; a code is the link between the collection of data and the discovering the meaning of the data (Saldaña, 2016).

Initial codifying of data included any response that helped to answer any of the research questions. Terry et al. (2017) highlights the importance of coding any data that may become relevant because it is easier to discard a code than it is to go back through the data to find something later that became increasingly relevant throughout the review process. After this initial process of data codification, emergent themes became apparent. A theme represents a pattern within the larger set of data (Terry et al., 2017). While reviewing potential themes, data was further sorted and categorized. This narrowing process was continued to ensure that themes directly address the research questions.

Trustworthiness

Trustworthiness reflects the degree of confidence that the sources and methods for a study are credible (Burkholder et al., 2016; Ravitch & Carl, 2021). Careful steps must be taken to ensure the trustworthiness of a study. It is critical to accurately report on the perceptions shared by participants. Steps taken in this study to ensure trustworthiness are detailed below. Steps taken to ensure the trustworthiness of this study included utilizing both professional transcription software and a data analysis provider. In taking this step, a potential source of bias was eliminated.

Credibility

Credibility means the results of the study are believable (Burkholder et al., 2016). Rubin and Rubin (2012) express the importance of interviewing participants who have knowledge of topic being studied. To ensure participants were knowledgeable of co-teaching, only teachers and administrators who had experience with co-teaching were interviewed for this study. Member checks were another way credibility was established. Member checks provided participants the opportunity to review transcripts not only for accuracy and completeness but also for soliciting feedback (Burkholder et al., 2016). After transcription of the interview, each participant was provided the transcript to check for accuracy and completeness as well as to provide feedback.

Transferability

Although the purpose of qualitative studies is not to generalize from the sample to the larger population, it is hoped that the results would be similar in settings similar to the sample (Burkholder et al., 2016). Thick description was used to assist in the transferability of the findings of this study. Thick description involves describing the setting, participants, and findings (Burkholder et al., 2016). The findings of this study may be used in the local setting from which the data was collected. It is possible that the findings could transfer to other districts and schools with a similar population.

Dependability

For a study to be dependable, data collection, analysis, and reporting must be consistent (Burkholder et al., 2016). For this study, an accurate account of how and when data was collected was provided. Further, the researcher documented when transcripts

were shared as well as when feedback from the participant was received. Transcripts were saved electronically with participants listed by assigned numbers. These files will be password protected to minimize the opportunity for data to be accessed by others.

Confirmability

Because the potential exists for subjectivity on the part of the researcher, confirmability indicates that another researcher would arrive at the same conclusions (Burkholder et al., 2016). It is important that the conclusions from this study remain free from personal bias. To accomplish this, member checking of data and initial coding was utilized. This afforded the participant the opportunity to ensure no bias on my part had been entered into the data. Interviews were transcribed verbatim. Finally, a data analysis provider was consulted in the codification of data as another step to eliminate possible bias.

Ethical Procedures

Ethical procedures were followed throughout this study. After obtaining site permission, IRB approval was obtained. Yin (2016) lists specific considerations when conducting research with human subjects including voluntary informed consent, assessing harms, risks, and benefits of the research, selecting participants equitably, and assuring confidentiality. CITI Program Certification was obtained in the areas of ethical principles, assessing risk, informed consent, privacy and confidentiality, unanticipated problems and reporting requirements in social and behavioral research, research in public elementary and secondary schools, and research with subjects with physical disabilities and impairments. To maintain confidentiality during recruitment, the flyer was enclosed

in a sealed envelope to be placed in the teacher or administrators' box at their respective school. Upon agreeing to participate in the study, confidentiality was maintained by assigning participants numbers. Data will be kept for five years and stored on a password protected external hard drive.

A potential ethical issue could be that the study was conducted in the district at which I am employed. In my professional role, I do not have supervisory responsibilities over any of the potential participants. Further, the school at which I am employed will not be included in the study. Finally, any potential participant with whom I have personal or professional associations will be excluded as potential participants.

Summary

Perceptions of administrators, general, and special education teachers regarding barriers and facilitators of co-teaching were gathered in this qualitative multiple case study. Data was collected in the format of direct interviews. Because some schools are not experiencing as much success with co-teaching, it is important to learn and compare the practices of both schools that are experiencing content mastery and schools not experiencing content mastery which makes this an appropriate study. The topic is of interest because as an academic coach it is my responsibility to help all teachers improve educational outcomes for a diverse student population.

Chapter four will provide details of the settings in which the study occurred. The data collected will be discussed. An analysis of the data will be reviewed. Finally, evidence of the study's trustworthiness will be detailed.

Chapter 4: Results

The purpose of this qualitative multiple case study was to explore perceptions held by administrators, general education teachers, and special education teachers regarding both the planning and implementation of coteaching to support the academic needs of students with disabilities as well as the systemic barriers and facilitators to effective coteaching of SWDs. The first research question probed the perceptions held by administrators regarding the planning and implementation of coteaching as well as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of coteaching to support the academic needs of SWD. The second research question asks the same information of general education ELA and/or math teachers while the third research question asks the same information of special education ELA and/or math coteachers.

This chapter presents demographic information of both participants and the site at which they work. Data collection and analysis will be reviewed. Achieving trustworthiness will also be addressed. Finally, results will be shared.

Setting

Six high schools were selected as sites for data collection. Among the schools participating in the study, two of the sites were low performing schools and four were high performing schools. The designation of high or low performing school was based upon CCRPI content mastery data from the 2018-2019 school year. From these six schools, data collection occurred at two high and two low performing schools. Four administrators participated in this study. Two of these administrators represented high

performing schools, one represented a low performing school, and one represented a district level administrative position. Four general education teachers participated in this study. Two general education teachers represented two different high performing schools. The other two general education teachers represented the same low performing school. Finally, four special education teachers participated in the study. Two special education teachers represented the same high performing school. The remaining two special education teachers represented two different low performing schools.

Experience among school and district administrators ranged from 16-30 years with each administrator having at least an Ed.S. Three of the four administrators had coursework regarding co-teaching. Three administrators reported being self-taught where they chose to study and learn more about co-teaching. Two administrators have provided co-teaching training to their faculty covering models of coteaching and faculty expectations. General education teachers had less experience than administrators. Their experience ranged from 6-25 years. All general education teachers had at least one college course where co-teaching was discussed. One general education teacher also reported being self-taught where she studied independently to learn more about coteaching. One general education teacher submitted a proposal and with her coteacher presented co-teaching at a new teacher orientation. Level of experience among special education teachers ranged from 6-30 years. Three of the four special education teachers participating in the study had college coursework regarding co-teaching. One special education teacher reported never having training in co-teaching. Table 4 provides information of participant demographics.

Table 4*Participant Demographic Information*

Participant	Years of Experience	Highest Degree Obtained	Co-Teaching Training Received
Admin 1L	16-20	EdS	CW, ST
Admin 2H	26-30	EdD	IS, CW, ST, PT
Admin 3D	21-25	EdS	IS, CW, PT
Admin 4H	16-20	EdS	IS, ST
Gen Ed 1L	6-10	Bachelor's	CW
Gen Ed 2L	6 – 10	Master's	CW, IS
Gen Ed 3H	21-25	Master's	CW, ST,
Gen Ed 4H	16-20	Master's	IS, CW, PT
Sped 1L	6-10	Master's	CW
Sped 2L	26-30	EdS	CW, IS
Sped 3H	11-15	Bachelor's	CW, IS
Sped 4H	6-10	Master's	None

Note. Admin = Administrator, Gen Ed = General Education teacher, Sped = Special Education teacher. CW = coursework; ST = self-taught; IS = in-service training; PT = provides training; H = high-performing school; L = low-performing school; D = district level administrator

Table 5 presents site demographics for the four high schools and one district employee. The district administrator currently works with all high schools in the district with SWD as they transition from high school to their next placement. One high school administrator reported a total school population of 500-1,000 students with more than 200 of those students having an Individualized Educational Plan (I.E.P.). This administrator shared that the high school where he works provides some of the high school programs for students with significant behavioral challenges that are not available at all high schools in the district. Two high school administrators reported a school population of 1,001-1,500 students with 126-150 of those students having an I.E.P. Administrators reported that there are 10-12 SWD in each co-taught classroom. The

general education teachers working at low performing schools indicated a school population of 500-1,000. Of these students 151-175 have an I.E.P. Co-taught classes had from seven to nine SWD. These teachers worked in the same school. The general education teachers working at high performing schools reported a total student population of 1,001-1,500. Of those students, one teacher reported 126-150 students having an I.E.P, while the other general education teacher reported 176-200 students had an I.E.P. The school with more I.E.P.s has a few specialized programs at the school increasing the number of students with an I.E.P. The number of SWD in a co-taught class varied by school as well with one teacher reporting 10-12 students while the other indicated co-taught classes have more than 12 SWD. Table 5 provides the demographic information related to total school population, number of SWD, and average number of SWD in a co-taught classroom.

Table 5*Site Student Population, SWD, and Co-Taught Class Size*

Participant	Total Student Population	Number of SWD	Average Number of SWD in Co-Taught Class
Admin 1L	500-1,000	>200	10-12
Admin 2H	1,001-1,500	126-150	10-12
Admin 3D	500-1,000	151-175	NA
Admin 4H	1,001-1,500	126-150	10-12
Gen Ed 1L	500-1,000	151-175	7-9
Gen Ed 2L	500-1,000	151-175	7-9
Gen Ed 3H	1,001-1,500	126-150	10-12
Gen Ed 4H	1,001-1,500	176-200	>12
Sped 1L	500-1,000	151-175	7-9
Sped 2L	1,001-1,500	151-175	10-12
Sped 3H	1,001-1,500	126-150	10-12
Sped 4H	1,001-1,500	126-150	10-12

Note. Admin = Administrator, Gen Ed = General Education teacher, Sped = Special Education teacher; SWD = Students with Disabilities; H = high-performing school; L = low-performing school; D = district level administrator.

All administrators reported having from seven to nine ELA general education teachers and seven to nine general education math teachers. One administrator indicated four to six special education teachers in both ELA and math. Two administrators indicate having one to three special education teachers for both ELA and math. The two general education teachers from the same low performing school indicated four to six general education teachers for both ELA and math. These teachers indicated one to three special education co-teachers for each subject. One teacher at a high performing school indicated seven to nine general education teachers for both ELA and math and one to three special education co-teachers for each subject. The remaining general education teacher indicated having 10-12 general education ELA teachers and more than 12 general

education math teachers. This teacher also reported having one to three special education co-teachers for ELA and four to six special education co-teachers for math. Table 6 provides school demographic information regarding number of general and special education ELA and math teachers at each site.

Table 6

Site ELA and Math Data

Participant	Gen Ed ELA Teachers	Gen Ed Math Teachers	Sped ELA Teachers	Sped Math Teachers
Admin 1L	7-9	7-9	4-6	4-6
Admin 2H	7-9	7-9	1-3	1-3
Admin 3D	NA	NA	1-3	1-3
Admin 4H	7-9	7-9	1-3	1-3
Gen Ed 1L	4-6	4-6	1-3	1-3
Gen Ed 2L	4-6	4-6	1-3	1-3
Gen Ed 3H	7-9	7-9	1-3	1-3
Gen Ed 4H	10-12	>12	1-3	4-6
Sped 1L	4-6	4-6	1-3	1-3
Sped 2L	4-6	10-12	1-3	1-3
Sped 3H	7-9	7-9	1-3	1-3
Sped 4H	7-9	7-9	1-3	1-3

Note. Admin = Administrator; Gen Ed = General Education teacher; Sped = Special Education teacher; ELA = English Language Arts; Sped = Special Education; Gen Ed = General Education; H = high performing school; L = low-performing school; D = district level administrator

Data Collection

On June-28, 2022, permission to conduct my study in an urban school district in southwestern Georgia serving over 30,000 students was obtained from the Research and Accountability office. On September 9, 2022, Walden University's Institutional Review Board (IRB) approved my IRB Application (approval number 09-09-22-0995061), allowing me to begin recruiting participants for this study. After obtaining permission

from the IRB, I visited two high school websites and obtained a list of school administrators, ELA, math general education teachers, and interrelated special education teachers. Data was collected from October 10, 2022, until April 13, 2023.

A total of 19 school level administrators, four district level administrators, 31 ELA general education teachers, 34 math general education teachers, and 52 interrelated special education teachers were identified as potential participants for my study. Interrelated special education teachers teach all SWD who are not placed in self-contained classes. They teach in both pull-out and co-taught settings. Next, I sent a total of 6 flyers describing my study through district interdepartmental mail to each building administrator asking that it be placed in a common area such as a teacher work room. I then sent 136 personalized flyers describing my study to each administrator, general education teacher, and special education teacher identified from the school website. Finally, I sent an email describing my study to each potential participant from my Walden email account. 16% of administrators who qualified as potential participants in the study agreed to participate; six percent of general education teachers agreed to participate, and eight percent of special education teachers agreed to participate in the study.

As potential participants responded either to the flyer or email, I asked about their years of experience with co-teaching. Once it was determined the administrator or teacher had a minimum of one year experience, I emailed them a consent form and a copy of my interview protocol. Interview questions were provided to help recruits determine whether or not they wanted to participate in the study. Recruits were asked to respond to the email

with “I consent” if they agreed to participate in the study. After obtaining consent to participate was obtained, I scheduled an interview at a time convenient for the participant. Because of health concerns resulting from the recent Covid-19 pandemic, participants could choose to interview either by Zoom or face-to-face. All interviews were recorded using Zoom and/or a voice recorder. As shown in Table 4, there were 12 participants in this study. Each participant engaged in a semi-structured interview probing not only planning and implementation of co-teaching but also perceived school and/or district barriers to and facilitators of co-teaching. Both Zoom and face-to-face interviews were recorded using a voice recorder. The interviews lasted between 20 minutes and one hour, with the median interview length being 30 minutes. Interviews were scheduled at a time and place chosen by each participant. Seven of the 12 participants were interviewed using Zoom. Face-to-face participants chose my office, their office, or their classroom setting for the interview. With the exception of five face-to-face interviews, I was conducting the interview from my home via Zoom.

Data Analysis

Four administrators participated in this study. Two administrators were working in high performing schools, one administrator was working in a low performing school, and one administrator was working at the district level as a transition specialist for SWD. All administrators have over 15 years of experience. Three of four administrators had college coursework regarding co-teaching, in-service training for co-teaching, or were self-taught in addition to having provided training for teachers about co-teaching. Four general education teachers participated in this study. All general education teachers had

between 6 and 10 years of experience. Two teachers were working at low performing schools and two were working at high performing schools. Three general education teachers are trained in ELA and one in math. All general education teachers had college coursework related to co-teaching; however, Participant GenEd 1 stated “the course was only observational [simply observing in a classroom] with no practical experience.” Four special education teachers participated in this study. All special education teachers had a minimum of 6 to 10 years of experience. Two special education teachers were working at low performing schools and two were working at high performing schools. All special education teachers indicated having experience co-teaching math: one indicated having also co-taught ELA. Three special education teachers reported having college coursework regarding co-teaching. Two special education teachers reported having received in-service related to co-teaching. One special education teacher indicated no specific co-teaching training had ever been provided.

Braun and Clarke (2006) proposed a six-phase process of providing researchers with a method to systematically address the important aspects of thematic analysis. This process includes familiarization with the data, generating initial codes, searching for themes, reviewing potential themes, defining, and naming themes, and producing the report (Braun & Clarke, 2006). Braun and Clarke’s (2006) method of thematic analysis was applied to each interview in order to analyze data.

Familiarization with the Data

Familiarization with the data requires the data set to be read more than once to become completely familiar with the entire set of data (Braun & Clarke, 2006). This step

is necessary so that the researcher can identify information that is relevant to the research questions (Byrne, 2022). To become familiarized with the data, each transcript was read three times. While reading each transcript, a list of repeated topics and terms were recorded to create a list of initial codes.

Generating Initial Codes

Codes are the building blocks for the development of themes (Byrne, 2022). The process of coding is necessary so that meaningful descriptive labels can be created that may be relevant to the research questions (Byrne, 2022). During this phase of analysis, transcripts were grouped into three categories: administrators, general education teachers, and special education teachers. This was followed by highlighting repeated phrases and ideas in participant responses to develop meaningful units of data referred to as codes. Some examples of codes from this dataset include one teach one assist and increased graduation rates. A combined total of 51 codes were generated for administrators, general education, and special education teachers. A table for each category can be found along with each research question.

Generating Themes

Themes are coherent patterns of meaning that capture something significant about the data (Byrne, 2022). Themes should be coherent and relevant to the research question, and they should capture the essence of the data. Themes can be identified through a process of comparison where codes are grouped together and compared for similarities and differences. The goal during this phase was to identify themes that were consistent and distinctive from one another. During this phase of data analysis, the codes were

reviewed and grouped into larger units of meaning based on similarity. One example from this data set is “increased graduation rate,” “increased reengagement and improved grades,” and “GMAS scores increased” were grouped into a theme of “positive outcomes for students” as these were all “positive academic outcomes for students” administrators perceived resulting from co-teaching.

Reviewing Potential Themes

In an effort to review and refine identified themes to ensure that the themes accurately reflect the data and make sense, themes were reviewed for both accuracy in their depiction of the data presented and their individuality. As a result, some themes became subthemes grouped into larger thematic units or the final themes. For example, “positive outcomes for students” was grouped with “positive outcomes for instructors” into a larger theme of “academic outcomes.” This resulted in nine themes for administrators, 14 themes for general education teachers, and 17 themes for special education teachers.

Defining and Naming Themes

Themes were organized into a coherent thematic map to illustrate the relationships between the themes and their hierarchical structure. The thematic map is available in Appendix G. This visual representation provides an overview of key findings and helps communicate results effectively. To accomplish this, each theme was examined in light of the research questions. All emergent themes found to not directly relate to one of the research questions were removed. This resulted in five themes for administrators,

three themes for general education teachers, and three themes for special education teachers.

Results

Through coding and thematic analysis, themes emerged to answer each research question. Table 7 depicts the themes, subthemes, and codes generated related to research question one. Table 8 illustrates the themes, subthemes, and codes related to research question two. Table 9 reflects the themes, subthemes, and codes related to research question three. Because this study also sought to explore similarities between high and low performing schools regarding the planning and implementation of co-teaching as well as perceived barriers and facilitators of co-teaching, each table includes denotation of which type of school provided specific responses. In each table, codes from a high performing school are marked with H, codes from low performing schools are marked with L, codes expressed at both levels are marked with B, and codes from district level administrators are marked with D.

Table 7*RQ 1 Themes*

Themes	Codes	Frequency	Percentage
Shared Responsibility Demonstrated through Observations	Lesson Plans (B)	2	3.33
	Monitoring grades (H)	1	1.67
Shared Responsibility Demonstrated through Professional Engagement	Observations (B)	4	6.67
	Professional Learning Communities (B)	3	5.0
Positive Changes for Instruction and Instructors	Common Planning (B)	4	6.67
	Involvement in planning, grading, discipline (D)	1	1.67
	Walk Throughs (B)	3	5.0
Positive Changes for Students	Collective teaching support (D)	1	1.67
	Increased retention of special education teachers (L)	1	1.67
Administrative Practices	Increased GMAS scores (H)	1	1.67
	Increased graduation rate for SWD (B)	2	3.33
	Re-engagement and improved grades (D)	1	1.67
Teacher Practices	In house LEA support (B)	2	3.33
	Fostering communication (H)	1	1.67
	Intentional discussion of expectations (B)	3	5.0
	Master schedule allows for common planning (B)	3	5.0
Supports to Aid SWD with Pacing	Common planning (B)	4	6.67
	One teach/one assist (B)	4	6.67
	Pair walk-throughs and exemplars (B)	3	5.0
Administrative and Instructional Changes	Organization (H)	2	3.33
	Accommodations (B)	3	5.0
	Flexible teaching (B)	3	5.0
Administrative and Instructional Changes	Coverage teachers (B)	2	3.33
	SEL needs of students (H)	1	1.67

	Pedagogy and engagement (D)	1	1.67
	Relaxation of HQ requirements (L)	1	1.67
Social Changes	Personality conflicts (H)	1	1.67
	Re-acclimation post COVID (H)	1	1.67
	Lack of communication (B)	2	3.33

Note. B denotes common to both high and low-performing schools, D denotes response from district personnel, H denotes responses from administrators at a high performing school, and L denotes responses from administrators at a low performing school

RQ1: How do high school administrators perceive the planning and implementation of co-teaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

To answer this question, four administrators were interviewed. One administrator was employed at the district level serving all schools as SWD transition to the next setting upon graduation from high school, two were from a high performing school, and one was from a low performing school. Interview questions probed how shared responsibility was demonstrated, how co-teaching has affected academic outcomes for SWD, perceived barriers, perceived facilitators of co-teaching, and how a co-teaching experience has influenced how they currently approach co-teaching as a result. The coding process generated four themes which are discussed in detail below.

Administrative Perceptions of Coteachers Demonstration of Shared Responsibility

Shared responsibility within a cotaught classroom is well supported in the literature. Administrators understanding that teacher roles may look different is important in supporting the work of co-teachers (Friend & Barron, 2016; Murawski & Lochner, 2011). Support of collaborative planning is also essential (Alnasser, 2020; Alsarawi, 2019; Brendle et al., 2017; Nierengarten, 2013). To address this concept, administrators were asked “How do teachers demonstrate shared responsibility?” Administrators indicated that shared responsibility was gauged through observations and professional engagement. A discussion of each theme follows.

Theme: Shared Responsibility Through Observations

A common practice shared by administrators at both high and low performing schools was the use of observations to monitor shared responsibility. Observations included monitoring lesson plans, grades, and meeting minutes as well as actual classroom observations. The perception of these practices was evident in the descriptions provided by administrators.

Admin1L As an administrator, when I walk through that room, I'm either doing a formal or informal observation and that right then I'm able to determine if there's a shared responsibility. The second indicator for me is lesson plans. I require lesson plans from both my general education teachers and my special needs teachers so I can see exactly what accommodations are being planned for, not necessarily made but planned for. They [special education teachers] take the general ed lesson plans and then they just plug in the accommodations there.

They're not making new plans, they're just kind of modifying the general education teachers' lesson plans.

Another administrator shared additional insight regarding how shared responsibility is demonstrated. Admin2H shared her perceptions.

Our focus was to provide the opportunity for the core content teachers and those sped [sic] teachers to get together, to talk, to work together in order to create the lessons in the unit that's going on to address every need for every learner. And in that meeting they type them [minutes] up. They have a scribe, and we have them submit their minutes to our Canvas page. We have given a professional learning community Canvas page. So that's how we kind of see what's going on. Who's responsible for what, what they're doing. So how they demonstrate that to us? We often will go in and we sit in on their professional learning communities, and within their professional learning communities as they meet on a weekly basis, they have to present to us, we have an agenda, and we have minutes.

The district level administrator who supports secondary transition shared a similar idea to that of Admin1L when he shared the following perception.

Admin3D And then I think, it's actually seeing and doing the observations, seeing them do it. I think you can tell a lot like when you walk into a class, if the teachers truly are on the same page or is it one teach/one rotate and if one is just rotating around then oftentimes, they're not really on the same page with everything so. That's how I think and that's it.

The fourth administrator shared a perception indicating shared responsibility was

primarily noticed by monitoring required technology platforms.

Admin4H A lot of that I do through my personal monitoring in terms of Infinite Campus and the gradebook and also their Canvas page if they are doing assignments on Canvas. Some of that is also observed during observations, and some that's observable.

Theme: Shared Responsibility Through Professional Engagement

In response to the question: Are there additional actions have you taken (in addition to how teachers create assignments, assessments, and share grading) to assist in the implementation of co-teaching? administrators at both high and low performing schools shared that they sit in on professional learning communities, they provide common planning time, and they conduct walk-throughs to identify exemplar classrooms. Discussion of these indicators is provided below.

Professional Learning Communities. Regarding professional learning communities, administrators shared the following perceptions:

Admin1L shared “[Another] indicator is just more about the involvement of the general teacher and sped [sic] teacher in our data team or professional learning communities, if they're in those meetings and actively participating and bringing data to share.” (Admin1L)

Another administrator indicated a greater focus on GMAS classes through the following comments.

Admin2H: We meet with GMAS teachers and co-teachers every Tuesday. So, every Tuesday, we're meeting with them, we're talking about the data or they're

working on common formative assessments. We have a platform that provides us with that database on what standards they're working on. They go in and they work together to either create unit assessments, those common formative unit assessments, or just simple checks for understanding.

Although at the same school, this administrator shared additional information gleaned through professional engagement. Admin4H shared that they “do PLC meetings and during PLC meetings we're actually discussing the grading and stuff like that. We'll hear about how that's done.”

Common Planning. The provision of common planning time was a second common to perception when asked about additional practices implemented to support co-teaching. This perception was shared by administrators at both high and low performing schools. Each school-based administrator mentioned adjusting the master schedule to build in a departmental planning period to provide common planning between general and special education teachers. Admin1L shared that “the first thing we've done at a school wide level was we restructured our day to where all sped teachers and their general education counterparts have common planning so we can actually sit down and plan together.” Admin2H shared a similar experience stating that “we have common planning, so we've made it to where our teachers actually have the opportunity to plan with the content teacher.” Finally, Admin4H shared that “We have common planning. We do PLC meetings and during PLC meetings we're actually discussing the grading and stuff like that. We'll hear about how that's done.”

Walk-Throughs to Identify Exemplars. A final shared perception when asked about additional supports provided to implement co-teaching was that administrators conduct walk-throughs to gauge success of co-teaching. They also use this process to identify exemplars which assist in supporting teachers through the co-teaching process.

Admin1L shared he knows that best practice is letting speducators [sic] know what I expect to see or what my academic coaches expect to see when they walk in their classroom. And then for some teachers, you know, it's I can tell them what I expect, but it's easier to show them. So, we pair walk throughs. And then if I find one or two classes that are exemplars of what we're looking for, then they would serve as the exemplar. So, I'd refer them [struggling co-teaching pairs] to those classes just to say now how there's a fluidity in the parallel teaching.

A similar process but directed more toward new teachers was shared by an administrator at a high performing school.

Admin4H stated that for our newer co-teachers, we'll have them do peer observations a lot of time in some exemplary classrooms for them to kind of understand what we're looking for, what to expect from the administrator side.

That's one of the biggest things we try to do so we are giving them a chance to see or observe an effective co-teaching setting.

Administrative Perceptions of how Academic Outcomes Suggest Positive Changes

At the crux of debates regarding the inclusion of SWD in the general education classroom is whether or not SWD are making adequate progress (Gilmour et al., 2019; Hurwitz et al., 2020). Efforts to improve educational opportunities for marginalized

student populations, including SWD, federal legislation such as NCLB in 2001, required both the participation of SWDs in high stakes standardized assessments and the inclusion of these scores in in state-wide accountability reports (Mintrop & Zane, 2017; Tefera, 2019). Many of these accountability measures continued in ESSA of 2015 (Mintrop & Zane, 2017). Because of the inclusion of SWD in high-stakes assessments, school districts began moving toward practices such as co-teaching in response to the linking of accountability and testing (Theoharis et al., 2016). Content mastery and graduation rate are two of many measures found within CCRPI data reporting system in Georgia. To address this theme, administrators were asked “How have these actions increased academic outcomes for students with disabilities?”

Theme: Positive Change for Instructors

Depressed performance on high stakes assessments can be compounded by the lack of teacher retention, especially in urban settings (Tefera, 2019). Interestingly, administration at low performing schools cited an increase in retention of special education teachers as a positive change for teachers. When asked if administrative actions have increased academic outcomes, Admin1H responded that “these actions have not only increased grad rate but also improved the retention of sped teachers.”

Administrators at high-performing schools indicated the positive element for teachers surrounded common planning and PLCs. Admin2H says the administration wanted to provide an “opportunity for the core content teachers and those sped [sic] teachers to get together, to talk, to work together in order to create the lessons in that unit that’s going to address every need for every learner.”. Admin4H stated that in addition to

common planning and PLCs they have “lessons at the beginning of the year. We actually have lessons that will go through some of the expectations from the school...” The rationale being when teachers work together they build stronger relationships.

Theme: Positive Change for Students

Regarding positive outcomes for students, both high and low performing schools indicated an increase in the graduation rate of SWD.

Admin1L shared that “In the five years that I've been here, we've had an increase in special education graduation rate. This is the ultimate indicator at least from a district standpoint, that's kind of the summarization of everything.” This sentiment was shared by Admin2H “...as well as our as well as our graduation rate, our sped rate for graduation has increased significantly. Last year, we had a 91.8 percent graduation rate.” She went on to explain that in addition to increased graduation rates, administration at the high performing school indicated an increase in GMAS scores. Admin 2 H stated that “Yes, we have seen an increase, definitely in the performance, the academic performance on our GMAS scores.”

Practices Administrators Perceived as Supportive of Coteaching

The literature on coteaching illustrates many factors that facilitate successful implementation of coteaching. Some facilitators specific to administrative support include providing training for both general and special education teachers, (Nierengarten, 2013), being explicit about the responsibility of each teacher (Friend & Barron, 2016), and the provision of collaborative planning (Alnasser, 2020; Alsarawi, 2019; Brendle et al., 2017; Nierengarten, 2013).

Theme: Administrative Practices

Administrators' responses indicate that they have taken steps to support co-teaching in their schools. Their actions reflect what is supported in the literature. What follows is a discussion regarding administrative perceptions of providing necessary supports to facilitate co-teaching in their respective buildings.

In-House LEA. Administrators at both high and low performing schools indicate having an in-house LEA to assist with situations that arise throughout the school day. Admin1L reported that "We do also have, and we're one of the more fortunate ones to also have, an in-house. I wouldn't say LEA, but a special education lead [teacher] to provide like immediate support and sort of an extra set of eyes for administration." The high performing school shared a similar arrangement.

Admin2H reported that her school has an awesome LEA. And then I have assistant LEA, and they work hard to make sure number one that our sped teachers are trained. What we're looking for when we come into that classroom, and if they need additional assistance, those LEAs are there to provide them with the assistance needed. So, when I go over here are the things that we're looking for that I need from you; it's up front and we know day one. We're in the process now of coming up with ways to where if they need the training, they have it. So, we do trainings on Tuesdays, twice a month. Those that need it, particularly our new sped teachers, because we do have a lot of new teachers, but also when looking at their responsibilities, we know they're weighted, they have a lot going

on. What we're trying to do now for the upcoming year is feed in time with some time so that they can plan, and they can work with each other.

Common Planning. Administrators at both high and low performing schools have a schedule that provides a common planning time for general and special education co-teachers. District administration also shared the importance of providing common planning. This practice was also found within the theme of “Administrative Perceptions of Co-Teachers Demonstration of Shared Responsibility.”

Admin1L reported “The first thing we’ve done at a school wide level was we restructured our day to where all sped teachers and their general [education] counterparts have common planning so we can actually sit down and plan together.” Both administrators at the high-performing school shared a similar approach. Admin2H stated that “We have common planning, so we've made it to where our teachers actually have them the opportunity to plan with the content teacher. Because our whole building is now common planning. So, everyone.” Admin4H at the same high-performing school simply stated, “We have common planning.”

The necessity of providing common planning was also shared by the district level administrator.

Admin3D stated that if administration doesn't support it, then it's not going anywhere. And what I mean by administration supporting it means that not only do they just give you verbally telling you yes, but they either try to do their best to make co- planning or carve out time that is sacred time for the teachers to actually

be able to sit and plan. But this is my expectation when you leave here this planning period. I want to see how you're working on co-teaching.”

Admin4H simply stated that “We have common planning.”

Explicit Expectations. Administrators at both high and low performing schools further indicated that there is an explicit expectation regarding co-teaching.

Administration at the low-performing school indicated that explicit expectations were related to making sure teachers understood the different coteaching models. Admin1L stated “I would say intentional discussion of expectations. And what that means is and that can kind of go through all the different coteaching models.”

At high-performing schools, however, administrators indicated written expectations as well as in-service development. Admin2H shared that “In their faculty handbook, we have a section that's listed, and I go over my expectations for them.”

Admin4H further indicated expectations were also discussed during professional development at the beginning of the school year. Admin4 H stated that “And then there's we will have lessons at the beginning of the year. We actually have lessons that will go through some of the expectations from the school in terms of that.”

Communication. Administrators at both high performing schools and district indicate communication embedded into professional learning communities as a facilitator of successful co-teaching. Both high and low performing schools have communication embedded into their professional learning communities. This practice was also voiced by district personnel.

Admin1L shared that his third indicator is just more about the general teacher and sped teacher involvement in our data team or professional learning communities if they're in those meetings and actively participating and bringing data to share.

And I know that there's a truly shared responsibility there.

The same sentiment was shared by one administrator at a high-performing school; however, in addition to stating the importance of communication, she shared the importance of creating a safe environment to create the right atmosphere for being able to communicate.

Admin2H stated that one of the practices is having that environment where it's always open and honest to where you can have those critical conversations. I think that that's essential first. You have to create an environment where both parties should be able to express themselves. And you should be able to talk about some things that may not always be, you know, be easy to talk about. You have to create that environment of trust and respect. That's one.

Admin3D also expressed the importance of honest communication by stating that “One of the biggest hindrances of co-teaching is lack of communication, and to me, that goes all the way from the top down. If administration doesn't support it, then it's not going anywhere.”

Theme: Teacher Behavioral Practices

Common Planning. Administrative perceptions of common planning were previously discussed within “Shared Responsibility Through Professional Engagement: Administrative Practices” with administrators at both high and low performing schools

indicating they provide common planning. For that reason, one teach/one assist and pairing walk-throughs with exemplars will be the focus of discussion of teacher behavioral practices.

One Teach/One Assist. Administrators at both high and low performing schools as well as district level administrators described the use of one teach/one assist and the desire that it be replaced with different models. Admin1L shared his expectations for the implementation of co-teaching models. This administrator previously expressed explicit expectations regarding the use of co-teaching models.

He shared that the most prevalent, unfortunately, is what I like to call the one teach/one assist where you've got the gen ed teacher at the front of the room and then the sped [sic] teacher somewhere near the back, and it kind of just pinpoints what I expect. I expect it to be parallel teaching. I need to see both teachers in the front of the room.

Admin3D also expressed being able to assess parity by noticing the co-teaching models implemented. He refers to one teach/one assist as one teach/one rotate.

I think you can tell a lot like when you walk into a class, if the teachers truly are on the same page or is it one teach/one rotate and if one is just rotating around then oftentimes, they're not really on the same page with everything so. That's how I think and that's it.

Finally, an administrator at the high-performing school indicated his perception surrounding growth mindset and co-teaching models implemented.

Admin4H stated that a growth mindset is one thing that had a positive impact in terms of teachers getting us away from the one teach/one assist model. Really seeing a little bit more collective understanding of our students, not yours and mine. And that's even something we look at when it comes to interview time is when we're interviewing candidates for positions is making sure that they understand that there's no yours. I think it's a collective our thing.

Pairing Walk-Throughs with Identifying Exemplars. Another common theme between administrators at high and low performing schools was pairing walk-throughs with exemplars to assist new or struggling teachers.

Admin1L shared that he knows that best practice is letting speducators [sic] know what I expect to see or what my academic coaches expect to see when they walk in their classroom. And then for some teachers, you know, it's I can tell them what I expect, but it's easier to show them. So, we pair walk throughs. And then if I find one or two classes that are exemplars of what we're looking for, then they would serve as the exemplar. So, I'd refer them to those classes just to say how there's a fluidity in how they parallel teach.

An administrator at the high-performing school indicated the need for the identification of exemplar classrooms; however, his focus was more for teachers new to co-teaching.

Admin4H stated that for our newer co-teachers, we'll have them do peer observations a lot of time in some exemplar classrooms for them to kind of understand what we're looking for, what to expect from the administrator side

that's one of the biggest things we try to do so we are giving them a chance to see or observe an effective co-teaching setting.

Theme: Supports Perceived to Aid SWD with Pace

Administrators were asked “Do your teachers express having difficulty maintaining the expected pace in the co-taught classes in your school?” and if so, “What supports do your teachers have in place to help students with disabilities adjust to the pace of a co-taught class? In response to these questions, administrators at both high and low performing schools shared accommodations/differentiation and flexible teaching as perceived supports to help SWD adjust to the pace of the co-taught classroom.

An administrator at a low-performing school indicated that special education teachers simply adjust the general education teacher’s lesson plan to include how they plan to accommodate the lesson to meet the needs of SWD.

Admin1L shared that teachers take the general ed lesson plans and then they just plug in the accommodations there. They're not making new plans, they're just kind of modifying if we're using that word modifying. I know we've got to be careful using that word modifying.

An administrator at the high-performing school expressed that the difficulty he has seen revolves more around teachers wanting to keep all of their classes on the same pace which can create difficulties for SWD.

Admin4H indicates that [teachers have] not [expressed difficulty with pacing] as much as I would have expected. We've learned how to differentiate enough that there are some things that well they focus on and maybe some of it's laziness and

poor terminology, but the idea that it's easier for the teacher if they keep all their classes together, I think. But with the differentiation that's taking place, I think that assists and helps.

Administrators had additional insights to share regarding flexibility in teaching strategies. Both high and low-performing schools shared the need for teachers to be able to adjust instruction as needed.

The administrator from the low performing school indicated that flexibility was needed not just for SWD. His perception of flexibility included students going through the SST process.

Admin1L stated that positive wise just providing one on one and small group support, not just the students with IEPs, but it's the students who really are or either SST or RTI. Some students, they're very self-conscious of who they are and how they want their friends to see them. So, some students will kind of shun the support of co-teacher. And to work around that, what I've asked my speducators [sic] to do and I've been doing for a while now is I explained to them that albeit you are a sped teacher by certification, keep in mind that you're in there to help everybody.

The perception of an administrator at the high-performing school focused more on moving students into a small group setting to provide instruction and returning those students back into the larger group afterward.

Admin4H believes that with the various teaching models, we have the flexibility to be able to pull those kids out and provide the scaffolds and things that's needed

and pull them back in once they have some foundational knowledge in the things that's needed to move them to the next, you know, next level or the next phase of the of the unit that's being covered.

The district administrator who participated in the study indicated overcoming assumptions regarding organization as a way to support SWD keeping up with the pace in a co-taught setting.

Admin3D shared all your assignments are on Canvas, right? But then walking them through those steps? Because organization and that executive functioning element, is really significant of an impact that I think we underestimate, especially with our students, with, attention deficit, or your students with a specific learning disability. Oftentimes, they have that executive functioning. It may not be a diagnosis, executive functioning disorder, but they have that element that is a variable. And so that preplanning and organization and which is another great role that a co-teacher can do is help them maintain that organization and help them maintain on track.

Administrative Perceptions of Changes that Have Impeded Successful Co-Teaching

Although co-teaching is utilized to support SWD in the general education classroom, the research supporting the effectiveness of co-teaching is limited (Cook & McDuffie-Landrum, 2020). Barriers indicated in the literature include accommodations and differentiated instruction alone are not enough support to improve academic outcomes (Gilmour, 2018; Gilmour et al., 2019), the difficulty SWD have achieving proficiency on high stakes assessments (Martin, 2016), and over-reliance on the use of

one teach/one assist (King-Sears & Strogilos, 2020). Discussion of responses to the question “What practices have you experienced that make the implementation of co-teaching more difficult?” follows. This area revealed the greatest diversity in perceptions among administrators with no common perceptions between high and low performing schools.

Theme: Administrative and Instructional Changes

Administrators at high performing schools indicate teachers having to provide coverage during their planning period is disruptive to the professional learning communities. Admin4H stated “I think the biggest difficulty that we're experiencing right now is the coverage teachers, because they're being pulled. I think that's probably the biggest impact that's been had.”

Further, administrators at high performing schools also indicated that the social and emotional learning needs of students have increased post COVID has negatively impacted the classroom.

Admin2H reported that dealing with the SEL of many kids [has been a challenge]. And getting them motivated because some of them lacked a little motivation when we came back in the building after COVID. Well, I think more so just getting them back acclimated to the responsibilities, their responsibilities as students within the classroom settings. So, I think if anything, that has been the challenges of my people.

Administrators at low performing schools indicated that the relaxation of the highly qualified requirements has created teachers who are initially underprepared for

teaching. When asked about barriers to successful co-teaching the administrator at the low-performing school responded with the perception shared below.

Admin1L that the relaxation of the HQ or highly qualified requirements. When I started teaching in Georgia as a speducator [sic] myself, it was expected that you had to be HQ by a certain time but now they seem to have relaxed those stipulations. And now it seems that I have a lot of non-HQ teachers that are co-teaching who may not necessarily have the high-level pedagogy in a particular contact area.

Theme: Social Changes

Despite common planning and professional learning communities being built into the school day, administrators at both high and low performing schools perceive lack of communication between co-teachers as being problematic.

