

Annotated Bibliography

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Brendle, J., Lock, R., Piazza, K. (2017). A Study of Co-Teaching Identifying Effective

Implementation Strategies. *International Journal of Special Education*, 32(3), 538-550.

This article was about a qualitative case study of two co-taught elementary classrooms.

The purpose of the study was to gain insight into the participants' knowledge and perceptions of co-teaching. A fourth-grade math class and a fifth-grade reading class with both general education and a special education teacher were used for the study. All four teachers involved in the study had multiple years of teaching experience and some prior experience in co-teaching.

A qualitative rating scale survey, interview, and classroom observation were used in the case study.

Teachers reported that they were aware of researched-based models for co-teaching but lacked the expertise and knowledge to implement them. All four teachers said that they needed further training to understand the co-teaching models and strategies to implement them effectively in the classroom.

All four teachers indicated that they were unprepared for their co-teaching roles and needed further training in developing working collaborative partnerships. In the classroom observations, all teachers functioned independently in planning, instruction, and assessing. The teachers also reported that they believed that the general education teacher was the primary teacher and the special education teacher had more of a support role in the classroom.

The study recommended that the administration provide ongoing co-teacher training and support in the co-teach models and strategies for implementation. They also suggested that the co-teachers have opportunities to train together.

This was a small study of two different grade-level classrooms in one elementary school. Only two general education teachers and two special education teachers were surveyed. Due to the small size, the study's findings may not represent how all elementary school co-teaching teachers feel about co-teaching in the classroom.

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

This article was about the challenges of co-teaching. A survey of 77 teachers in one school district in the United States was used for the data. The study surveyed 67 general education teachers and ten special education teachers who responded to the questionnaire. The participants' teaching experiences varied from two to 28 years and their experience with co-teaching varied from 0 years to 25 years.

Data was collected via a questionnaire and was analyzed using an online platform called Qualtrics. The questions asked were about the participants' demographic information, how the participants learned about co-teaching, participation in co-teaching, and participants' perspectives on co-teaching.

Results of the study showed that more than half of the teachers surveyed had no university training in co-teaching and 62% admitted that they lack the necessary skills needed to implement co-teaching in the classroom. Teachers indicated that co-teaching requires many resources to be successful, but the study did not measure the specific

resources. Some teachers surveyed said that their colleagues did not support co-teaching in the classroom; however, most teachers did feel that co-teaching was beneficial for their students.

The study recommends that there is an urgent need for teachers to be trained in the use and implementation of co-teaching. It endorses the need to develop teacher education programs for prospective teachers to get training in co-teaching practices. School administrators need to provide opportunities to veteran teachers for professional development in the implementation and sustainability of co-teaching. The study also recommends more research on co-teaching to demonstrate its effectiveness for all students in the classroom.

This study was able to get the opinions of many teachers. Still, I believe the data could be one-sided because there were more general education views (67 teachers) than special education views (ten teachers). The study was only conducted in one school district where general education teachers will outnumber special education teachers.

The format for the study was a four-part question survey. I would have liked to see open-ended questions for honest opinions and the ability for the teachers to expand on their answers.

Chitiyo, J. & Brinda, W. (2018). Teacher Preparedness in the use of Co-teaching in Inclusive Classrooms. *Support for Learning*, 33(1), 38-51.

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The purpose of this study and research paper was to examine how teachers are prepared for co-teaching and if there was a relationship between teachers who had used

co-teaching and those who had not and their preparedness. The study was conducted on 77 teachers in the northeastern United States. 87% of the participants were general education teachers, and 12% were special education teachers. Thirty-five participants worked in the elementary classrooms, 17 participants worked in middle school classrooms, and 23 worked in the high school setting. All of the teachers worked in an inclusive classroom and had 0 years to 25 years of experience in co-teaching.

The results of the study showed that most teachers understood the ideas of co-teaching but most of them require additional training to implement it in their classrooms. There was found to be no difference in preparedness between those who had used co-teaching and those who had not. More than half of the teachers surveyed had no co-teaching education at the university level. Only 44% of participants had some co-teaching training while in their pre-teaching education. Half of the participants (50%) indicated that they were not confident with using co-teaching and wanted more training. Some teachers said they taught in inclusive classrooms but did not use co-teaching as part of their instruction. The authors suggest an urgent need for teachers to be trained in co-teaching principles and implement them in the classroom. The training can be in professional development offered to current teachers and educational programs for pre-service teachers.