Admin1L indicated that “Although common planning is provided and there should be intentional discussion of expectations, we still see too much one teach/one assist.”

One administrator at the high-performing school had a different perception sharing that communication was a major contributing factor to difficulties experienced.

Admin2H stated if I could say anything it's not teachers not wanting to do right or not having enough knowledge. It is conflicts that we've had. In the years I've been here it's been mostly just personality conflicts. And you know, people just trying to get along or not being able to communicate and understand one another in the position. This ultimately has been the problem.

This same administrator also indicated that re-acclimation to the classroom setting has been problematic post-COVID.

Admin2H stated that she thinks more so just getting them back acclimated to the responsibilities, their responsibilities as students within the classroom settings.

And getting them motivated because some of them lacked a little motivation when we came back in the building after COVID. So, I think, if anything, that's that that has been the challenges of my people.

Relationship to Conceptual Framework

The themes generated for this research question also support transformative learning theory, the conceptual framework of this study. Mezirow defined transformative learning as “the process of effecting change in a frame of reference” (p. 5). Our frames of reference, assumptions, and understandings can transform through critical reflection (Mezirow, 1997). Critical reflection reveals hidden assumptions that underscore current beliefs; further, critical reflection causes a change in perspective which is the key feature in transformative learning; it is here that the learner understands that their prior knowledge might be insufficient to solve the current problem (Baumgartner, 2019; Johnson & Olanoff, 2020; Moore, 2018). To explore administrators’ experiences and how those experiences influence current co-teaching practices, I asked a series of questions including “What are your beliefs about students with disabilities receiving instruction in a co-taught setting?” “Have you had a co-teaching experience that challenged this set of beliefs?” and “Did this experience change how you provide instruction in a co-taught setting?”

What follows is one administrator's journey as it relates to a transforming experience in the classroom and the support she now tries to provide as an administrator.

Admin2H shared that she was teaching

...at a 'needs improvement' school here in the district as an English teacher. I had a young co-teacher, when she first came in, she hated English...I told her you're going to have to study. You're going to have to take the books home until you get comfortable with the content. So, my statement to her was, I don't want you to be a jack of all trades and a master of nothing. Choose one content that you're good at and you put your energy into that one content. Do it well and give it your all. So English was what she decided. I'm a big writer in reference to teaching kids how to write; I think is essential. So, we came up with different ways and when I would present something in in our planning session, she would tell me, no, I think we can break it down a little bit further. She was my go-to in reference to how take this and simplify it. And as she would call it, break it down, down, down. So, what we did was one year is we had a group, and we did the pre-test. We saw where the deficiencies were. She took one group, and I took one group and we worked on their deficiencies. And at the end, when the writing assessment score came out, she was two percent higher than I was. So, the teacher now has become the teacher and beat her mentor and showed her how to do it! Yeah, that was the memorable moment! But with that, I mean, I saw her take off. And like I said, I just saw a new person. Her thing was man my group beat yours. Yeah, they did; they did. So, I think for me, that was the most memorable moment. She could

come in when we first started and didn't like it, and then from there, you learn together. And her kids started performing and she's been she's been on fire ever since.

This experience created a new understanding where Admin2H now has the belief that “all students can learn if given the appropriate time, the appropriate resources, and the appropriate encouragement regardless of where they are.”

To help ensure this can happen, this administrator was the first high school administrator to provide departmental common planning where co-teachers planned with their core content teachers.

Admin2H stated that We have common planning, so we've made it to where our [special education] teachers actually have the opportunity to plan with the content teacher. Because our whole building is now common planning. We meet with GMAS teachers and co- teachers every Tuesday. So, every Tuesday, we're meeting with them or we're talking about the data or they're working on common formative assessments. They go in and they work together to either create unit assessments, common formative unit assessments, or simple checks for understanding.

Table 8 illustrates the themes, subthemes, and codes related to research question two. The table below denotes whether the code was generated at a high performing school (H) or a low performing school (L). If the response was generated at both high and low performing schools, it is denoted with a (B) to indicate both.

Table 8*RQ 2 Themes*

Themes	Codes	Frequency	Percentage
Co-Teaching Model Implemented	One teach/one assist (B)	4	6.90
	Alternate teaching (B)	3	5.17
	Parallel teaching (H)	1	1.72
Perceived Roles and Responsibilities	One teach/one assist (L)	4	6.90
	Equity of roles (B)	4	6.90
	No (L)	1	1.72
Difficulty Maintaining Pace	Yes (B)	3	5.17
	No (L)	1	1.72
Frequency Planning with Co-Teacher	Common planning time (B)	3	5.17
	Depends on teacher (L)	2	3.45
	A few times a week (H)	1	1.72
	Not as often as I should (H)	1	1.72
	Minimal to none (H)	1	1.72
Perceived Administrative Support	Support offered (B)	3	5.17
	Allow choice among co-teachers (B)	1	1.72
	Protect PLCs (H)	1	1.72
Desired Support from Administration	More than one planning period for special education co-teacher (H)	2	3.45
	Smaller class sizes (H)	2	3.45
	Provide conflict resolution (L)	1	1.72
	Offer professional development (L)	2	3.45
	Provide common planning time (L)	1	1.72
	Administrators need to listen (H)	1	1.72
Impeding Practices	Co-teacher having to cover other classes (B)	3	5.17
	Different planning times (L)	2	3.45
	Overload (B)	3	5.17
	Special education co-teacher unable to find footing (H)	2	3.45

	Lack of communication (L)	2	3.45
Lack of Training and/or Confidence in Co- Teaching	More robust training is needed (B)	4	6.90

Note. B denotes common to both high and low-performing schools, H denotes responses from general education teachers at a high performing school, and L denotes responses from general education teachers at a low performing school

RQ2: How do high school general education teachers perceive the planning and implementation of co-teaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

To answer this research question, four general education teachers were interviewed. Two taught ELA at high performing school. One taught ELA at a low performing school, and one taught math at a low performing school. Interview questions probed how shared responsibility was demonstrated, perceived barriers to co-teaching, perceived facilitators of co-teaching, and how a co-teaching experience has influenced how they currently approach co-teaching as a result. The coding process generated three themes which are discussed in detail below.

General Education Teachers' Perceptions of Planning and Implementation of Co-Teaching

Cook and Friend (1995) described six models of co-teaching including one teach/one assist, one teach/one observe, alternative teaching, parallel teaching, station teaching, and team teaching. In addition to providing models of co-teaching, further recommendations were provided which included frequent opportunities to co-plan, equal

roles between co-teachers, and mutually agreeable procedures for discipline and feedback (Friend & Cook, 1995). As the practice of co-teaching continued and additional research was conducted, additional recommendations and observations were developed. With two teachers in the room, an ideal setting is created allowing for the implementation of differentiation, specially designed, and individualized instruction (Alnasser, 2020; Hoppey, 2016; Lindner & Schwab, 2020; Satterlee-Vizenor & Matuska, 2018).

Theme: Coteaching Models Implemented

The use of one teach/one assist is reflected in the literature as being one of the most frequently implemented models of co-teaching (King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019). The perceptions shared by teachers in this study reflect findings in current literature. General education teachers at both high and low performing schools reported using one teach/one assist (or observe). However, one general education teacher at a high performing school mentioned the use of a variety of co-teaching models depending on the particular lesson and another mentioned the use of parallel teaching. The use of co-teaching models was explored with the question “Which models of co-teaching are implemented by you and your co-teacher?” Responses were consistent among general education teachers.

GenEd1L responded saying he was not really sure of the technical terms for the co-teaching models; however, I do most of the whole class teaching while my co-teacher usually works with small groups and individual students.” After a brief explanation of the models of co-teaching, this teacher added “Out of those, I've also used the alternate teaching method with my co-teacher where I essentially am

teaching the lesson in one particular manner, and then she's essentially teaching and modifying things and teaching the other kids as well so they can grasp the concepts.

Another teacher at a low-performing school also could not remember technical names for the models of co-teaching. He also recognized that he most frequently implements one teach/one assist.

GenEd2L reported that he admittedly can no longer name all the co-teaching models, but sometimes it is a one teach/one support role. There are times when my co teacher may step in to have their say to teach what they wish and they are welcome to at all times, but I recognize they have a lot of other things on their plate. So, I typically do the up front in your students face type things while they provide support.

While general education teachers at high performing schools seemed to have a better recollection of co-teaching models, they still report relying more on one teach/one assist.

GenEd4H shared I think I did a lot of one teach, one assist. But also, I think with my best co-teacher ever, we did a lot of splitting the room and so I would teach, and we would group them in lots of different ways. But I would teach like a smaller group while she was teaching a smaller group.

One general education teacher reported using one teach/one observe the least with the following comment: “The one we use the least is one teach/one observe. It's just the

kids get squirrely when you're just walking around staring at their stuff.” This teacher also shared what models were implemented saying,

GenEd3H Ultimately, we are team teaching. We play off each other. I’d say that the majority of our teaching style is that. Well, we found last year that that worked best for us. Sometimes we do, depending on what's going on, do every single one of the other ones, right? Just depends on what the content is.

Theme: Perceived Roles and Responsibilities

General education teachers were asked “What are your perceived roles and responsibilities of the general education teacher during co-teaching? The special education teacher?” General education teachers at both high and low performing schools perceived equity in the role of each teacher recognizing that role was not necessarily the same. In response to the role of the general education teacher, the responses consistently supported the idea that the role of the general education teacher is that of a content specialist. Regarding the roles and responsibilities of the special education teacher, that of adapting strategies and providing support was prominent.

GenEd1L reported that his “role is generally to teach the class and my co-teachers’ role is to help individual students out. She also pulls them out during testing.”

The same sentiment was shared by each general education teacher interviewed.

GenEd2L reported that ideally, there is equity between both roles. My co-teacher and I operate in a similar manner. We all plan, teach, manage, and grade all students. We are all also responsible for services provided. However, I have worked in pairs where the gen ed [teacher] has been left to plan, grade, manage,

and the special ed works on support, assist, and manage help, struggling learners, et cetera.

General education teachers at high-performing schools had very similar reports of their perception of the roles of each teacher.

GenEd3H indicated that she deals with content because my co-teacher is not as comfortable with the content. And I help adapt either the strategies or the content or generally speaking, we look at, you know, the delivery, the content, or the production of whatever are indicators, right? I help with the adaptation of that based on what I know of the student's goals. She [the special education co-teacher] needs to be able to bring in the knowledge from special ed. Like there are some things that I perceived, or I thought were like the law. And if I'm wrong, I need her to let me know this. For example, if the IEP says that testing will be done in a small group and we can't do that, then I can't. I don't feel like I can give them a summative assessment.

The last teacher interviewed recognized there is a difference between what is ideal and what actually occurs in the classroom.

GenEd4H reported that ideally, there would be a 50/50 split of all teaching related duties, but realistically. I think the ELA, or the content teacher takes the lead on planning content and usually on. Are we? Are you asking me, ideally or realistically? [I responded realistically to which the teacher responded] OK, so realistically, the ELA or content teacher teaches most of the content. Where, as

the co-teacher may offer some like study skill or modification, type things to the entire class, as well as support the students on their caseload.

Theme: Difficulty Maintaining Pace

In response to the question “Do you have difficulty maintaining the expected pacing in your classes?” three of four general education teachers reported SWD struggling with the pacing in the co-taught classroom.

GenEd1L indicated “Yes, because often times I have to stick to a set pace for my students to receive all the information that they need before the end of the year. I am able to make adjustments, but it can be difficult.”

One teacher at a high performing school also reported difficulty maintaining the pace in her co-taught segments.

GenEd4H indicated that yes ...yeah. My co-teacher was great about offering scaffolding and support. And kind of if I was going too fast, would not interrupt, but slow me down a bit or offer clarification. But, because of that, the need to do that on a regular basis, the class did pace slower.

Only GenEd2L reported not having difficulty maintaining pace by commenting that “many of my students need more help than they realize.”

Theme: Frequency of Planning with Their Special Education Co-Teacher

Because co-teachers have a shared accountability for student learning outcomes, co-planning is essential (Friend & Barron, 2016). Common planning presents the opportunity to maximize the potential of co-teaching (Alsarawi, 2019; Brendle et al., 2017). The practice of collaborative planning allows teachers to create lesson plans

together, decide upon co-teaching models used in the lesson, and delineate roles for each teacher throughout the lesson (Brendle et al., 2017; Murawski & Lochner, 2011). General education teachers were asked how often they plan with their co-teacher. General education teachers at both high and low performing schools indicated having a common planning time; however, having to provide coverage during planning time is a persistent problem which is further discussed under impeding practices.

GenEd2L reported that this depends on my co-teacher, my primary co-teacher and I, whom I have worked with the last two years, planned daily. My second co-teacher is more content to let me plan the day as they come in to assist with the topic on hand.

Both general education teachers at high-performing schools indicate planning with their special education counterpart with GenEd3H reporting she plans with her co-teacher “On a daily basis”, with Gen Ed 4 H sharing that she and her co-teacher plan “Once or twice a week.”

Only one teacher responded he did not have a common planning time with his special education counterpart reporting that “I don't really plan with my co-teacher as often as I should, but we have different planning periods and we both have meetings after school. So usually, we rely on email communication to get things done.”

Systemic Level School and/or District Factors General Education Teachers Perceive as Supporting Successful Implementation

Research suggests that teacher choice in the selection of co-teaching teams promotes a more accepting co-taught classroom environment (Ashton, 2016; Friend &

Barron, 2016; Rexroat-Frazier & Chamberlin, 2019). Research further suggests that being paired for multiple school years builds teacher confidence in using multiple co-teaching models (Panscofar & Petroff, 2016). These and other facilitating actions were reported when general education teachers were asked about existing supports provided by administrators and additional supports administrators could provide to assist in the implementation of co-teaching.

Theme: Perceived Administrative Support

There was great diversity in answers regarding perceived supports provided by administrators. One general education teacher at both high and one general education teacher at a low performing schools felt that administrators did not do much to support the practice of co-teaching.

Teachers who did not feel supported had perceptions such as GenEd1L reporting “To be honest, administration does not provide much assistance. It's been up to me and my co-teacher to figure things out,” GenEd4H shared a similar experience when she stated “But like, have I gotten support from an administrator? No.”

However, the other general education teachers in the study perceived positive supports being provided by administration. GenEd2L indicated that “Admin has been kind enough to allow teaching pairs to select who they wish to work with in general. Otherwise, I'm not sure.”

Finally, GenEd3H mentioned “Admin has been very vocal and assertive about making sure that we have the same planning period.”

Theme: Desired Support from Administration

General education teachers were also asked if there were additional supports that administration could provide that would help in the implementation of co-teaching. As with perceived supports provided, a variety of answers were provided,

Common Planning Time. General education teachers at both high and low performing schools who do not have common planning wish they could have common planning time.

GenEd1L wished that “Administrators could give us common planning times...” GenEd4H shared a similar desire stating that “Common planning would be helpful. Right now, we mostly, I think, are just kind of drive by planning because we don’t have a common planning.”

Assistance with Conflict. General education teachers at both high and low performing schools feel like administrators need to listen when there is a conflict or “bad pairing” of co-teachers.

GenEd2L indicated that “I do notice a need for conflict resolution among co-teaching pairs. I have mediated some of those meetings.” GenEd3H also indicated a need to be listened to stating that “...administration needs to listen. Be flexible because sometimes it's just not a good pairing. There's no alternate other than you got to get through it.”

Additional Planning Period for Special Education Teacher. General education teachers at high performing schools indicated a desire for special education teachers to

have an additional planning period to take care of legally required components of special education particularly related to IEPs.

GenEd3H was a strong advocate for her special education counterpart stating that her co-teacher needs an extra planning period. And it needs to be a sacred space. She needs an extra planning period because we don't have time with the time that we have to really dive deep into analyzing the students' work. And as a consequence, we're not I don't feel like we're meeting their needs as well as we could be.

While not necessarily a second planning period, GenEd4H shared “I think that co-teachers need additional planning time with their IEP needs. So, I don't think that's like getting them a sub or something. I think they should have additional support when IEPs are due.”

Pair Special Education Teacher with One Content Area. Having time to work with the same co-teacher for more than one year is a support that allows for the ability to incorporate more robust models of co-teaching (Carty & Farrell, 2018). General education teachers at high performing schools also indicated pairing teachers in one content area as a desired support.

GenEd3H shared that “It would also help with content like we would help our kids' teachers who don't feel comfortable with content if they were able to teach something two years in a row.”

GenEd4H shared another benefit from being paired with the same content when she stated “Ideally, a co-teacher would not co-teach with more than like two people, two different teachers in a day. That way you can like plan and build and they’re not so split.”

Miscellaneous Additional Supports. Additional supports suggested by general education teachers that showed no commonality among teachers at either high or low performing schools is included not only so that all voices are heard but also because their suggestions fall in line with facilitators found in current literature.

GenEd1L shared the belief that “Administrators could offer professional development for co-teaching teams.”

Similar to the argument that special education teachers should be left in the same curricular area long enough to develop expertise, GenEd3H shared the alternative of leaving “them [co-teachers] with the same kids, because if they're not going to be able, to become subject experts, let them become kid experts.”

GenEd4H provided her belief about the impact of class size on student success with her belief that “number one, the class sizes of a co-taught class. I think should be smaller than in a gen ed class without a co-taught roster. I think that it should be a smaller class.”

Systemic Level School and/or District Factors General Education Teachers Perceive as Impeding Successful Implementation of Co-Teaching

Theme: Impeding Practices

General education teachers were asked about their perception of current practices that make the implementation of co-teaching more difficult. A variety of answers were provided with some commonalities between high and low performing schools.

Common Planning Time. Planning time or lack thereof was a commonly shared perception by general education teachers. Even when common planning was scheduled into the day, problems would arise to make planning difficult.

GenEd1L shared difficulties even when common planning is provided. “Some practices that I've implemented that have made it more difficult is one as examples planning time. We are often pulled into different meetings during our planning time, and it makes us makes it difficult for me to always be on the same page as my co teacher.” This concern was seconded by GenEd3H when she shared that “So now we're both covering during our planning. So, during planning, we're not able to plan and we can't implement what we wanted to implement because we're not both in the classroom. That would be my biggest problem.”

Special education teachers not fully engaging during planning time was an additional concern when common planning is provided during the school day.

GenEd2L shared that he's had a couple of co- teachers over the years who never planned with me or bothered to meet with me for anything. When it came time to be in the classroom, they would be unaware of what was planned, but would then

complain about how I handled things. We would also disagree on grading practices or behavior management, and it sometimes turned into an argument that could have been avoided.

GenEd4H related the difficulties when common planning was not available when she expressed that “them not having a common planning with any of their co-teachers.”

Being Pulled to Provide Coverage. General education teachers at both high and low performing schools indicated difficulties when the special education co-teacher is pulled to classroom coverage when no substitutes are available.

Shared alongside as a concern for a difficulty with common planning, GenEd1L said that “Some practices that have been implemented that have made it more difficult is my co-teacher often gets pulled to cover classes instead of being in their usual class with me.” GenEd3H also indicated that being pulled for coverage presents a problem with planning with her co teacher as indicated when she stated “So, I would say it's a combination of if there's nobody, if we're short staffed for like subs without subs show up, which happens frequently. I mean, this is it is shocking to me how many times we don't have subs show up. They will pull our co-teachers.”

Overloading Co-Taught Classes. One teacher at a high performing school indicated that overloading co-taught classes with students who have educational or behavioral challenges is problematic.

GenEd4H shared that somehow it seems that they schedule they the powers that be, they the mysterious schedulers. Yes, you have all of that. And I was guilty of it when I made schedules because you would schedule all of your co-taught kids.

But then also the 504 kids would get put in there as well because they needed testing accommodation. And that's a heavy load to have both. But I mean, I understand why it's done because, you know, they'll be able to get their accommodation, right? But that's a hard class to manage.

Allow Special Education Teacher to Become an Expert. Participants at high performing schools mentioned special education teachers need time to find their footing and that administrators don't always listen when they advocate for the special education teacher to either remain with the specific course or with the same set of SWD to become either content or student experts. If either action were taken by administrators, it would allow special education co-teachers to find their footing. This topic was previously discussed in "Desired Support from Administration."

Theme: Lack of Training and/or Confidence in Co-Teaching

General education teachers were asked about their training for providing co-teaching. They were also asked if they believed additional training was needed to best meet the needs of SWD in co-taught settings. Every general education teacher expressed not having received enough training before beginning to co-teach. Each teacher also indicated a need for additional training.

One teacher shared that even though he took classes in college that discussed co-teaching he did not feel prepared.

GenEd1L shared that he took maybe one or two classes in college, and even then, they were simply observation classes. The majority of my training, I guess you can say, has been hands on in the classroom once I started teaching. Yes, there's

most definitely a need [for additional training]. General ed content teachers don't know as much about students with disabilities and how to help them as much as special education teachers do.

Another general education teacher shared he also did not have meaningful training in college.

GenEd2L is confident in my abilities here due to my experience over the years, not because anyone provided proper training, not even during my undergraduate program. Most definitely. I think a lot of gen ed teachers simply do not understand why accommodations are needed. How to look for and use those correct supports, how the overall performance may be by comparison. There are a multitude of examples.

The third general education teacher hoped that her lack of meaningful training might be related to the fact that she was in college a long time ago. She also expressed that she hoped new teachers are now receiving better training than she did.

GenEd3H stated I'm hoping that newer teachers are getting better training.

[Regarding the need for additional training] Yes. And needs to be ongoing. This school year, I've seen things where teachers are just flat out ignoring the IEP.

Where the case [manager] is having to go to the class and say it, says small group.

This is what that means. You can't make a choice that you're not going to do that.

It's not your choice.

The final general education teacher interviewed did not go through a traditional university training program. She did not feel her alternative certification program offered enough training for co-teaching.

GenEd4H shared that when I first started co-teaching, absolutely not. It was just figuring it out. I would say I really had little to no training to tell me what the roles and responsibilities were. Now I feel well versed in it, but I was learning on the fly. Learning in the real-world classroom setting and then also doing like studying on my own. Yes, I do think that they need more training because like what I have seen happen and what I have experienced is you get into the one teach/one assist model and that's where you live. And so even if the one teaching is the co-teacher teaching the content teacher still falls back into the assists role. There's not really a lot of anything else happening, and I think that's because it's like a multi-layer problem and that the teacher is with different teachers all day who want different things and have different expectations. And then also because I think they don't know how to do anything else.

Relationship to Conceptual Framework

The themes generated for this research question also support the conceptual framework of this study. Each general education teacher shared a co-teaching experience that has influenced how they approach co-teaching today. A critical component of transformative learning is critical reflection. The process of reflection can not only reveal hidden assumptions that underscore our current beliefs, but it can create a change in

perspective which is key in transformative learning (Baumgartner, 2019; Johnson & Olanoff, 2020; Moore, 2018).

The transformational learning experiences of one teacher, however, really stood out. He shared an early co-teaching experience.

GenEd2L shared that his most memorable experiences are from my second year of teaching. It was my first year as a fully co-taught gen ed teacher, and my sped teacher was also fairly new. For both of us it was a new experience, and we were able to grow a relationship that we felt might really benefit both of us by having a lot of open conversations. I switched co-teachers that next year, not by choice, and have had several others since. I continue to always start with as open conversations as possible. I find that even when we disagree, my co-teachers and I have a lot less bottled-up stress compared to other teams.

This teacher went on to express that he believes that all students can learn as long as they are provided the proper supports to achieve success.

GenEd2L continued his experiences sharing that all students should receive the same initial instruction, but support is offered for a reason. Some students simply need printed notes, notes read out loud, or larger print or whatever the case may be. I believe we should be flexible to the students' needs to equip them in the least restrictive environment possible. I think the only time this was challenged was when one particular co-teacher, one year, simply refused to work with me outside the class. No planning, no conversations just showed up for the two hours we had

together. This made our relationship very strained and reaffirmed my belief in having as many open and frequent conversations as possible.

This teacher's beliefs about the importance of open communication are evident throughout the interview.

GenEd2L shared that constant communication with co-teachers is key. We make individual decisions, grading decisions, consequence decisions, and all other types of conversations together. I would never make a decision without a discussion with them, and they would not do that to me either. If we ever do, it is because we know the other will be fine with the choices we make. The lack of communication has made things difficult before. I have had a couple of co-teachers over the years who never planned with me or bothered to meet with me for anything. When it came time to be in the classroom, they would be unaware of what was planned, but would then complain about how I handled things. We would also disagree on grading practices or behavior management, and it sometimes turned into an argument that could have been avoided.

His final thoughts as the interview ended were concerning that co-teaching has been a blessing especially when co-teachers are able to effectively communicate with one another.

GenEd2L ended the interview with the thought that co-teaching can be a blessing when it works, right. I've had the pleasure of having eight different co-teachers and a little over a decade. And each of them has had unique experiences. The single common thread to the successful years because the one I had problems with

worked with me one extra year and we changed things into a very positive relationship, was open conversations and having discussions on every facet of the class.

Table 9 illustrates the themes, subthemes, and codes related to research question three which explores perceptions held by special education teachers. The table below denotes whether the code was generated at a high performing school (H) or a low performing school (L). If the response was generated at both high and low performing schools, it is denoted with a (B) to indicate both.

Table 9*RQ 3 Themes*

Themes	Codes	Frequency	Percentage
Frequency Planning with Co-Teacher	Depends on schedule (L)	1	1.18
	Infrequent (L)	1	1.18
	Never (H)	1	1.18
	Weekly (H)	1	1.18
Models of Co-Teaching	One teach/one assist (B)	4	4.71
	Alternative teaching (B)	3	3.53
Perception of Co-Teaching Equality	General education teacher is content specialist, special education teacher assists (B)	4	4.71
	Share load equally (B)	3	3.53
	Felt like an equal (H)	1	1.18
	Varies by general education teacher (B)	2	2.35
Role Most Commonly Assumed	Support (B)	4	4.71
	No (H)	1	1.18
Difficulty with Pacing	Yes (B)	3	3.53
	Building collaboration with general education teachers (H)	4	4.71
Aiding Practices	Fill in the blank notes (L)	2	2.35
	Previewing lessons (L)	1	1.18
	Station teaching (B)	3	3.53
	Using one teach/one support to assess (B)	4	4.71
	Adjust lessons and materials as needed (B)	4	4.71
	Provide notes (B)	3	3.53
Steps Taken to Adjust SWD to Pace	Computer programs such as IXL (L)	1	1.18
	Main group/small group instruction (B)	4	4.71
	Common planning period (B)	4	4.71
	Expectation that load is shared (H)	2	2.35
Perceived Administrative Supports	Providing training (H)	4	4.71

Desired Administrative Support	Additional planning period for special education paperwork (H)	3	3.53
	Observe at other schools (H)	2	2.35
	Professional learning teams (B)	3	3.53
Adequate Training for Co-Teaching	Never(H)	2	2.35
	Yes (L)	2	2.35
Impeding Practices	Improper placement of students (B)	3	3.53
	Lecture focus in general education classroom (L)	2	2.35
	Micromanagement by administration (H)	2	2.35
	Special education teacher unwilling to fight for parity in the general education classroom (L)	1	1.18

Note. B denotes common to both high and low-performing schools, H denotes responses from special education teachers at a high performing school, and L denotes responses from special education teachers at a low performing school

RQ3: How do high school special education teachers perceive the planning and implementation of co-teaching and what do they describe as possible systemic level school and/or district level factors that facilitate and/or act as barriers to the successful implementation of co-teaching to support the academic needs of SWD?

To answer this research question, four special education teachers were interviewed. Two of these teachers work at high performing schools and two teach at low performing schools. Three primarily co-teach in math classes. One of those also co-teaches in science. The fourth teacher primarily co-teaches in ELA classes but has also co-taught in math, science, and social studies. Interview questions probed how shared responsibility was demonstrated, perceived barriers to co-teaching, perceived facilitators

of co-teaching, and how a co-teaching experience has influenced how they currently approach co-teaching as a result. The coding process generated three themes which are thoroughly discussed below.

Special Education Teachers' Perceptions of Planning and Implementation of CoTeaching

While six models of coteaching are discussed in the literature, one teach/one assist is the model that is most frequently utilized (King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019). Having time to collaborate is a common concern expressed by co-teaching pairs (DaFonte & Barton-Arwood, 2017; Keeley et al., 2017; Satterlee-Vizenor & Matuska, 2018; Sermon et al., 2020). Being afforded the opportunity to work with the same co-teacher for more than one year and having common planning time are supports that allow for the ability to incorporate more robust models of co-teaching (Carty & Farrell, 2018). Special education teacher's perceptions of their ability to co-plan, models of co-teaching implemented, roles and responsibilities, difficulty with pacing in the general education classroom, and attention needed for specific disabilities are concepts that will be discussed in this section.

Theme: Frequency Planning with Coteacher

Collaborative planning is needed so that special education teachers can have proactive input into instructional planning since they may not be content experts (Murawski & Lochner, 2011). To explore the perceptions held by special education teachers regarding co-planning, each participant was asked how often they were able to plan with their co-teacher. There was a distinct difference in perceptions regarding

collaborative planning among teachers at high and low performing schools. Teachers at low performing schools reported difficulty with collaborative planning because they co-taught in more than one content area. They had common planning with one content, but not the other making opportunities to common planning a challenge to coordinate.

Sped1L shared that common planning was dependent upon content area since he co-taught in more than one content area sharing that “With English, I was able to basically go to plan with my English teachers pretty easily because we all share the same co-planning. I wasn't able to do it so much with the math because we didn't share the same planning [period].

The other participant who also teaches at a low-performing school shared a similar experience because of co-teaching in more than one curricular area.

Sped2L expressed that co-planning was not very often, only with one, the algebra one is my also my PLT, my professional learning team, so we plan once a week every Wednesday, but the other one since they're not my priority since I don't have common planning time with them.

One special education teacher at a high performing school had a very different experience because not only did her school provide common planning, but she also co-taught in only one department.

Sped3H shared that she and her co-teacher met weekly and planned for the following week, every single week. So, every Tuesday, we would plan. We would data talk about the previous week's assessments, and we would plan for the

following or anything else that we needed to adjust for the week, and we had planned and the following week, every single week.

The other teacher at a high performing school indicated she was never able to plan with her general education counterpart during the school day. Sped4H stated “Not at all. Unless it's completely after hours and nine times out of 10, once you're off the clock, you nor the other teacher say so. It's very rare.”

Theme: Models of Coteaching

Teachers rely on one teach/one assist primarily because of lack of both planning time and training (Carty & Farrell, 2018). To gain a better understanding of models of co-teaching that were being implemented, participants were asked which models of co-teaching were implemented most frequently in their co-taught classrooms. Every special education teacher who participated in this study indicated the use of one teach/one assist; however, three of the four shared experiences using other models as well.

Sped1L shared that generally, what would happen is at the start of the school year, we would do like one teach/one support. In terms of just learning the students' names and kind of figuring out where each student individually is at. That way when we have our co-planning's we can actually differentiate better in terms of these students here, they're probably on the lower end. Maybe they need more help in terms of vocabulary, they might need being read to, say these are the students that we have the big issues in terms of academic success versus the students that might be behavioral issues. That we need to adjust the seating, but as time goes on, we split into station teaching or we might do various other

strategies. Maybe one main group, one, one small group that we actually just sort of teach.

The next special education teacher who also works at a low-performing school indicated primarily using one teach/one assist and some parallel teaching.

Sped2L shared her perception that she implements one teach/one assist with the main one that's part of the PLT team. And then the other ones, we split a lot in as I go in my room, she's in hers. But we're doing the same thing in parallel teaching. We're doing the same thing, and it works. And the kids like it. We take turns where we sometimes are; we don't always send the sped to me.

One special education teacher who works at a high-performing school shared that she was fortunate to have common planning with a teacher accepting of sharing his space.

Sped3H stated that she was lucky. We were very much equal parts. There were times where it was one teach/one assist, but that was on very rare occasion. For the most part, it was everyone worked equally with one another in that circumstance. There's been other people that I've seen and experienced, and it's very much a one teach/one assist. They will not talk to anybody unless they are their students. But for me, I was blessed. I was in a very lucky situation, which is like the golden egg in the world of coteaching. It doesn't happen very often.

The last special education teacher also shared she mostly implements one teach/one assist because of the needs of the SWD in the co-taught classroom.

Sped4H feels like it's hard because of the needs of the kids to do anything more than the one teach/one assist. And I say that because the kids need so much. How can we do these other models? Because I've got to make sure that they get it because the gen ed teacher is going to keep moving. So, I feel like a lot of times it becomes that one teach/one assist because that's what is best for that kid and that's what the kid needs. So, I feel like that's kind of what falls into a generic co-teaching model. Not that I don't think it's wrong because ultimately, I believe my job is the sped kids, but I do believe that that's what it falls into a lot.

Theme: Perception of Coteaching Equality

The need for equal roles between co-teachers was shared at the inception of co-teaching and persists in the literature today (Alsarawi, 2019; Cook & Friend, 1995; Friend & Barron, 2016; Stefandis & Strogilos, 2015; Wexler, 2021). To discover the perception of equity among special education teachers, participants in this study were asked if and how they were perceived as an equal in the co-taught setting. Special education teachers at both high and low performing schools reported equity in classroom roles; however, some did indicate equity was dependent upon the general education classroom teacher.

The first special education teacher indicated that equality within the co-taught setting was dependent upon his general education counterpart. Some teachers only want the special education teacher to provide support.

Sped1L indicated that this varies a ton depending on who my co-teacher is. Some co-teachers, they want me as a purely support focused person. Sit in the back,

you know, just relax. I'll do all the lectures. Overall, it's been pretty positive because most of my co-teachers want me to get involved. They want me to do some teaching because they want to play off of different co-teaching strategies, whether that's a small group, large group, that sort of stuff.

Sped2L also indicated that equity was dependent upon her general education counterpart sharing "I am actually in half of my co-taughts [sic], I experience being equal. The other half, not."

One special education teacher at a high-performing school also experienced equity being based upon her general education counterpart.

Sped4H stated that again, I think it depends a lot on the actual individual because I've had some where I'm absolutely not looked at as an equal. And they will treat you as if you're a kid, essentially. But then I have had some where I feel like they do a good job at balancing that out. But I also think it's hard because I've had administrators in the past that are real big on wanting you to be an equal on a content level versus my beliefs. And my viewpoint is not that my job is my special ed kids and making sure they're getting my accommodations and modifications. And that's my top focus now. If it bleeds over into other things, that's one thing. But initially, those kids getting serviced is my main point. So, the level of equal, I think, looks different than what a lot of administrators want it to be.

Only one special education teacher interviewed indicated that she was placed with a welcoming teacher who made her feel like an equal in the classroom. She was not with multiple teachers or content throughout the day.

Sped3H stated that she was lucky. I felt like I was more of an equal participant in my co-teaching settings. Any time that I wanted to get up and teach a lesson, he gave me that opportunity. And I was also blessed to teach a content that I was very strong in for the gen ed side of things. So that allowed me to feel more on the equal side of it. He did let me give input on lessons and things like that. So, I never really had the opportunity of not really being an equal part of that.

Theme: Role Most Commonly Assumed

Although the need for co-planning, co-instructing, co-evaluating, and shared responsibility of managing student behavior has been a part of the literature from the inception of co-teaching as an inclusive service delivery model for SWD, a concern has persisted that the special education teacher's role may be both seen and treated as a subordinate role (Cook & Friend, 1995; Friend & Barron, 2016; King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019 Wexler, 2020). To have a clearer picture of special education teachers' perceptions of parity in the classroom, two questions were asked. The first question asked participants to describe their role in a co-taught setting. The next question probed participants' perception regarding the roles and responsibilities of each teacher in the co-teaching partnership.

Special education teachers at both low and high performing schools indicated that the general education teacher is the content expert, and the role of the special education

teacher is that of providing assistance to SWD. This delineation of responsibilities was also shared by general education teachers in this study.

Special education teachers largely reported their perceived role was one of supporting SWD in the co-taught setting. Although he was more than willing to take on a lead role, one teacher indicated that he was more a support for his SWD students.

Sped1L stated that a lot of the times I find that I wind up assuming more of a support role. I'm more than happy to sit down and go over lesson plans and plan things with my co-teachers. But, you know, oftentimes I'm not a specialist in that area, especially when it comes to math. I do need to, you know, brush up on my mathematics a little bit every once in a while, just to make sure I understand what it is we're teaching. So, I do rely heavily on my co-teacher for actually designing the lessons itself.

Both teachers at the high performing school indicated that they perceived their role to be managing the behaviors and accommodations of SWD in the co-taught setting.

Sped3H shared that in the co-teaching settings that I was a part of. I typically did more of the managing of my special education students and making sure that their accommodations were met. I did work in a with a teacher who allowed me to plan alongside him, so I did have the opportunity to give some input on the way that we differentiate some of the instruction in our class. But for the most part, it was making sure that the children that I service were receiving their accommodations properly.

Sped4H stated the same perception when she stated, “A lot of it, I feel like, is kind of strictly accommodations as far as testing is the main role, and then really the grade side of it for my kids-kids with disabilities.”

Only one teacher openly expressed a perception of being an equal in some of her co-taught settings.

Sped2L indicated that in my setting, it varies. I have three co-teachers and I have four co-taught classes. Three math, one science. And in two of my co-taught classes, we are really sharing the load of delivery. But, in one of my co-taught classes, she, the gen ed teacher, I'm just going to be honest is very territorial. So, my role is more of the kids come and ask me for help monitoring and helping them. In my science co-taught [classroom], it's environmental science, which I do like, so we split a lot. Sometimes I have half come to my room half remain with her and then work together. So, we just kind of share there as well.

Theme: Students Experience Difficulty with Pacing

The perception that SWD must keep up with their nondisabled peers persists among educators (Ashton, 2016). Accommodations and differentiated instruction alone are not always enough to improve academic outcomes for SWD. Many SWDs require intensive instruction beyond what the general education classroom can offer in order to make progress (Gilmour, 2018; Gilmour et al., 2019). Special education teachers were asked if SWD in their co-taught classes experienced difficulty with pacing and if so, what steps were taken to help students adjust. Although teachers at low performing schools report there are not issues with pacing, their extended answers reveal some difficulty with

pacing. Both teachers at high performing schools indicated definite issues with pacing with one teacher reporting that retesting causes more missed classroom instruction making it feel like a never-ending cycle for trying to keep her students on pace.

While stating that maintaining pace was not really an issue, he did provide examples of support that was implemented to assist with pacing.

Sped1L stated that he wouldn't say that any of my classes really have an issue with maintaining a pace. We have had to go back and re-teach certain things. So certain topics that after the assessment, we look at the scores and you know, just everyone is doing poorly. So, we had to make a decision. Do we want to continue trying to teach this same thing that they're just not getting, or do we move on to the next topic that they might actually understand?

Two special education teachers indicated that they pull SWD students into a smaller group setting to provide support. Sped2L shared that “When the students who are struggling, I pull them out, and we go to my room, and I do some re-teaching. And that has really helped them.”

One of these two teachers acknowledged that this causes a never-ending cycle of those students being off pace. Sped4H shared,

yeah, I think absolutely. From trying to re-teach but also trying to break it down, having to do retest. I feel like every kid at this point has retest on the second attempt and by the time you do that, well, they've continued on. So, they're missing the next content. Then you're trying to play catch up again. And I feel like it's this never-ending cycle of trying to play catch up.

Another special education teacher indicated that while there is a struggle maintaining pace, following the pacing guide is important. Sped3H stated “Yes. Yes. Absolutely. And we do our best to follow the pacing guide.”

Systemic Level School and/or District Factors Special Education Teachers Perceive as Supporting Successful Implementation

Current literature supports scheduled time for collaboration and targeted professional development as being facilitators of co-teaching (Alnasser, 2020; Faraclas, 2018; Jackson et al., 2017; King-Sears et al., 2019; Lawrence & Jefferson, 2015; Pratt et al., 2017; Shoulder & Krei, 2016; Woodcock & Hardy, 2017). Teacher choice in the selection of co-teaching teams is mentioned in the literature as a facilitator of co-teaching (Ashton, 2016; Friend & Barron, 2016; Rexroat-Frazier & Chamberlin, 2019). Being paired for multiple school years has been reported as a facilitator because it builds teacher confidence in using multiple co-teaching models (Panscofar & Petroff, 2016). This section discussed perceived facilitators of co-teaching through the eyes of special education teachers.

Theme: Aiding Practices

To discover perceptions of practices that aid in the implementation of co-teaching, special education teachers were asked about personal practices that have been utilized which assisted in the implementation of coteaching. Special education teachers’ perceptions varied with little commonality between high and low performing schools. Practices that were helpful appeared to vary by subject and by teacher. There was some

commonality between special education teachers at low performing schools in the use of educational games to support learning.

One special education teacher reported that station teaching, one teach/one support, supporting notetaking, and using review games were the supports from which he has seen the most success. One reported benefit of station teaching was being able to work with a small group of students without removing them from the co-taught setting.

Sped1L stated that station teaching was a big asset. We could differentiate the different stations when we split them up. Some stations might be harder, but I could actually be at that station that's a little bit more challenging working with the students one on one. or the other co-teacher works with another group of different station. Just making sure that we're all understanding things well. There's another one that can be really good. It's just, yeah, I honestly like even the one teacher, one support teacher. It's worked out really well in terms of especially using it at the start of the year. It really helped us to build up our confidence, I guess, to make informed decisions about our classroom and the student body. [As far as specific strategies] we would, I would, definitely use fill in the blank notes like one of those would be already filled in and follow it for the highlighted words and that helps them follow along with the lesson. So, getting the notes that they need. In some situations, I would just have a copy of the notes that were given to the students. Also, flashcards, fairly straightforward things, Kahoot! is a good use of the technology. Kind of play along with the game and have fun.

Absolutely essential for one special education teacher is reviewing lessons and working out math problems ahead of time. This teacher also reported using technology to support learning.

Sped2L shared that for her, reviewing the lesson beforehand. Because when you're delivering in math, you need to work problems out. You have to just look at the lesson and the standards in the lesson and work the problems out. So that way, when I'm working it out for students, the best way to deliver that way when I'm working and demonstrating on the board. That's one of my main things solely with math. But whereas with science, making sure that I've gone through some of the things we will have when we do quizziz or if we do Kahoot! is making sure that I've gone through the standard, the knowledge. So, if they ask questions that I know what I'm talking about.

Building a trusting relationship and honoring the work of your general education counterpart in hopes that they also honor yours was shared as being the best support by one special education teacher.

Sped3H shared that other than just sitting down one on one with your co-teacher, that's really the best thing. Just building that relationship on a personal level and getting to know them. And then the respect is just there so that they honor what your input is on what needs to be done in that co-teaching setting. But other than that, I really don't have anything.

Theme: Steps Taken to Adjust SWD to Pace

Teachers at both high and low performing schools reported adjusting lessons and materials as needed, providing a copy of notes, and utilizing both whole and small group instruction as actions taken to assist SWD in maintaining the pace in a co-taught setting. The special education teachers in this study perceive these actions as being helpful in the successful implementation of co-teaching.

Alternative Teaching Strategies. Alternative teaching, small group instruction, deciding what is absolutely essential for students to know, and graphic novels have been helpful strategies to support SWD in the co-taught setting. Sped1L indicated that he and his general education counterpart would do that alternative teaching strategy where we split off into two groups.

We have the main class and the smaller group and sometimes not all those students were students with disabilities some of those students were just general ed students that for whatever reason were falling behind a bit or they weren't moving at the same pace with everyone else. So, I would pull them out. We have small groups where the lesson was essentially the same information just going on at a slightly slower pace allowing them to ask questions as they need. That's one that's really helped out a lot. With coplanning, we were able to look at our lessons and say, Okay, let's spend a little bit more time on this topic. Let's take a step back. Maybe we should look at chapter one a little bit more if we're going over a novel, for instance. Or, sometimes I would actually if you were reading a story like the Iliad or the Odyssey, I would have some of my small group reading the

graphic novel version the story as opposed to the text of the textbook because I find a lot of times the students can get what's being said, but sometimes the language is difficult, and sometimes they need that image to be like, Oh, he's talking about finding this guy. So, it makes a lot more sense.

Another teacher shared pulling from her elementary background for differentiation and centers was helpful in trying to follow the district pacing guide. Her general education counterpart supported her creating alternate lessons to focus on specific skills in small group settings.

Sped3H shared that the district puts in place a pacing guide and they expect us to be at this place on this calendar day and everyone's supposed to be there, but they don't take into account the difficulties that our children have experiences and so we did do we did a lot of small group instruction. I have an elementary background to begin with, so I'm very like centers based, differentiating instruction based. And so, my co-teacher would allow me to create lessons that allowed for those breakaway groups. And so, I was able to pull my kids and work on a specific skill we were learning like how to do multi-step equations. It was a very beginning of the school year type thing. He would allow me to break it down to elementary because that's where my kids are. They're at the elementary level based on their test scores. They are still on a kindergarten, first, and second grade level but are ninth and 10th graders. Sometimes I would pull them in small groups. While they were doing independent work, and I would work one on one

with them on that standard or that part of the standard that they may be having a struggle with.

Using Instructional Software and Games. Special education teachers at low performing schools indicate the use of technology to help support the needs of SWD in the co-taught classroom.

Sped1L shared that “Kahoot! is a good use of technology. I kind of play along with the game and have fun.”

A special education teacher at a different low-performing school also likes to incorporate technology.

Sped2L shared that she does a variety of things because we really utilize IXL here. There is a portion in IXL called group jam. It differentiates for you, but you have to set it up with the students that you're taking. And I put the kids, all the kids who are on the student with disabilities roster so that whoever I pull, their name will already be in there, and I can work with them.

Providing Notes. Special education teachers at both high and low performing schools indicated providing notes as a technique to help student succeed in the co-taught classroom.

One special education teacher at a low-performing school shared the use of fill-in-the-blank notes and highlighting as ways to support notetaking in the co-taught classroom.

Sped1L stated that he and his general education co-teacher would definitely use fill in the blank notes like one of those would be already filled in and, students

follow along for the highlighted and that helps them follow along with the lesson.

So, getting the notes that they need, right? In some situations, I would just have a copy of the notes that were given to the students.

Another teacher shared that she would simply provide SWD with a copy of the notes so that they had a correct version to refer back to as needed.

Sped4H stated that a lot of what I try to do, even if it's not within their specific accommodations, is just give notes that may be what they're missing, but then they can utilize those, and that's the easiest thing to try and help them stay on pace. And because, you know, a lot of them may write slower going from looking at the board to copying down, trying to do that just to help them to not fall behind or, they can take it home and finish their writing or whatever that may be for them.

Theme: Perceived Administrative Support

To further probe for perceptions of actions that facilitate the successful implementation of co-teaching, special education teachers were asked about supports provided by school level administration. Shared experiences indicate some similarities between high and low performing schools. The provision of common planning time was previously discussed under “Special Education Teachers’ Perceptions of Planning and Implementation of Co-Teaching: Frequency Planning with Co-Teacher.”

High performing schools further indicated that training was provided as a support, but the explicitly stated expectation of a shared load aided in the successful implementation of co-teaching because the special education teacher could not be used

solely to provide support to SWD, but explicit expectations were also an impediment in that teachers felt like expectations were sometimes impossible to manage.

Common planning was expressed as a support he has benefited from when co-teaching classes. Sped1L stated “Providing that opportunity to schedule us with the planning period that matches our co- teachers that really assists us in actually doing our job, essentially.”

The expectation of sharing the load was expressed by another teacher as a support that has helped to facilitate co-teaching.

Sped2L stated that when she was at one school, we really shared the load, everybody, both parties shared the load. And that was expected from administration. You both share the load. They just didn't want to walk in and always see the gen ed teacher teaching and the sped teacher helping. So, they did at least ask at the minimum that the special education teacher conduct the opening and closing. Let the gen ed do the work session. So that way everybody is perceived as having control. We also had common planning time with your person. So, therefore you really can make it happen.

Requiring professional development was a facilitator for one teacher; however, she didn't feel that the administration had realistic expectations because every co-teaching situation is different.

Sped3H shared that she didn't really so much think that we had a whole lot of support provided by our administrator other than setting us up and making it mandatory for us to go to trainings. Our administrator, I don't know that they had

any experience in a co-teaching model. She was always about you shouldn't have just one teach/one assist, but equal parts doesn't always work in every co-teaching environment, and she was very much set on equal parts. Everybody has to do everything in the classroom, and that just can't happen. There's not enough time for all of that to happen.

One final thought was simply being allowed the freedom of professional judgement to do what works was a helpful action provided by administrators.

Sped4H stated that she didn't really know if there have been supports provided in recent years. It's been a little bit better when they kind of give you a little bit more freedom. But as far as additional actual support given, I don't really feel like there's anything.

Theme: Desired Administrative Support

I was also interested in special education teacher perception of actions administrators could take to better support co-teaching. Answers revealed that special education teachers at low performing schools wished special education teachers could have an extra planning period specifically for taking care of special education business. This was a theme also reflected by general education teachers. High performing schools added that they wish administration would visit other schools and bring back to their teachers practices that were working in other districts or schools within the district.

Providing time for case managers to take care of all the special education paperwork was one action that a special education teacher wished administration would provide.

Sped1L stated that admittedly, this is a difficult thing in terms of scheduling, obviously, but providing the special ed teachers an additional planning period to develop their IEPs, to write their IEPs, and to set up meetings. Time to plan with our co-teachers as well. That can all really help in terms of getting us to that point where we're all on the same page where we're able to fully function in our roles as special ed teachers.

When common planning time is not available, one special education teacher wished all schools could offer what one school at which she was previously employed provided. This school used funding for teachers to collaborate after school.

Sped2L stated that when she I first came here [to the school who offered this], the administration being a Title I school, they had extra funding. My coteacher and I taught math. Not only did we have our PLT; so the school is the PLC and your team is the PLT. That's why I keep saying PLT. But nevertheless, since they had additional funding, even though we met as a team, my actual co teacher and I met once a week after school because there was additional funding. They paid us, and because they had the money in the Title I budget and we met once a week, and that was so beneficial because when we met, we could plan for the following week. We already know who's doing what, so it just flowed very well.

Visiting another school who has a history of successful co-teaching and bringing back targeted professional development was a wish shared by one special education teacher.

Sped3H stated that she believes that real life experiences are the most beneficial experiences. So, them [administrators] actually sitting in or watching, not necessarily us, because we get nervous when an administrator walks in, but go to another school, see how other co-teaching classes are being done so that you have a real-life perception of how it actually happens. And her perception just doesn't always fit what needed to be done. So real life experience by going in and sitting in a classroom. Don't always just go for the books because those people haven't been in the classroom for a very long time that are writing those books go and experience it for yourself, and I really think that that would be the most beneficial for coming back and being able to help us implement or give us ideas or know what kind of training we need next.

The final thoughts shared also included professional development based on information gathered upon visiting a model school.

Sped4H shared that she definitely thinks trainings. I think while trainings are good, I think it's also better to go somewhere where it is established the way that is the ideal model and just get to spend time with them rather than just them coming in and telling you what they do. I think that I don't think that they don't want to provide things or whatever. I think it's just that no one truly knows because on the administrator side, they want to be teaching the content and that's what co-teaching is. You know, that's what the quote unquote model they want it to be. But from what I've gathered and what works is that would work great with two people that are content certified. But when you're not content certified, I feel

like if they can get it, it makes it different than the reality of what a co-teaching model is for content and Sped.

Systemic Level School and/or District Factors Special Education Teachers Perceive as Impeding Successful Implementation of Coteaching

Special education teachers lacking confidence in content and the general education teachers lack confidence in differentiation can lead to discomfort with co-teaching (DaFonte & Barton-Arwood, 2017; Keeley et al., 2017). A teacher's caseload and the associated paperwork can interfere with time available to co-plan (Alnasser, 2020; Sermon et al., 2020). Other barriers reported in the literature and covered in more detail in this chapter include the academic achievement of SWD and pacing and high-stakes assessments. Special education teachers were asked questions so that I could better understand their perceptions of barriers to the successful implementation of co-teaching.

Theme: Adequate Training for Coteaching

To better understand perceptions about training teachers have received and training they feel may be lacking, special education teachers were asked if they believed they had been adequately trained to provide instruction to students with disabilities in a co-taught setting, if there is a need for additional training for teachers to better understand the needs of students with disabilities, and if more training is needed for teachers to feel more confident in their implementation of co-teaching.

Training Received. Regarding adequate training for providing instruction in a co-taught setting, answers were evenly split with special education teachers at low performing schools feeling adequately prepared to one teacher at a high performing

school questioning whether one could ever be adequately prepared. Only one teacher mentioned college coursework and her opinion that it was not very helpful.

One special education teacher at a low performing school shared he had received enough training because of ongoing professional development.

Sped1L stated Absolutely. We regularly get additional training in terms of different co-teaching strategies and ways to actually incorporate each other again. Obviously not knowing the subject of the area can be a challenge. One year I was put into a chemistry class. Yeah, way over my head.

Another special education teacher at a low performing school also indicated that professional development has allowed her to feel adequately trained to provide appropriate services in a co-taught setting.

Sped2L stated that in one district when I was at a specific high school, I remember going to these two ladies. They were consultants and they'd be at a co-taught training because we had to go to another school in the district. They did an outstanding job because the way they did their presentation was also co-taught. But also, they were two people who really bought into it. So, I think even when you're well trained both parties have got to want it to buy into it to make it work. Being post COVID, one teacher didn't know that anybody was adequately trained because we are dealing with more unknowns than typical.

Sped3H shared that she didn't know that you're ever adequately trained because the fact that the babies that we're getting, especially now coming from this COVID time period are nothing that anybody ever in the world of teaching has

ever gone through. Experience and society have changed year after year after year. So, you could go to an amazing, amazing training today, and it's not going to benefit you next year because you're going to have a whole different group of kids as far as the instructional part of it. I feel like I've got enough training in myself, just from my schooling, my college. But the day-to-day co-teaching stuff, I don't think that there's a way to. I think it's just you just have to live it every day and learn from it every single day.

Final thoughts on adequate training included trial and error as well as years of experience being the best preparation for co-teaching.

Sped4H stated that she would say no. I think a lot of it has just come by trial and error and just years of experience and just kind of learning along the way.

Because even in my master's program, I remember coming into Special Ed and being like, this is nothing that I learned in my master's program, even down to writing IEPs wasn't you know, one of those things that is actually truly taught within some of those programs. So, I would say no.

Additional Training Needed. When asked if there is a need for additional training for teachers to better understand the needs of students with disabilities, all participants agreed there was a need for additional training. Each teacher, however, had their own unique ideas what the focus of that training should be.

One teacher at a low-performing school shared that continued training allows teachers to grow and learn. He also believes training should target strategies for students with high incidence disabilities.

Sped1L stated that he would say, obviously everyone can continue to grow and learn new strategies as things develop. But I think particularly learning how to specifically deal with certain disabilities. Yeah. Like autism, specific learning disabilities or ADHD, those are all things that we commonly see as a disability that our students have. A lot of lot of teachers don't necessarily know how to approach this.

Another special education teacher at a low performing school should happen during pre-planning because her experience has been many general education teachers don't understand.

Sped2L stated most definitely. Well, actually the co-teaching training should be something like when you have preplanning, that should be something that most schools already know who their co-teaching team is for the beginning of the year, come back ready to send them on to one of those days during pre-planning so that they, because gen ed teachers they a lot of them, don't understand.

One teacher felt more training was needed by general education teachers since special education is not really part of their degree.

Sped3H shared absolutely! And more so, unfortunately, more so on the gen ed side, and I know that that's not part of their degree. But as a teacher, you have to be willing to always be a student. And if we're going to provide these children with this opportunity, which they should very much equally should be able to have the same experiences as their gen ed peers.

Another special education teacher at a high-performing school also shared that training needed to focus on general education teachers. She has noticed a lack of passion for SWD among general education teachers; therefore, additional training could help general education teachers better understand SWD.

Sped4H said absolutely. I think a lot of times with gen ed teachers that aren't necessarily choosing to teach those students the passion is not there, so they're not as, I don't want to say accepting, I feel like that's not the right word, but as open and as, I'm trying to think of the word, I don't feel like there is, I guess, accepting no, I don't mean that to be negative, but I feel like they don't quite understand the kid or they write it off as oh, they're just choosing that or they just don't want to do versus when a little bit more actually are passionate about this because you see different things and it makes sense and clicks.

Training to Increase Confidence. When asked about training to increase confidence in the implementation of co-teaching, all teachers believed more training to increase confidence was needed; however, each teacher had different ideas about what that training might need to include. Most teachers focused on what training might be needed for general education teachers, but one teacher believed training was needed for special education teachers.

Sped2L stated that yes, there is a need. And we as special education teachers you know we are in our comfort zone. We do what we do, and we do it well, but also get us out of our comfort zone of delivering instruction in these larger classrooms.

The training needed for general education teachers included finding ways to increase buy in, making sure gen ed teachers know how to talk to students whose brains work differently, and showing teachers how to effectively break the class into smaller groups or stations in a way that SWD don't feel singled out.

Sped1L shared that he would say yes, but the problem is that the teachers have to buy into it. The general teacher generally is the one I'm talking about. But in terms of general ed teacher, it really comes down to is this teacher going to buy in to the co-teaching model? A lot of the teachers that I've worked with, sometimes they've been teaching for like 40 years. So, they don't want to change what they've been doing for the last 30. So, they see co-teaching as again going back to that kind of intimidation factor. They're intimidated by oh, there's going to be another adult in this room watching what I'm doing, maybe they'll criticize me or maybe they'll go behind my back and do something I don't want to do or teach the wrong material or whatever it might be. You know, obviously, I think that co-teaching can be a great tool. But, you know, both parties have to be on board with it. So, you see the full success of it.

One teacher believed training should focus on discipline and how to talk to SWD because they often do not respond the same way as their nondisabled peers.

Sped3H said she definitely thinks that there needs to be more trainings that are geared more towards maybe discipline, how to how to talk to those kids because they're not going to respond like a normal brained child would respond We get

enough of it as special education teachers, but gen ed, teachers definitely, absolutely need more training.

Another teacher believed training should focus on general education and special education teachers training together learning how to effectively create small groups so that teachers learn together how to provide supports in a manner that does not single out SWD.

Sped4H shared that she would say yeah. Yeah, I think it would be more along the lines of the gen ed and sped together. I think they would benefit from showing how to effectively break the class up into small groups and kind of do more of that rather than because a lot of what we do. One, because we don't embarrass our kids and just those kids off to the side. But a lot of what we do is just take them to another room so that they can actually focus. But if we were able to intermingle them with some higher performers but still do like station work still target those things, I think that would be big.

Theme: Impeding Practices

Many factors have been identified as perceived barriers of co-teaching practices, including lack of shared vision including goals and responsibilities, lack of implementation of special education techniques, an unwillingness to collaborate, and inadequate professional development (Alnasser, 2020; Buli-Holberg & Jeyaprathaban, 2016; Rytivaara et al., 2019; Satterlee-Vizenor & Matuska, 2018). Perceptions of special education teachers in both high and low performing schools share having experienced many of these barriers seen in the literature. Answers included topics ranging from

properly differentiating, not feeling respected as a provider of instruction, administration wanting co-teaching to look a certain way even though another way is working, and finally the improper placement of students into the co-taught setting. Improper placement was echoed by district administration.

One special education teacher shared that his classes are sometimes too focused on lectures and showing one or two examples and expecting students to be able to complete the assignment.

Sped1L shared his experiences with lecture focused first the teachers that are really focused on just doing lectures, and just showing a few practice problems on the board in terms of math then just having the students go at it, that's a big issue in terms of some of these students don't learn like that. You really got to, you know, differentiate your own teaching strategies. That way, we can actually help these students learn what they're supposed to learn as opposed to just this is what I'm going to teach you. This is how I'm teaching it if you don't learn to read. Yeah, yeah, exactly. Yeah.

Another teacher expressed no longer battling with territorial general education teachers who don't want to share responsibilities in the co-taught setting.

Sped2L stated that one of things is I'll speak up for myself, but I'm also one of these people, and I think you know that the longer and longer a general education teacher is in education they become territorial. So, I let them have it. I don't fight to try to take control. That, however, sets the tone because that lets me know what type of teacher I'm working with. One not really for co-teaching. And that's been

like a hiccup because on days for the class that I was mentioning, we will have talked about doing some things I was going to do [the next day], and the next day when we show up and I'm ready to teach, she hops at the board. So, just to keep confusion down, I just let her have it.

Another barrier shared involved administrative issues where there were certain expectations that she felt were unattainable.

Sped3H shared that yes, absolutely. So just any time administration wants to. I hate to use this term, but butt their nose into our situation, like leave us be if our kids are excelling, leave us be. Don't try to come in and flip our world upside down because your perception is completely different than what is working for us in the classroom. We're the ones in there every single day. So having that respect from the administrative side of it in the co-teaching and even the gen ed teacher, it needs to be a three-way street. Everyone needs to be rooting for your teammate in a sense, and that doesn't always happen.

The last special education teacher interviewed was focused more on whether co-taught is the correct placement for the student.

Sped4H shared that you've got kids that really should be in that smaller setting that are still in those co-taught settings that is the biggest concern is the placement of the kid. But then also the speed at which the gen ed teacher continues to go and not really slowing down.

The district administrator echoed the concern about the improper placement of students.

The philosophy of Admin3D has always been try everything, but we collect the data so we can support a different move. So, I've always been a person that feels like every child can make a gain, but that gain is going to look different for every child. So, even your students that need the most support will make gains over the year. It's obviously going to be at a different rate than say a gifted student.

Relationship to Conceptual Framework

Transformative learning involves a change in perception after critically reflecting on a situation (Baumgartner, 2019; Johnson & Olanoff, 2020; Moore, 2018). Secondary teachers tend to be more skeptical about and reluctant to implement inclusive practices; however, through the use of critical analysis, teachers are able to shift their thinking (Dovigo, 2020). Throughout this study, administrators, general education teachers, and special education teachers reported the use of one teach/one assist. The experiences of one special education teacher embodies transformational learning theory.

Sped1L shared his journey stating that in those times where my team, my co-teacher, isn't necessarily on board with co-teaching, I would say definitely that immediately is kind of a sour note. Yeah. If they really just don't want you to do anything but sit in the corner and help that student or whatever it is like I get bored, I'm not being able to do something to teach. But I would say that those bad experiences have caused me to advocate more in terms of having an input and in terms of what the classes are doing. Even if I'm not necessarily a specialist in the content, I can look at a lesson and know they're not going to understand this, or this just isn't a good lesson.

Advocating for what is best for students has allowed this teacher to begin the year using one teach/one assist and move toward incorporating more robust models of co-teaching.

Sped1L explained this through sharing that generally, what would happen is at the start of the school year, we would one teacher and one support. In terms of just learning the students' names and kind of figuring out where each student individually is at. That way, our co-planning's can be where we can actually differentiate better in terms of, these students here, they're probably on the lower end, so, maybe they need more help in terms of vocabulary. They might need to be read to. We can also say these are the students that we have the big issues within terms of academic success versus the students that might be behavioral issues. That we need to adjust the seating. But, as time goes on, we split into station teaching or we might do like various other strategies. Maybe one main group, one, one small group that we actually just sort of teach.

Advocating for himself to be an equal and for his students to have experiences that help them better understand core content led to his most memorable co-teaching experience.

Sped1L relayed the most memorable experience I had was I was co-teaching economics at one point, and this was in another district. And we were discussing how should we bring up this idea of supply and demand? It's like the cornerstone of the subject, and we wanted to do something that is going to be entertaining for our students and make them have a little fun with the subject instead of just doing

supply and demand curves all day. So, we sat down together, and we basically wrote up a whole game that we're going to play. We separated them into groups. Each group would be essentially like a camp or like a like a camp of their own solitary unit. And some of them would have would be producing certain goods, different goods from other people, other groups, and they would have to trade to make sure their country or their camp or whatever has what they need to survive. Meanwhile, everyone, one particular thought so that one wasn't a huge amount of demand because everyone, everyone had it. Meanwhile, another one, maybe one had left, for instance, everyone wants lumber, because we want to build stuff. So, you know, they would be trading those for the sheep for the goats and cows, whatever. We kind of just said let's start with this game. And then at the end of the game, like the team, like all the students, I would say overall, they were all kind of they were starting to click in their heads. OK, so what you're saying is that things that are in high demand, we can ask for more of that because like I think we had like one camp was really good with medicine. There was an illness that struck that broke out, and all of a sudden that medicine became huge demand. So, I was like, I will pay you whatever you want for your medicine because I need your medicine. And I was like, well, there you go! That's because like so if it's your life on the line, you're going to pay whatever it is. to get that medicine.

This teacher's experiences reflect the essence of transformational learning theory. He has gone from accepting more of a support role to becoming involved in the planning for co-taught segments and bringing in his expertise with meeting the needs of SWD. He

no longer just accepts a support role; he a strong advocate for the needs of his students in the co-taught classroom.

Evidence of Trustworthiness

Trustworthiness reflects the degree of confidence that the sources and methods for a study are credible (Burkholder et al., 2016; Ravitch & Carl, 2021). Careful steps must be taken to ensure the trustworthiness of a study. It is critical to accurately report on the perceptions shared by participants. Steps taken in this study to ensure trustworthiness are detailed below. Steps taken to ensure the trustworthiness of this study included utilizing both professional transcription software and a data analysis provider. In taking this step, a potential source of bias was eliminated.

Credibility

Credibility means the results of the study are believable (Burkholder et al., 2016). Rubin and Rubin (2012) express the importance of interviewing participants who have knowledge of the topic being studied. To ensure credibility within this study only participants who had a minimum of one year of experience with co-teaching were interviewed. Administrators who participated in the study had between 16 – 30 years of experience; general education teachers had six to 25 years of experience, and special education teachers had between six and 30 years of experience. Member checks were another way credibility was established. Member checks provided participants the opportunity to review transcripts not only for accuracy and completeness but also for soliciting feedback (Burkholder et al., 2016). After transcription of the interview, each participant was emailed the transcript to check for accuracy and completeness as well as

to provide feedback. Each participant indicated the transcript was an accurate record of their interview.

Transferability

Although the purpose of qualitative studies is not to generalize from the sample to the larger population, it is hoped that the results would be similar in settings like the sample (Burkholder et al., 2016). Thick description was used to assist in the transferability of the findings of this study. Thick description involves describing the setting, participants, and findings (Burkholder et al., 2016). Tables reflecting demographic information of both participants and settings were provided and discussed. Direct quotes were used to accurately relay participants' perceptions. The findings of this study may be used in the local setting from which the data was collected. It is possible that the findings could transfer to other districts and schools with a similar population.

Dependability

For a study to be dependable, data collection, analysis, and reporting must be consistent (Burkholder et al., 2016). For this study, data was collected from October 10, 2022, to April 13, 2023. Further, the researcher documented when transcripts were shared as well as when feedback from the participant was received. Transcripts were saved electronically with participants listed by assigned numbers. These files are password protected and stored in a safe to minimize the opportunity for data to be accessed by others. I am the only person with access to both the safe and the files. Finally, to eliminate any potential bias, I contracted with Statistics Solutions to analyze the data from this study.

Confirmability

Because the potential exists for subjectivity on the part of the researcher, confirmability indicates that another researcher would arrive at the same conclusions (Burkholder et al., 2016). It is important that the conclusions from this study remain free from personal bias. Interviews were transcribed verbatim using NVivo transcription software. Statistics Solutions, a data analysis provider was consulted in the codification of data as another step to eliminate possible bias. Finally, member checking of data and initial coding was utilized. This afforded the participant the opportunity to ensure no bias on my part had been entered into the data.

Summary

Although a request had to be made, the outline for research presented in Chapter 3 was able to be followed. Because of a lull in recruitment, I requested from the IRB that I be allowed to incorporate snowball sampling and an increase in gratuity offered to participants. Upon approval of these additions, the remaining six participants were recruited. Interviews provided enough information to appropriately answer each research question as originally written for this study. Four participants were interviewed for each question. Some common themes were evident among participant categories. Cases also showed areas of similarity within themes.

Research question one focused on administration. With regard to planning and implementation of co-teaching, administrators at both high and low performing schools indicate the common planning time is provided for co-teaching teams. Administrators at both high and low performing also indicate using walkthroughs to identify strong co-

teaching teams to refer struggling teams to observe. Administrators in both high and low performing schools indicated that having an in-house LEA, common planning, communication, identification of exemplars, special education co-teachers adjusting lesson plans to meet the needs of SWD, and flexible teaching (providing both whole and small group) as actions taken that facilitate successful co-teaching.

Administrators at both high and low performing schools identified having to pull teachers for coverage during their planning period, and lack of communication among co-teachers as barriers to the successful implementation of co-teaching. High performing schools also noted the increased social emotional learning needs of students and needing to reacclimate to being in a building post-COVID as additional barriers. Low performing school administrators further indicated that a relaxation of highly qualified measures has resulted in special education teachers not being as prepared for the classroom.

Research question two focused on general education teachers' responses to questions about the planning and implementation of co-teaching, facilitators of, and barriers to co-teaching. Regarding planning and implementation, both high and low performing schools indicated the use of one teach/one assist, the general education teacher being the content expert while the special education teacher supports and provides accommodations, equity of roles, and difficulty maintaining expected pace in the co-taught segments.

In relationship to questions to identify facilitators of successful co-teaching, teachers at both high and low performing schools agreed that choice in co-teacher was a facilitator. Teachers at high performing schools identified common planning as a

facilitator while teachers at low performing schools, where common planning did not always occur, believed having common planning would aid in the implementation of co-teaching. Common barriers to co-teaching identified by both high and low performing schools included co-teachers being pulled to provide coverage when substitute teachers were not available, overloaded co-taught classes, and the need for more robust training to prepare for co-teaching. Interestingly administrators and both high and low performing schools indicated pulling teachers for coverage was a barrier to successful implementation of co-teaching.

Finally, research question three probed perceptions of special education teachers regarding planning and implementation of co-teaching, facilitators of, and barriers to successful co-teaching. Planning practices varied and were primarily dependent upon whether the special education teacher was co-teaching in more than one subject area. When co-teaching in only one subject area, teachers all reported having common planning time; however, when required to co-teach in a second content area, common planning did not occur as it should for the successful implementation of co-teaching.

Teachers at both high and low performing schools indicate the use of one teach/one assist, the general education teacher being the content expert and the special education teacher the expert in strategies and accommodations. Further, they believed that they usually felt they were equals in the classroom, but that varied depending on the attitude of the general education co-teacher. Most teachers of SWD indicated difficulty with students keeping pace, but strategies that aided in successful implementation, such

as providing notes, adjusting lessons and material as needed, and implementing both whole and small group instruction assisted in successful implementation.

Other facilitators of successful co-teaching included building a collaborative relationship with their general education counterparts, previewing lessons beforehand, common planning time, professional development, and using one teach/one assist to monitor student progress. Teachers at both high and low performing schools wished the administration could provide a second planning period for special education teachers to take care of special education requirements. This desire was also expressed by general education teachers at high performing schools. Finally, special education teachers identified improper placement of students in co-taught classrooms, general education classrooms with a focus on lecture, and micromanagement by administrators as barriers to successful implementation of co-teaching.

In chapter five, interpretation of findings will be addressed. Also, limitations of the study will be discussed. Recommendations for future studies will be examined. Finally, implications regarding positive social change will be introduced.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this qualitative multiple case study was to explore the planning and implementation of coteaching at the high school level. The hope was to identify perceived barriers and facilitators of coteaching from the perspective of administrators, general education teachers, and special education teachers. A comparison of strategies implemented at high and low performing schools was included to determine additional practices that are perceived to assist in the effective implementation of coteaching. This was necessary because of the inconsistency of content mastery on Georgia Milestones End-of-Course Assessments varying from year to year as well as school to school within an urban district in southwestern Georgia.

Planning and implementation data revealed: (a) the implementation of common planning, (b) the use of one teach/one assist, and (c) both general and special education teachers perceived the role of the general education teacher as being a content specialist while the role of the special education teacher is to support the needs of SWD.

One facilitator common among administrators, general education teachers, and special education teachers was the provision of common planning. Beyond common planning, administrators, general and special education teachers had different perceptions of practices that assist in the implementation of co-teaching. Facilitators of coteaching included the provision common planning and teachers having a choice in coteaching. One common barrier to the implementation of coteaching shared among administrators, general and special education teachers was having to pull teachers for coverage resulting from a shortage of substitute teachers. Both general and special education teachers

perceive more training is necessary for teachers to understand the challenges of SWD and to gain confidence in co-teaching. Beyond these two practices, perceptions were quite different for administrators, general education teachers, and special education teachers.

Interpretation of the Findings

Confirming and Extending Knowledge

Chapter 2 included an extensive review of current literature surrounding co-teaching. After a thorough review of the literature, frequently mentioned barriers to and facilitators of co-teaching were identified. The most common barriers found in current literature include: (a) academic achievement of SWD, (b) high stakes assessments, and (c) over-reliance on one teach/one assist. The most common facilitators include: (a) collaborative planning, (b) administrative support, (c) teacher roles within coteaching, and (d) professional development. The findings of this study not only confirm what is found in current literature but also extend knowledge of co-teaching at the high school level.

Confirming Barriers to Coteaching

Difficulty with Pacing

Cook and Friend (1995) indicated that educators understanding the structure and pacing of curriculum and the specialty of special education counterparts to meet the unique learning needs of diverse students are essential in the implementation of coteaching. Rapidly moving through curriculum because of high stakes assessments creates an environment where there is not enough time to master a concept before moving on (Mastropieri & Scruggs, 2001). In a recent study, special education teachers reported

being frustrated trying to follow school and district pacing guides while maintaining the rigor of the curriculum (Cramer et al., 2021). This study confirmed that structure and pacing of the curriculum is a persistent issue in the classroom today. Although administration is offering common planning as one step toward overcoming this barrier to the successful implementation of co-teaching, both general and special education teachers indicate the inability of SWD to maintain the pacing of the general education classroom persists.

Over-Reliance on One Teach/One Assist

One teach/one assist is a model of coteaching where one teacher assumes the lead role while the other teacher monitors students and assists as needed (Cook & Friend, 1995). This approach is frequently utilized because it is easy to implement, it requires little planning, and it provides a basic level of support for SWD in a cotaught setting; it is likely that these reasons contribute to one teach/one assist (or observe) being the most frequent reported model of co-teaching teachers implement (Cook & Friend, 1995; King-Sears & Jenkins, 2020; Strogilos & King-Sears, 2019).

Both students and teachers identified one teach/one assist as being the primary model of coteaching implemented in the co-taught classroom (King-Sears & Jenkins, 2020; King-Sears & Strogilos, 2020). This study confirmed the overuse of one teach/one assist (observe or rotate) as reported by school and district level administrators, and general and special education teachers. Administrators use walk-throughs to identify classes implementing more robust models of coteaching and use those classrooms as exemplars for coteaching teams who need to see effective coteaching in action. As

teachers work together over the course of the school year, both general and special education teachers reported they incorporate more robust models of co-teaching such as alternative, parallel, and station teaching. Station teaching, parallel teaching, team teaching, and alternative teaching were found to be more effective than one teach/one assist (Burks-Keely & Brown, 2014).

Extending Barriers to Coteaching

Coverage

Not reported in the literature was the fact that teachers are routinely moved from their regular planning schedule to provide coverage in a classroom where no substitute teacher was available. Although this was not revealed in the literature that was reviewed in Chapter 2, some administrators and teachers in this study reported that this occasionally occurred prior to the COVID pandemic, with the problem getting worse post-COVID. School level administrators indicated that unfortunately they sometimes pull teachers during their common planning group in order to have a certified teacher in every classroom over the course of the school day. General education teachers reported that pulling themselves or their coteacher from the planning group as being disruptive of their ability to coplan for their cotaught segments. General education teachers, however, expressed their appreciation that their administrators did their best to protect common planning time; it simply is not always possible because of the shortage of substitute teachers.

Professional Development

Current literature cites professional development as a facilitator of co-teaching citing that after receiving professional development regarding the models of co-teaching, the use of one teach/one assist decreased and the implementation of more robust models increased (see, for example, Duran et al., 2020; Faraclas, 2018; Meadows & Caniglia, 2018). This study, however, indicates professional development has not supported their needs. Administrators report providing professional development as they see the need arise. General education teachers indicate they needed additional training because many general education teachers do not understand the capabilities of SWD. They also do not know how to select appropriate accommodations for SWD. This idea is supported by a recent study that found many teachers are underprepared for coteaching, and there exists a lack of understanding about co-teaching techniques (Duran et al., 2020; Meadows & Caniglia, 2018).

Special education teachers indicated better training was needed. One reason cited is that special education teachers need more training in how to implement lessons to the larger group because their training focused on implementation in a small group setting. Another teacher cited training more specific to the most common disabilities seen in today's co-taught classrooms. A final suggestion offered by special education teachers was visiting schools with an established reputation of successful coteaching and bringing those ideas back to their home school for the development of training would be more beneficial than rehashing the models of coteaching every year. Meadows and Caniglia

(2018) reported that providing teachers an opportunity to observe the practice of others either in person or through videos promotes the ability to improve teaching practices.

Communication

In a recent study, middle school teachers indicated that their working relationship was impacted by positive communication and parity (King-Sears et al., 2020). Communication, both formal and informal, creates an environment for co-teachers to not only become more comfortable with one another but also in building a relationship allowing co-teachers to achieve a common goal (Alsarawi, 2019). Because it may negatively impact student learning, it is important that coteachers overcome barriers to communication (Alsarawi, 2019). Communication outside that of common planning was indicated as a barrier to the successful implementation of coteaching. School based administrators indicated co-teachers not getting along or being able to communicate and understand one another and their roles as being a problem despite the belief that PLCs offer a safe space for open, honest critical conversations. General education teachers also expressed the challenges a team can face if they do not practice appropriate communication. One general education teacher expressed communication should provide the path for being on the same wavelength. Another general education teacher responded that the only time problems with coteaching occurred was when the general and special education teachers were unsuccessful with communication. Special education teachers also expressed the importance of communication. Special education teachers spoke of communication in terms of building relationships with their general education counterparts so that each other's input can be honored.

Confirming Facilitators of Coteaching

Common Planning Time

Having time to collaborate is a common concern expressed by co-teaching pairs (DaFonte & Barton-Arwood, 2017; Keeley et al., 2017; Satterlee-Vizenor & Matuska, 2018; Sermon et al., 2020). Because co-teaching pairs share accountability for student learning outcomes, collaborative planning is essential (Alsarawi, 2019; Brendle et al., 2017; Friend & Barron, 2016). Through the process of collaborative planning, teachers create lesson plans, build in scaffolds, differentiation, and behavioral support, decide which co-teaching models to utilize, and delineate roles for each teacher throughout the lesson (Alsarawi, 2019; Brendle et al., 2017; Murawski & Lochner, 2011). Further, administrative support of common planning is essential (Alnasser, 2020; Alsarawi, 2019; Brendle et al., 2017; Nierengarten, 2013).

This study confirmed the importance of collaborative planning or common planning time. Administrators have ensured common planning for most co-teaching pairs. When a co-teacher must work across multiple disciplines, common planning for all disciplines is not possible. District administrators supported the need for an established common planning time during the school day. General education teachers expressed the importance of that time being protected. General education teachers who were not provided built in common planning time expressed a desire to have a schedule with common planning time. Special education teachers echoed the benefit of having common planning time. Special education teachers who were split among multiple disciplines expressed the difficulty in planning with the teacher for whom they did not have common

planning. One high performing school defined expectations during common planning to maintain focus and create accountability between teachers.

Teacher Roles and Responsibilities

At the inception of coteaching as a service delivery model for SWD, it was believed the specialty the general education teacher brings into the partnership is that of an understanding of structure and pacing of the curriculum while the special education teacher brings the ability to meet the unique needs of SWD (Cook & Friend, 1995). This perception continues to be evident in current literature about co-teaching with authors maintaining that the role of the special education teacher is to adapt assignments, manage behavior problems, and monitor the progress of SWD while their general education counterpart is the content specialist (Alnasser, 2020; Brendle et al., 2017; Faraclas, 2018; Rexroat-Frazier & Chamberlin, 2019; Stefandis & Strogilos, 2015).

These complimentary roles allow for the provision of specially designed instruction, differentiation, and more robust instruction for all learners (Friend & Barron, 2016; Lemons et al., 2018). This study confirmed those findings. Administrators expressed having the special education teacher at the minimum conducting the opening and closing of a lesson with a preference for more involvement. General and special education teachers alike expressed the role of the general education teacher is that of content specialist, and the role of the special education teacher is that of the differentiation and support specialist.

Administrative Support

One practice administrators could implement in the practice of co-teaching is to limit the number of SWD in the co-taught setting. Alnasser (2020) suggests that no more than 25% of the class should be SWDs. General education teachers in this study echoed not overloading co-taught classrooms with not only SWD but also students with 504 Plans.

Being explicit about the responsibility of each teacher is imperative to the successful implementation of co-teaching (Friend & Barron, 2016). Administrators at both high and low performing schools indicate they have provided explicit instruction on expected roles and responsibilities within the co-teaching partnership. When supporting the work of co-teachers, it is suggested that an understanding by administrators that teacher roles might look different is imperative (Friend & Barron, 2016; Murawski & Lochner, 2011). Both general and special education teachers indicate a minimum participation requirement of the special education teacher is to provide instruction during the opening and closing of class each day. Special education teachers went on to say that they hoped administrators understood the special education teacher may be deficient in content knowledge. For that reason, they wished administrators would accept the professional judgement regarding how the co-teaching team agreed to deliver instruction.