This study had a more significant number of participants who taught in inclusive classrooms. However, there was no separation of data between the special education teachers and the general education teachers. I would have liked to see how the two different teachers compared with their preparedness to be co-teachers. Interestingly, 50% of the teachers indicated that they were not confident with their co-teaching skills and required more training.

Embury, D. C., & Dinnesen, M. S. (2013). Co-teaching in Inclusive Classrooms Using Structured Collaborative Planning. *Kentucky Journal of Excellence in College Teaching and Learning*, 10(3), 36-52.

These researchers wanted to investigate the factors that can change teacher behavior when it comes to co-teaching in the inclusive classroom. They wanted to see if different models of co-planning were used, would it change their behavior in the classroom to include more variability in the use of co-teaching models, and increase the role of the interventional specialist.

The researchers conducted a case study on one pair of co-teachers in a middle school seventh-grade science class. The class was made up of general education, special education, and English Language Learners. One teacher was a general education teacher and the other was a special education teacher. Both teachers had graduate degrees and had been teaching between three to twenty-two years. At the time of the study, the teachers had been co-teaching together for three years, mainly using the one teach/one assist co-teaching method. The two teachers had recently participated in a three-day professional development on co-teaching and brain-based learning and asked to participate in the case study.

The study was conducted with pre and post-semi-structured interviews, copies of the sessions, and observation data that was taken in the classroom on teacher behavior and student engagement. In the pre-interviews, the teachers were asked about their co-teaching barriers and why they wanted to improve or change their co-teaching.

The researchers then used a structured collaborative planning protocol (SCPP),

specifically the Collaborative Assessment Log, to talk with the teachers. The SCPP followed a four-step format of guided questions in which both teachers discuss the points: 1) What is working in the co-teaching classroom, 2) What are some challenges or concerns, 3) What are the next steps for the general educator, and 4) What are next steps for the special educator. An SCPP was completed with the researcher the first week, and the teachers would complete five more on their own.

Before observations began, the researcher reviewed strategies for co-teaching with the two teachers and then helped them plan before starting data collection.

An exit interview was done after the study with both teachers together following the SPCC format. The questions that were used asked them if their roles changed and about their thoughts on co-teaching.

The results of the case study were that co-teaching was more successful when co-teachers had adequate planning time, are well-versed in co-teaching strategies, and have team buy-in. The teachers were asked to plan in a structured way with the SCPP, which changed their behavior in the classroom. When they planned specific roles and goals, they changed how the co-teaching classroom functioned. The teachers went from using only the one teach/one assist to using team teaching and station teaching. The participating teachers also viewed their roles differently, and that impacted change in how co-teaching was implemented.

The researchers suggested that ongoing support and professional development are vital to making fundamental co-teaching classroom changes. They also suggest a form of accountability in a mentor, coach, or administrator.

This case study was fascinating because the researchers were able to bring about

change in the co-teaching classroom between the general and special education teachers. However, the two participating teachers had the researcher's undivided attention and guidance. This will most likely not be the case in a normal situation. The teachers also worked together previously and had a vested interest in making their partnership perform in the classroom. I do like the idea of a mentor or coach for co-teaching pairs.

Friend, M. & Barron, T. (2016). Co-Teaching as a Special Education Service: Is Classroom Collaboration a Sustainable Practice?. *Educational Practice & Reform*, 2, 1-12.

This paper communicates the intricacies of co-teaching and tries to determine if classroom collaboration is a sustainable practice in the form of co-teaching. The authors start the paper by discussing the history of co-teaching and why it is used in the classroom today. It reviews the key concepts of co-teaching: collaboration, voluntariness, parity, mutual goals, shared responsibilities, accountability, and shared resources. The authors also explore several characteristics of co-teaching in the paper: different but complementary areas of expertise, shared physical location, simultaneous instruction, student diversity, and co-teaching approaches.

After reviewing current research, the authors created the "Necessary Ingredients" for effective classroom collaboration. These include teacher preparation, administrative understanding and action, professional development, logistics, and parity.

The authors conclude that it is possible for co-teaching to be a sustainable practice but only if certain conditions are met, and expectations are communicated.

This paper had many up-to-date references and good information about co-teaching practices. Even though there was no study, as it was a literature review, I think it can

be beneficial for learning about co-teaching and how to make it effective in the classroom.