Extending Facilitators of Co-Teaching

Flexible Teaching Practices

School administrators mentioned the need for flexibility in being able to pull out SWDs into a smaller group setting for part of a class period to provide scaffolding and

other supports that are needed and to push SWD back into the co-taught classroom once they have obtained foundational knowledge to allow them to move forward in the lesson and curriculum. They recommend pulling students who are struggling but not on an IEP from the large group setting into a small instructional group targeting deficient skills implementing the alternative teaching model of co-teaching so that it could not easily be determined who was a SWD and who was not a SWD. Some special education teachers felt administrators might frown on the practice of pulling students out to provide supplemental instruction and returning to the co-taught setting after small group instruction has been provided. Special education teachers indicated that the removal of students into a small group for supplemental instruction was done to provide accommodations such as small group as needed, extended time on classwork and tests, reteaching of content, and retesting content to demonstrate mastery. General education teachers, however, spoke more in terms of the special education teacher providing accommodations within the co-taught setting.

Extra Planning Time

Another extension found during this study was related to planning. Both general and special education teachers expressed a desire for the special education teacher to have additional planning time. Both general and special education teachers advocated for that time to be an additional planning period during which the special education teacher could focus on the legal measures of special education particularly around progress monitoring and preparing for IEP meetings. One general education teacher, however, said

an additional planning period might be too excessive, but a sub when the load was heavy for IEPs might be more feasible.

Limitations of the Study

The execution of a study incurs limitations to transferability. One limitation of the study in Chapter 1 addressed the transferability to schools and districts with different demographics. The findings of this study are limited to one urban school district in southwestern Georgia. Results of this study may not directly transfer to other urban districts in Georgia or elsewhere. Further, the results of this study might not transfer to rural districts. Finally, not all high schools in the district were included in the study. Teachers and administrators from four of six eligible schools participated in this study.

A second limitation included the varying needs of students, material/financial resources, administrative support, school climates, and contextual histories across urban, suburban, and rural school settings as well as within schools in a single district. Of the six eligible schools, four are Title I schools. Of the four schools represented in the study, two were Title I and two were not Title I. Unknown is the nature of the disabilities represented at each school participating in the study. Only one administrator indicated having specialized programs available in his school, and one general education teacher mentioned having specialized programs available in her school. These programs could create a larger SWD population than other schools.

Not all schools in the district provide common planning for co-teaching teams. Smaller districts might not have the personnel available to provide for common planning. Within this study, one of the four schools did not provide common planning for co-

teaching pairs. Although their respective schools provided common planning for co-teaching pairs, two special education teachers and one general education teacher mentioned that they did not have common planning with their co-teaching partner because the special education teacher provided co-taught services in multiple content areas.

Social desirability bias is the tendency to present a reality that aligns with accepted social perceptions (Bergen & Labonté, 2020). Social desirability is another potential limitation of this study. To minimize potential social desirability bias, participants were encouraged to provide real versus ideal perceptions. While honesty during interviews could be a limitation, it is my belief that participants were honest during interviews by the participant asking the clarifying question of my seeking a realistic or an idealistic answer. Clarification questions were most commonly asked when asked about common planning and perceived roles of each educator in the co-taught setting.

Participants engaging in one interview presents another potential limitation to the credibility of the study. In an effort to minimize this potential threat to the trustworthiness of the study, all interviews were recorded. Each participant was given a copy of the transcript from their interview to review for accuracy and completeness.

The researcher's experiences with co-teaching as both a general and special education teacher was a potential threat to the dependability and confirmability of the study. To keep personal bias from impacting the study, Statistics Solutions was

employed. Once transcripts were member checked by participants, transcripts were submitted to Statistics Solutions to be analyzed and codified.

Another limitation of this study is that only perceptions of administrators, general education teachers, and special education teachers were included. Given that the identification of a student as being a SWD, I did not have access to students who were identified as having an IEP. For that reason, this study did not include the perceptions held by students or their parents.

Recommendations

The findings of this study can be beneficial to all high schools in the district who incorporate co-teaching as a service delivery model; however, understanding access to the general curriculum is essential. A common misunderstanding of access to the general curriculum is that all students with disabilities receive instruction in the co-taught classroom alongside their nondisabled peers; however, evidence of student outcomes is the metric by which access should be measured (Fuchs et al., 2015). The district level administrator in this study indicated that student achievement data should drive whether or not a student is placed into a co-taught classroom.

Providing common planning is frequently cited in the literature as a facilitator of co-teaching (see Alsarawi, 2019; Cook & McDuffie-Landrum, 2020; Rodgers & Weiss, 2019). This study confirms the findings of current literature regarding co-teaching. High schools who are providing common planning should continue to do so. Administrators at high schools who are not should consult with administrators whose schools are providing common planning to see how this can be accomplished in their school master schedule.

Having a guide to follow to ensure the needs of SWD are being addressed during collaborative planning is important when common planning is provided (see Alsarawi, 2020; Cook & McDuffie-Landrum, 2019; Härkki et al., 2021). Making accountability visible during the common planning process should also be considered. Built in accountability leads to the recommendation of making explicit the expectations of teachers in co-teaching pairs. Current literature supports making expectations explicit (see Alnasser, 2020; Cook & McDuffie-Landrum; Friend & Barron, 2016). This sets a minimum standard and leaves no room for uncertainty on the part of either co-teacher.

Using walk-through observations to identify exemplars further makes visible expectations in a co-taught setting. The need for administrators to express clear expectations is noted in current literature (Alnasser, 2020). These walk-throughs should also be used to identify professional development needs. Providing professional development (PD) is also found in current literature (see Duran et al., 2020; Kim & Pratt, 2020; Meadows & Caniglia, 2018). Providing professional development based on observed needs is another recommendation resulting from this study. Administrators shared that professional development is conducted, but teachers reflected not seeing value in the professional development being provided. Instead of the drilling of the models of co-teaching, teachers expressed the need for PD as it related to a better understanding of student capabilities among the federally recognized categories of SWD. Further, understanding the appropriate selection of accommodations was expressed as a PD need. Special education teachers receiving training on providing instruction to the larger group was also stated as a need since typical special education training focuses on small group

implementation of interventions and supports. Finally, teachers expressed a desire for observing other schools or districts that have earned a positive reputation for their implementation of co-teaching and using these observations as a source of needed PD within their individual schools. A final recommendation is to provide PD related to building positive relationships and communication between co-teaching pairs.

Implications

The results of this study support positive social change. The placement of SWD into co-taught classrooms continues to be a controversial service delivery option. While there are some identified benefits, there is little quantitative research indicating improved academic outcomes for SWD (see Calhoon et al., 2018; Cook & McDuffie-Landrum, 2020; Iacono et al., 2021; King-Sears et al., 2021). Specific to this study, however, the positive social change implications include teacher retention and improved graduation rates for SWDs. It is important to remember, however, that the results of this study are based solely on the perceptions of four administrators, four general education teachers, and four special education teachers. In a period where teacher retention is a struggle, co-teaching is not listed as a reason teachers either remain or leave the profession (Billingsley & Bettini, 2019; Scott et al., 2021). Only one of four administrators reported steps taken to support co-teaching has actually resulted in better retention of special education teachers.

Administrators at both high and low performing schools indicated that since the implementation of co-teaching, they have seen an increase in graduation rate of SWD. The low-performing school had a 67.65% graduation rate for SWDs in 2019 and a

76.9%% graduation rate for SWDs in 2022 (Georgia Department of Education, 2022).

The high performing school had a 66.67% graduation rate for SWDs in 2109 and a 92.9% graduation rate for SWDs in 2022 (Georgia Department of Education, 2022). However, the administrator's observation is speculative and perhaps what is observed is due to coincidence and/or other factors. There is no hard evidence that co-teaching is the cause for the increase in graduation rate.

Finally, SWD lagging behind their general education peers is frequently seen in current literature (Fuchs et al., 2018; Gilmour et al., 2019; Hurwitz et al., 2020; Lemons et al., 2018). One administrator at a high performing school is reporting higher content mastery results for SWD as measured by performance on the Georgia Milestones in specific core content classes. The flagging system discussed previously is currently being reset using 2022 scores as the new baseline for determining target and indicator scores. Although a direct comparison cannot be made because of this, 82.35% of SWD at the high-performing school scored developing learner or above in ELA (Georgia Department of Education, 2022). Only 28.99% of SWDs at this school scored developing learner or above in mathematics (Georgia Department of Education, 2022).

Current literature describes a plethora of barriers to the successful implementation of co-teaching including ineffective instructional supervision, lack of implementation of specially designed instruction, unwillingness to collaborate, mutually agreed upon responsibilities, supervisory power struggles, maintaining pace, and inadequate professional development (Alnasser, 2020; Ashton, 2016; Buli-Holberg & Jeyaprabhan, 2016; Rytivaara et al., 2019; Satterlee-Vizenor & Matuska, 2018). Using the findings of

this study, however, can assist in understanding barriers specific to this district. This information can be used to provide PD or to implement changes in practice to overcome perceived barriers.

Conclusion

Co-teaching continues to be widely used to support the instruction of SWD in their least restrictive environment. Implementation of co-teaching, however, is often ineffective. This study took a close look at perceptions held by administrators, general and special education teachers regarding practices utilized in the implementation of co-teaching at both high and low performing schools in an urban district in southwest Georgia. It is my most sincere hope that the findings and recommendations of this study will be used to promote district-wide changes leading to positive social change for teachers and students.

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Appendix A: IRB Approval

Dear Karen Spradlin,

This email is to notify you that the Institutional Review Board (IRB) has approved your application for the study entitled, "Teachers' Perceptions About Student Success in the High School Co-Teaching Environment."

Your approval # is 09-09-22-0995061. You will need to reference this number in your dissertation and in any future funding or publication submissions. Also attached to this e-mail is the IRB approved consent form. Please note, if this is already in an on-line format, you will need to update that consent document to include the IRB approval number and expiration date.

Your IRB approval expires on September 8, 2023 (or when your student status ends, whichever occurs first). One month before this expiration date, you will be sent a Continuing Review Form, which must be submitted if you wish to collect data beyond the approval expiration date.

Your IRB approval is contingent upon your adherence to the exact procedures described in the final version of the IRB application document that has been submitted as of this date. This includes maintaining your current status with the university. Your IRB approval is only valid while you are an actively enrolled student at Walden University. If you need to take a leave of absence or are otherwise unable to remain actively enrolled, your IRB approval is suspended. Absolutely NO participant recruitment or data collection may occur while a student is not actively enrolled.

If you need to make any changes to your research staff or procedures, you must obtain IRB approval by submitting the IRB Request for Change in Procedures Form. You will receive confirmation with a status update of the request within 10 business days of submitting the change request form and are not permitted to implement changes prior to receiving approval. Please note that Walden University does not accept responsibility or liability for research activities conducted without the IRB's approval, and the University will not accept or grant credit for student work that fails to comply with the policies and procedures related to ethical standards in research.

When you submitted your IRB application, you made a commitment to communicate both discrete adverse events and general problems to the IRB within 1 week of their occurrence/realization. Failure to do so may result in invalidation of data, loss of academic credit, and/or loss of legal protections otherwise available to the researcher.

Both the Adverse Event Reporting form and Request for Change in Procedures form can be obtained on the Tools and Guides page of the Walden website:

<https://academicguides.waldenu.edu/research-center/research-ethics/tools-guides>

Doctoral researchers are required to fulfill all of the Student Handbook's [Doctoral Student Responsibilities Regarding Research Data](#) regarding raw data retention and dataset confidentiality, as well as logging of all recruitment, data collection, and data management steps. If, in the future, you require copies of the originally submitted IRB materials, you may request them from Institutional Review Board.

Both students and faculty are invited to provide feedback on this IRB experience at the link below:

http://www.surveymonkey.com/s.aspx?sm=qHBJzkJMUx43pZegKlmdiQ_3d_3d

Sincerely,
Libby Munson
Research Ethics Support Specialist
Research Ethics, Compliance, and Partnerships
Walden University
100 Washington Avenue South, Suite 1210
Minneapolis, MN 55401
Email: irb@mail.waldenu.edu
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Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link:

<http://academicguides.waldenu.edu/researchcenter/orec>

Appendix B: IRB Amendment

Hi Karen,

The IRB has reviewed your request for a change in procedures and you may use snowball sampling as a form of recruitment and increase your compensation to \$50. Attached is your revised consent form, that should be used moving forward.

As for speaking at faculty meetings, please clarify what this would involve, as recruiting in a group setting would not be appropriate. This can increase the potential pressure to participate and decrease the privacy of the recruitment process. It would be acceptable to inform teachers about your study during a staff meeting, but you could not ask for participants nor request anyone express interest at that time. You would need to explain that if they are interested in participating to contact you after the meeting.

Also, if you continue to pursue providing information about your study at a staff meeting, please submit documentation from the district which confirms their approval for you to modify your study in this way.

Sincerely,
Libby Munson
Research Ethics Support Specialist
Research Ethics, Compliance, and Partnerships
Walden University
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Information about the Walden University Institutional Review Board, including instructions for application, may be found at this link:

<http://academicguides.waldenu.edu/researchcenter/orec>

Appendix C: District Approval

**Research, Accountability
and Assessment**

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Director

June 28, 2022

Karen Spradlin has requested permission to conduct a research project entitled "Teachers' Perceptions About Student Success in the High School Co-Teaching Environment". Her request has been approved as currently written. Any changes to the project will require a resubmission for review and IRB approval. A finalized copy of her research results should be filed with our office upon completion of the project.

Director, Research Accountability and Assessment

Appendix D: Interview Questions for Administrators

1. How do teachers demonstrate to administration their shared responsibility for assignments, assessments, and grading (Murawski & Lochner, 2011)?
2. Are there additional actions have you taken (in addition to how teachers create assignments, assessments, and share grading) to assist in the implementation of co-teaching?
3. How have these actions increased academic outcomes for students with disabilities?
4. Have changes occurred that have created difficulties with the implementation of co-teaching?
5. What are some practices you have experienced that aid in the implementation of co-teaching?
6. What practices have you experienced that make the implementation of co-teaching more difficult?
7. Do your teachers express having difficulty maintaining the expected pace in the co-taught classes in your school (Nishimura & Busse, 2016)?
8. What supports do your teachers have in place to help students with disabilities adjust to the pace of a co-taught class?
9. What is your most memorable experience with co-teaching, and how is that experience reflected in your current co-teaching practices?

10. What are your beliefs about students with disabilities receiving instruction in a co-taught setting? Have you had a co-teaching experience that challenged this set of beliefs? Did this experience change how you provide instruction in a co-taught setting?
11. Do you have any additional information, insights, or thoughts to share that were not covered by the interview questions?

Appendix E: Research Questions for General Education Teachers

1. How often do you plan with your co-teacher (Murawski & Lochner, 2011)?
2. What are your perceived roles and responsibilities of the gen ed teacher during co-teaching? The special ed teacher (Hang & Rabren, 2009; Murawski & Lochner, 2011)?
3. What supports provided by administrators assist in the implementation of co-teaching?
4. Are there additional supports that administrators could provide that might improve the implementation of co-teaching?
5. Do you believe you have been adequately trained for providing instruction to students with disabilities in the co-taught setting (Nishimura & Busse, 2016)?
6. Is there a need for additional training for teachers to better understand the needs of students with disabilities (Nishimura & Busse, 2016)?
7. Is there a need for additional training for teachers to more confident in their implementation co-teaching (Nishimura & Busse, 2016)?
8. Which models of co-teaching are implemented by you and your co-teacher (Murawski & Lochner, 2011)?
9. What are some practices you have experienced that aid in the implementation of co-teaching?
10. What practices have you experienced that make the implementation of co-teaching more difficult?

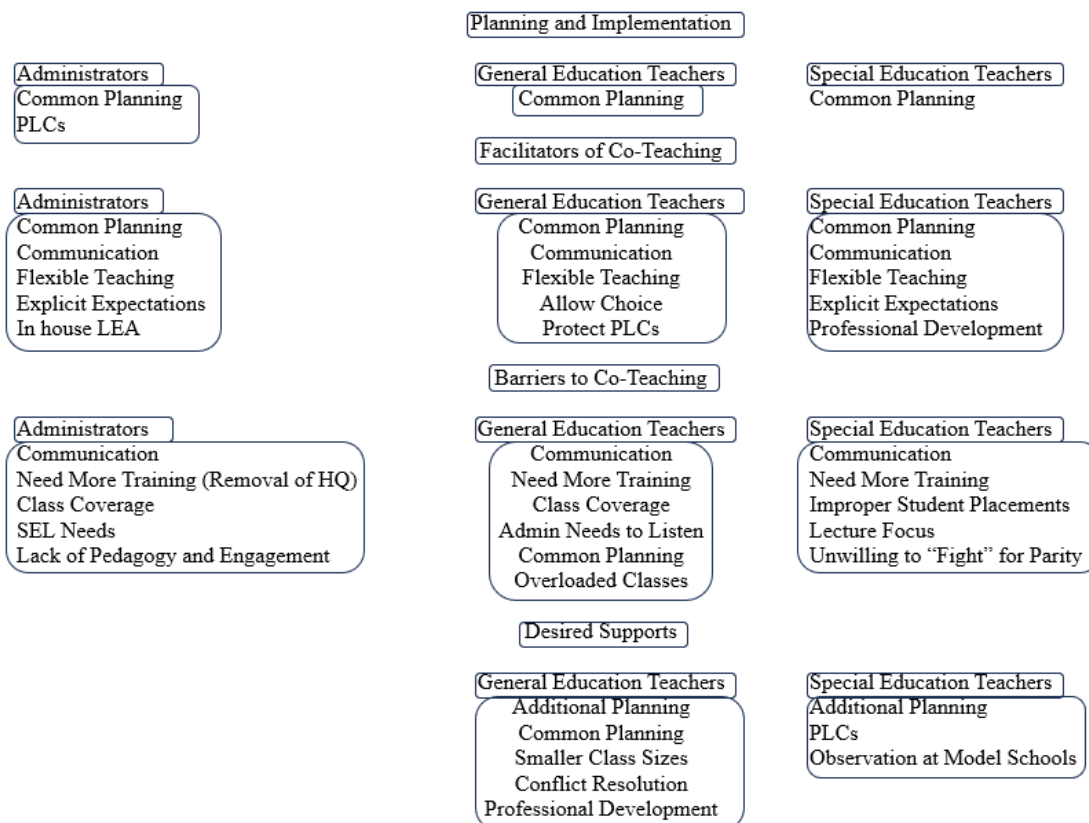
11. Do you have difficulty maintaining the expected pace in your co-taught classes (Nishimura & Busse, 2016)?
12. What steps are taken to help students with disabilities adjust to the pace of a co-taught class (Nishimura & Busse, 2016)?
13. What is your most memorable experience with co-teaching, and how is that experience reflected in your current co-teaching practices?
14. What are your beliefs about students with disabilities receiving instruction in a co-taught setting? Have you had a co-teaching experience that challenged this set of beliefs? Did this experience change how you provide instruction in a co-taught setting?
15. Do you have any additional information, insights, or thoughts to share that were not covered by the interview questions?

Appendix F: Research Questions for Special Education Teachers

1. In a co-teaching setting, describe the role you most commonly assume (Hang & Rabren, 2009; Murawski & Lochner, 2011).
2. Describe your perception of being an equal (or not) in the co-taught setting (Hang & Rabren, 2009; Murawski & Lochner, 2011).
3. How often do you plan with your co-teacher (Murawski & Lochner, 2011)?
4. What are your perceived roles and responsibilities of the gen ed teacher during co-teaching? The special ed teacher (Hang & Rabren, 2009; Murawski & Lochner, 2011)?
5. What supports provided by administrators assist in the implementation of co-teaching?
6. Are there additional supports that administrators could provide that might improve the implementation of co-teaching?
7. Do you believe you have been adequately trained for providing instruction to students with disabilities in the co-taught setting (Nishimura & Busse, 2016)?
8. Is there a need for additional training for teachers to better understand the needs of students with disabilities (Nishimura & Busse, 2016)?
9. Is there a need for additional training for teachers to more confident in their implementation co-teaching (Nishimura & Busse, 2016)?
10. Which models of co-teaching are implemented by you and your co-teacher (Murawski & Lochner, 2011)?

11. What are some practices you have experienced that aid in the implementation of co-teaching?
12. What practices have you experienced that make the implementation of co-teaching more difficult?
13. Do you have difficulty maintaining the expected pace in your co-taught classes (Nishimura & Busse, 2016)?
14. What steps are taken to help students with disabilities adjust to the pace of a co-taught class (Nishimura & Busse, 2016)?
15. What is your most memorable experience with co-teaching, and how is that experience reflected in your current co-teaching practices?
16. What are your beliefs about students with disabilities receiving instruction in a co-taught setting? Have you had a co-teaching experience that challenged this set of beliefs? Did this experience change how you provide instruction in a co-taught setting?
17. Do you have any additional information, insights, or thoughts to share that were not covered by the interview questions?

Appendix G: Thematic Map



Appendix H: Interview Transcripts

Case 1 Admin 1 L.WAV

Zoom Automated Voice Researcher	00:01	OK. Recording in progress. OK.
Case 1 Admin 1 L	00:09	OK, so the first question is how do teachers demonstrate to administration their shared responsibility for assignments, assessments and grading?
Case 1 Admin 1 L	00:19	Sure, no problem. The first thing, obviously, is through observations. As an administrator, when I walk through that room, I'm either doing a formal or informal observation and that right then I'm able to determine if there's a shared responsibility. If I see that actual shared responsibility, it's not just in name only. The second indicator for me is lesson plans. I require lesson plans of both my gen ed teachers and my special needs teachers so I can see exactly what accommodations are being planned for not necessarily made but planned for. My third indicator is just more about the involvement about the general teacher and sped teacher in our data team or professional learning communities, if they're in those meetings and actively participating and bringing data to share. And I know that there's a truly shared responsibility there.
Researcher	01:08	I have a question, a follow up question on the lesson plans. Do your special needs teachers like show their accommodations on the gen ed teachers lesson plan? Or do they do a completely separate lesson plan that that kind of mirrors but shows the accommodations?
Case 1 Admin 1 L	01:25	What they do is they take those lesson plans and then, um, I'm so sorry about that.
Researcher	01:31	No worries.
Case 1 Admin 1 L	01:34	They take the general ed lesson plans and then they just plug in the accommodations there. They're not making a new plan, they're just kind of modifying if we're using that word modifying. I know we've got to be careful using that word modifying.
Researcher	01:45	I know, I get you
Case 1 Admin 1 L	01:48	modifying or accommodating the general lesson plans. You know the original lesson?

- Researcher 01:53 OK? Are there additional actions you have taken in addition to how teachers create assignments, assessments and shared grading to assist in the implementation of co-teaching?
- Case 1 02:06 Sure, absolutely. Um, the first thing we've done at a school wide
Admin 1 L level was we restructured our day to where all sped teachers and their general ed counterparts have common planning so we can actually sit down and plan together. We do also have and we're one of the more fortunate ones to also have an in-house. I wouldn't say LEA, but a special education lead to provide like immediate support and sort of an extra set of eyes for administration. And then we also have a graduation coach, but we have a targeted graduation counseling that features our senior level sped teachers that also kind of assist with co-teaching, especially for our upperclassmen.
- Researcher 02:50 OK. Very good. How have these actions increased academic outcomes for students with disabilities?
- Case 1 02:58 Sure. Um, in the five years that I've been here, we've had an
Admin 1 L increase in special education graduation rate. This is the ultimate indicator at least from a district standpoint, that's kind of the summarization of everything. And then also a second indicator, we've had a consistent retention of special needs teachers. We don't we're not able to hold on to math teachers, but for some reason we can hold on to some sped teachers.
- Researcher 03:24 Well, good. But that is a that is a difficult thing to do. Have changes occurred that have created difficulties with the implementation of co- teaching.
- Case 1 03:36 Yes. The biggest change and I wouldn't say it's a change on
Admin 1 L paper, but it's going kind of like a relaxation of the HQ or highly qualified requirements. When I started teaching in Georgia as a speducator myself, it was expected that you had to be H.Q. by a certain time but now they seem to have relaxed those stipulations. And now it seems that I have a lot of non HQ teachers that are co-teaching who may not necessarily have the high level pedagogy in a particular content area.
- Researcher 04:13 Right? Um, what are some practices you have experienced that aid in the implementation of code teaching?
- Case 1 04:23 From an admin standpoint, I would say intentional discussion of
Admin 1 L expectations. And what that means is and that can kind of go through all the different co- teaching models. The most prevalent, unfortunately, is what I like to call the one teach one assist where you've got the gen ed teacher at the front of the room and then the sped teacher somewhere near the back, and it kind of just pinpoint.

- Researcher 04:46 Right, right.
- Case 1 04:48 Um, I mean, from an admin standpoint, on top of the hour, we kind of go through all the teaching, all the special ed co-teaching models. And don't get me wrong, there are some times when it needs to be one teach one assist, but there are times when I expect it to be parallel teaching. I need to see both teachers in the front of the room. So I know that's been the best practice is letting speducators know what I expect to see or what my my academic coaches expect to see when they walk in their classroom. And then for some teachers, you know, it's I can tell them what I expect, but it's it's easier to show them. So we pair walk throughs. And then if I find one or two classes that are exemplars of what we're looking for, then they would be serve as the exemplar. So I'd refer them to those classes just to say now how there's a fluidity in the parallel teaching.
- Researcher 05:39 OK, very good. Do your teachers express having difficulty maintaining the expected pace in the classes in your school?
- Case 1 05:51 OK. Yes. The biggest complaint I get is kind of an extension of my previous answer about HQ or not HQ.
- Admin 1 L
- Researcher 06:00 right
- Case 1 06:00 If you complain about not being comfortable enough with the content to take the lead on any given standard per se. And that that's usually the first thing, especially in subjects like math and science. Whether it be I don't want to say it's any more difficult than the other subject is, but that is where I get the most complaining
- Admin 1 L
- Case 1 06:22 It's some heavy content.
- Admin 1 L
- Case 1 06:23 Yeah, it is. And then also the outcomes, especially in Algebra one being a Georgia milestones course. You know, the stakes are that much higher than that. And then the other difficulty is, I guess just is common is that is the intimidation factor by many of my speducators that are fairly new to special education or a teacher altogether, and they're being paired up with a professional who's been doing this in some cases longer than some have been alive. With strong personalities. they don't see where they kind of fit into the teaching environment.
- Researcher 07:03 Have there been and I'm kind of going off script a little bit here, have have the Kids expressed like frustration with trying to keep up in the general education classroom?
- Case 1 07:23 Yes and no. It's kind of at the high school level, secondary level is kind of a double edged sword. Some students, they're very self-conscious of who they are and how they want their friends
- Admin 1 L

to see them. So some students will kind of shun the support of co-teacher. And to work around that, what I've asked my speducators to do and I've been doing for a while now is I explained to them that albeit you are a sped teacher by certification, keep in mind that you're in there to help everybody.

Researcher 07:54 Right.
Case 1 07:55 We find that there's just as many unidentified, we support along
Admin 1 L with those ones with an IEP. So when you're taking a small
group to do some, you know you may need to grab a couple of
gen ed kids too.

Researcher 08:06 Right, right.
Case 1 08:08 That that that group will set up a system where it's not that
Admin 1 L obvious, but that's usually one of the biggest complaints for a
secondary level student. And then as far as keeping up with the
work, believe it or not, I found that more more of an issue at the
middle school level

Case 1 08:25 OK,
Admin 1 L
Case 1 08:26 whereas at the high school level, um, the the goal is for them to
Admin 1 L show up and to get them to a point where they can walk across
that graduation stage. Whereas middle school, the outcome is
not necessarily that immediate as right. So it's more so. Can you
get this work done? Are you understanding what's being asked
of you? I mean, that's where some of those frustrations have
been more prevalent when it comes to co-teaching.

Researcher 08:55 What is your most memorable experience with co-teaching?
And how is that experience reflected in your current teaching
practice or observations could because yours could go either
way, it could be while you were co-teaching or something that
you observed?

Case 1 09:16 Well, there's a lot of co- teaching in the administrative level as
Admin 1 L well. I, when I saw this question, I actually I have two answers
is that alright?

Case 1 09:24 That's fine. Yeah.
Admin 1 L
Case 1 09:25 I have a negative and a positive answer. The negative the most
Admin 1 L memorable negative experience because in the beginning of my
career, being relegated to just handling discipline in the
classroom. Not much else. I mean, and it goes in and I shared
this with a lot of other speducators who felt the same
disappointment. You know, you go all out to get these
certifications and to expand your knowledge and then you kind

of relegated to, OK, I need you to make sure that child with an IEP in the back is not disrupting class. So you're you can affect people keeping the teaching behavioral problems at bay long enough so for the gen ed teacher to do their instruction. And I became kind of limiting and frustrating. Positive wise just providing one on one and small group support, not just the students with IEPs, but it's the students who really are or either sst rti. Some of the acronyms.

- Researcher 10:26 Right.
- Case 1 10:28 Supporting not only those students, but also supporting those
Admin 1 L teachers because sometimes teachers may not know what to do or what interventions work. And that's the beauty of being a speductator is you work in the world of intervention. So that's been my most positive co-teaching experience providing some insight to co-teachers as to how to help students who are experiencing difficulties with the content.
- Researcher 10:47 OK. And what are your beliefs about students with disabilities receiving instruction in a co-taught setting? Um, and this is kind of like a many questions.
- Case 1 11:04 I'm sorry. Go ahead.
Admin 1 L
- Researcher 11:04 I was going to say sometimes in my past interviews, people have gone ahead and like their answer, just naturally leads to having answered some of the rest of the questions. So just go ahead with your answer and we'll just move forward from there.
- Case 1 11:23 Okay. Gotcha. Gotcha. I have a lot of beliefs that I'm just
Admin 1 L kidding. Um, first. Obviously, the first belief I have about co-teaching is there's an assumption that all students both with IEPs and without IEPs are ready for full inclusion. And there was some research speaking specifically for students with special needs. There's a lot of research years and years and years ago that assumed that students do better when they're learning alongside their general ed counterparts. But we've also seen those who've been, you know, in the field and that there's some students who have exceptionalities that not only hinder their ability to go to learn alongside their general ed counterparts, but also inhibits their general ed counterparts as well. So is the assumption that one size fits all and that all students with an IEP can already perform inclusion in co-taught? Um, I think um, there's also this is my belief. There's an assumption that students with the IEP in the co-taught segment may not necessarily have to work as hard. This assumption that this immediate modification not accommodating so their work is being cut in

- half. The reality is it's not. It's actually the exact opposite in a co-taught classroom, a special education student has got to work at least twice as hard to catch up. To keep up. With the general ed counterpart. So it's not necessarily an advantage, you know, and it's that some people assume it's an advantage to have a co-teacher or be an inclusive classroom. But sometimes it's a little bit more involved.
- Researcher 13:05 Have you had co teaching experiences that have challenged this set of beliefs?
- Case 1 13:11 I yes. Yes. Yes, yes. Yes. Um. The biggest one in this case is maybe a little counterintuitive, but I think I believe in it. I believe firmly that students. What I found in my years of co-teaching is that there's a huge number and I can't really quantify it, but there's a number of students who are all who are in co-taught classes who may not necessarily have a learning disability. And especially if you've been around and I'm sure you have been working Title one schools, you probably realize it yourself that there are some students who are just victims of their circumstances. Those circumstances include a lack of focus on literacy at home.
- Researcher 14:02 Yes.
- Case 1 14:03 And I found that those students are not getting that literacy or the exposure to phonics or reinforcement of phonics when you go when they go. Third grade when the shift goes from learning to read to reading to learn. And that's not happening and students are far behind. So I'm not. We're not are looking at student with a learning disability. But we look at a student with a literacy deficit. That has changed. When I became a reading, when I got my reading endorsement and actually studied reading and I realized that wait a minute, many of my students it's not that they can't learn is that they don't understand what they're learning.
- Researcher 14:42 Right? Yeah, OK. And have those experiences changed? Maybe how you either you yourself provided instruction in a co-taught setting or encourage others to provide instruction in a co-taught setting?
- Case 1 15:02 Um, for me, it is how I look at students no longer, am I sympathizing and I no longer say a lot more, and I no longer look at the student as a victim, so to speak. I'm more taking, empathetic approach. You're subject to a lot of things that come along with poverty. But for lack of a better word. there's nothing wrong with you.

- Case 1 15:25 Mm hmm. Right, right.
Admin 1 L
- Case 1 15:27 My expectations, my expectations for my sped students in the
Admin 1 L gen ed classroom-inclusion classroom are the same as those who don't have IEPs. The major change and I try to impress that upon my fellow teachers as well.
- Case 1 15:41 OK. Do you have any additional information, insights, or
Admin 1 L thoughts to share that have not been covered by the interview questions?
- Case 1 15:50 Sure. Uh, first and foremost, um, what I speak of co-teaching, I
Admin 1 L think that is the academics world academic world response to what we know as a prearranged marriage. But some years you've probably walked in and had somebody you didn't know and you just had to make this marriage work.
- Case 1 16:14 Yes. And some of them were very rocky.
Admin 1 L
- Case 1 16:22 The other thing is, um, the research shows it. And I'm sorry. I
Admin 1 L just I just don't have the research authors to quote to you right now. But from what I've observed and what I've read, parallel teaching is probably the most effective form of co-teaching. Um, when students are able to see to professionals in front of them and they're both carrying the same responsibility and instructing and caring for these students, it has a greater impact. It's like having mom and dad having two parents in that classroom.
- Researcher 16:54 Right? Right.
- Case 1 16:56 And last but not least, and I think I've said it before, co-teaching
Admin 1 L is not exclusive to students with special needs, co-teaching can benefit all students, you know?
- Researcher 17:06 Yes. And I wish I wish all teachers would see it that way. I
actually had a new teacher come up to me today, right before our faculty meeting was starting, and she was like, Mrs. Spradlin how come I don't have any co-taught classes? And I was like, I think, you know, and it really is just the way the scheduling landed. And she said, Well, what do I have to do to get co-taught classes? So, you know, and I told her, I said, just, you know, in the spring, one of the APs will send out a survey asking what you want to teach. And I said, Just make sure you respond on that survey that you would like to have some co-taught classes. You can even request a certain co-teacher. It doesn't always work out but I mean, the APs doing scheduling do try to grant as many wishes, so to speak as they can. So. And

		I was like so that that that was kind of a first. I want co-taught classes. What do I have to do to get them?
Case 1 Admin 1 L	18:18	So taking off the speducator hat and putting on the administrative hat more times than not the administrator in charge of programming or scheduling. They'll always put what we call them the heavy hitters. The these are the teachers who have the years of experience and have a proven track record. As far as student test scores, those ones rarely ever get co-taught classes. But with that being said, I think every teacher, every every, every teacher, whether they choose to go to special education or any other general core content co-teaching, you can learn so much from it. And it's such a safe environment because you're not going at it alone.
Researcher	19:00	Yeah, yeah, I agree. Well, all right. Well, thank you very much. I appreciate very much appreciate your willingness to participate.
Case 1 Admin 1 L	19:14	Absolutely. Anything for for a fellow speducator. And if there's any follow up questions, By all means, please don't hesitate to ask.
Researcher	19:23	All right, thank you very much.
Case 1 Admin 1 L	19:26	No problem is great and I'm going to email you my notes, which is kind of everything I was just discussing.
Researcher	19:31	OK. All right. Thanks.
Case 1 Admin 1 L	19:33	Take care, have a good one.
Researcher	19:34	You too. Bye. Bye bye.
		<i>Case 1 Admin 2 H.m4a</i>
Researcher	00:07	I almost forgot to hit record.
Case 1 Admin 2 H	00:13	I know it's been a minute.
Researcher	00:15	It has. How do teachers demonstrate to administration their shared responsibility for assignments, assessments and grading in the classroom?
Case 1 Admin 2 H	00:27	So how they demonstrate that to us? We often will go in and we sit in on their professional learning communities, and within their professional learning communities as they meet on a weekly basis, they have to present to us, we have an agenda and we have minutes.
Researcher	00:45	OK.

Case 1 Admin 2 H	00:45	And in that they type them up. They have a scribe and we have them to submit their minutes to our canvas page. We have given a professional learning community canvas page. So that's how we kind of see what's going on. Who's responsible for what, what they're doing? We have common planning, so we've made it to where our teachers actually have them the opportunity to plan with the content teacher. Because our whole building is now common planning. So everyone.
Researcher Case 1 Admin 2 H	01:15 01:18	Right. We also have data teams where each department is assigned a specific day for data teams. Often go in and we talk with them in reference to their data, what the data show and particularly those GMAS classes. We meet with GMAS teachers and co-teachers every Tuesday.
Researcher Case 1 Admin 2 H	01:36 01:38	OK. Of every month. So every Tuesday, we're meeting with them or we're talking about the data or they're working on common formative assessments, We have a platform that provides us with that database. On what standards they're working on. They go in and they work together to either create unit assessments. Those common formative unit assessment or just a simple checks for understanding.
Researcher Case 1 Admin 2 H	02:05 02:07	OK. What platform are you using? We're using Lennections.
Researcher Case 1 Admin 2 H	02:10 02:11	Could you say that again? Lennections--L, E, N, N, E, C, T, I, O, N, S
Researcher	02:17	OK. I'm not familiar with that one. And I'm going to be looking at some things for our school, so I just I wanted to know what you were using. OK, the second question is, are there additional actions that you have taken in addition to how teachers create assignments, assessments and shared grading to assist in the implementation of teaching?
Case 1 Admin 2 H	02:42	Say that one more time, Karen.
Researcher	02:44	Are there additional actions that you have taken in addition to how teachers create assignments, assessments and share grading to assist in the implementation of code teaching? And I personally think that that's your PLCs which provide that common planning time.
Case 1 Admin 2 H	03:02	That's what I was just about to say when we got here, our focus was to provide the opportunity for the core content teachers and

		those sped teachers to get together, to talk, to work together in order to create the lessons in the unit that's going to address every need for every learner.
Researcher	03:26	Are there any other things that you're doing?
Case 1	03:30	Um
Admin 2 H		
Case 1	03:31	Like, does that lennections help with anything with that would be.
Admin 2 H		
Case 1	03:37	Well, they're they're looking at the lennections. So oftentimes teachers will actually go in and look at the questions. So in their planning, they're actually seeing what they need to do in order to scaffold, And in order for those students to be successful when they're taking those, those particular formative {assessments} because lennections provides us with questions that are actually written at the level and the rigor of the standard. So for our special needs students, sometimes it's a challenge. Our teachers have to be cognizant of where the kids are and where we want to take them. And then at the scaffold that's needed to get there.
Admin 2 H		
Researcher	04:19	Have these actions increased academic outcomes for students with disabilities?
Case 1	04:26	Yes, we have seen an increase, definitely in the performance, the academic performance on our GMAS scores as well as our as well as our graduation rate, our sped rate for graduation has increased significantly. Last year, we had a ninety one point eight graduation rate.
Admin 2 H		
Researcher	04:47	Wow, that's fantastic. That is fantastic.
Case 1	04:51	We had a sizable amount of special needs students in that class. They were on target and to graduate.
Admin 2 H		
Researcher	05:00	Very good! Have changes occurred that have created difficulties with the implementation of teaching?
Case 1	05:08	Well, I think more so just getting them back acclimated to the responsibilities, their responsibilities as students within the classroom settings.
Admin 2 H		
Researcher	05:19	Mm-Hmm.
Case 1	05:20	And getting them motivated because some of them lacked a little motivation when we came back in the building after COVID. So I think, if anything, that's that that has been the challenges of my, of my people.
Admin 2 H		
Researcher	05:33	Right? Yeah, that has just about everyone that I have talked to, whether it's for this or anything else, it's that motivation piece particularly has been so difficult post- COVID.

Case 1 Admin 2 H Researcher	05:49	and also dealing with the SEL of many kids, the emotional issues
	05:53	I was going to say, Yeah, we're seeing a lot of a lot of mental health issues at a much more marked degree than pre-COVID.
Case 1 Admin 2 H Researcher	06:05	I agree with you. Same here.
	06:09	What are some practices that you have experienced that aid in the implementation of teaching?
Case 1 Admin 2 H	06:15	One of the practices is having that environment number one, there's always open and honest to where you can have those critical conversations. I think that that's essential first. You have to create an environment where both parties should be able to express themselves. And you should be able to talk about some things that may not always be, you know, be easy to talk about. You have to create that environment of trust and respect. That's one. And number two, looking at the roles and responsibilities of both parties within the co-teaching setting. I think it should never be I'm the core teacher. And you're the sped teacher. And it's not your children, my children, but it's our children. And when we look at things, we look at it from the perspective of we and not me,
Researcher	07:10	sorry. I was having to kind settle my grandson; he was getting a little too vocal? Sorry.
Case 1 Admin 2 H	07:14	Oh, you're fine. Those are the two major things. And I think the PLCs and the data teams, once you get that relationship established and you do understand you're working as a team, I think everything else just kind of gels in. I'm sorry.
Researcher	07:33	No, no, no, you're good. So how do you kind of communicate and this isn't on the paper, this is just in reference to one of your answers how do you kind of communicate to your co-teaching teams that the expected role, particularly of the special education teacher, because I know gen ed teachers kind of know their role in the classroom, but like for the special education teachers that might not be as proficient in the content.
Case 1 Admin 2 H	08:06	In their faculty handbook. We have a section that's listed and I go over my expectations for them? I have an awesome LEA. And then I have assistant LEA, and they work hard to to make sure number one that our sped teachers are trained. We're looking for when we come into that classroom, and if they need additional assistance, those LEAs are there to provide them with the assistance needed. So when I go over here are the things that we're looking for that I need from you its up front and we know day one,

Researcher	08:44	OK, I
Case 1	08:45	When I go to do the walk throughs with TKES I always send
Admin 2 H		out a look for checksheet. So, I leave no stone unturned and it's
		not a gotcha. It's just simply know the things that we're looking
		for and is always at the center of everything we do is our school
		improvement plan, the academic goal, as well as the culture
		goal.
Researcher	09:04	OK. Have you experienced any practices that make the
		implementation of teaching more difficult?
Case 1	09:14	I have. I have. I think during COVID we had some issues. It
Admin 2 H		was more a personality conflict among the teachers. Still if I
		could say anything it's not. It's not teachers not wanting to do
		right or not having enough knowledge is any conflicts that
		we've had in the years I've been here have been mostly just
		personality conflicts. And you know, people just trying to get
		along or not being able to communicate and understand one
		another in the position. This ultimately has been the problem.
Researcher	09:50	OK. Do your teachers express having difficulty maintaining the
		expected pace in the classrooms?
Case 1	09:58	They do from time to time. So what we have done with the help
Admin 2 H		of my LEA. We're in the process now of coming up with ways
		to where if they need the training they have it. So we do
		trainings on Tuesdays, twice a month. Those that need it,
		particularly our new sped teachers, because we do have a lot of
		new teachers, but also when looking at their responsibilities, we
		know they're weighted, they have a lot going on. What we're
		trying to do now for the upcoming year is feed in time with
		some time so that they can plan and they can work with each
		other. And I was working with the core teacher of the content
		teacher.
Researcher	10:44	OK, do you have a full time LEA?
Case 1	10:48	in reference to Muscogee County? No, I don't. I have a building
Admin 2 H		LEA where she has taken on various responsibilities. So we
		have a typology where I have a building LEA and under the
		building LEA. I have other sped teachers that sit and we have
		identified where their strengths are. When she can't handle
		things like if we have one, he's great at IEPs. So when our
		teachers need help, he assists them with the IEP. We have one
		that's good with parent communication he's the one.
Researcher	11:22	OK.
Case 1	11:23	So we have it like a typology, so if you need it we have certain
Admin 2 H		people who fill certain roles.

- Researcher 11:28 So does your in-house LEA function, kind of like the lead teacher
- Case 1 11:33 She does. And we have given her an additional planning period
Admin 2 H to be able to do that.
- Researcher 11:40 OK. What supports do your teachers have in place to help students with disabilities adjust to that pace of the class? And you kind of just describe that!
- Case 1 11:55 Well, of course, with the various teaching models, we have the
Admin 2 H flexibility to be able to pull those kids out and provide the scaffolds and things that's needed and pull them back in once they have some foundational knowledge in the things that's needed to move them to the next, you know, next level or the next phase of the of the unit that's being covered.
- Researcher 12:19 And I just kind of want to add that
- Case 1 12:21 And that's not only for my sped kids , they have pulled out sped
Admin 2 H and regular ed. Anyone who's based off of the data that they're looking at, flexible groups are created based off of student data.
- Researcher 12:39 And I don't want to put words in your mouth but I almost want to put the lennections there, since that kind of gives them a preview to what's coming. So do you mind if I add that?
- Case 1 12:52 You can. Lennections provides us with the pre and the post? So
Admin 2 H the pre kind of gives us let them know where the kids are. So from there they get started and they plan.
- Researcher 13:03 This one's kind of taken people a little bit of time to think, so it's OK if it does. What is your most memorable experience with co-teaching and how is that reflected in your current practices as an administrator?
- Case 1 13:26 My most memorable moment as a co-teacher. Oh, OK. I have
Admin 2 H one. I was teaching at a needs improvement school here in the district as an English teacher. I had a young co-teacher and she's very flexible. She adapted with me. She was right with me. Well, when she first came in, she hated English, and there was some things that I told her in reference to, OK, you're going to have to study. You're going to have to take the books home until you get you get comfortable with the content. So my statement to her was, I don't want you to be a jack of all trades and a master of nothing. Choose one content that you're good at and you put your energy into that one content. Do it well. And to give your all. So English was what she decided. So I'm a big writer in reference to teaching kids how to write I think is essential. So we came up with different ways and and when I would present something in in our planning session, she would tell, Tell me, no, I think we can break it down a little bit further.

- She was my go to in reference to how take this and simplify it. And as she would call it, break it down, down, down. So we laugh about that. So what we did was one year we had a group, we did the pre-test. We saw where the deficiencies were. She took one group and I took one group and we worked on their deficiencies. And at the end, when the writing assessment score came out, she was two percent higher than I was. So the teacher now has become the teacher and beat her, her mentor, so her how to do it? Yeah, that was the memorable moment. But with that, I mean, I saw her take off. And she became an academic coach. And like I said, just I saw I saw a new person. She her thing was man my group beat yours. Yeah, they did. They did. So I think for me, that was the most memorable that she could. She could come in when we first started and didn't like it, and then from there, from there, you learn together, gather together. And her kids started performing and she's been she's been on fire, as I say, ever since.
- Researcher 16:06 Ever since. Good. Yeah. Well, I love success stories like that.
- Case 1 16:11 Yeah, she's she's my girl. She's my go to.
- Admin 2 H
Researcher 16:14 Uh huh. Now this next one is like a bunch of questions. Kind of. One leads to the next leads to the next. So the first one is, what are your beliefs about students with disabilities receiving instruction in a co-taught classroom?
- Case 1 16:32 I believe all students can learn if given the appropriate time, the appropriate resources, and the appropriate encouragement regardless of where they are.
- Admin 2 H
Researcher 16:48 And then have you had that belief that set of beliefs challenged by any particular kids?
- Case 1 17:00 Always! It's more so. I'm not. Not the children, but more so the adults. Sometimes we get caught up in looking at what kids can't do. And so where we forget what our role is? And our role is always to educate. And we are always growing. We're always willing to educate. OK, if a child is not where we want them to be the first year, our goal is to grow them and get them to to the next level. And not blame them when things may not turn out the way we we want them to turn out. But just know if we've given our all in one hundred and fifty percent that we have grown them?
- Admin 2 H
Researcher 17:49 And then the last in this series of questions is, did this experience change how you encourage your teachers to provide instruction in a co-taught setting?

- Case 1
Admin 2 H 18:02 It has over the years, it has. It has taught me to be sensitive and teach teach with the perspective of almost not. Not always taking the window statements, I call them window statements, the things we have no control over. I constantly encourage my teachers to stay away from the window statements and only focus on the things that we have control over.
- Researcher 18:32 But not not ha ha funny, funny that you say that because I just had a PLC where we have a consultant coming in and working with this group and one of the first things that he said was control the controlables.
- Case 1
Admin 2 H 18:49 Yeah. I mean, and the things you can't control. You just have to. Give them up to the creator and try to come up with the best ideas and then work your ideas and keep working and as I tell people, is like oil. When you're, you know, you're digging and digging, you'll strike oil eventually, eventually upu can't quit. You can't. You can't give up.
- Researcher 19:16 You got to be that little engine that could,
Case 1 19:19 and you have to be able to take the things that you're doing and
Admin 2 H relate them to the students. I think when you can do that and they can see the why behind the what you're off to a great start.
- Researcher 19:33 Yeah, I think you're right about that. And then my last question is, do you have any additional information, insights or thoughts to share that were not covered by the interview questions?
- Case 1 19:44 Oh, wow. I think you you covered. You covered a lot. I think I
Admin 2 H can say just from my working with the new teachers. I think our focus needs to be back. I believe what Mike Schmoker are saying. We've got to be cognizant of what we teach, how we teach and go back to the authentic literacy. But also, we've got a we got to simplify some of the things that we're doing and go back to the things that work for us and work for our children. Because we've got a lot of stimuli, as I say, a lot of things going on and when you have a lot of stimuli, of course you're going to lose the children. And that's what's happening. We got too much going on in the basic stuff. When we go back to the basics and we teach those basic skills, those basic literacy, the Big Six literacy strategies. I think that's going to provide us with the foundation that we need to be able to grow our kids and help them to be able to to. As we say, here, I have a three E approach. Our job from their freshman year to their senior year is to teach and model skills be it soft skills, be it executive functions be it content knowledge so that by their senior year, they will be employed in somebody's business, enlisted in the

- military forces, employed in somebodies business or enrolled in somebody four year or two year college.
- Researcher 21:13 I like that employed, enlisted or enrolled.
- Case 1 21:16 Our three year approach.
- Admin 2 H
Researcher 21:23 And I wrote that one down! I want to remember that one.
- Case 1 Admin 3(1).WAV*
- Researcher 00:02 So how do teachers demonstrate to administration their shared responsibility for assignments, assessments and grading?
- Case 1 00:11 OK, so to me, the way I would approach this, this is I feel like at
Admin 3 first it is when both teachers can fully explain the expectations of all the assignments, tests, assessments, the grading policies and procedures. I think like when you talk to often the special education teacher, they may not understand how the grading works in the class. Well, then obviously they're not sharing those responsibilities. Same thing with discipline, but same thing with the assignments. So to me, it's having that communication. And when do they really know what's going on in secondary? I think it goes into this, how they're tracking all of this as a co-teacher. Are they, you know, accommodating those assignments? Or are they differentiating the tests? Because if they don't know what the tests are before then they can't really, truly be differentiating when it actually is assessment time. So to me, I think it's having them show those samples like, here is the test for geology. What does your test look like? What did you do and have them walk through that? So to me, I think it's it's a conversation and then it's actually having them supply the actual evidence through whether it's a shared drive. I'm not really a micromanager kind of person where I'd like look to see how much time do they spend in something right? But if they can't talk to you about it, then they don't understand it. And so that's one thing. And then I think lastly, it's actually seeing and doing the observations, seeing them do it. I think you can tell a lot like when you walk into a class, if the teachers truly are on the same page or is it one teach one rotate and if one is just rotating around then oftentimes they're not really on the same page with everything so. That's how I think and that's it.
- Researcher 01:59 I like that answer because a lot of times when I'm what I go in, what I see is one teacher teaching and one grading papers. OK, second question. Are there additional actions you have taken in addition to how teachers create assignments, assessments and share grading to assist in the implementation of co- teaching?

Case 1
Admin 3

02:28 So yes, there have been. So I remember working with schools where they they just do one model of co-teaching, and that's where their comfort is. So really working one on one with not only the special education co-teacher, but the gen ed co-teacher the gen ed co-teacher as well to say, Hey, like, all right, you did this lesson. This is how you assessed how your students did. Can we do the same lesson tomorrow, but let's try something different and then talking them through that process of how can they re deliver that same material, but differently? Where they're both embedded. And then let's assess them and see, OK, did we see difference? Now, we can't truly say it's because of the great teaching because they just had the same material. But it also builds that comfort and confidence in the teacher said, OK, we can do the same thing differently. And then just following up because I found that like, once you do it once and they go, OK, yes, yes, yes. Oh, that worked great. But did you really follow up to see, like, are they continually doing that? And it's not like, Oh, I got you right, but it's more of like, how is your comfort? Because to me, that's one of the biggest things with co-teaching is that there's not that comfort between, you know, the regular a teacher is the content master. Right? They should know the content of the special education teacher is not going to know all the content. They don't go to school for content. They go to school for pedagogy. How to teach. So to me, that's where it's the special ed teacher needs special education teacher needs their voice on. This is how we how we can approach this. I may not be as strong, so I'm studying the content myself to get up to snuff, especially a brand new teacher. And the general ed teacher sometimes aren't comfortable saying, Well, I don't really know how to teach that because they're teaching. They don't want to admit it, right? But but the reality is they don't go to school on how to work with students with disabilities. Right. So they take one class, typically maybe two, you know, just depending upon when they graduated. And so to me, it's it's it's really that kind of coaching along with that, specifica thing giving them the concrete examples like hey I saw you guys do it this way? Have you thought about doing something like this and giving them like, maybe you could do a rotation you're teaching here and you're teaching here. You're teaching the same content just at a different level, a different rate with a smaller group, and you can focus in on the students that are really struggling. So to me, that's what it is. It's it's like show model and then follow up.

Researcher 05:08 So I'm going to and I'm going to go off script a little bit. Have you encountered a teacher, be it gen ed or special ed who just absolutely would not heed any of the? 100 percent?

Case 1 05:29 100 percent

Admin 3

Researcher 05:29 OK,

Case 1 05:30 I'm assuming you're going with heed the way they're doing things.

Admin 3

Researcher 05:33 Mm-Hmm.

Case 1 05:33 Oh, absolutely. And you're right to say whether it's both, because it's often both. I'm not here to say that even though my perspective is obviously from the special ed, but no special ed teachers get just as comfortable the way they do things, even though throughout their training it's always been you know, we don't have differentiated in our vernacular, it's just teaching, you know, because that's our kids are all different. But they still get comfortable. All of this, for instance, oh, we give them extended time or the child doesn't need extended time. They finish in two minutes. Like why? Why do you put that in their IEP. By giving it, that's just more time for them to get in trouble. And so yes, it it's just sometimes refreshing their memories. And then with the regular ed teachers, what I have seen is that it's it's that special ed as a program which is not necessarily just a program, but they have to build that trust. Because they've had code teachers in the past and maybe the teacher in the past flaked out on them or, oh, they don't no showed right, sat in the corner, drank coffee, whatever it be. OK? Unfortunately, we've all seen that. And so to me, it's about building that trust. So sometimes some of the things that I say to the special ed teachers, sometimes you've got to do that like administrative stuff to build that trust. You know, and and maybe you do take home extra papers to grade or you do do the photocopying for them to build that trust. I am committed to this class. And once you build that communication and trust, then they're more willing to say, OK, yes, I will do this because they know you're vested into the class, right? And so to me, that's it. I don't think it's a fault of anyone. I truly don't. There may be, but I truly don't think that there are that many teachers that are like, It's my way or the highway. It's my way or the highway to them, because that's their way of protecting themselves because they know, like, well, start depending upon so-and-so and then so-and-so starts flaking out on me. Then it's not going to be

Researcher 07:42 And so here I am stuck by myself having to do it all

- Case 1
Admin 3 07:44 Right, and I'm responsible for all this and other stuff too. And uh oh let's say there's an end, of course, test in high school. Dependent on it. That's my name on the line. Where to me, it goes back to that trust and comfort in communication. And so that's where I have told teachers, like, we have to build that. And you may not be that person, but that doesn't mean they don't have 10 years or 15 years or two years of working with someone. That that's all they had, which is another body in the room that wasn't actually doing stuff. So we have to build that back.
- Researcher 08:21 So going back to the question where your answer was like getting the team to kind of branch out reteach and how have actions like that increased academic outcomes for students with disabilities?
- Case 1
Admin 3 08:37 So at first, you don't necessarily automatically see the academic gains right away. I think one of the things by taking this approach that you see the greatest of is the student engagement re-engagement. Reengagement in the class. And so once they start re-engaging, you're going to see that progress. But that's not more immediate. The more immediate thing is that you see them re-engaging, and when they're re-engaging, you're seeing behaviors go down. Because now they're re-engaging in the content. And so the grades will come up. But it's not as quick to measure because, well, for instance, let's say they already have a 20 and now all of a sudden you start changing things, so you're taking a minute to get that grade back anyways. But what I think you see, more importantly, is that you start to see that the reengagement and the confidence starts coming. Behaviors start going down, and the student doesn't feel like they're being picked on then the next thing you know, the grades start coming up, so it's just a building block of how it is. I don't think it's as easy as to say like just because they're doing this now. All of a sudden, boom, you start to get 80s, right? Yeah, it's the other factors of life that are going to start to improve. Then next thing you know, their grades. And then the reality is, is then once those other issues go away, you start to see the gen ed teacher say, Well, I'm willing to do more now, this child, because now they're they care. But they cared before they were just so defeated. Right. And they weren't connected. And so that's where I start to see then. Then the teacher starts going, Oh, well, we could do this and we could do. There you go. It's not that the kid was disengaged. Actually, probably everyone was disengaged a little bit. And once everyone started getting re-

- engaged, the teachers like how this could be fun. You know this is fun again. Things start going up that way, but I would say yes. Their academic improvement in does improve, but it's not immediate. It's more of the other areas of skills have.
- Researcher 10:46 Have you observed changes occurring that have created difficulties with the implementation of co-teaching?
- Case 1 10:53 Yes. And some of those changes that I think occur, that that create difficulties is the teachers then also start having to have that hard conversation of, OK, they're getting more than I thought they knew all of a sudden, OK, well, how do we teach this? And then that's where sometimes the teacher's weaknesses, whether it be the co the special education co-teacher or the regular ed co-teacher, where, OK, how do we bring this content down to their level? Or how do I teach this level, this content now that's brought to their level, but that's where I think then all of a sudden we get into like the nitty gritty, right? OK, so you've now taken the time you've seen and you started to see more success. You're getting student buy in. But now comes the challenge of how are you presenting this material? How are you requesting them to show they know their knowledge? And are we expanding that? And then that's where with good coaching, I feel and have seen that when you coach them more, because now they're like, OK, we've got the child engaged. Behaviors have gone down. Effort is increased. OK. We know they're not OK. Now is the teaching part because because you've done this, you've gotten them in here. But now we have to really focus on our good pedagogy or solid pedagogy. And so that's what I would say is one of the challenges. Sometimes the teacher go, Well, now I don't know what to do. See it was easy when they're disengaged because, oh, here do this. Oh, oh you don't do it well now it's on you.
- Researcher 12:21 That's such a good point
- Case 1 12:22 Now all of a sudden you get them engaged and you're like, uh oh, but how do I actually accommodate for algebra two or pre-cal or whatever the math is or science or the subject is? How do I actually present it differently, because now he's engaged and he wants it. Oh my God, I kept his attention for 30 minutes now or 20 minutes. And so now it's goes back to that pedagogy. They're really saying, OK, well, now we need strategies specific to this.
- Admin 3
- Researcher 12:49 OK. What are some practices you have experienced that aid in the implementation of co-teaching?

- Case 1
Admin 3
- 12:55 To me, I mean, I I think a two two strategies. One is like direct instruction, and this is how we do it. Let's practice doing it. You know, like I'll show you a model of how to code teach. OK, then we will go through the models of co-teaching and then you will practice and I will give you feedback. And to me, so like if you just take the direct instruction approach and apply it, that's what I found to be most beneficial, OK, because just showing them the different models is is great, like from day one of understanding co-teaching. But then, you know, actually applying it takes them actually seeing what it is like working through it. So while doing that, it's getting the two together, which is often not the easiest time because they don't often have the same planning, but is getting them together and actually saying, OK, this is what you're doing next week. How what, what do we need to accomplish on Monday? How are we going to present the material? OK, this is what I plan to do. We're going to cover x y z. OK, well, you want to do it one way. Can we also do it the second way as well? Oh, how would that work, OK? So then you get them start talking and planning it out. OK, well, maybe you could do a whole group for 15 minutes. OK, and then I'll take a small group and then you take another small group with this other group. Maybe you accelerate them. With this group, we're going to go ahead and make sure we get them up to everything. And then this group in the middle can practice independently and do that for ten minutes and we'll rotate on that I'll take that high group. You take that little group and the middle group will rotate. And so just talking them through and letting them say, Well, OK, well, we did that on Monday, but Tuesday we need to do a lab so we can't do this or that. OK, well, then what? What can we do? So getting them to see what their map is right for this and then having them talk you through it having them plan it out, giving them support, you know. Co-teaching before I don't have to be there it's like, OK, videotape yourself, I'll have to be there, right? Videotape yourself watch it yourself. And come back and tell me five good things you did. Five things you want to improve. And oftentimes the teachers will be more harsh on themselves. So I didn't realize that I was always picking on this one kid.
- Researcher 15:19 Yeah, yeah.
- Case 1 15:22 Right? And that's the one kid is disengaged, and that's the one Admin 3 kid that is giving you attitude or whatever it is. And so sometimes them just seeing it themselves and not just hearing at the end is vital as well.

- Researcher 15:35 Yeah, OK. What practices have you experienced that make the implementation of co-teaching more difficult?
- Case 1 15:46 To me, the biggest thing that one of the biggest hindrances of
Admin 3 co-teaching is lack of communication, and to me, that goes all the way from the top down. If administration. Doesn't support it. Then it's not going anywhere. It's not going there. And what I mean by administration supporting it means that not only do they just give you verbally telling you yes, but they either try to do their best to make co- planning or carve out time that is sacred time for the teachers to actually be able to sit and plan. Whether it's departmentalized they can high school like, OK, science, you know, one day all to yourself. Co-eachers. But this is my expectation when you leave here this planning period. I want to see how you're working on co-teaching. So to me, it starts from the top down because I mean, even as a county person, you can't is only so much. You can tell a teacher, but they know that you know they're not your employee. But when a teacher, when a principal believes in it and has their academic deans and their coaches all behind it, then you start to see the change. So that to me, is the biggest, biggest hindrance. Is it the administration's not supportive? If they're not supportive of it, then the teachers don't buy in? And to me, that's with everything in education technology. The administration is supportive of technology. Then the teachers aren't going, you know, there's going to be splashes of great co-teaching around here. But if it's not supported by administration and I bet you if you asked, you know, principal of a school x school, they'd say, well, the county doesn't support it. And that's what it always is. Somewhat above, it's not really ingrained in the ethos of the school or the county. You'll just have some great examples. But you're not going to have everyone.
- Researcher 17:47 Do your teachers express having difficulty maintaining the expected pace in co-taught classes? The question is in your school, but like anywhere that you've ever seen?
- Case 1 17:59 No, absolutely, absolutely. And I think they feel the more of the
Admin 3 stress as well, because they're maybe not as embedded in the planning of everything. It's other than this is what we have to do for the next two weeks. We've got to get ready for the end, of course, test so now, but since they're not embedded in that process, the planning of everything. It's a last second thing. And from their perspective. But I felt like if you ask regular teachers they'd say the same thing that they're stressed because it was a

- test. They have to pass to do that so it can improve as a school as it. And so I think stress is a big barrier.
- Researcher 18:44 What supports have you seen in place to help students with disabilities adjust to that pace of a co-taught class?
- Case 1 18:54 OK, organization. So to me, it's about that pre knowledge that Admin 3 that you can give the students before they're running down that alley of of everything coming at them. So not only do they, you know, feel like nowadays everyone gives them like a course syllabus.
- Researcher 19:10 Mm-Hmm.
- Case 1 19:11 These are everything's online. All your assignments are on Admin 3 Canvas, right? But then walking them through those steps? OK. Because organization and that executive functioning element, is is really significant of an impact that I think we underestimate, especially with our students, with, you know, your attention deficit, say your students with a specific learning disability. Oftentimes, they have that executive functioning. It may not be a diagnosis, executive functioning disorder, but but they have that element that is a uh, that is a variable. And so that preplanning and organization and which is another great role that a co-teacher can do is help them maintain that organization and help them maintain on track. I mean, just because students 18 and in high school doesn't mean they have it right. Disability know the disability like adults. Yeah. When you see the adult that's struggling and sometimes oftentimes is related to organization and prioritizing. You know, like, you know, a quiz is only worth point one percent. Are you going to spend that much effort on an assignment that's worth point one percent or one percent when the next assignments were twenty five? And you know, if you're only dealing with so much organizational skills on your own, we have to teach it like, OK, well, I'm not saying fail this assignment, but perhaps put that effort into this assignment that's due Friday versus the one that you're putting all your effort into this due on Tuesday. Yeah. So helping them prioritize. I think it helps to reduce that, that stress and about what's coming up. Now, in the same token, those classes where there's only like two assignments a quarter or a semester, those our students don't do well and because there's not enough opportunity for them to be successful, so they may bomb that one assignment they know well, I only have one more assignment. The class is over, right? If I get a 40, there's no way I could pass this class now.

- Researcher 21:09 Yeah, that's one thing that I spent a lot of time talking to teachers who are really struggling with co-teaching. When you put that twenty in the grade book, that kid is smart enough to know he can't recover it. What's his motivation to try in your class now?
- Case 1 21:29 Absolutely. And it goes back to like to me, this elements of truth in grading and really, what's an A in your class? Oh, it's Admin 3 just if they just do 90 above and all the assignments for is that really? Or, you know, do you give daily assignments and is at 25 percent of your class? Do you give quizzes as a 10 percent of your class? If it's 10 percent, is it just one quiz or other five quizzes? So setting those standards, and when I first came into teaching, I worked in a county that was really big on the truth of the grade reading. And they said, like, you can have as many sections that make up your final grade, whether you want to have quizzes, tests, exams, homework in class fine. And you can determine the percentage. But if something's worth 10 percent, it can just be one assignment. It's not fair. You can't just have a paper worth 50 percent. That's not fair. And truly represent your course. And I think a lot of that's a variable, too as well to kids is that they may not realize, Oh, I bombed this daily assignment. I got a zero on it, but it's only worth 10 percent of my overall grade. But you can explain that to them. Yes, you bombed it, but that doesn't mean you got done for this class, because guess what? And you do tomorrow's in-class assignment, it's going to bring that up. And when you do this quiz over here, that's worth more than these, so you're good to go. Or when you do this test or when you do these projects, it's weighted as much as this. If we're going to have five projects. So the opportunity to share their knowledge, I think, is really important for them to understand how they get the grade.
- Researcher 23:03 Yeah. And I the first year, first full school year affected by the pandemic is when I was like, I would never weigh the grade book again because I, in my role was asked to take over a class for a teacher who was leaving, and just about every single kid in the class was failing because it was a category that there wasn't a grade in. Yeah, yeah. And I was like, OK, OK, real quick, we're going to do this. We're going to get a grade in there. But it wasn't. It wasn't probably really an accurate reflection like you were saying. But at the same time, failing wasn't my reflection, either. So.
- Case 1 23:56 And there's something to that, right? Because I mean, Admin 3 ultimately, as educators, we want our kids to go from one point

- forward right up to another point. But if we only give them one opportunity to show that there aren't really many jobs in life where one action determines, I understand, like if you're like a brain surgeon, one like that I completely understand, but we're not in that industry. So like, the kids should have opportunities to demonstrate their knowledge as much as possible in a variety of ways. So saying that and then only having one quiz every nine weeks, it's not fair to the student because that's really not a quiz it's an exam. It's once.
- Researcher 24:36 Even if it was just 10 questions it.
Case 1 24:39 Right? Yeah. I mean, you could do five of those that only have
Admin 3 five questions and it's it's more frequent. So the more opportunities they have to show that like, you know, I think they're will also help improve their grades, which for those type of learners that are, like, really concerned about the numbers. That will help you keep them engaged. So, yeah, yeah.
- Researcher 24:58 OK, what is your most memorable experience with co-teaching and how is that experience reflected in your beliefs or practices today?
- Case 1 25:10 OK, so I think my most memorable experience in co-teaching
Admin 3 was when I was assigned to co-teach with a teacher that was on her last year of teaching. Had never had code teaching before. And my very first day when I walked into her room to introduce myself during pre-planning, she says, I don't mean to be. It's OK. And so I realized then that everything I had learned and everything that I had practiced before was not going to work. And that I had to build a relationship with her. And so it it formed my philosophy on co- teaching. It's also going to come out evident in that previous answer I just gave me was that you have to build that trust. And so I did. I made copies for her. I brought home papers to grade for her and every casually I just started throwing in different ideas. But I didn't go in with like a bulldog approach of saying, we must co-teach now. And this is by law. The federal law says. I earned her trust, and I don't think I changed her life in the sense of, like all of a sudden, she became the best coach teacher. But she decided not to retire and we could talk the next year. So I took that as a success.
- Researcher 26:28 Yeah, that's a definite win,
Case 1 26:29 and it got to the point where. I could finish her sentences while
Admin 3 we were teaching. Now I would have never been friends with this person outside of work and you don't have to be. That's what some people feel like. Oh, it's about relationships, and you've got to be best friends outside of school. No, because

- actually, sometimes that can blur the lines and they allow you to not. You can't hold each other as accountable, as you should. So you have to have a relationship and you have to have a connection. But that to me, it's trust and communication. It doesn't have to be a friendship, right? It has to be. And I ended up getting a lot of respect for her, and I know that's how I found out. Like, Well, she's like, Why never co-taught? You know, I've seen other people in the teachers just sit in the back, and so I figured I am going to do it all and you can go do what you need to go, do. What I need to do is right here, right? You do realize that. Yeah, yeah. And we had a great working relationship and it really made me realize that, yes, there's all these models and you have to do all this or you could do all of this. But the reality is is you have to form that relationship and it has to be through trust and communication. And in proving that you're committed to it. So sometimes doing those things that, you know, some teachers may say, Oh, that's beneath me, I'm not supposed to do that. I'm just a teacher just like them. We got to prove it to them. Sorry, they may have had 40 years, 20 years, 10 years of dealing with someone that never actually showed up to their class. They don't trust I don't as a profession.
- Researcher 28:06 Or who every other day...
- Case 1 28:10 Right, exactly. Right, right. The reality is that, I mean, the realities of our job is that, yeah, you do get pulled out of class quite a bit. I'm sorry. We also have other things we have to do. But when you build that trust and show that dedication and the gen ed teachers, not as it doesn't impact their relate, their rapport with you as much because when you're here, you're committed, and you're going to be here 99 percent of the time. But there is that time where, hey, we have to do a manifestation, we have to do an IEP something came up. Child's in crisis. You're the person that their trusted person and you have and go with them. That's, you know, that happens.
- Researcher 28:50 It does.
- Case 1 28:50 And if you don't have that relationship with gen ed teacher, then they're going to go, Oh, here we go again.
- Admin 3
- Researcher 28:56 Here we go again, that's why I don't like.
- Case 1 28:57 But if all right. Right. No, exactly. Yeah. And even from a special ed perspective, I can't fault the gen ed teacher for that, right? That's their history. We have to work with that.
- Admin 3
- Researcher 29:07 So fair enough. So this is like three in one. So I'm going to ask all three then I'm going to back up and just so you can kind of see the flow and go back up and in one at a time. So what are

- your beliefs about students with disabilities receiving instruction in a co-taught setting? Had he had a co-teaching experience that challenged that set of beliefs? And did that experience change how you provide instruction in a co-taught setting?
- Case 1 Admin 3 29:37 Okay, this is the million dollar question that you're not going, OK?
- Researcher 29:42 Be honest.
- Case 1 Admin 3 29:43 Yeah. No, no, I am. I'm just changing it. So co-teaching is not for everyone, although I know society says everyone should be entitled to co-teaching. I'm a little bit old school in that thought. It's not for everyone. The regular education access the regular education. That opportunity is for everyone, but not everyone will be successful in a co-taught. Co-taught is not the answer. Co-taught setting is not the answer for all students with disabilities. I think it goes back to the I in an IEP for individualized like you have to look at individual. So my philosophy has always been like, we try everything. But we collect the data so we can support a different move. Right. And so I've always been a person that feels like every child can make a gain, but that gain is going to look different for every child. So, you know, even your students that need the most support will make gains over the year. It's obviously good, I should say, but it is obviously going to be at a different rate than gifted, right, like my husband has the K2. So sometimes it takes from the beginning of K to the end of 2 to look back and be like, Oh yeah that kid has grown a lot.
- Researcher 30:55
- Case 1 Admin 3 31:06 Yeah, that's right, right? Absolutely. Absolutely. Where in those same gains could have been made in maybe in one week with your gifted child for two days? But everyone can, and everyone has potential. So not everyone can be in the gen ed co-taught setting all day and be successful. Everyone can be in it, but they can't all be in it to be successful. And so to me, I think that. That's always been my philosophy is that it's not for everyone. You know, I was awful in foreign languages, but I had to take them in high school. Everyone must take it. I struggled personally with foreign languages and probably took more years of foreign language and most people in America, and I still struggle with it. It's not my thing. Now. Maybe if I had a different like a one on one versus being in the class, you know, maybe if my setting was different. And I think that's true with a lot of our students like they may not be as successful in that co-taught science, but if they were in a small pull out science, I bet you they could show gains on it. And if that, you know, that

special education teacher had him in a resource pullout room, you know, and I think they can probably make a lot more gains in that environment than for some of the students that are there. And then again, we've had some students that are in the resource room that needed to be in the co-taught. Oh, but maybe they're too much of behavior, but what if we could work on the behaviors? That's not a reason to put someone into a resource room for a content area. Maybe it is for social skills, but not for a content area. So to me, I've always viewed it as it's very individualized, and co-teaching is not always for everyone. But if we don't give it a good try, then you can't say that right? If all you're doing is one teach, one rotate is what I like to do it as, then you can't say, well, co-teaching didn't work. What did you really do? Like and show me that you really did that? Oh, they're taking the same notes. Oh, did you do any of the accommodations that you have? Did you differentiate any for them? Oh, well, no. Well, then you didn't really give it the effort. So saying all that is, if we do with the fidelity, then we would truly be able to say and have the data to say, OK, this child may not be appropriate for this. You know, and especially at the high school level, you know, we have I know we've got kids in this in this district that are sitting in a class that are at like a second grade reading level, and they're co-taught 12th grade English. So they're 10 grade levels below in reading. And there's a high probability that the book you're reading is not actually written on a 12th grade level may even be written on a college level and above.

Researcher Case 1 Admin 3	34:01 34:03	Or are you trying to understand Shakespeare. Right, right. And you oft. And you may struggle with understanding modern English let alone old English. And so how has that shaped? To be honest, I don't think it's ever shaped because I've always known that in my head, I've always known the thing that we see all the time. But to me, I've always seen it and known is that we all don't learn the same right? And we all can't fit into one box and one box is not good for everyone. And so it really I I just think in my twenty two, twenty three years of being in education, I've just seen it more and more that I'm like, Why can't more people see that? And it's OK to tell a parent, Hey, is it more important that they just be in the 12th grade math class? Or is it more important that they actually can do math like that and improve their math skills? And I think most parents when when you present it to me, you show what you've done and then you build that trust with them and say, no, it's
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- more important that they know that they know math not that they're just sitting in the class, right? I think the days of them just sitting in class just for socialization, we should we need to be way beyond that, but we're not as a society might be.
- Researcher 35:20 So is there any other part of that string? Do you feel like you? I don't want to move on if you feel like you need to say anything else.
- Case 1 35:30 I think my experience is what it did, how it did change and how Admin 3 I provide instruction is it made me realize that I had to show and collect more data to support it. I know data is like, it's been a buzzword for 10 years now, but but it really has because you know you'll run up against always. You'll run up against administrations. You know, we need to have it this way. And that's fine. But you've got to be able to show and you can't just go, Oh, the child's disengaged and you have to show like, Look what, I did this or when I pulled them to this, to the corner of the room and I worked with these five kids. Look how much growth I saw. We can't do that when we're not doing Shakespeare. And we're still trying to sound out the word the. You know, like, there's a huge disconnect. So it did change my practice in keeping up with data better. Because then the data since that's the buzzword not only in sped, but in all of education that relates more to administration. You can have that. Oh, the data shows, yeah. And we're not saying everyone, and we're not putting in the factor of behavior because that's the other thing is that sometimes, you know, in the past it's been used as let's get him out of co-teaching because his behavior. Now, maybe it's because we didn't actually engage. Maybe the level one interventions just weren't strong. So that that's how I think it's changed. Is that the importance of data?
- Researcher 37:02 OK? And then last, you have any additional information, insights or thoughts to share that were not covered by the interview questions.
- Case 1 37:13 I would say the one thing is gen ed teachers need more training Admin 3 on co-teaching exclusionary of special ed, like just even co-teaching with reading specialists at an elementary level and, you know, math interventionists. You know, in middle school co-teaching amongst genet teachers. I think they in their programs and especially when they're being onboarded by a district, need more? What is co-teaching? Instead of leaving it up just to that special ed teacher to be like, Let's try this and this. A most special ed teachers won't feel comfortable because they know they don't know the content as well. And so I think if it was

embedded more in how they became teachers and how they viewed teaching had more co-teaching there then I think it would make the the whole thing more important, more significant. I mean, if we're getting all technical, like all the research shows, and even when they go through teacher ed programs and they're and they're being trained on how to be a teacher, the moment a teacher goes in a classroom, they teach the way they were taught, the way you think you? And we go, Well, why? Well, OK. Well, because for 12 years. They were exposed to teaching this this way for two years that they were in college or in a TAPP program. You're telling them all this stuff 12 years to which has a greater impact, the 12 years. So I think if even in those two years, we showed them more and more. And we tried to connect it to their the way they were taught and pull that out. I think we would see more success. Yeah. Because it's it's is an uphill battle for sure. Getting it, it is. But I think the more that they have experience. When they're learning to become teachers. Then when they start looking at actually their content, they'll have more of a perspective to show it, which hopefully means that our newer teachers are seeing more co-teaching now than perhaps when I was coming in teaching here. So maybe we'll start to see a shift. But who knows, maybe in 20 years they're going to say co-teaching doesn't need to exist anymore. You know, like, I don't know, the answer is right. Like, we always just swing back and forth in education. So maybe, maybe that would be something. But that's my thought is that if the gen ed teacher got more training on teaching outside from just sped.

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| Researcher | 39:59 | Right? Yeah, that's actually one of the questions on my questions for the gen ed teachers is do you feel like you would benefit from more training? |
| Case 1
Admin 3 | 40:11 | And because, you know, like there was a time like it was that educational philosophy, I can't remember what it was titled, but where schools will were built a certain way. Right? Like so I I feel like it was in the 60s, maybe the early 70s that there were schools where they didn't have walls in the classrooms. |
| Researcher | 40:32 | Yes pods, |
| Case 1
Admin 3 | 40:33 | The pods. Right. |
| Researcher | 40:34 | My children went to an elementary school with pods. |
| Case 1
Admin 3 | 40:38 | Right. And that was like a big, big thing. Well, I think if you look back on it, what it was really based on was if we collaborate together. But then they just went to the extreme. |

- Like, if we just don't have any walls and we all can be together and you can hear what they're saying and jump right in and. But then you missed the whole element of like, no, you do need to have some understanding of this is my space.
- Researcher 41:07 Like at Shaw. I haven't been there since the construction has been done, but like the majority of the classes, were those doubletons. So 60 kids, two, sometimes three teachers, if it was a co-taught, and that that was like.
- Case 1 41:27 Right. So I mean, there's got to be that happy medium. There definitely has to be that happy medium. If you could just stick with one thing long enough that, yes, that's the other thing because not. I hate that I'm saying this, but there probably hasn't been a lot of change in education, like we do have some archaic knowledge of this works. Unfortunately, we've jumped from here to there to here to there to here to there, and I felt like I had this conversation this morning with another teacher and another school that they would kind of pop. And we don't see like, what's really working or staying long enough. You know, because if you stay in this long enough and maybe the vernacular has changed.
- Researcher 42:14 Right. But the concept is the same.
- Case 1 42:18 The same they just repackaged it.
- Admin 3
- Researcher 42:19 My husband always likes to point out, like the Finnish have some of the best schools. They follow our educational research.
- Case 1 42:29 But we don't follow our own. (laughs)
- Admin 3
- Researcher 42:32 And so that's like, how do you control that in a country the size of ours versus, you know, a smaller one?
- Case 1 42:41 Yeah. And so when you do, it's true though when you look at this is probably going way off topic here. So I apologize in advance. So I don't care, you can keep it on. It doesn't bother me because I've said this for years. When you look at like this is like the countries that outrank us. There's like two variables in my head, like oversimplified the data. They're cold nations, and they have socialism. And socialism I understand in America is and is a bad term. But when you look at the root of socialism, it's all about we do this together. But no, but like, you know, it becomes in the media. But when you really look at like what it is, it's we're all in this together. It's not government owns business. That's communism, right? Socialism is like, we're all in this together. So what's teaching? I mean, what are we co-teaching? That's we're all in this together. You want to be a part

of the planning, but that. And so when you look at those countries like Singapore, Finland, Denmark, Sweden, the countries, those countries, they're cold countries. Socialism works in cold nations like that's you don't see many socialist countries that do well, like sub-Saharan. Right, because then they're dictators, their authority. But socialism works, and there's something to do with the weather and call me a lunatic like my uncle. I finally convinced my uncle and I believe this since I was a kid. Like, because when it's cold, you only could shovel out so much in life, like out of the snow. But your neighbors there to help you eventually? Right? Like, you may get stuck your neighbors there to help you. Like there's so there's a connection I feel in my brain the way I have understood the world that we live in. But I think the whole socialism thing connects to because like we really don't have like our education system is socialism. We're all we all have access to it. We're all trying to get a common goal of making our our population more educated. That's socialism, but yet we're like anti-socialism as a as a society as well because we're like, oh, capitalistic. That's why I think like although these other nations use our research, they actually works there because they actually believe that we're all in this together. And in America, it's a race to the top right for the individual.

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| Researcher | 45:22 | We even had grants called race to the top grants. |
| Case 1 | 45:26 | No, absolutely. And so I think that's why it's because |
| Admin 3 | | philosophically, as a country, we're more individualistic. And I hate to say this, but you know, then a tragedy occurs and then we're all for the community. But we we weren't all for the community |
| Researcher | 45:43 | five minutes before that tragedy. |
| Case 1 | 45:45 | Right. And I remember, like in college, like going down in Hurricane Andrew, came through and blew up my Miami, literally. And everyone was like, Oh, Miami's going to be strong. We're going to build back better. And I'm like, Really? Because when I used to live here, you didn't care about the community that was on the other side of the interstate. Now, all thing you do. Like so we're we really all in it together. I don't know. That's the way big philosopher philosophical quest answers there, but but to me, it's true. I think it's true when you look at those top countries in the world. Finland, they don't even teach literacy until second grade. They way out score us in reading. |
| Admin 3 | | |
| Researcher | 46:29 | Right? |

- Case 1
Admin 3 46:30 I because. Probably because they paid attention to the research that a brain needs social learning at the beginning. And then you once you get that right and you get the rules of learning down for two years, then when you focus on reading, they catch on really quick. And. So now I'm not saying how come we don't need to stop teaching reading young because we don't have the actual social learning, SEL training from pre-K or kindergarteners, but I mean, even in Canada, like my, my cousins, their kids, they don't even start learning to read until kindergarten at all. pre-K and they go pre-K from three to five. Their pre-K is all about social interaction and getting along. Oh, forming that social structure? I mean, it seems so simple, but we seem to. And when you look at our pre-K now, it's like they need to learn x number of letters in kindergarten. They have to know when leave kindergarten they need know all letters uppercase, lowercase and the sounds they make in, like, but developmentally. Are they truly ready for that? Where then we underdeveloped on their social skills and we get to high school, they don't know how to socially interact. The pandemic didn't help, but we can no longer use, though, in the sense of like it already existed anyway.
- Researcher 47:54 Yeah, it's just exacerbated.
Case 1 47:56 It exacerbated it. Really big. But it also just showed like, we never really had anything to teach in social, emotional. We never really did.
Admin 3
- Researcher 48:08 Yeah. Like, I think that those of us in this sped circle had talked about social emotional
Case 1 48:14 because it's embedded programs,
Admin 3
- Researcher 48:16 right?
Case 1 48:17 Absolutely.
Admin 3
- Researcher 48:17 But our jaded counterparts? I don't have time for that. I'm here to teach biology or algebra 2.
Case 1 48:26 But yeah, we knew, like if they're so psychological needs are met. And there's no way their academic needs are going to go away. And I never like when I was a special education self-contained teacher, when I was a resource and as a co-teacher, you I always tried to embed time. We just have like we called it, just like the circle. And we went all Lord of the flies past the conch around. You can only speak when you're holding the shell. And that's what we did. Whether we did it in my self-contained class every day for ten minutes or we did it in my

resource class once a week. We had that time where we got it all that. And we also had the option of came in. The kids were kind of buzzy. I just say, Hey, do we need circle time today?

Absolutely. Yeah, because you you realize when you're in it long enough that, OK, I can sit up here for 45 minutes and we can have all these great activities and they get zero out of it where I spend the 15 20 minutes, we get them through these issues and then we could get through maybe half of what we to or third, but guess what? We're going to make more progress in the long haul. And so you're right, we knew it sped knew special education has known that forever and regular education heard it in their classes. They took the educational philosophy courses as well.

Researcher	49:51	They did.
Case 1	49:51	They heard it, but they never saw it as much. So that's my spiel.
Admin 3		I hope I contributed something.
Researcher	50:01	Yes.
Case 1	50:03	But that's my perspective.
Admin 3		

Case 1 Admin 4.WAV

Researcher	00:02	Both are recording now. So my first question is, how do teachers demonstrate to you their shared responsibility for assignments, assessments and grading in a co-taught classroom?
Case 1	00:16	How do they share it with me?
Admin 4		
Researcher	00:18	How do they demonstrate that to you, that those responsibilities are shared.
Case 1	00:26	A lot of that I do through monitoring my personal monitoring in terms of Infinite Campus and the grade book, and also their Canvas page if they're doing assignments on Canvas. Some of that is also observed during observations, and some that's observable. We do PLC meetings and during PLC meetings we're actually discussing the grading and stuff like that. We'll hear about how that's done.
Admin 4		
Researcher	00:46	OK, very good. Are there additional actions that you have taken in addition to how teachers create assignments, assessments and share grading to assist with the implementation of co-teaching? For example, do they maybe have a common planning time or
Case 1	01:19	Give me one second. Sorry I'm dealing with some issues.
Admin 4		
Researcher	01:21	No worries.
Speaker	01:21	So could you repeat the question?

- Researcher 01:23 It's never ending first for us as well. Are there additional actions that you have taken to assist in the implementation of teaching like do you plan together? Or do they have a sub so they can plan together or do they have common planning on anything?
- Case 1 01:39 We have common planning. And then there's we will have lessons at the beginning of the year. We actually have lessons that will go through some of the expectations from the school in terms of that.
- Admin 4
- Researcher 01:48 OK, very good. So like during pre planning, you have like a professional development,
- Case 1 01:54 Professional development.
- Admin 4
- Researcher 01:55 OK. Yeah, OK. How have these actions increased the academic outcomes for students with disabilities?
- Case 1 02:04 I think the monitoring has played a big role in how we monitor that, and um, but I would hope that it's had a positive impact in terms of teachers being getting us away from the one teach one assist model. Really seeing a little bit more collective understanding of our students, not yours and mine. And that's even something we look at when it comes to interview time is when we're interviewing candidates for positions is making sure that they understand that there's no yours. I think it's a collective our thing.
- Admin 4
- Researcher 02:46 Have there been changes that have occurred that have created difficulties with implementing co-teaching?
- Case 1 02:54 I think the biggest difficulty that we're experiencing right now is the coverage teachers, because they're being pulled. I think that's probably the biggest impact that's been had.
- Admin 4
- Researcher 03:05 Gotcha. OK. Are there any particular practices that you have experienced that aid in the implementation of co-teaching? And I would be interested in your perspective, both from an administrator and a classroom teacher point of view.
- Case 1 03:24 From an administrator point of view for our newer co-teachers we'll have them do peer observations a lot of time in some exemplar classrooms for them to kind of understand what we're looking for, what to expect from the administrator side that's one of the biggest things we do is try to do so we are giving them a chance to see or observe an effective co-teaching setting. As a teacher, I've had a world of experiences with co-teaching. But the biggest thing that I try to deal with as a gen ed teacher was get my co-teacher involved as much as possible. And when I was planning I would be trying to assign roles and see where they're comfortable at. I taught mathematics and a lot of our co-

teachers were not as comfortable in math. And so there may be situations where I was trying to hunt for areas that they felt comfortable or it would even be one of those things where it's like, Hey, sometimes if you don't understand something, just ask the question like, you don't know the answer, but ask like you were a student, you know, we're walking around class why don't you ask this question? So then they will be able to gain that and be involved in the classroom. But those will be the things I'd say.

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| Researcher | 04:34 | OK. Other than the coverage, are there have you experienced things that made implementing teaching difficult? |
| Case 1
Admin 4 | 04:46 | Mindset, the mindset of both co-teacher, like the special ed co-teacher and also the gen ed teacher, and I say that as a former gen ed teacher, that sometimes we don't value the insight of the co-teacher as much as we should and as co-teachers, sometimes the task coupled with the content, they feel like they don't necessarily have the same role in the classroom. So I think the mindset of the teachers is important. And I've seen that we've had some really effective co-teaching models here. We've got some phenomenal groups. And even when I was teaching, there was a group next door to me that did a great job with their mindset. When I make it, it feels like it was each teacher's classroom. |
| Researcher | 05:26 | I agree with the whole mindset part of it. I wish, I wish I had the magic cure for having everyone have the right mindset. But I don't. Do teachers have difficulty maintaining the expected pace in their co-taught classes? |
| Case 1
Admin 4 | 05:53 | I would say not as much as I would have expected, for the most part, they will. We've learned how to differentiate enough that there are some things that well they focus on and maybe some of it's laziness and poor terminology, but the idea that it's easier for the teacher if they keep all their classes together, I think. But with the differentiation that's taking place, I think that assists and helps. OK. |
| Researcher | 06:24 | So. Hang on, I lost my place, I'm sorry. So the differentiation, are there other supports that that you have noticed that help with keeping that pacing on track in co-taught classes? |
| Case 1
Admin 4 | 06:40 | Although I try my best to expect as a teacher to have their year mapped out, even though I mean we delivered days that are kind of flex days, type thing. And I know when I was teaching, I did them {the co-teacher} a thing where they had a rough plan for the year. And I think that's helped. I think that there are some and Covid definitely had that's where some of it maybe not |

- matching up the way that the teacher wants because there's so many prior holes and gaps in understanding. But I think having that year done in advance just as a baseline guide has helped to allow for things to stay on track.
- Researcher 07:24 Yeah, I found myself doing that when I was still in the classroom. It just it helped me realize that when I was getting off track. So what is your most memorable experience with co-teaching? And how is that maybe reflected in your current practices?
- Case 1 07:47 I'll give you two if that's ok. A positive one and a negative one. Admin 4 The positive one is not necessarily something that's in my classroom because what I observed, which was that when I was teaching the teacher next door, was a math classroom. And when you would go in, you would not know who the math teacher was and who the special ed teacher was. They would alter roles. There were bounce ideas off each other in class. They were just so fluid. Sometimes the math teacher would be in the back of the classroom grading while the sped teacher was up front teaching, sometimes it was the other way around. Sometimes it was there were both up moving around talking, and sometimes they were doing small group work where each one's having a lead. It was phenomenal to observe and to hear. And a negative one is one that I unfortunately did experience, which was I'd have a co-teacher that was not necessarily being professional in her job and would literally be shopping on Amazon and feel she was just in there, that oh, if we're doing testing or something like that she'd pull the kids out into a small group. But then she would get to the point where it would just shout random answers out that were wrong a lot of times. With good intentions, though, be like the answer is three correct and I was like no. And of course it drove some of the kids in the classroom crazy. And here's my phone. Take a picture and like move forward and pose. And it was just a bad experience.
- Researcher 09:06 yeah,
Case 1 09:08 the two extremes that I've seen and the one that's like good, and Admin 4 the one where I'd much rather not have someone in here with me right now. Yeah.
- Researcher 09:17 Mm hmm. I unfortunately understand that. What are your beliefs?
- Case 1 09:22 And her excuse was I'm not a math person. That was their Admin 4 excuse. They don't understand. So and as the math teacher my thinking is I'm considered me the math expert. You're supposed to be the instructional delivery specialist.

- Researcher 09:39 And it's something that I've always that I've always kind of tried to remember for myself is, OK, I haven't done algebra two in a long time, right? I don't remember a lot of it, but I'm sitting in here every day with a class for the kids that are being expected to learn it. I have a college degree. I should be able to follow along and to figure it out as well. And in going back to what you said before, you know, asking those questions that we know our kids might not want to ask, even if it really is in pre-cal and from my personal lack of understanding because I don't get it. So, yeah, what are your beliefs about students with disabilities receiving instruction in a co-taught setting?
- Case 1 10:27 Well, um
Admin 4
- Researcher 10:31 And I've gotten a wide variety of answers on this.
Case 1 10:35 So it's a very, very vague question because I can also answer
Admin 4 that as a parent. Um, and and a sibling of someone in special education. Yeah, my mom was a special education teacher, so I've been around special education entire life. Um, then I was gifted, so I had my own type of I was supposed to be receiving special education services. I think it has a valuable role. I think that it has a very valuable role not just for the special education student, but also the gen ed students. I think of, and I'll give a very personal my son who has autism and children with autism think differently. You know, people with autism think different. But we can learn so much from each other because he sees problems, he sees situations in a completely different mindset than I do. And he may get to answer the right answer in his manner. And it can be beneficial. We can learn from each other and learn not just the content, but also the social skills and life skills as well.
- Researcher 11:40 OK. Have you had any co teaching experiences that have challenged this set of beliefs?
- Case 1 11:49 That have challenged my set of beliefs? There have been
Admin 4 situations where I question whether the placement was correct. I think more so than actually questioning whether co-teaching is effective or not. I may say this kid may be beneficial, more beneficial in a small group setting because but I don't think I ever question the effectiveness of co-teaching as a whole.
- Researcher 12:13 Okay. And have any of your experiences changed, how you provide or how you want to see services provided in a co-taught classroom?
- Case 1 12:29 I think when I go into a one teach/one assist classroom and
Admin 4 when I go into a classroom where the class feels divided with

my kids, her kids or my kids there, I think that's when I start questioning it. And it's more, Oh, how are we serving our students if we have this mindset? How are we serving the students? If we're going to do station work? How is it going to serve my students? If I take this when we're doing station work and you always have the same group of kids and I always have the same group of kids, even when we did pull out for testing, there were times where I would want to go with the small group and let the special ed teacher stay with the gen ed kids because they don't want it to be my kid, your kid. Because at the end of the day, if it's a milestone class, for example, they're our kids all 30 of them count for our numbers. It's not 20 count toward me and 10 count toward you. It's the same 30. And so I think that's the biggest thing that would be my answer.

Researcher 13:26 OK. I appreciate that answer. Do you have any additional information, insights or thoughts that you would like to share regarding co-teaching that maybe were not covered in the questions?

Case 1 13:39 I don't think so.
Admin 4

Case 2 Teacher 1.WAV

Researcher 00:08 OK. How often do you get to playing with your co-teacher?

Case 2 00:11 I don't really play with my co-teacher as often as I should, but
Teacher 1 we have different planning periods and we both have meetings after school. So usually we rely on email communication to get things done.

Researcher 00:23 What are your perceived roles and responsibilities of the general education teacher during her teaching?

Case 2 00:31 My role is generally to teach the class and my co-teachers role
Teacher 1 is to help individual students out. She also pulls them out during testing.

Researcher 00:42 What supports are provided by administrators to assist in the implementation of code teaching?

Case 2 00:48 To be honest, administration does not provide much assistance.
Teacher 1 It's been up to me and my co-teacher to figure things out.

Researcher 00:58 So are there additional supports that you feel like administrators could provide that might improve the implementation of co-teaching?

Case 2 01:06 Administrators could give us common planning times and and
Teacher 1 offer professional development for co- teaching teams.

Researcher 01:13 Do you believe you have been adequately trained for providing instruction to students with disabilities in the co-taught setting?

- Case 2
Teacher 1 01:22 No. I took maybe one or two classes in college, and even then they were simply observation classes. The majority of my training, I guess you can say, has been hands on in the classroom once I started teaching.
- Researcher 01:37 Is there a need for additional training for teachers to better understand the needs of students with disabilities?
- Case 2
Teacher 1 01:44 Yes, there's most definitely a need. General ed content teachers don't know as much about students with disabilities and how to help them as much as special education teachers do.
- Researcher 01:57 Which models of co-teaching are implemented by you and your co-teacher?
- Case 2
Teacher 1 02:02 I'm not really sure if the technical terms for the co-teaching models. However, I do most of the whole class teaching, while my co-teacher usually works with small groups and individual students.
- Researcher 02:14 OK, do you mind if I briefly explain the models now and see if you apply any of the other? So there's one is what you just described and is sometimes referred to in the literature as one teach, one assist. Sometimes it's called one teach, one observe, There's parallel teaching where you're both like, you're teaching part of the class on this side of the room. She's teaching her the class on the other side of the room, but you're teaching the same content, alternate teaching, where you're teaching the same content that she's teaching, it may be a different way, team teaching where you're both in the front of the room and you're just kind of tag teaming on the lesson
- Case 2
Teacher 1 03:01 Out of those, I've also used the alternate teaching method with my co-teacher and I where I have essentially I'm teaching the lesson in one particular manner, and then she's essentially teaching, you know, and modifying things and teaching the other kids as well so they can grasp the concepts.
- Researcher 03:22 What are some practices you have experienced that aid in the implementation of code teaching?
- Case 2
Teacher 1 03:29 just being on the same wavelength and having clear communication has helped me a lot with co-teaching. And this helps us stay on the same page. And for us to know where the students are,
- Researcher 03:40 OK, what practices have you experienced that make the implementation of co-teaching more difficult?
- Case 2
Teacher 1 03:45 Some practices that I've implemented that has made it more difficult is one as examples planning time. We are often pulled into different meetings during our planning time and it makes us makes it difficult for me to always be on the same page as my

- co teacher. Also, my co-teacher often gets pulled to cover classes instead of being in their usual class with me.
- Researcher 04:11 OK, do you have difficulty maintaining the expected pacing in your classes?
- Case 2 04:19 Yes, because often times have to stick to a set pace for my
Teacher 1 students to receive all the information that they need before the end of the year. I am able to make adjustments, but it can be difficult.
- Researcher 04:30 OK. So that kind of leads into the next question with making adjustments. What steps are taken to help those students with disabilities adjust to the pace of the co-taught classroom?
- Case 2 04:42 So my co-teacher makes modifications to the assignments, our
Teacher 1 assignments. But oftentimes there are still a handful of students who struggle, and these are the students who you know, might need one on one help. But it's not always logistically feasible during the day unless you're able to stay after school.
- Researcher 05:03 What kind of modifications is your coaching to making?
Case 2 05:06 Some modifications are reduced question, like rephrasing the
Teacher 1 question or instructions to make it easier for some students to understand,.
- Researcher 05:17 What is your most memorable experience with co-teaching and how is that experience reflected in your current co-teaching practices?
- Case 2 05:26 I don't have any single most memorable experience, but I would
Teacher 1 say overall it's just learning to work with another person in the same classroom at the same time, because I'm the type of person that I like to have my routine. I like to have control of what's going on, and it's taught me more interpersonal skills. And it's helped me develop as a as a teacher and as an individual because in life there are going to be other people that you could work with. And oftentimes, when you are a team and you're a well-functioning team, you can get a lot more things done more productively.
- Researcher 06:04 Very good. What are your beliefs about students with disabilities receiving instruction in a co-taught setting? And this is kind of a multi-step question here. So it's going to lead into a little bit more.
- Case 2 06:17 I believe that students with disabilities should be able to get
Teacher 1 taught in a co-taught setting. But it really depends on the student's disability. You know, there are kids who would not benefit from a co-taught setting because even though something might be considered the least restrictive environment, you

- know, pull out or self-contained might work better for that specific child rather than a co-taught setting.
- Researcher 06:48 OK, so that kind of leads to the question have you had a teaching experience that challenged that set of beliefs?
- Case 2 06:56 I have had a student before who was not performing well at all
Teacher 1 in the co-taught setting, and I'm not sure what they were able to do exactly to get this done. But their student was able to be moved to a pull out class, or that particular student was more successful in the development setting.
- Researcher 07:14 And did that experience perhaps change how you provide instruction in the co-taught setting?
- Case 2 07:22 It changed me in the sense that I became more aware of
Teacher 1 individual student's needs. And you know what might need to be done to to get them into the environment where they're best able to thrive.
- Researcher 07:35 OK, very good. Do you have any additional information, insights or thoughts that you would like to share that were not covered by any of the interview questions?
- Case 2 07:44 Overall, I just think that, you know, colleges need to offer more
Teacher 1 information about co-teaching. I'd say also a big problem, at least in this district, is that there are not enough, you know, co-teachers or special ED teachers and many of the teachers who are hired are new to the profession. So that makes it more difficult for for everyone involved.
- Researcher 08:07 When you say new to the profession and asking because we have the nontraditional program for teacher certification, so do you mean like new brand new teachers pt new, like haven't gone through a traditional teacher preparation program,
- Case 2 08:23 Haven't gone through a traditional teacher preparation program
Teacher 1 since they're they they're not. They haven't had the experience. I should say that you would in a traditional program with your observations and practicum student teaching and things.
- Researcher 08:36 Do you can you think of ways that that we might be able to improve that alternate program?
- Case 2 08:46 Maybe provide more support or maybe pair them up with an
Teacher 1 experienced specialized teacher? I'm not really sure what's being done now. Some of these supports might already be in place, but I don't see them as the general teacher.
- Researcher 09:01 Well, thank you very much. I appreciate your time and this will help me very much with my study, and I will definitely share the results with you and thank you.
- Case 2 Teacher 2.WAV***
- Researcher 00:04 How often do you plan with your co-teacher?

Case 2 Teacher 2	00:08	This depends on my co-teacher, my primary co-teacher and I, whom I have worked with the last two years, planned daily. My second co-teacher is more content to let me plan the day as they come in to assist with the topic on hand.
Researcher	00:27	What are your perceived roles and responsibilities of the gen ed teacher during co-teaching and then follow that up with the roles of the special education teacher?
Case 2 Teacher 2	00:37	Ideally, there is equity between both roles. My co-teacher and I operate in a similar manner. We all plan, teach, manage and grade all students. We are all also responsible for services provided. However, I have worked in pairs where the gen ed has been left to plan, grade, manage, and the special ed works on support, assist and manage help, struggling learners, et cetera.
Researcher	01:10	What supports provided by administration assist in the implementation of co-teaching
Case 2 Teacher 2	01:20	admin has been kind enough to allow teaching pairs to select who they wish to work with in general. Otherwise, I'm not sure.
Researcher	01:31	Are there additional supports that administrators could provide that might improve the implementation of co- teaching?
Case 2 Teacher 2	01:38	Not for me. But I do notice a need for conflict resolution, among other co-teaching pairs. I have mediated some of those meetings.
Researcher	01:50	Do you believe you have been adequately trained for providing instruction to students with disabilities in the co-taught setting?
Case 2 Teacher 2	01:58	No, but I am confident in my abilities here due to my experience over the years, not because anyone provided proper training, not even during my undergraduate program.
Researcher	02:12	Is there a need for additional training for teachers to better understand the needs of students with disabilities?
Case 2 Teacher 2	02:18	Most definitely. I think a lot of gen ed teachers simply do not understand why accommodations are needed. How to look for and use those correct supports, how the overall performance may be by comparison. There are a multitude of examples.
Researcher	02:37	Is there a need for additional training for teachers to be more confident in their implementation of co-teaching?
Case 2 Teacher 2	02:45	Perhaps. I've seen some of the training offered before, and while it is nice to demonstrate styles and examples, nothing substitutes concrete experience in working with another individual
Researcher	02:59	Which models of teaching are implemented by you and your co-teacher?
Case 2 Teacher 2	03:04	I admittedly can no longer name all the co- teaching models, but sometimes it is a one teach one support role. There are times when my co teacher may step in to have their say to teach what

		they wish and they are welcome to at all times, but I recognize they have a lot of other things on their plate. So I typically do the up front in your students face type things while they provide support.
Researcher	03:32	What are some practices you have experienced that aid in the implementation of co-teaching?
Case 2 Teacher 2	03:39	Constant communication with co-teachers is key. We make individual decisions, grading decisions, consequence decisions, and all other types of conversations together. I would never make a decision without a discussion with them, and they would not do that to me either. If we ever do, it is because we know the other will be fine with the choices we make.
Researcher	04:06	What practices have you experienced that make the implementation of co-teaching more difficult?
Case 2 Teacher 2	04:13	The lack of communication has made things difficult before. I have had a couple of co-teachers over the years who never planned with me or bothered to meet with me for anything. When it came time to be in the classroom, they would be unaware of what was planned, but would then complain about how I handled things. We would also disagree on grading practices or behavior management, and it sometimes turned into an argument that could have been avoided.
Researcher	04:43	Do you have difficulty maintaining the expected pace in your co-taught classes?
Case 2 Teacher 2	04:50	No, but I imagine some people might. I find that a lot of students need more help than they realize. Being able to differentiate for those more accelerated students is necessary when trying to work with others who may need a different type of support.
Researcher	05:08	What steps are taken to help students with disabilities adjust to the pace of a co-taught class?
Case 2 Teacher 2	05:15	We provide scaffolded work as well as pay attention to the IEP accommodations to prevent overwhelming students who need other supports. The pace is slowed down enough for them to consistently be able to maintain speed. Additionally, we remove a lot of barriers that may dissuade them from giving their best efforts, we remove homework and excessive amounts of graded assignments.
Researcher	05:44	What is your most memorable experience with co-teaching? And how is that experience reflected in your current co-teaching practices?
Case 2 Teacher 2	05:52	My most memorable experiences are from my second year of teaching. It was my first year as a fully co-taught gen ed

		teacher, and my sped teacher was also fairly new for both of us. It was a new experience and we were able to grow a relationship that we felt might really benefit both of us by having a lot of open conversations. I switched co-teachers that next year, not by choice and have had several others since. I continue to always start with as open conversations as possible. I find that even in when we disagree. My co-teachers and I have a lot less bottled up stress compared to other teams.
Researcher	06:39	What are your beliefs about students with disabilities receiving instruction in a co-taught setting? And this is a long question. So there's two more that I need to follow up with and then we can break it up one by one if you need to. The second question is, have you had a co-teaching experience that challenged this set of beliefs? And finally, did this experience change how you provide instruction in a co-taught setting?
Case 2 Teacher 2	07:06	I think all students should receive the same initial instruction, but supports are offered for a reason. Some students simply need printed notes or notes, read out loud or larger print or whatever the case may be. I believe we should be flexible to the students needs to equip them with the least restrictive environment as possible. I think the only time this was challenged was when one particular co-teacher, one year simply refused to work with me outside the class. No planning, no conversations just showed up for the two hours we had together. This made our relationship very strained and reaffirmed my belief on having as many open and frequent conversations as possible.
Researcher	07:58	And finally, do you have any additional information, insights or thoughts to share that were not covered by the interview questions?
Case 2 Teacher 2	08:08	Co-teaching can be a blessing when it works, right. I've had the pleasure of having eight different co teachers and a little over a decade. And each of them have had unique experiences. The single common thread to the successful years because the one I had problems with worked with me one extra year and we changed things into a very positive relationship, was open conversations and having discussions on every facet of the class.
SPEAKER3	08:41	Thank you.
		<i>Case 2 Teacher 3.m4a</i>
Researcher	00:00	How often do you plan with your co-teacher?
Case 2 Teacher 3	00:09	On a daily basis

Researcher	00:11	Daily, OK, this isn't one of the questions, do you have common planning time?
Case 2 Teacher 3	00:21	We do. The entire English department has second period planning, except the two ESL teachers.
Researcher	00:26	OK. OK. What are your perceived roles and responsibilities of the gen ed teacher during the process of co-teaching?
Case 2 Teacher 3	00:39	Well, I deal with content because my co-teacher is not as comfortable with the content.
Researcher	00:45	OK.
Case 2 Teacher 3	00:46	And I help adapt the either the strategies or the content or generally speaking, we look at, you know, the delivery, the content or the production of whatever are indicators right? I help with the adaptation of that based on what I know of the student's goals.
Researcher	01:08	OK? And then what is your perceived role of the special education teacher?
Case 2 Teacher 3	01:14	She needs to be able to bring in the knowledge from special ed. Like there are some things that I perceived or I thought were like the law. And if I'm wrong, I need her to let me know this. For example, if the IEP says that testing will be done in a small group and we can't do that, then I can't. I don't feel like I can give them a summative assessment.
Researcher	01:45	OK, fair enough. And I appreciate the example. What supports provided by administration or administrators ave you found that assist in the implementation of co-teaching?
Case 2 Teacher 3	02:00	Mr Smith has been very vocal and assertive about making sure that we have the same planning period. Unfortunately, we have to cover so often that it it's really it's cut into our time and we have to be very careful because if we haven't been able to plan together and we haven't been able to look over the stuff that's been turned in, it can turn into a snowball. You're just missing it. And then you catch yourself trying to talk on the sly while you're supposed to be teaching.
Researcher	02:37	Yeah. I understand
Case 2 Teacher 3	02:41	But Smith. Mr Smith, the assistant principal, and Mr. Hatch, the department head have made a Herculean effort to try and at least protect our PLC when we're supposed to be meeting and content areas. For example, American Lit meets on Tuesdays and Thursdays during planning, so if there's any way to avoid having us do the coverage, then they will.
Researcher	03:11	OK, that's good. Are there additional supports that you feel like administrators could provide that might improve the implementation of co- teaching?

Case 2 Teacher 3	03:24	Yes, my co-teacher needs an extra planning period.
Researcher	03:28	OK.
Case 2 Teacher 3	03:32	And it needs to be a sacred space. Like she needs an extra planning period because we don't have time with the time that we have to really dive deep into analyzing the students work. And as a consequence, we're not I don't feel like we're meeting their needs as well as we could be.
Researcher	03:54	OK, so you would like to see that extra planning be able to go into her really focusing on how the kids are doing?
Case 2 Teacher 3	04:05	Well if she had an extra planning period, even if that whole planning period was sucked up by her IEPs from her caseload, it would still give her extra time.
Researcher	04:16	Right, OK, so like using it either way, it would be OK. But that second planning period so that when you had the PLCs, so the focus would that needed to be there would be there?
Case 2 Teacher 3	04:28	Right. And because you can't you can't serve two masters, and it's hard to concentrate on the milestone when you're getting emails from the county that your cases are, that your IEPs are not done.
Researcher	04:42	Gotcha. Yeah. Fair enough. Do you believe that you had been adequately trained for providing instruction to students with disabilities in the co-taught setting?
Case 2 Teacher 3	04:56	One hundred percent. No.
Researcher	04:58	OK.
Case 2 Teacher 3	04:59	I don't believe that. I mean, I'm hoping that newer teachers are getting better training.
Researcher	05:05	OK. Do you want to kind of do you mind describing the training that you've had that kind of makes you feel like you haven't had enough?
Case 2 Teacher 3	05:16	Well first, I unfortunately, it was so long ago that I'm not really sure that I can identify. When I was at CSU, they sent me to Carver High School and put me in a math class that was a pull out class to observe. And I'm supposed to be observing and writing a narrative not to interact with the students.
Researcher	05:35	Right
Case 2 Teacher 3	05:36	flat out observation and. It was that old stereotype of a basketball coach who gave out worksheets every week.
Researcher	05:46	Gotcha. OK.
Case 2 Teacher 3	05:47	And it so I didn't see any strategies coming from him.
Researcher	05:53	Gotcha.

Case 2	05:54	I had one class at CSU where we came up with imaginary lesson plans in the imaginary differentiation.
Teacher 3		
Researcher	06:00	Right? OK.
Case 2	06:02	But everything that I have learned, anything I do that is effective when it comes to teaching is pretty much because of Geneva Pierce, my first co-teacher. Yeah, yeah. And she was very, very kind. And instead of saying for the love of God, Ms. Farrell, you can't do that --and really went through not just like it wasn't... It wasn't just the teaching part of it. It was how to deal with all of the divergent issues in the classroom.
Teacher 3		
Researcher	06:34	OK.
Case 2	06:35	And I've kind of built on what she taught me. OK, and done my own thing.
Teacher 3		
Researcher	06:40	OK. I wonder if she's still subbing. I love when I see her, when she comes to Hardaway. She you're right. She is. She is an absolutely precious person.
Case 2	06:50	The next time you see her, please give her my love.
Teacher 3		
Researcher	06:53	I will. I will do that. Fingers crossed that she's still subbing. She did. I did see her occasionally last year, so hopefully she knows that she still is. So that you've kind of answered the next question, but I'm going to ask it anyway, because there might be some where you want to add, is there a need for additional training for teachers to better understand the needs of students with disabilities? Yes.
Case 2	07:25	Yes. And needs to be ongoing.
Teacher 3		
Researcher	07:28	So something that I've noticed and tell me, if this is kind of what you mean when you say yes, I am experiencing as a coach more and more teachers not understanding like what is a fair expectation of a child with this label versus a child with this label?
Case 2	07:51	So yes, we're having the same issue. But in addition, this school year, I've seen things where teachers are just flat out ignoring the IEP. Where the case is having to go to the class and say it, says small group. This is what that means. You can't. You can't make a choice that you're not going to do that. It's not your choice.
Teacher 3		
Researcher	08:16	Right. It's there's a document telling you you will do this.
Case 2	08:21	Correct. And we even I think we even need to perhaps sit down at the beginning of the school year with our IEPs as they exist and make sure that everybody can see all of it.
Teacher 3		
Researcher	08:36	Yes. Yes.

Case 2 Teacher 3	08:39	Because, you know, I didn't really understand how to use their goals until around Thanksgiving years into teaching when someone showed me a part of an IEP that I hadn't seen. And it's I'm really sad because I kind of built something up that was going to help with planning based on that, right? And this whole schedule shift happened.
Researcher	09:05	Gotcha.
Case 2 Teacher 3	09:08	But I'm going to use it as a jumping off point with new teachers so that they don't end up in the same position that I was in where I was like, What do you mean?
Researcher	09:23	Do you feel like there is a need for additional training for teachers to feel more confident in their ability to implement co-teaching?
Case 2 Teacher 3	09:30	Yes.
Researcher	09:31	Can you do you have some examples or do you just want to stick with Yes, I'm good if you want, just want to stick with yes.
Case 2 Teacher 3	09:39	We had a fabulous situation this year. Well, for a short part of this year, we have a brand new teacher in history and his co-teacher had experience with her teaching, although not at the high school level, right? OK. And this kid, I honestly believe, has ended up with no co- teacher for a good several weeks, and it's not been a problem for him because the guy that he was with really helped him understand. I differentiate how to work into things. It was almost like a mentor program.
Researcher	10:20	OK.
Case 2 Teacher 3	10:20	In the classroom, it was a fabulous situation. I realize not everybody can have that.
Researcher	10:25	right, right?
Case 2 Teacher 3	10:26	But even to have like if I ran the world, I would have had the two of them training my other co- teaching pairs.
Researcher	10:35	Right.
Case 2 Teacher 3	10:37	The teachers, we we don't listen to each other.
Researcher	10:42	Gotcha.
Case 2 Teacher 3	10:43	And like last year, I had a fabulous coach teaching experience. This year I have the exact same coach teacher and we're struggling, So that's why I'm saying it needs to be ongoing, right? You never know when things are going to change. And frankly, every single teacher in the building needs to understand how to deal with IEPs, 504s. And that thing that ESOL is doing now.

- Researcher 11:08 OK? What I don't have much experience with ESOL what? What is it that they doing?
- Case 2 11:14 They're actually they have this great program now. I think it's called Aspire or something, but it breaks down exactly where they are, the level they are and strategies to be able to help them. It's much, much closer to an IEP or like with, but we don't have time.
- Teacher 3
- Researcher 11:32 Gotcha. Yeah.
- Case 2 11:33 And there is no co-teacher for that class. So my frankly, I just found out right before Christmas break that I had a kid with an IEP that I didn't know had an IEP that he was consultative. And so nobody had bothered telling me.
- Teacher 3
- Researcher 11:51 Uh-Huh.
- Case 2 11:53 But, you know, and I had identified him because he's also ESL, so I've been happy with that, but it's just very frustrating. And so the combination of if everybody in the building was getting training on how to meet the kids where they are, understand where they are. Understand how to access the supports and stuff like that. Just that little bit right there.
- Teacher 3
- Researcher 12:18 Right. Right?
- Case 2 12:20 And it's not it can't just be the teachers because like I said, we had this whole shift thing going. We're down three teachers right now. We're excuse me, we're down one sped and two regular ed for ESL. I mean, for English alone.
- Teacher 3
- Researcher 12:40 Goodness. So are these like happened since Christmas or.
- Case 2 12:44 Yes.
- Teacher 3
- Researcher 12:45 OK.
- Case 2 12:46 One of the teachers, her husband was military.
- Teacher 3
- Researcher 12:48 OK, that that's one of ours as well.
- Case 2 12:51 One of them has left education completely because of her experience at my school. In addition, we have a science teacher who is also the senior sponsor and in charge of graduation, who has left the field because of her experience this year. She's going to nursing school. The woman's like forty five.
- Teacher 3
- Researcher 13:13 Mm hmm.
- Case 2 13:14 So this is not like somebody who's only got a couple of years in.
- Teacher 3
- Researcher 13:17 Right, right.
- Case 2 13:19 And the science position, thank God, was able to be filled. And the people who are supposed to fill those two English positions either got a job somewhere else or something happened because

- they haven't shown up. So now we have these classes being covered now, those teachers need to know.
- Researcher 13:42 Right, and when you're so we had a teacher leave earlier in the year and when you had that rotating door of teachers on planning covering that spot, they may or may not know the kids from their own classes. They certainly don't know whether they have a 504 or an IEP or are being pulled for Tier two or Tier three, SST or, you know,
- Case 2 14:08 or have a behavior disorder. Right? I mean, that's a huge one for
Teacher 3 me. I have a student who has lots and lots of modifications based on behavior. And I can't tell the sub and I can't tell the teachers coming in. This is how you need to deal with this kid right now. So instead, I email his caseworker and say, I have Covid. I will be out for the week. So his caseworker can pull him. And it turned out that, honestly, I feel like they tried to scare us with all that information at the beginning of the year because I've not seen any of that behavior.
- Researcher 14:42 OK.
- Case 2 14:44 Oh, it's been fabulous. Seriously. His accommodations,
Teacher 3 unfortunately, are limiting his success right now because he's using them to avoid work. But other than that, I mean, his experience in class. It has been much better than I expected it to be good.
- Researcher 15:08 Very good that that at least makes me happy. Next question is which models of coaching are implemented by you and your coach teacher? Because that's that's probably more the training that you received than like nature and characteristics of.
- Case 2 15:27 Right? I would say that at some point or another, we fluctuate
Teacher 3 between all of them. Our principle, I guess style of co-teaching is that we are both. Hold on one second that we are both. Not parallel teaching. The other one.
- Researcher 15:55 The alternate where she's taking and one into a small group and teaching them anything just a little differently.
- Case 2 16:03 Ultimately, we are team teaching. We play off each other. Say
Teacher 3 that the majority of our teaching style is that.
- Researcher 16:14 That's that's refreshing to hear, because that's not the one I typically see when I go into a classroom.
- Case 2 16:20 Well, we found last year that that worked best for us.
Teacher 3 Sometimes we do, depending on what's going on. Do every single one of the other ones, right? Just depends on what the content is. The one we use the least is one. Teach one observe. It's just the kids get squirrely when you're just walking around staring at their stuff.

- Researcher 16:46 Yeah. Yeah, they do. They do. What are some practices you have experience that aid in the implementation of code teaching?
- Case 2 16:58 At the very beginning of the school year, not even she and I
Teacher 3 were both hired over the summer, not this last summer, but the summer before we were brought in to do summer school. I was doing enrichment. She was doing remediation. But it gave us an opportunity to meet and plan. And even though literally nothing we planned happened. It gave us an opportunity to figure out how each other worked before the extra stress and other stuff. And so we could tell when the other one was was hitting a point where they needed a break. We could, I guess, read the room better. And so both in planning ourselves, in working with our kids. This got us through almost the entire school year and was in stark contrast to my co-teacher was also planning with someone else. We're also co-teaching with someone else and their relationship was a train wreck and just constant. This is my classroom, you know? And it even. It even helped to try and balance that relationship out because we had gotten so familiar with one another over the summer.
- Researcher 18:21 Well, I'm glad that you had that summer to be able to to do that right?
- Case 2 18:29 And at the time, honestly, I was not thrilled about the idea of
Teacher 3 planning over the summer.
- Researcher 18:34 Right.
- Case 2 18:35 But in retrospect, I'm really glad that Smith pushed it.
- Teacher 3
- Researcher 18:39 Good, good. What practices have you experienced that make the implementation of coaching more difficult?
- Case 2 18:49 Well, I didn't really understand what you mean by practices
Teacher 3 there because it's like,
- Researcher 18:53 OK, so so the example that that comes to my mind first, there is like, you don't have time to plan together,
- Case 2 19:01 OK. There we go. All right. So I would say it's a combination of
Teacher 3 if there's nobody, if we're short staffed for like subs without subs show up, which happens frequently. I mean, this is it is shocking to me how many times we don't have subs show up. They will pull our code teachers. So now we're both covering planning. So during planning, so we're not able to plan and we can't implement what we wanted to implement because we're not both in the classroom. That would be my biggest problem.
- Researcher 19:34 Right.
- Researcher 19:37 OK.

- Case 2 19:38 My second thing would be administration needs to listen. Be flexible because sometimes it's just not a good pairing.
Teacher 3
- Researcher 19:46 Right?
- Case 2 19:47 Sometimes it is detrimental to the students because it is such an awful pairing.
Teacher 3
- Researcher 19:51 OK.
- Case 2 19:52 And so my other my other thing that I think causes problems is that co-teachers aren't allowed to find their footing because there's no alternate other than you got to get through it. There's no opportunity to say, you know, miss guns having a struggling with her co teacher, Miss Farrell, has worked with her before. We could just flip our schedules or we work together. There's none of that fluidity. And if if the kids in my class were on my co- teachers caseload, I could see the justification for not being fluid.
Teacher 3
- Researcher 20:29 OK.
- Case 2 20:30 But, they are not
Teacher 3
- Researcher 20:31 right. OK. OK, I'm throwing in a side question in there. Do you feel like it's been helpful since you've had the same co-teacher last year and this year that it's helpful to be able to continue to build that relationship?
- Case 2 20:49 Yes. But,
Teacher 3
- Researcher 20:50 Do you think that's a choice?
- Case 2 20:52 Yes. However, if she had had to be with the other person that she co-taught with last year, she would have quit.
Teacher 3
- Researcher 21:00 Gotcha.
- Case 2 21:02 She would not have come back.
Teacher 3
- Researcher 21:04 So I think some choice in there,
Case 2 21:07 if your situation is a positive situation and you have success in your co-teaching being given the option to stay together. It would also help with content like we would help our kids teachers who don't feel comfortable with content if they were able to teach something two years in a row.
Teacher 3
- Researcher 21:23 Yeah, I agree with that. And that is something that that teachers at my school whom I can't use in my study because they're at my school, that that is something that they have consistently said. Just just leave me in same subject with the same teacher so that we can and some of the junior teachers are saying the same thing.

- Case 2 21:47 Alternately. If you're not going to do that, then leave them with
Teacher 3 the same kids, because if they're not going to be able, if they're
not going to be able to become subject experts, let them become
kid expert.
- Researcher 22:00 That child expert? Yeah, that's that's a fair and valid point.
Case 2 22:06 We have some really. We have some kids who have had
Teacher 3 immense success with this teacher in their co-teaching class and
then no success because they're moved away from that teacher.
And I think a lot of times administrators take this point of view
that the teacher is going easy on them or no, no, sometimes
people are just better at building relationships than other people.
- Researcher 22:31 Right? And we yeah, we had a rough group of freshmen last
year and one of the science co- teachers was like, Please move
me up with these kids. I have built a relationship with them.
Next year's class is a GMAS class. Let me go with them, please.
- Case 2 22:56 I think that would be a fabulous idea if you can't stay in the
Teacher 3 content area. Like, I mean, if you can't if we can't do American
Lit together, then for the love of God,
- Researcher 23:07 send me to multicultural or British. Whatever you're doing
senior year.
- Case 2 23:11 Don't drop me back down.
Teacher 3
- Researcher 23:12 Right? So then I had those kids that I that I know their needs
and what does and doesn't work and right hit problems off
before they even happen. So, OK, do you have difficulty
maintaining the expected pace in your coach classes?
- Case 2 23:34 Yes. And that's glaringly obvious for me this year because it's
Teacher 3 the same subject at the same school I taught last year.
- Researcher 23:39 OK, what steps are being taken to help students with disabilities
kind of adjust to that pace?
- Case 2 23:50 The school is not offering anything. I am offering Zoom on the
Teacher 3 weekends or after school. I have been offering supplemental
materials. They can work at their own pace if they want and just
hold them for the whole year stuff. This isn't like packets I've
made up. This is like stuff that when we were at Spencer, they
threw away because it was printed wrong on the cover. So like
Pescia, I pulled them all out of the trash and I have like 20 of
these workbooks left.
- Researcher 24:22 OK?
- Case 2 24:23 And you know, we're not supposed to say workbook like it's a
Teacher 3 dirty word, but handing my student this workbook and saying
no pressure. This isn't a grade, but this may help you feel more
comfortable with what we're working on. And as we go through

- I'll kind of, you know, on the side, let you know this would be Chapter two, And so far, I for the with the workbook thing, I think I've given out somewhere between eight and 10 of them. For the getting help after outside of class, that's that's actually been much more common.
- Researcher 24:58 Gotcha. OK. Asking because it's I'm finding that we're one of the few high schools that offer it. Do you guys offer study skills classes?
- Case 2 25:10 Yes.
- Teacher 3
- Researcher 25:11 OK.
- Case 2 25:13 Well, however, do you guys have a structure to yours because ours just seemed to kind of be dependent on whoever's doing it?
- Teacher 3
- Researcher 25:21 That's kind of with us, too.
- Case 2 25:25 Yeah, because like, we might have one teacher who tries to get the kids to do work, to keep up, talk to them about their grades right next door. We have a party.
- Teacher 3
- Researcher 25:32 It's been a lot of the co-teacher in whatever class, knowing that kid has study skills and, you know, taking things to their study skills teacher saying, I need them to do this.
- Case 2 25:46 So that's the part we're missing because I don't think that's happening at all. But computers, excuse me, the voice you hear in the background is complete fiction. It's just it's a ghost haunting. My living room who might be politically speaking, have been a social studies inclusion teacher, and so trying to offer insight into some of the teachers, I would guess the history department. Is it like a cave? Yeah. Some of the teachers like predominantly, in my opinion, the history department are actually doing a much better job of staying in touch with those study skills classes. I think in ELA, they rely too heavily on their teachers.
- Teacher 3
- Researcher 26:24 OK. OK.
- Case 2 26:28 And I don't know about math or science.
- Teacher 3
- Researcher 26:30 OK, fair enough. What is your most memorable experience with teaching and how is that experience reflected in your current teaching practices?
- Case 2 26:43 Girl, you want good or bad.
- Teacher 3
- Researcher 26:47 I think I would prefer good.
- Case 2 26:51 Let's see. I had a high school basketball player who had gone his IEP had been vacated in middle school because some coach told his parents he'd stand a better chance of getting scholarship

- money. If you don't have an IEP, so his senior year in high school, he got an offer from UGA. But this is pre-COVID, so they wanted an SAT score and he had the lowest score I'd ever seen someone make because he was he was functional. He was not ready for something like that. However, he had the work ethic and the steam engine, and so we met literally every weekend for him. And in that time, he learned enough of the English and math he had not ever learned because he had never gotten the assistance.
- Researcher 27:52 Gotcha.
Case 2 27:53 That he managed to get the SAT score up just enough so that he
Teacher 3 could get that scholarship.
Researcher 27:58 Awesome.
Case 2 28:00 That's my biggest success,
Teacher 3
Researcher 28:01 And so.
Case 2 28:05 Oh, hold on a second, I'm sorry, I forgot completely, we're
Teacher 3 talking about co- teaching. That was in co-teaching. Not just
me,
Researcher 28:15 But, well.
Case 2 28:17 I have a co-teaching, I mean, like we were, we got some award
Teacher 3 last year for being such fabulous teachers. That was nice.
Researcher 28:24 OK. But I want to go back to that basketball player,
Case 2 28:27 OK?
Teacher 3
Researcher 28:28 Did you pick up some things from that experience that you like
brought into your co-taught classroom?
Case 2 28:35 Yes, completely and totally. And the idea of meeting the student
Teacher 3 where they are. The importance of pre assessments. Not
necessarily pre-tests. OK? Because because it was a single
student, it was much more conversational, which frankly was
much, much more effective in his case. Doing it
conversationally. And that wouldn't work for everybody. I think
it really illustrated the limitations that are placed on kids when
they are not in their least restrictive environment. He was in
gen ed classes. He did not have any support. He was not getting
the support that he needed.
Researcher 29:13 Right, right.
Case 2 29:14 So I think of him often, especially in dealing with my athletes
Teacher 3 who are told that they're going to make football money and live
a football life. Because, you know, now he's out of college, he is
not playing professional football. But the stuff that he learned
helps him keep food on the table, too. Yes. Know.

Researcher	29:40	Yes. OK.
Case 2	29:42	After the after the recording is off remind me to tell you about the other story.
Teacher 3		
Researcher	29:48	OK. And also, congratulations on the co-teaching award.
Case 2	29:53	Oh, thanks.
Teacher 3		
Researcher	29:54	Amazing.
Case 2	29:56	We did. We ended up doing the co-teaching training, or we tried to that thing this summer for new teachers. And frankly, was like
Teacher 3		
Researcher	30:09	Empower. I was like what do they call that now?
Case 2	30:11	Yeah, I know that was another eye-opening thing for me and what we had been told and the training we had created. Was not as important as providing a safe space for these teachers because, we didn't get a lot of brand new teachers, we got teachers, we were, yeah, like almost every I actually I think every single teacher we had was there because they had struggled in a co-teaching situation. And they were looking for strategies to try and make that not happen again.
Teacher 3		
Researcher	30:42	Gotcha.
Case 2	30:44	And that I think when you have. A group of people reaching out to try and get help like that, you need to look at the situation.
Teacher 3		
Researcher	30:54	Yeah. And one of my co-teachers and I used to when we had those and when we first went through TSC training and had to teach those best practice workshops, we found it more to be teachers who have been in the game a little bit longer coming to those because they were wanting some, some support and advice and assistance
Case 2	31:19	and therapy.
Teacher 3		
Researcher	31:22	That too, yes.
Case 2	31:24	Unfortunately, new teachers are just trying to keep people from getting killed or pregnant. Like they're completely in fight or flight. And so I think that nuanced things or things that would be more helpful to them, they just can't see them in the beginning.
Teacher 3		
Researcher	31:40	What are your beliefs about students with disabilities receiving instruction in a co-taught setting?
Case 2	31:51	And you realize that that's a really weird question. Like, I believe the children are the future.
Teacher 3		
Researcher	31:59	So. I will share part of my own personal beliefs on this. I think that it needs to be more of a data driven thing than other and that it needs to be a committee decision, not just one person saying, no, this kid has to be in co-taught.

Case 2	32:29	Gotcha.
Teacher 3		
Researcher	32:30	All right.
Case 2	32:31	And no wonder I am struggling because the state has our federal government, I think actually has said 30 percent. I have over 50 percent. And. I was asked recently to assess those children and decide whether they can move from. Co-taught to consultative.
Teacher 3		
Researcher	33:01	OK.
Case 2	33:02	And I feel incredibly underqualified to do that. To be honest with you, I was appalled. Those kind of decisions need to be happening with people who who have the kind of experience it would, you know, let them do that like or that should have come up when we renewed their IEPs. Not on the fly one January.
Teacher 3		
Researcher	33:26	OK.
Case 2	33:28	I think that I would like a pipe dream of mine personally has to do with fluidity in the classroom. I think that we have seen in this post-COVID group of children that they are. They're reacting aggressively, but it's actually anxiety. They seem to be angry. They have no social skills, you know, on the one hand, my seniors are talking about how the freshmen and sophomores need to be bullied so they'll understand how to act right. My freshman and sophomore, do not want to be bullied?
Teacher 3		
Researcher	33:58	Exactly.
Case 2	34:00	So but they really do things like cussing class like it's no big deal. And you know, we had one child who her first day in class. The teacher went to ask her a question, touched her shoulder and she swung on the teacher. Because the teacher hadn't received the information that you don't touch that kid. So I would love to see a situation that's more like a middle school model, where you have a group of teacher or I guess, probably elementary too, but you have a group of teachers that works with that kid from nine through 12 and knows that kid
Teacher 3		
Researcher	34:39	right,
Case 2	34:40	that it might be that that a co-taught classroom is a great placement for biology, but not physics, because the kid's got some real low math skills.
Teacher 3		
Researcher	34:50	Right? OK.
Case 2	34:51	So I would love to see that kind of fluidity.
Teacher 3		
Researcher	34:55	OK.
Case 2	34:56	We see it in the electives.
Teacher 3		

- Researcher 35:00 Yeah. So have you had co-teaching experiences that kind of challenge, and I kind of heard in your answer that, yes, that kind of challenge that set of beliefs because you would like to see that fluidity which isn't there.
- Case 2 35:15 Right now where we are dealing with so many people who
Teacher 3 have trauma that they do not realize or acknowledge.
- Researcher 35:25 Right, right.
- Case 2 35:27 Instead it seems like we have older people who are like things
Teacher 3 of just need to get back to normal in the way things were and there is no normal for these kids coming up. There is nothing for them to go back to. So they don't understand. And in order to have the kind of fluidity I would like to see in the classroom, everyone has to buy into it. Right? So if you have a kid who has decided that his least restrictive environment is not doing anything
- Researcher 35:56 right, yeah,
- Case 2 35:58 then that's a whole separate issue. And that comes back, though,
Teacher 3 to the fluidity, because at that point, you guys need to go back to perhaps some behavioral goals, instead of the IEP is done set in stone.
- Researcher 36:11 So ah, I'm I'm hearing that. Maybe. There are some kids who need IEP amendments that might not be.
- Case 2 36:26 Yes, look, but unofficially because my name's not going on
Teacher 3 anything.
- Researcher 36:32 If you want to wait until I'm not recording to say it...
- Case 2 36:34 I've got to write down all the stuff I want to tell you as
Teacher 3 somebody who actually knows sped stuff.
- Researcher 36:42 OK, last question. Do you have any additional information, insights or thoughts to share that we're not covered in the interview questions?
- Case 2 36:57 Yeah. We're having a problem right now in the teacher training
Teacher 3 programs, the top programs, the actual degree based programs, whatever they are because and this is I think this is a cultural shift that has to be dealt with. This isn't a case where it's like one or two teachers that come across the floor is consistently having classroom management issues. And one of the issues there are many, many reasons, OK? And I completely get that. But one of the issues that most impacts my students who have an IEP 504 or are ESL well these teachers seem to be coming in with this stereotype in their head or this set like fixed thing in their head.
- Researcher 37:49 Mm-Hmm.

- Case 2
Teacher 3 37:51 They're I don't know if they're just not being taught. That you have to look at each student as an individual. And this isn't the new sped teachers. This is not the new Sped teachers. This is the poor spend teachers, co-teacher. And if you come in and you if the teacher lacks flexibility, then the students have to be flexible. And so if the students can't be flexible, it creates a huge problem. Whether that lack of flexibility is because of reading exceptionally or you literally don't speak the language. So I don't I don't know how to solve it. I tried to talk Isaiah Harper into going to CSU after he finishes his specialist and teaching classroom management. But his classroom management style is more closely aligned with trauma informed teaching.
- Researcher 38:55 Right. So I'm going to ask a question because I sincerely don't know the answer to it because all of my degrees have been special education, and I know that as part of a special education degree, every level that I've worked on has required a behavior management type of
- Case 2
Teacher 3 39:17 We had one
- Researcher 39:17 OK. And so I was going to ask, is there that in the gen ed curriculum.
- Case 2
Teacher 3 39:24 when I got my when I got my bachelors, I had a behavior management class, but the book was like 15 years old.
- Researcher 39:33 Yeah.
- Case 2
Teacher 3 39:34 And I again realize I'm I'm kind of in the minority right now in Muscogee County, but we, everything has changed now.
- Researcher 39:42 Mm-hmm
- Case 2
Teacher 3 39:43 And the strategies that worked with my kids five years ago will not work. And as a side note, one of the things is really detrimental, in my opinion, as many of these teachers are at the same school their entire career. And they never work with a different population. So they don't get those strategies that you get working with different populations.
- Researcher 40:08 Or their demographics change, and they're not able to make that shift with the change in their demographics.
- Case 2
Teacher 3 40:18 Right. And we're we're seeing the exact same problem with they're not able to make the shift to understanding that every single child in their classroom is going to probably have a much lower behavior profile than you would expect at that grade level. Yeah. I mean, like our freshmen are acting like sixth graders are acting like eighth graders. I mean, like.
- Researcher 40:49 Yeah. Anything else?

Case 2	40:53	Add to that the other kids, the ones that we don't even talk about who lost four grandparents to COVID.
Teacher 3		
Researcher	41:00	Right.
Case 2	41:01	And in Columbus, all of the children who have lost family members to gun violence.
Teacher 3		
Researcher	41:06	Right.
Case 2	41:06	That exploded, too.
Teacher 3		
Researcher	41:08	Yes.
Case 2	41:09	And, you know, being told by guidance that there's nothing that you can do. There's got to be something. Yeah. So I guess that's it.
Teacher 3		
Researcher	41:21	OK, I'm going to click stop to stop recording.
		<i>C2T4.m4a</i>
Researcher	00:00	We should be good now. When you had co-taught classes, how often did you plan with your co-teacher?
Case 2	00:19	Once or twice a week.
Teacher 4		
Researcher	00:24	Sorry. That was the bell. What are your perceived roles and responsibilities of the general education teacher during co-teaching and then also that of the special education teacher?
Case 2	00:40	So ideally, there would be a 50 50 split of all teaching related duties, but realistically. I think the ELA or delete the content teacher is that the term we're using takes the lead on planning content and usually on. Are we? Are you asking me, ideally or realistically?
Teacher 4		
Researcher	01:14	Realistically?
Case 2	01:15	OK, so realistically, the ELA content teacher teaches most of the content. Where, as the co-teacher may offer some like study skill or modification, type things to the entire class, as well as support the students on their caseload.
Teacher 4		
Researcher	01:38	OK. And then what support is provided by administrators have you found to kind of assist in the implementation of code teaching? But I'm going to give out like common planning time, something something along those lines.
Case 2	02:00	Well, I've not ever had common planning time. And sometimes I didn't even have common planning with my co-teacher. Our academic coach gave us some in-service tips. But like, have I gotten support from an administrator? No.
Teacher 4		
Researcher	02:23	OK. What are some things, then that you feel like administrators could provide that would improve the implementation of co-teaching?

Case 2 Teacher 4	02:32	Well, the list is lengthy.
Researcher	02:36	And my pen is ready.
Case 2 Teacher 4	02:37	I know. I think number one, the class sizes of a co-taught class, I think should be smaller than a. I don't want to say Gen Ed class, but it's OK without a co-taught roster. I think that that it should be a smaller class. And then ideally a co-teacher would not co-teach with more than like two people, two different teachers in a day. That way, you can like plan and build, and they're not so split. But also, I think that co-teachers need additional planning time when their IEP needs dueo. So I don't think that's like getting them a sub or something that way, they're not in the classroom, but having to work on IEPs. Because then you might as well not. I think they should get additional support when their IEPs are due.
Researcher	03:41	Right so that it doesn't impact the co-taught setting that they're supporting.
Case 2 Teacher 4	03:47	Yes. Yeah. And then also, like common planning would be helpful. So right now, we mostly I think they just kind of drive by planning because they don't have common planning.
Researcher	04:02	Do you believe that you have been adequately trained for providing instruction to students with disabilities in a cohort setting?
Case 2 Teacher 4	04:13	Now or when I first started doing.
Researcher	04:17	Both!
Case 2 Teacher 4	04:18	No. when I first started doing it. Absolutely not. It was just figuring it out. I would say I really had little to no planning to tell me what the roles and responsibilities were not planning, but training. Now I feel well versed in it, but not been learning on the fly. Learning in the real world classroom setting and then also doing like studying on my own.
Researcher	04:51	OK. Do you think that additional training is needed for teachers to better understand the needs of students with disabilities?
Case 2 Teacher 4	05:01	Yes. Yes, especially if it's something outside of the more common disabilities, but I don't know. I think even the more common ones like ADHD, it's just across the board, need more training?
Researcher	05:23	Gotcha. OK. Do you think there's a need for additional training for teachers to feel more confident in their implementation of code teaching? And if so, what might that look like?
Case 2 Teacher 4	05:51	Wait, you're back. Okay. Okay.

- Researcher 05:54 I don't know what happened.
Case 2 05:56 So I heard the the question was what or do teachers need
Teacher 4 training to feel more comfortable and confident
Researcher 06:08 implementing code teaching?
Case 2 06:11 Yes, I do think that they need more training because like what I
Teacher 4 have seen happen and what I have experienced is you get into
the one teach one assist model and that's where you live. And so
even if the one teach is the co-teacher teaching the content
teacher still falls back into the assists role. There's not really a
lot of anything else happening, I think, and I think that's because
it's like a multi-layer problem and that the teacher is with
different teachers all day who want different things and have
different expectations. And then also because I think they don't
know how to do anything else.
- Researcher 07:02 Right, OK. Which models of code teaching do you feel like you
Case 2 07:13 implemented most with your co- teacher?
Teacher 4 I think I did a lot of one teach, one assist. But also, I think with
my best co-teacher ever, we did a lot of like splitting the room
and so I would teach and we would group them in lots of
different ways. But I would teach like a smaller group while she
was teaching a smaller group.
- Researcher 07:37 So teaching the same thing? Or were you teaching slightly
Case 2 07:43 different things?
Teacher 4 The same standard just in different ways.
- Researcher 07:53 OK. What are some practices that you have experienced that aid
in the implementation of a teaching? And if you want to think
back to particularly coaching experiences and in some of the
conversations that you might have had around that.
- Case 2 08:16 Well, I mean at Hardaway we did have a common planning
Teacher 4 there, and I think that that was really helpful with co-teachers
and content teachers. At Shaw I had the same co-teacher like I
was the only person she was with. She taught with me and then
she did some pull out classes. And so I think that was helpful
because she knew my lessons and my style and I knew her style.
She did as many teachers, too. So I think kind of pairing them
and keeping them together as much as possible was good.
- Researcher 08:59 I know one year we had a who I had a coach teacher who
requested like all the same subject, but with different teachers.
And after about two weeks of school, she was like, Oh, I will
never ask for this because because even though I will say
biology, even though all three of us were teaching biology, we
weren't doing things exactly the same way or exactly the same

- order, and that ended up being a very frustrating thing. So, yeah, I understand exactly what you say. I keep their keep them with one teacher as much possible.
- Case 2 09:38 Well, and I think also they feel like they don't have a home base.
Teacher 4 Like I remember, I talked with Tasha Bowen who was like the best teacher I've ever taught with, but she, like, had her whole life on a rolling cart because just like she didn't have a home base, yeah.
- Researcher 09:54 And that is hard.
Case 2 09:55 It is. I mean she had a big rolling cart.
Teacher 4
Researcher 09:57 Yeah, and it's not fun. Now, I rolyly carded last year to teach math. So, I understand! What practices have you observed or experienced that make the implementation of coaching teaching more difficult?
- Case 2 10:17 The scheduling of teachers, so having them part of the day in
Teacher 4 English and part of the day and math and like here, especially if they have to split subjects. But also them having like not having a common planning with any of their co-teachers. And then overloaded case loads in there or overloaded rosters. Because somehow it seems that they schedule they the powers that be, they the mysterious schedulers. Yes, you have all of that. And I was guilty of it when I made schedules because you would schedule all of your co-taught kids. But then also the 504 kids would get put in there as well because they needed testing accommodation. And that's a heavy load to have both. But I mean, I understand why it's done because, you know, they'll be able to get their accommodation right? But that's not a hard class to manage.
- Researcher 11:26 Yeah, I I understand completely. In a co-taught setting did you have difficulty maintaining the expected pace?
- Case 2 11:38 Yes. Yeah. Well, you had to.
Teacher 4
Researcher 11:44 No, I was just probably what exactly what you were about to do. Some of the steps that that were taken to help students with disabilities adjust to that pace.
- Case 2 11:53 And my co-teacher was great about offering scaffolding and
Teacher 4 support. And kind of if I was going too fast, would not interrupt but slow me down a bit or offer clarification. But because of that, the need to do that on a regular basis, the class did pace slower.

- Researcher 12:19 OK. What is your most memorable experience with teaching and how do you think that experience is reflected in your current practices?
- Case 2 12:33 Oh, I'm so glad you asked that one. That one's easy. So I had a student, and I can still remember exactly. It was that big of a deal that transformative. He was very low as far as his reading level, his comprehension, his writing skills. And we I had him in the class back when you had to pass a writing test to graduate. And he had already failed it once, and he was placed in my co-taught class and I gave him a prompt. And it was asking about cell phones or something. But it had the word technology in there. And so we gave me and my teacher passed out the prompt and walked around and monitored, and I noticed he was not writing anything down. And so I checked in with him and was like, Hey, bud, what's going on? And he was like, Well, I don't know how to get started. And I was like, OK, well, and then I just kind of like regurgitated what I had already said to the class, which was, you know, make sure you read the words of the prompt to make sure you underline. And so I just repeated my directions. And as I circled back around, he still hadn't made any progress and I was like, Hey, buddy! Because he was not one to not do what we asked. But I realized he didn't understand the words in the prompt, like you understand at all what he was being asked to do. And so it was like that moment that I realized that the way I was trying to teach him writing was not clicking with him at all. And so I had to ask my co-teacher, like, what do I do? And so then for a little bit, she would take the lead on breaking down prompts. And I learned so much how to do it from her because she would. When I said break down the prompy, I was not breaking it down enough that she would take it like word by word and spread the word technology. We would draw a circle around it and put a similar word like a synonym that we understood. And so I just didn't realize that I was teaching like I learned. And I was naturally, a pretty good writer. So just write down the prompt made sense to me, but not to him. And so really, watching her model a lot model how to make better vocabulary choices, modeling how she would make a purposeful mistake and then edit. And that's how I learned to break, to change how I taught, writing.
- Researcher 15:26 Very good! And so a lot of times I hear, Oh, that's the hardest question to answer. It was refreshing to hear you say, Oh, that's an easy one. Next question is, what are your beliefs about students with disabilities receiving instruction in the co- taught

- setting? And have you had any experiences that kind of challenge, that set of beliefs and how did it change how you provide services or provide instruction in that setting? And I feel like you kind of have answered that with the previous question.
- Case 2 16:05 So I like, yes, the previous question, but also like I when I came
Teacher 4 into education, I was very much like everybody, and I do believe everybody can learn, but I don't know that I believe any more that the co-taught setting is the best learning environment for everybody. And when I say everybody, I mean not only the students with disabilities, but also the general education students. And that comes from working in two schools that had three schools that had that behavior support program. And having students with very challenging behaviors in classes with other students and having everybody, everybody's learning completely disrupted and derailed on a regular basis. So that's where like that really challenged my belief of everybody should just be in here together because I did see, especially when I was the dean at the middle school, kids are getting really traumatized by the behaviors of other children. And that didn't seem equitable and fair either.
- Researcher 17:30 OK. And I'm just reading because that's like a lot and one question, so I'm just reading to see if there's anything I feel like I might want you to follow up on. Do you think that that has changed how you provide instruction in a co-taught setting.
- Case 2 18:02 I mean, that's a hard one to answer because I am not taught
Teacher 4 since I was Dean doing so on the other side of that equation, I which I mean, so I don't know. No, I mean, I still have 504 students and all that. We do have. I'm more cautious of behaviors. And I mean, just this year, we had a behavior support student who tried to physically harm two of our female students. One was mine, and she had to call on her cell phone from the bathroom to get me to come and rescue her.
- Researcher 18:46 Oh my goodness. Yeah.
Case 2 18:49 And so I am more conscious.
Teacher 4
- Researcher 18:52 Yeah, yeah, OK.
Case 2 18:55 But I know that as a very maybe not good general co-taught
Teacher 4 setting that you're talking about, right?
Researcher 19:02 But it does happen.
Case 2 19:06 They are integrated.
Teacher 4

Researcher 19:08 Yeah. So especially as they are trying to transition out of that program. Do you have any additional information, insights, or thoughts to share that were not covered in the interview questions?

Case 2 19:27 No, I don't think so.

Teacher 4

Researcher 19:28 OK. I'm going to stop recording.

Case 3 Teacher 1.WAV

Researcher 00:01 All right. Are you ready?

Case 3 00:12 I am ready.

Teacher 1

Researcher 00:12 OK? In a co-teaching setting, describe the role you most commonly assumed.

Case 3 00:20 So a lot of the times I find that I wind up assuming more of a support role. I'm more than happy to sit down and go over lesson plans and plan things with my co-teachers. But, you know, oftentimes I'm not a specialist in that area, especially when it comes to math. I do need to, you know, brush up on my mathematics a little bit every once in a while just to make sure I understand what it is we're teaching. So I do rely heavily on my co-teacher for actually designing the lessons itself.

Teacher 1

Researcher 00:56 Describe your perception of being an equal or not in the co-taught setting.

Case 3 01:03 So this varies a ton depending on who my co-teacher is. Some co- teachers. They want me as a purely support focused person. Sit in the back, you know, just relax. I'll do all the lectures. Overall, it's been pretty positive, most of my co-teachers want me to get involved. They want me to do some teaching because they want to, you know, play off different co-teaching strategies, whether that's, you know, a small group, large group, that sort of stuff.

Teacher 1

Researcher 01:42 How often were you able to plan with your co-teachers?

Case 3 01:47 So where we at least on the English side of things, I wasn't able to do it so much with the math because we didn't share the same planning. But with the English, I was able to basically go to plan with my my English teachers pretty easily because we all share the same co-planning. So, you know, one day with you one day, but the other teacher, so you can kind of make it work.

Teacher 1

Researcher 02:11 What are your perceived roles and responsibilities of the gen ed teacher during co-teaching? And then that of the sped teacher?

Case 3 02:20 Sure. The general teacher I see as they are the content specialists, they need to know everything is about that particular

Teacher 1

- subject area. They they help, you know, be the primary force to develop lessons and kind of, you know, work with me in terms of how to how and how we can bring that lesson down to the specialized students that need it. As for my position, it's to kind of assist all students with their assignments, make sure that we're all following the accommodations that are with the IEPs. Of course, we both have to, you know, understand and develop the classroom rules and procedures and do classroom management together. Be on the same page with that which is a challenge sometimes. Yeah, obviously we both have to be providing the accommodations for our students with disabilities.
- Researcher 03:17 What supports provided by administration kind of assisted in the implementation of co- teaching?
- Case 3
Teacher 1 03:27 Well, this is a tough one, I would say, because sometimes admin can cause some issues in terms of, you know, if we're getting pulled out to watch someone else's class and really, you know, can impede us, but them not doing that, giving us our time with our force, providing that opportunity to schedule us with the planning period that matches our co- teachers, you know, that really assists us in actually doing our job, essentially.
- Researcher 04:00 Can you think of additional supports that administration could provide that might improve the implementation of co- teaching?
- Case 3
Teacher 1 04:08 Yes. So admittedly, this is a difficult thing in terms of scheduling, obviously, but providing the special ed teachers an additional planning period to, you know, develop their IEPs to write their IEPs you know, set up meetings to arrange the, you know, in terms of like planning periods and things like that. That's to plan with our co-teachers as well. That can all really help in terms of, you know, getting us to that point where we're all on the same page where we're able to fully function in our roles as special ed teachers.
- Researcher 04:42 OK. And then do you believe you have been adequately trained for providing instruction to students with disabilities and a co-taught setting?
- Case 3
Teacher 1 04:53 Absolutely. We regularly get additional training in terms of different co-teaching strategies. And ways to, you know, actually incorporate each other again. Obviously not knowing the subject of the area can be a challenge. One year I was put into a chemistry class. Yeah, way over my head.
- Researcher 05:18 I was going to say right up my alley, but you know?
- Case 3
Teacher 1 05:21 Yeah, yeah. But like, like like, I had no idea I was little in the back. Just taking notes. The student would ask me a question. I was like, Ask the teacher Mr. so-and-so, and he'll help you out

- with that because I'm over here taking my notes. So. But yeah, overall, it's I feel pretty well trained in terms of, you know, the strategies to approach different disabilities, whether that's intellectual or physical or whatever. And I feel like that's something I can do.
- Researcher 05:50 Do you think there is a need for additional training for teachers, but to better understand the needs of students with disabilities?
- Case 3 06:02 Sure. Especially, I would say, obviously everyone can continue to grow and learn new strategies as things develop. But I think particularly learning how to specifically deal with certain disabilities.
- Teacher 1
- Researcher 06:18 Go ahead.
- Case 3 06:20 Yeah. Like like autism, specific learning disabilities or ADHD, those are all things that we commonly see as a disability that our students have. You know, a lot of lot of teachers don't necessarily know how to approach this. So.
- Teacher 1
- Researcher 06:36 And what I was going to follow up with was, were there specific disabilities that you felt like might need more attention than others?
- Case 3 06:47 I would definitely say the autism, specific learning disability, and ADHD. Those are the ones that we're seeing the most often, I will say, learning how to deal with students that have physical disabilities, whether they're wheelchair bound or, you know, just limited in their movement, is also another one that I think a lot of teachers probably aren't super familiar with-we don't see very many students with those disabilities. So that they, you know, sometimes they can be little intimidated by those students in terms of how am I supposed to accommodate this? You know, like you have to move on my desk. You know, do I have to take her to the next class or take him to the bathroom if they need to? You know, what am I supposed to do? And it's usually super simple and simple, straightforward, right? But, you know, not being familiar with that.
- Teacher 1
- Researcher 07:39 Yeah, that intimidation factor there.
- Case 3 07:42 Right.
- Teacher 1
- Researcher 07:44 Is there a need for additional training for teachers to feel more confident in their implementation of co- teaching?
- Case 3 07:51 I would say yes, but the problem is that the teachers have to buy into it. Because if the general teacher generally is the one I'm talking about. The sped teachers that I've worked with at least have always been on board with co-teaching models and have been, you know, trying to push to get those to be more used in
- Teacher 1

the classroom. But in terms of general ed teacher, it really comes down to, is this teacher going to buy in to the co-teaching model? Because a lot of the teachers that I've worked with, sometimes they they've been teaching for like 40 years. So they don't want to change what they've been doing for the last 30. So they, you know, they see co-teaching, as you know, again, going back to that kind of intimidation factor. They're intimidated by, Oh, there's going to be another adult in this room watching what I'm doing, you know, maybe they'll criticize me or maybe they'll go behind my back and do something I don't want to do or teach the wrong material or whatever it might be. You know, obviously, I think that co-teaching can be a great tool. But, you know, both parties have to be on board with it. So you see the full success of it.

- | | | |
|---------------------|-------|---|
| Researcher | 09:07 | I agree. Which models of teaching were implemented by you and your co teacher? |
| Case 3
Teacher 1 | 09:15 | So generally, what would happen is at the start of the school year, we would do like one teacher and one support. In terms of, you know, just learning the students names and kind of figuring out where each student individually is at that way, would we have our co-planning's we can be, we can actually, you know, differentiate the better in terms of, okay, well, these students here, they're probably on the lower end. Maybe they need more help in terms of vocabulary they might need, you know, you know, being read to say these are the students that we have the big issues with in terms of academic success versus the students. That might be behavioral issues. That we need to to adjust the seating, but not as time goes on, we we split into station teaching or we might do like various other strategies. Maybe one main group, one, one small group that we actually just sort of teach. |
| Researcher | 10:26 | What are some practices you have experienced that have kind of aided in the implementation of code teaching? |
| Case 3
Teacher 1 | 10:33 | What do you mean practices there? |
| Researcher | 10:40 | Certain models or certain strategies. |
| Case 3
Teacher 1 | 10:47 | Gotcha. OK, so in terms of like going back to what we just talked about, station teaching was a big asset. We could, you know, differentiate the different stations when we split them up. Some stations might be harder, but you know, I could actually be, you know, at that station, that's a little bit more challenging working with the students one on one or the other. The other co-teacher works with another group of different station. Just |

- making sure that we're all understanding things well, that there's another one that can be really good. It's just, yeah, I honestly like even the one teacher, one support teacher. It's worked out really well in terms of, you know, especially, you know, using it at the start of the year. It really helped us, you know, build up our confidence, I guess, to make informed decisions about our classroom and the student body.
- Researcher 11:44 What about any like skill strategies like certain vocab like methods for learning vocabulary or graphic organizers to help structure writing or anything like that?
- Case 3
Teacher 1 11:56 So we would I would I would definitely use fill in the blank notes like one of those would be already filled in and, you know, follow it for the highlighted and that helps them, you know, follow along with the lesson. So getting the notes that they need, right? In some situations, I would just have a copy of the notes that were given to the students because the student said there was vocabulary in terms of, you know, whether that's, you know, breaking it down into smaller segments of vocabulary so they don't have to learn the whole point. They might only need to learn 10. And we learned those words, you know, flashcards, you know, fairly straightforward things, you know, kahoot! is a good, you know, use of the technology, you know, right? Kind of kind of play along with the game and have fun.
- Researcher 12:52 Yeah. OK. What practices have you experienced that maybe have made the implementation of co-teaching more difficult?
- Case 3
Teacher 1 13:03 Um, so lecture focused first is like the teachers that are really focused on just just doing lectures, And just like showing a few, you know, practice problems on the board in terms of math then, you know just having the students go at it, that's that's a big issue in terms of, you know, hey, some of these students don't learn like that. So even even our general ed students so they learn to just lecture. You really got to, you know, differentiate your own teaching strategies. That way, we can actually help these students learn what they're supposed to learn as opposed to just, Hey, this is what I'm going to teach you. This is how I'm teaching it if you don't learn to read. Yeah, yeah, exactly. Yeah, OK.
- Researcher 13:53 And that kind of leads into the next question. Have you have your students experience difficulty maintaining the expected pace in the classroom?
- Case 3
Teacher 1 14:07 I wouldn't say that any of my classes really have an issue with maintaining a pace. We have had to go back and re-teach certain

- things. So certain topics that after the assessment, we look at the scores and you know, just everyone is doing poorly. You know, like that chemistry class that we talked about we were during the stoichiometry unit Yeah. Yeah, that was going over everyone's head, except teachers. So so we had, you know, we had to make a decision. Do we want to, you know, continue trying to teach this same thing that they're just not getting? Or do we move on to the next topic that they might actually understand?
- Researcher 14:57 um, if it was necessary and you kind of already touched on this, what steps were taken to help students with disabilities adjust to the pace of a co-taught class?
- Case 3
Teacher 1 15:11 Sure. Um, so we would do that alternative teaching strategy where we we split off into two groups. We have the main class and the smaller group and sometimes like not all those students disabilities some of those studets were just general ed students that, you know, for whatever reason, they were falling behind a bit or they were they weren't moving at the same pace with everyone else. So I would pull them out. We have small groups where, you know, same lesson, essentially same. Same information is going on a slightly slower pace, allowing them to ask questions as they need. That's one that's really helped out a lot. Lets see? Yeah, I think that's pretty much it like we can definitely like just kind of adjust the speeds that we were going at sometimes just, you know, with that co planning, we were able to, you know, look at, you know, our lessons and say, Okay, you know, let's let's spend a little bit more time on this topic. Let's, you know, take a step back. Maybe we should look at chapter one a little bit more if we're going over a novel, for instance. Or, you know, sometimes I would actually like if you were reading a story like the Iliad or the Odyssey, I would, you know, have some of my small group reading the graphic novel version the story as opposed to the text of the textbook. Because I find a lot of those times the students can get what's being said, but sometimes the language is difficult, and sometimes they need that image to be like, Oh, he's talking about finding this guy. So it makes a lot more sense.
- Researcher 16:53 Right, right. Yeah. OK, now just kind of not thinking about strategy and all of that stuff. What is your most memorable experience with co-teaching and how is that experience reflected in your co-teaching practices?
- Case 3
Teacher 1 17:13 Sure. So probably the most memorable experience I had was I was co-teaching economics at one point, and this is at

Chattahoochee County High. And while we were there, we were discussing how should we bring up this idea of supply and demand? It's it's like the cornerstone of the subject, and we wanted to do something that is going to be entertaining for our students and make them, you know, have a little fun with the subject. Instead of just doing supply and demand curves all day. So we sat down, and we basically wrote up a whole game that we're going to play. We separated them into groups. Each group would be essentially like a camp or like a like a camp of their own solitary unit. And some of them would have would be producing, you know, certain goods, you know, different goods from other people, other groups, and they would have to trade to make sure their country or their camp or whatever has what we need to survive. Meanwhile, everyone a you know, one particular thought so that one wasn't a huge amount of demand because everyone, everyone

Researcher 18:26 had it right,
Case 3 18:27 Meanwhile, another one, maybe one had left, for instance,
Teacher 1 everyone wants lumber, because we want to build stuff. So, you know, they would be trading those for the sheep for the goats and cows, whatever. Yeah, we kind of just, you know, let's start with this game. And then at the end of the game, like the team, like all the students, I would say overall, they were all kind of they were starting to click in their heads. OK, so what you're saying is that things that are in high demand, we can ask for more of that because like I think we had like one camp was really good with medicine. There was an illness that struck that broke out, and all of a sudden that medicine became huge demand. So I was like, I will pay you whatever you want because I need your medicine.

Researcher 19:15
Case 3 19:18 And I was like, Well, there you go. That's that's that's because
Teacher 1 like, it's not like, so if you if it's your life on the line, you're going to pay whatever it is. to get that medicine

Researcher 19:33 And then what are your beliefs about students with disabilities receiving instruction in co-taught in a co-taught setting? And have you had experiences that challenge that set of beliefs?

Case 3 19:47 So overall, I would say my my my belief is the students getting
Teacher 1 instruction in co-taught is overall very positive. I feel like that, especially as our class sizes kind of increased. Being able to have teachers in the room to not only do classroom management, but also just to, you know, make sure all the students are learning at a decent pace, understanding what they're what they're learning. I feel like that's a huge benefit,

- obviously, in those times where my team, my co-teacher, isn't necessarily on board with co-teaching. I would say definitely that immediately is kind of a sour note. Yeah. Because like, if they, you know, really just we don't do anything, just sit in the corner, you know, help that student or whatever it is like, Hey, I want to take a nap. Like, when I get bored, I'm not being able to, you know, do something to teach a sense, there for. But. I would say that those bad experiences have caused me to advocate more. In terms of You know, having an input and in terms of what the classes are doing, even if I'm not necessarily a specialist in the content. I can look at it lesson and it'd be like, they're not going to understand this or this just isn't A good lesson like we need a kind of, you know, round up of this.
- Researcher 21:20 OK, OK. So that kind of answer. Did this experience change how you provide instruction? So yes, it did it. Yeah, very much so. OK. Do you have any additional information, insights or thoughts that we're not covered in the interview that you would like to share?
- Case 3
Teacher 1 21:38 Um not really. I think we covered just about everything. I would say that co-teaching overall is a wonderful experience, and I really hope it sticks around because I think it definitely has strengths that way outweigh any of the weaknesses it might have. Because again, you have two adults, you have two teachers. I've gone through school that have an understanding education, understand how to teach these students and having those two different experiences come together and work together and make for a wonderful class, even like not even just speaking about the first, you know, special ed students, but for, you know, general ed students as well. Because again, you know, our class sizes are increasing. It's not like they're going down any time soon.
- Researcher 22:32 So and I'm thinking too post COVID and all the deficits that we're seeing in kids aren't necessarily identified, but they've got some some things going on.
- Case 3 Teacher 2.m4a**
- Researcher 00:03 OK, we're good. So the first question is in a co-teaching setting, describe the role you most commonly assume.
- Case 3
Teacher 2 00:28 In my setting, it varies. I have three co-teachers and I have four co-taught classes. Three math, one science. And in two of my co-taught classes, we are really sharing the load of delivery. But in two of and then one of my co--taught class. She, the gen ed teacher I'm just going to be honest is very territorial. So I'm more of the kids come and ask me for help monitoring and

		helping them. In my science co-taught it's environmental science, which I do like, so we split a lot. Sometimes I have half come to my room half to her and then work together. So we just kind of share there as well.
Researcher	01:27	OK, describe your perception of being an equal or not in the co-taught setting.
Case 3 Teacher 2	01:38	My perception of what an equal should be like or what it actually is.
Researcher	01:45	What it is that you're actually experiencing.
Case 3 Teacher 2	01:50	I am actually half of my co-taughts, I'm experience equal in other half not.
Researcher	01:56	OK. And how often do you get to playing with your co-teacher?
Case 3 Teacher 2	02:09	Not very often, only with one, the algebra one is my also my PLT. My professional learning team so we plan once a week every Wednesday. but the other one since they're not my priority,
Researcher	02:30	Then you don't have that common time with them.
Case 3 Teacher 2	02:34	Right.
Researcher	02:35	Gotcha. OK, now here's where I want you to tell me what are your perceived roles and responsibilities of the gen ed teacher during code teaching, followed by that of the sped teacher?
Case 3 Teacher 2	02:53	So my perceived role of a gen ed teacher is sharing the load when you walk in. My perceived is no student should know who's who.
Researcher	03:07	Right!
Case 3 Teacher 2	03:08	You should just see you in a class with two teachers and they're teaching you algebra too. That's just what it should be perceived as. But would it be an actual, And like I said, it varies in algebra, two we do share the load in my algebra one it is perceived well, Mrs. Thomas's in here, she will help me on that but I'm not perceived as a teacher.
Researcher	03:36	OK.
Case 3 Teacher 2	03:37	And the class is so large they actually have a para in there as well. Yeah, yeah. So it's myself, the gen ed teacher and a para. Students will flock over to us before the teacher.
Researcher	03:51	And what is your both perceived and I guess, experienced role as the sped teacher, and I know that that varies depending on just the nature of each particular co-taught class.
Case 3 Teacher 2	04:10	Right? Well, it's perceived. In my science, algebra two, and my foundations of algebra, it's perceived we're equal because we both deliver the instruction, we both walk around and monitor and help. So the students just perceive us both as the teachers.

- So, you know, and then when they ask the question if I'm closer in their proximity Mrs. Thomas, can you come help me? Or they'll say Ms. Foster can you come help me? It doesn't matter who helps. And in the algebra class so. They will ask me for help, but it's perceived I'm just the helper. Not so much in deliverer of instruction.
- Researcher 05:03 OK. Was supports provided by administrators assist in the implementation of co-teaching. And this can be based on any, you know, any place that you've been, because I know you have experience in more than one district.
- Case 3
Teacher 2 05:20 OK. Now. When I was at Carver. Because I have. We really shared the load, everybody, both parties share the load. And that was expected from administration. You both share the load. They just didn't want to walk in and always see the gen ed teacher teaching in the sped teacher. So they did at least ask at least opening and closing. Let the gen ed do the work session. So that way everybody be perceived as having control.
- Researcher 06:01 OK. What supports did they put in place to help make that happen? Like, did you have common planning time or anything like that?
- Case 3
Teacher 2 06:12 Common planning time. And they had the common planning time you plan with your person. So therefore you really can make it happen.
- Researcher 06:25 Right? Are there additional supports that you feel like administrators could provide that might improve the implementation of co- teaching?
- Case 3
Teacher 2 06:36 Now, when I first came here, the ministrations being a Title I school, they had extra funding. My co- teacher taught seventh grade math. Not only did we have our PLT because over here they went to a conference. So the school is the PLC and your team is the PLT. That's why I keep saying PLT. So you know, but nevertheless, since they had additional funding, even though we met as seventh grade math then my actual co teacher and I met once a week after school because there was additional funding, they paid us, and because they had the money in, you know, the title budget and we met once and that was so beneficial because when we met. Like on Thursday, you can plan for the following week , and we already know who's doing what so it just flows very well.
- Researcher 07:44 OK. Do you feel like you have been adequately trained for providing instruction to students with disabilities in a setting?
- Case 3
Teacher 2 07:57 Yes. In Muscogee. When I was at Spencer, things are so long ago, but I remember going to these two ladies. They were

- consultants and they'd be at a co-taught training because we had to go to Hardaway. And they did an outstanding job. Because the way they did their presentation was also co-taught. But also they were two people. Who really bought into. So I think even when you will trained both parties got to want it to buy into it to make it work.
- Researcher 08:48 Do you feel like there is a need for additional training for teachers to better understand the needs of students with disabilities?
- Case 3
Teacher 2 08:55 Most definitely.
- Researcher 09:01 What kind of additional training do you feel like they might need?
- Case 3
Teacher 2 09:08 Well, actually the co-teaching training should be something like when you have preplanning, that should be something that most schools already know who their co-teaching team is for the beginning of the year, combat ready to send them on to one of those days during pre-planning so that they, because gen ed teachers they a lot of them, don't understand.
- Researcher 09:34 Is it do you feel like they don't understand co-teaching, they don't understand students with disabilities, or they kind of don't understand either?
- Case 3
Teacher 2 09:43 It's a little bit of both. Some think that they have it. Oh, well, I know this child has a learning disability, but also they don't understand about the different ways to differentiate strategies that should take place. Because I think if you ask some gen ed teachers now, they're not able to even tell you the six co-teaching models, even know they are that they know that there are even six models.
- Researcher 10:13 Right. Do you think that there's an additional need for training for teachers to feel more confident in their ability to implement code teaching?
- Case 3
Teacher 2 10:26 Yes, I think there is a need. And we as special education teachers you know we are in our comfort zone. We do what we do and we do it well, but also get us out of our comfort zone of delivering instruction in these larger classrooms.
- Researcher 10:45 Which models of coaching her funny we just talked about people can't tell you six models anymore, but which models of co-teaching do you feel like you implement you and your co-teacher implement the most? And I know that's going to vary depending on on the classbecause going back up in my notes, you've got two teachers where it's like a true training and one where it's more like one teach, one assist.

Case 3 Teacher 2	11:24	Right.
Researcher	11:25	Actually, it was three where you were kind of equals in one.
Case 3 Teacher 2	11:29	Yes, because the one to teach one assist where the main one that's part of the PLT team. And then the other ones. When we we split a lot in as I go in my room, she's in. But we're doing the same thing in parallel teaching. We're doing the same thing and it works. And the kids like it. We take turns where we sometimes are. Don't always send the sped to me.
Researcher	12:03	Or both groups or are a good mix?
Case 3 Teacher 2	12:07	Yes, both groups are a good mix of special education and gen ed.
Researcher	12:11	For me, it always kind of depended on the needs of the kids. You know, and the skill that was being taught because I might need a little more help on this than I do on that right? What are some practices you have experienced that have aided in the implementation of code teaching.
Case 3 Teacher 2	12:34	For me. I review the lesson beforehand. Because when you delivering in math, you need it to work problems out you have to just look at the lesson and the standards in the lesson and work the problems out. So that way, when I'm working it out for students, the best way to deliver that way when I'm working and demonstrating on the board.
Researcher	13:03	Right? OK. Any any other things that have been helpful.
Case 3 Teacher 2	13:11	That's one of my main things you will solely math. But whereas with science making sure that I've gone through some of the things we will have when we do quizziz or if we do Kahoots! is making sure that I've gone through some of the standard, the knowledge. So if they ask questions that I know what I'm talking about,
Researcher	13:36	OK, what practices have you experienced that make the implementation of co-teaching more difficult?
Case 3 Teacher 2	13:46	What practices?
Researcher	13:51	Some things that have kind of caused some hiccups with co-teaching for you.
Case 3 Teacher 2	13:57	One of things. Is. For me. I am. I'll speak up for myself. But I'm also one of these people, and I think as you. You know, education longer and longer than a general education teacher. Is territorial take over? Let them have it. I don't fight to try to take control. You know, but I will in that there. Sets the tone because that lets me know what type of teacher I'm working with. Not really you know for co-teaching. And I just, you know, and

- that's been like a hiccup. Because on days for the class that I was mentioning, we will have talked about some things. And what I was going to do the next day when we show up the next day and I'm ready to teach she hops at the board. Just to keep confusion down, I just let her have it.
- Researcher 15:13 Yeah, OK. And it's something I've been hearing a lot this year more than any other year is like, I'm the one from the gen ed teacher is I'm the one responsible. So I'm going to be the one teaching and I'm going to be and I'm just saying, OK, you know, I understand exactly what you're saying
- Case 3 15:40 so much for a team effort.
- Teacher 2
- Researcher 15:43 Do you have difficulty maintaining the expected pace in co-taught classes?
- Case 3 15:53 No, because what when the students who are struggling, I do pull them out and we go to my room and I do some re-teaching. And one of the in. And that has really helped them.
- Teacher 2
- Researcher 16:11 Have you gotten? Has there been some resistance for you doing that or have you? Has it been like, take them go? It's it's fine. Make sure they understand.
- Case 3 16:22 Take them go, I don't want to be bothered anyway, and they'd be glad to go. My co-teacher she's a lot younger than I am. But her tolerance is not as heavy as mine.
- Teacher 2
- Researcher 16:41 Gotcha. Yeah. OK.
- Case 3 16:47 And it's sad because she is the mother of a special needs child.
- Teacher 2 Yep.
- Researcher 16:55 So the next question you've already answered, what steps are taken to help students with disabilities adjust to the pace and you take them and pull them for re-teaching? Is there anything else?
- Case 3 17:09 that's mainly what I do, but I do a variety of things because we really utilize IXL here. A portion in IXL called group jam. It differentiates for you but you have to set it up with the students that you're taking. So you can be ready for it. So that's one thing you have to prep for. And and I put the kids, all the kids who are on the student with disabilities roster so that whoever I pull, their name will already be in there. I can work with them.
- Teacher 2
- Researcher 17:49 OK. Some people have needed a little a little extra time to think about this question, so if you do, it's perfectly understandable. What is your most memorable experience with co-teaching and how is that experience reflected in your current teaching practices?

- Case 3
Teacher 2 18:15 My most memorable. Experience. Was at Spencer. Mr. Andrew Smith who is at Shaw now as an administrator, but we used to just bounce off each other. And sometimes we will show up actually in the same color clothing. It was not planned. OK, you all dressed alike today. It will be simple as black pants, we both chose the blue top. You all planned that didn't you. No, no we just showed up. And we just. We just had a good relationship, and it has to be like that, like they say, a marriage, it really has, and that was really great. And and then also the not that I'm fond of middle school, but working with the middle school teacher that I worked with. We we did well together and because we had the same values as far as discipline making one classroom. You know, the classroom management, we had the same rules, regulations, understanding how we wanted it to run. And that worked really well. Yes.
- Researcher 19:51 OK. What are your beliefs about students with disabilities receiving instruction in a co-taught setting? Have you had a teaching experience that kind of challenged that set of beliefs? And then did this experience change how you provide instruction in a co-taught setting and if you need it, for example, I have one because some people kind how like, I'm not real sure what you're asking there.
- Case 3
Teacher 2 20:21 Just to make sure for clarification. Ask it one more time. Like, OK, I understand what you're asking, OK,
- Researcher 20:29 What are your beliefs about students with disabilities receiving instruction in a co-taught setting? That's the first part of it. And then have you have you had a teaching experience that kind of challenged that set of beliefs? And then did that experience change how you now provide instruction in a co-taught setting?
- Case 3
Teacher 2 20:52 My belief I think children, students with disabilities should be included.
- Researcher 20:59 All or just
- Case 3
Teacher 2 21:03 As far as we're talking about the co-taught setting. Those who are. Eligible for the co-taught setting, they should be there because that means that their scores are from some type of standardized testing, making them eligible to be there. but also with them being there because we have these state tests like Georgia Milestone. And then therefore instruction has more rigor that matches the milestones to help them be more successful.
- Researcher 21:43 OK. And have you had a teaching experience that kind of challenged, you know, someone was eligible, but maybe it maybe they didn't need co-taught or maybe they really needed

- like maybe they could handle gen ed completely on their own? Or maybe even though on paper it looked like co-taught would be the best setting, but it really wasn't anything that kind of challenged that that set of beliefs?
- Case 3
Teacher 2 22:09 Well. This year, I had a young man who started in the co-taught and then went back and looked at his map scores. And they're saying he should have been in a small group and he is in my small group setting, causing havoc. However, I don't know if he's causing havoc because wishing you still because he didn't cause havoc last semester, but I don't think he's feeling.
- Researcher 22:37 Was last semester in my co-taught?
- Case 3
Teacher 2 22:40 Yeah. OK. And I'm one of you feeling he should be back in that co-taught setting.
- Researcher 22:47 OK? And has that experience kind of changed how you provide instruction in a co-taught setting?
- Case 3
Teacher 2 22:59 No, because I still have the belief that I'm all for a co-taught setting. And I'm, you know, I'm really all for whatever works best for the student and as teachers period especially students who teachers who teach students with disability. We just have to know to meet them where they are and then help them rise to the occasion.
- Researcher 23:23 Right, OK. And then do you have any additional information, insights or thoughts to share that we're not covered by the interview questions?
- Case 3
Teacher 2 23:36 No, I think they were very careful about gathering information for co-teaching.
- Researcher 23:47 All right. Sounds good. I'm going to stop the recording.
- Case 3 Teacher 3 H(1).WAV**
- Researcher 00:02 In a co-teaching setting describe the role that you most commonly assumed.
- Case 3
Teacher 3 00:09 In the co-teaching settings that I was a part of. I typically did more of the managing of my special education students and making sure that their accommodations were met. I did work in a with a teacher who allowed me to plan alongside him, so I did have the opportunity to give some input on the way that we differentiate some of the instruction in our class. But for the most part, it was making sure that the children that I service were receiving their accommodations properly.
- Researcher 00:45 All right. Describe your perception of being an equal or not in a co-taught setting.
- Case 3
Teacher 3 00:55 I was lucky. I felt like I was more of an equal participant in my co- teaching settings. Any time that I wanted to to get up and teach a lesson, he gave me that opportunity. And I was also

- blessed to teach a content that I was very strong in for the gen ed side of things. So that allowed me to feel more on the equal side of it. He did let me give input on lessons and things like that. So I never really had the opportunity of not really being an equal part of that.
- Researcher 01:23 I'm glad because it's not a fun place to be. Yeah, not at all. How often do you get to playing with your co-teacher?
- Case 3 01:32 Weekly, weekly. We met weekly and planned for the following Teacher 3 week, every single week. It was. We were very much.
- Researcher 01:39 Was it built into the schedule or was that something it was to do?
- Case 3 01:43 It was during our planning time. So every Tuesday, every Teacher 3 Tuesday we would plan. We would data talk about the previous week's assessments and we would plan for the following or anything else that we needed to adjust for the week and we had planned and the following week, every single week.
- Researcher 02:01 What are your perceived roles and responsibilities of the gen ed teacher in a teaching setting? And then follow that up with the perceived roles of the special education teacher
- Case 3 02:13 for the gen ed teacher? I think their main role is is presenting the Teacher 3 curriculum there. Then there the knowledge of that curriculum, that's what they have their degree in. So they are very much the know it all is as far as that goes. And then for the special ed teacher just to make sure and I always I touched with all of the students in the classroom. I didn't always just focus on my babies because I never wanted anyone to pick my kids out. It was not supposed to be that way. That's the whole purpose of a co-teaching model is so that you don't know who is who. And most of the kids even know for a long time they didn't know that I was even the special ed teacher in the classroom. So mostly it's just for me to make sure that my kids were on track. A lot of them needed that close proximity from their teacher to make sure they stay on task. So that was really my main goal through the lesson if I wasn't particularly teaching that part of it.
- Researcher 03:02 OK, very good. What supports provided by administrators have assisted in the implementation of code teaching.
- Case 3 03:13 I don't really so much think that we had a whole lot of support Teacher 3 provided by our administrator other than setting us up and making it mandatory for us to go to trainings. Our administrator. I don't know that they had any experience in a co-teaching model. I just know that she's right. A lot of books and knows what the perceived right way of coaching should be. She was always about you shouldn't have one teach, one assist, but equal

- parts doesn't always work in every co-teaching environment, and she was very much set on. Everybody has to do everything in the classroom, and it just doesn't that that can't happen. There's not enough time for all of that to happen. So I didn't really have so much support on the administrative side as far as training can implement, like providing our training for the implementation of a proper co-teaching model, she just had her mind set on one thing.
- Researcher 04:06 OK, so did you and your co-teach teacher like choose Tuesdays or was that like an administrative thing?
- Case 3
Teacher 3 04:13 We chose it.
- Researcher 04:15 All right. Um, are there additional supports that you feel like administrators could provide that would improve the implementation of coach teaching?
- Case 3
Teacher 3 04:25 I think that if they, I believe in real life experiences, are the most beneficial experiences. So them actually sitting in or watching, not necessarily us, because we get nervous when an administrator walks in, but go to another school, see how other co-teaching classes are being done so that you have a real life perception of how it actually happens. Because it doesn't mean if I'm having to deal with a behavior issue, obviously the kids are going to they're going to see what's going on there. Or, for instance, my my co-teacher or my gen ed teacher lost his son while we were co-teaching and for six weeks, I became the teacher. And so it doesn't her perception just didn't always fit what needed to be done. So real life experience is going in and sitting in a classroom. Don't always just go for the books because those people haven't been in the classroom for a very long time that are writing those those books go and experience it for yourself, and I really think that that would be the most beneficial for coming back and being able to help us implement or give us ideas or know what kind of training we need next.
- Researcher 05:30 OK, I like that suggestion, by the way. Do you believe you have been adequately trained for providing instruction to students with disabilities in a co-taught setting?
- Case 3
Teacher 3 05:41 I don't know that you're ever adequately trained because the fact that babies that we're getting, especially now coming from this COVID time period are are nothing that anybody ever in the world of teaching has ever gone through. Experience and society has changed year after year after year. So you could go to an amazing, amazing training today, and it's not going to benefit you next year because you're going to have a whole

- different group of kids as far as the instructional part of it. I feel like I've got enough training in myself, just from my schooling, my college. But the day to day co-teaching stuff, I don't think that there's a way to. I think it's just you just have to live it every day and learn from it every single day.
- Researcher 06:30 I agree. One hundred percent. Is there a need for additional training for teachers to better understand the needs of students with disabilities?
- Case 3
Teacher 3 06:40 Absolutely. And more so, unfortunately, more so on the gen ed side, and I know that that's not part of their degree. But as a teacher, you have to be willing to always be a student. And if we're going to, you know, provide these children with this opportunity, which they should very much equally should be able to have the same experiences as their gen ed peers, our teachers need to have more trainings. that are geared more towards maybe discipline, how to how to talk to those kids because they don't they're not going to respond like a normal brain child would respond. So I definitely think that there needs to be more training. We get enough of it as special education teachers. But gen ed, teachers definitely, absolutely need more training.
- Researcher 07:23 When models of co-teaching are implemented by you and your co teacher, which one is kind of the predominant one?
- Case 3
Teacher 3 07:30 I was lucky. We were very much equal parts, so it wasn't there. There were times where it was one teach one, assist but that was on very rare occasion. For the most part, it was. Everyone worked equally with one another in that circumstance. There's been other people that I've seen and experienced, and it's very much a one teach one assist. They will not talk to anybody unless they are their students. But for me, I was blessed. I was in a very lucky situation, which is like the golden egg in the world of coteaching. It doesn't happen very often.
- Researcher 07:59 Wwhat are some of the practices you have experienced that aid in the implementation of co-teaching? I'm going to back up to one of your previous answers like building in that time to collaborate. Are there other things that that maybe you have done that you have found helpful?
- Case 3
Teacher 3 08:27 I don't. I mean, other than just sitting down one on one with your co-teacher, that's really that's really the best thing. Just building that relationship on a personal level and getting to know them. And then the respect is just there so that they honor, honor what your input is on what needs to be done in that co-

- teaching setting. But other than that, I really don't have anything.
- Researcher 08:48 That's OK. Which practices have you experienced that make the implementation of co-teaching more difficult? I'm going to back up again to administrators not necessarily having an accurate perception.
- Case 3
Teacher 3 09:09 Yes, absolutely. So just any any time administration wants to. I hate to use this term, but butt their nose into our situation, like leave us be if our kids are excelling, leave us be. Don't try to come in and and flip our world upside down because your perception is completely different than what is working for us in the classroom. We're the ones in there every single day. So having having that respect from the administrative side of it in the co-teaching and even the gen ed teacher, it needs to be a three way street. Everyone needs to be rooting for your teammate in a sense, and that doesn't always happen.
- Researcher 09:42 Yeah. Do you have difficulty maintaining the expected pace in your classes?
- Case 3
Teacher 3 09:53 Yes. Yes. Absolutely. And we do our best to.
- Researcher 09:57 OK. So the next question is what steps have you taken to help the students with disabilities adjust to that pace?
- Case 3
Teacher 3 10:06 So the district puts in place a pacing guide and they expect us to be at this place on this calendar day and everyone's supposed to be there, but they don't take into account. The the difficulties that our children have experience dand so we did do we did a lot of small group instruction. I have an elementary background to begin with, so I'm very like centers based, differentiating instruction based. And so my co-teacher would allow me to create lessons that allowed for those breakaway groups. And so I was able to pull my kids and work on like if we were learning how to do multi-step equations. It was very beginning of the school year type thing. He would allow me to break it down to elementary because that's where my kids are. They're at the elementary level based on their test scores. They are still on a kindergarten first and second grade level of ninth and 10th graders. And so he would allow me the opportunity to do that. I would also sometimes, depending on the kids, some kids, I can't force them to do anything You can provide them their services and opportunities to get better. But sometimes I would pull them in small groups. While he was, they were doing independent work and I would work one on one with them on that standard

- or that part of the standard that they may be having a struggle with.
- Researcher 11:16 OK, very good. And it's OK if you need to think for a minute on these next couple of questions because most people are kind of like clicking back through the years to okay, which be what is your most memorable experience with co-teaching? And how is that experience reflected in your current teaching practices?
- Case 3
Teacher 3 11:39 I'm going to have to go off of the the time that my teacher had to be gone for an extended period. Yeah, for the loss, the amount of respect that he had for me and and his encouragement through all of that and putting me in the role of the gen ed teacher and still allowing me to make sure that my children's needs were met, spoke highly to me. Like when you respect me as a teacher, not only just as somebody who's taking care of sped babies , but also as a teacher of knowledge enough to teach that curriculum right, that just that has made me want to be a better co-teacher in the sense of we share equal responsibilities. So that would definitely have to be it.
- Researcher 12:21 Yeah, OK. Very good. And this one we can take it all is one big thing, or we can do it like section by section. So overall it is. What are your beliefs about students with disabilities receiving instruction in a co-taughtsetting? And have you had a co-teaching experience that kind of challenged that set of beliefs? And then did this experience change how you provide instruction in a co-taught setting?
- Case 3
Teacher 3 12:48 OK, I'll try to break it up. As far as students receiving instruction and co-taught setting, it's not for every child. And I think in today's world, we're pushing for that, especially with them wanting the highly qualified aspect of it. As a as a special ed teacher in math, I was not highly qualified because I did not have that passed test score for mathematics, but I had children who that when they leave high school, they're never going to. They need basic math. They need to know how to add
- Researcher 13:20 not know how to do quadratic functions
- Case 3
Teacher 3 13:21 correct! So giving them a different pathway needs to be an option and allowing children to take classes in a small group setting. When you have behavior issues that happen in the classroom, you're taking away from instruction for every other child in the classroom. That child needs to be in a small group setting. So have I had co-teaching experience as set challenge this. Absolutely. Absolutely. I had children with medical needs that had to be met, which in the middle of classes his alarms would go off on all his things and it threw everybody off. So

unfortunately, he was fully capable of being in a co-teaching setting. But as far as making sure everyone else received adequate instruction, it would have benefited him to be in a small group setting where it was less distracting for everyone in place. And that's just one example. And then did experience change how you provide instruction in code setting? No, not really. Because you can't. I mean, just because I want a child in a small group setting, I still have to. I still have to make sure that they are receiving their services and receiving adequate instruction in the classroom. So unless I can pull them out, which I guess that would be it, I could. I would pull them in small group settings when it was applicable to the lesson because I still had to follow state requirements. I'm not the certified teacher in that, so I could only do so much instruction outside of the gen ed classroom, per IEP, and the way all of that is written. But that would be it. I mean, just pulling them out in the little bits of time that I could just to provide them that more one on one or small group instruction time.

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| Researcher | 14:52 | OK. And are there is there any additional information, insights or thoughts that we're not? Interview questions that you would like to share. |
| Case 3
Teacher 3 | 15:05 | I think that to be fair, co-teaching model, to be most beneficial. And it's like I said, I had a golden egg situation, but it needs to you need to reach out to your gen ed teachers and figure out the ones that want to do that or not necessarily want because none of them want to do it. But the ones that are willing to because if you're forcing co-teaching on a teacher that is absolutely against it, you're not going to get the model that you want. You're not going to get the appropriate model for the kids. It is always going to be one teach, one assist because you're they're going to be making the special ed teacher out to be some lowly person that doesn't. So if if the administration would take that into account a little bit more, I think it would be much more beneficial as a co-teaching model. If that's what they're for it, that's what they're pushing for. But you need to have all parties willing to do it for it to be more successful. That would be it. |
| Researcher | 15:58 | OK. All right. |
| <i>Case 3 Teacher 4 H.WAV</i> | | |
| Researcher | 00:00 | In a co-teaching setting, describe the role that you most commonly assume. |
| Case 3
Teacher 4 | 00:14 | A lot of it, I feel like, is kind of strictly accommodations as far as testing is the main role and then really the grade side of it for my kids. Kids with disabilities. |

- Researcher 00:29 When you say the grades side do you have to go in and adjust grades or grade differently?
- Case 3 00:41 Occasionally for me Definitely graded differently based on what
Teacher 4 their levels and where they're at and the realities of what they can accomplish. But also, um, grade wise in the sense of if we have to give up alternate assignments, because there's absolutely no way that they're going to meet that standard or where they're supposed to be kind of thing.
- Researcher 01:01 This is like an off the cuff question related to that last comment. How responsive are the gen ed teachers to an alternate assignment?
- Case 3 01:12 Um, it really depends on the teacher. I had some that have been
Teacher 4 absolutely horrible and are like, I don't want anything. They don't want you to do anything. They don't want you to touch anything. They don't want anything. But then I have others that are like or have had others that are amazing. And pretty much they're like, I'm not judging their grade. You do whatever you need to do. So I've had both sides of it just depends on the personality of the teacher, I think.
- Researcher 01:36 Describe your perception of whether you're viewed as an equal or not in the co-taught setting?
- Case 3 01:43 Um. Again, I think it depends a lot on the actual individual
Teacher 4 because I've had some where I'm absolutely not looked at as an equal. And they will treat you as if you're a kid, essentially. But then I have had some where I feel like they do a good job at balancing that out. But I also think it's hard because of I've had administrators in the past that are real big on wanting you to be an equal on a content level versus my beliefs. And my viewpoint is not that my job is my special ed kids making sure they're getting my accommodations and modifications. And that's my top focus now. If it bleeds over into other things, that's one thing. But initially, those kids getting serviced is my main point. So the level of equal, I think, looks different than what a lot of administrators want it to be.
- Researcher 02:37 OK. Makes sense. I completely get that it kind of depends on the teachers. Have you noticed like any like, do you feel like it's just a more accepting thing on the part of some teachers than others? Or are there like personality characteristics that you've kind of noticed?
- Case 3 03:04 I think it's definitely. I think it's a lot of personality and people
Teacher 4 not being willing to give you the freedom to do your side of it. At least with the ones that have had issues where they feel like that's a lot of what it ends up being.

Researcher	03:21	How often do you get to play with your co-teacher?
Case 3	03:24	Not at all. Not at
Teacher 4		
Researcher	03:25	Not at all. OK. OK.
Case 3	03:28	Unless it's completely after hours and nine times out of 10, once you're off the clock, you nor the other teacher say so. It's very rare.
Teacher 4		
Researcher	03:37	What are your perceived roles and responsibilities of both the gen ed teacher during co- teaching and the special ed teacher?
Case 3	03:45	I think it kind of goes back to what I was just saying a second to get as far as the content teacher is certified in the content. So the way I view it as that's their role, that's what they need to be doing because that's what they're certified in versus I'm certified in. And my job description is to take care of my population. That's my what I believed to be my main roles and responsibilities.
Teacher 4		
Researcher	04:06	OK. What supports provided by administration assist in the implementation of co- teaching? It's OK to be 100% honest.
Case 3	04:17	I don't uh, I don't really know if there have been supports provided in recent years. It's been a little bit better than they kind of give you a little bit more freedom. But as far as additional actual support given, I don't really feel like there's anything.
Teacher 4		
Researcher	04:39	That's OK. That's that's one of the things I need to know. So what are some supports that you think administrators could provide that might help improve implementation of co-teaching?
Case 3	04:50	Um, oh no. I definitely think trainings. I think while trainings are good, I think it's also better to go somewhere where it is established the way that is the ideal model and just get to spend time with them rather than just them. Come in and tell you what they do, but you want to see it, you know, because I can go and tell you what I do all day long and I can make it look beautiful. But that might not be the reality of what's been done. But I think I think it would be beneficial to go in and spend three days with these teachers and truly watch them and see what they're doing. You know, whether that be taking a trip and going somewhere, you know, it's doing it right versus, you know, I don't know, but I think that the biggest thing is, you know, I think that I don't think that they don't want to provide things or whatever. I think it's just that no one truly knows because on the administrator side, they want to be teaching the content and that's what co-teaching is. You know, that's what the quote unquote model
Teacher 4		

- they want it to be. But from what I've gathered and what works is that would work great with two people that are content certified. But when you're not content certified, I feel like if they can get it, it makes it different than the reality of what a co-teaching model is for content and sped.
- Researcher 06:09 Do you feel like you have been adequately trained for providing instruction to students with disabilities in the co-taught setting?
- Case 3
Teacher 4 06:18 Mm. I would say no. I think a lot of it has just come by trial and error and just years of experience and just kind of learning along the way. Because even in my master's program, like I remember coming into Special Ed and being like, This is nothing that I learned in my master's program, even down to writing IEPs wasn't you know, one of those things that is actually truly taught within some of those programs. But so I would say no.
- Researcher 06:48 I would also say with writing IEPs, it's almost where you're teaching specific, even though it shouldn't be, it should be like, this is how you write an IEP. But having been in enough different schools, it's like, that's not really the reality that I've had. Is there a need for additional training for teachers to better understand the needs of students with disabilities?
- Case 3
Teacher 4 07:16 I would say absolutely. I think a lot of times with here gen ed teachers that aren't necessarily choosing to teach those students. The passion is not there, so they're not as. I don't want to say accepting, I feel like that's not the right word, but as open and as. I'm trying to think of the word, I don't feel like there is, I guess, accepting no, I don't mean that to be negative, but I feel like they don't quite understand the kid or, you know, they write it off as, Oh, they're just choosing that or they just don't want to do versus, you know, when you know, a little bit more and actually are passionate about this because you see different things and it makes sense and clicks
- Researcher 08:03 Do you think there's a need for additional training for teachers to feel more confident in their implementation of co-teaching?
- Case 3
Teacher 4 08:10 I would say, yeah.
- Researcher 08:12 What might that training look like? Like, just like topics?
- Case 3
Teacher 4 08:19 Yeah, I think I think it would be more along the lines of I think a lot of it that would be beneficial would be again gen ed and sped together, I think would benefit from showing how to effectively break the class up into small groups and kind of do more of that rather than because a lot of what we do. One, because we don't embarrass our kids and just those kids off to

- the side. But a lot of what we do is just take him to another room so that they can actually focus. But if we were able to intermingle them with some higher performers but still do like station work still target those things, I think that would be big.
- Researcher 09:04 Which models of teaching are implemented by you and your co-teacher? And I know a lot of times that depends on the teacher and what they will let you do.
- Case 3
Teacher 4 09:16 I feel like a lot of it. I feel like I feel like it's hard because of the needs of the kids to do anything more than the one teach one assist. And I say that because the kids need so much. How can we do these other models? Because I've got to make sure that they get it because of gen ed teacher is going to keep moving? You know, so I feel like a lot of times it becomes that one teach, one assist because that's what is best for that kid and that's what the kid needs. So I feel like that's kind of what falls into a generic co-teaching model. Not that I don't think it's wrong because ultimately, I believe my job is the sped kids, but I do believe that that's what it falls into a lot.
- Researcher 09:57 OK? What are some practices that you have experienced that have aided in the implementation of co-teaching? Like one thing that we've done, not with co-teaching at my school this year is we're going through this whole MYP authorization, so teachers like all the teachers who teach 9th grade lit or whatever subject is, they've been given either half a day or a full day of just sitting there together, planning, working on all things related to that program. So, you know, whether or not they had like daily potential for common planning time, we've kind of built some things like that. And again, not that's not a sped example, but just anything like that you can think of it maybe has been offered.
- Case 3
Teacher 4 10:54 I really can't think of anything right now.
- Researcher 11:00 OK. That's OK. Have you experienced some practices that make the implementation of co-teaching more difficult?
- Case 3
Teacher 4 11:11 I mean I don't necessarily think that I would say that as much so is the biggest concern with what we see with a lot of kids is you've got kids that really should be in that smaller setting that are still in those co-taught settings that, um, the biggest concern is the placement of the kid. But then also the speed at which the gen ed teacher continues to go and not really slowing down.
- Researcher 11:41 Which means if I'm remembering my question correctly to, um, do you have difficulty maintaining the expected pace in co-taught classes?

- Case 3
Teacher 4 11:50 Yeah, I think absolutely. From trying to re-teach but also trying to break it down, having to do retest. Um, because I mean, I feel like every kid at this point has retest on the second attempt and by the time you do that. Well, they've continued on. So and they're missing the next content. Then you're trying to play catch up again. And I feel like it's this never ending cycle of trying to play catch up.
- Researcher 12:17 Are there any steps other than like the re-teaching retesting that help students with disabilities adjust to that pace in the cotaught class?
- Case 3
Teacher 4 12:28 Um, a lot of what you know, I don't know if it necessarily helps with the pace, but a lot of what I try to do, even if it's not within their specific accommodations, is just give notes note. You know, that may be what they're missing, but then they can utilize those, and that's the easiest thing to try and help them stay on pace. And because, you know, a lot of them may write slower or, you know, going from looking at the board to copying down, trying to do that just to help them to not fall behind or, you know, they can take it home and finish their writing or whatever that may be for them.
- Researcher 13:03 What is your most memorable experience with co-teaching and how is that experience reflected in your current co-teaching practices?
- Case 3
Teacher 4 13:25 Memorable? Oh, no, I think it's kind of like teaching in general, but when you finally see like even the smallest things click for the kids, but also like I am with a teacher currently, that is really big on. I mean like, she's amazing. She supports my kids just as much as she supports other kids, and she like seeing them get excited, but also being hyped up by all the people and seeing that the excitement, I think that ultimately that's what I want to see. I want to see my kids grow whether it's from kindergarten to a first grade level or on grade level. So to get to see that in the kids, in the excitement it brings them, I think, is, I'd say, most memorable.
- Researcher 14:06 This next question is really like a bunch of questions, all in one. So if you want to just kind of think about it and take it piece by piece, what are your beliefs about students with disabilities receiving instruction in a co-taught setting? And then have you had co teaching experiences that kind of challenge that set of beliefs? And then did that experience change how you provide instruction in a co-taught setting?
- Case 3
Teacher 4 14:31 Um, I'm torn on that. Um, because the correct answer, quote unquote would be, you know, inclusion, of course, wanting the

kids to be included as much as possible. But there are times where you see that the kids are embarrassed, so they won't to ask questions or the other kids notice that they're falling behind. So they kind of whether they say anything or not. You can tell that tension is there. You can see the kids get frustrated. I mean, you see all of these things that you know, sure, you want to include them and you don't ever want to exclude them. But to what expense, you know, are you willing to let their academics not succeed, you know, as much as possible because you want to include them? Or do you have them in a different setting to where you can focus on those lower level skills to where when they graduate, they're actually functioning in society and doing well, you know, and able to survive? I think that's where my beliefs fall with that. So do I believe there, kids that can be highly successful in co-taught? Absolutely. But I feel like a lot of times co-taught is just pushed for the inclusion piece rather than looking at what is best truly for the kid academically for them to be successful in their life. School only last so long. And then you've got the rest of your life to do what if you don't have those skills or how if you can't read or you can't count change, how are you going to survive, you know? I think it definitely makes it challenging. Because I've had quite a few kids that should not be in that placement. It's been pushed out to where they're at, you know, which is fine, but it does make it challenging to where I feel like a lot of what I have learned, especially with the teachers that allow me a little bit of freedom in there, is to take those kids and while you know they're they're being given the content, they're being exposed to it. But we may have to completely do some other things that are more important to what they need. And we kind of just again, when the co-teachers at receptive of that, it makes it a lot smoother to do that. But definitely plays in the house. I currently am co-teaching just because it I've seen so many of those issues in those first couple of years that I'm like something else has got to be done because this isn't benefitting the kid.

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| Researcher | 17:00 | Do you have any additional information, insights or thoughts to share that we're not covered by the interview questions? |
| Case 3
Teacher 4 | 17:10 | Um, no, I don't think so. I think it pretty well covers it. I think at the end of the day from from my point of view on co-teaching it's difficult as a sped teacher. It's also hard because when there's two teachers in the room, the gen ed kids also pick up on it and know why you're in there. So I feel like it just makes it harder on the kids that we're there to service. That's I think that's |

one of the most frustrating things is because our our socially higher kids don't want you to even look at them. You know, so while they need it and they would benefit from it, they don't want you at all. Like, don't look at me; don't talk to me. You don't know my name, you know.

Researcher 17:58 Or I will pretend like, I don't know your name.