Hurd, E., Weilbacher, G. (2017). You Want Me To Do What? The Benefits of Co-teaching in the Middle Level. *Middle Grades Review*, 3(1), 1-17.

This paper was about a qualitative research study investigating co-teaching models between teacher candidates and cooperating teachers, teacher candidates and university faculty, and finally, classroom teachers and university faculty. The study used various data sources: interviews and focus groups, field notes from observations, and conversations with university faculty members. There were 19 teachers in the study: nine classroom teachers who taught grades 7th through 8th, eight teacher candidates, one faculty instructor, and one middle school mentor teacher.

Results of the study indicated that there were benefits of co-teaching: 1. Better preparation of content and increased opportunities for students; 2. A focus on the needs of middle schoolers with another set of eyes; 3. Increased respect for colleagues; and 4. Extended time for planning, teaching, and assessing students. Other benefits included more opportunities for small group instruction, re-teaching of material, and providing a choice of teachers for students to ask for help.

Cooperating teachers reported that co-teaching helped their students and was influential in preparing teacher candidates. Teacher candidates said that they could self-reflect and assess what strategies worked and what did not work in the classroom through teaching with their co-teacher and observation of other teachers.

All teachers reported that Station Teaching (when the co-teaching pair divides the instructional content into parts where each teacher instructs one of the groups with groups spending time at each station) was the most favored co-teaching model.

Teacher candidates reported they were motivated to work harder and prepare more to earn equal status as the cooperating teacher. Working with another teacher pushed the teacher candidates to learn more about the topics they were teaching. Co-teaching helped them develop a mindset of not letting the other teacher down.

The researchers pointed out that there are some challenges with co-teaching. One challenge is issues with federal and state mandates. High-stakes testing does not allow for much experimentation in the classroom and can cause rigidity with the collaborative teacher. The next issue is the partial implementation of co-teaching in the classroom. The researchers found that leaving co-teaching up to cooperating teachers led to infrequent and informal episodes of co-teaching. One teacher responded that he would often use the same plans as his other classes for the co-taught course. This would not provide enough time for the co-teacher to plan how to help during the class, forcing them to be in the background and more of a teacher assistant.

The study recommends more research into different co-teaching models and their effectiveness in the classroom and emphasizes co-teaching with teacher candidates and their collaborative teachers.

This study was on a small number of teachers and the effectiveness of co-teaching with teacher candidates. It shows that new teachers need to have some experience with co-teaching before they get into the school system. Teacher candidates in co-teaching experiences benefitted from their time in the classroom and it gave the collaborating

teachers experience with co-teaching as well. It also shows that without external pressure or accountability, the collaborative teacher (teacher with experience) will fall back to their teaching style because they know it works. It is easier to implement than co-teaching.

Hussin, M. K. A. (2016). An Overview of Challenges, Readiness, and Roles of Special Education Teachers on Co-Teaching Component in Inclusive Classrooms. *Journal of Asian Vocational Education and Training*, 9, 100-112.

This was a quantitative study to determine special education teachers' challenges, readiness, and roles in implementing co-teaching in inclusive classrooms in Malaysia.

Two hundred forty special education teachers who taught the Integration Program of Special Education in secondary schools in Malaysia were surveyed. A total of 34 schools participated in the study.

The survey was in two parts and was scored using a 5-point Likert scale of SD. The questions asked had to do with components, challenges, roles, and willingness. The study rejected experience with co-teaching as a mediator, and they stated that experience could not measure the teacher's role in improving the acceptance of the co-teaching approach.

The study's primary results show a positive relationship between the active role played by a special education teacher and the success of co-teaching in the classroom. The special education teacher needs to play an active role in the classroom and provide guidance and awareness about providing services to students with disabilities. Motivating students is important to this active role. Also, the readiness of the special education teacher to teach in the co-teaching classroom is critical for them to be effective.

Many special education teachers were surveyed for this study, but the data created a very generalized conclusion without knowing their questions. Only special education teachers were surveyed. I would have liked to see the general education teachers surveyed to see how the two teachers' answers compared and if the results would have been the same.

The study also did not explain what is meant by "active role" in the classroom. I am unsure what the special education teacher needs to do to be considered an "active role"? Is this grading, team teaching, behavior management, etc.? The study stated that the "readiness of the special education teacher is critical to prepare them to carry out their responsibilities" but gave no further details on what they meant by "readiness." Is this professional development, or a pre-service course, etc.?

I am not impressed with this study and its data. It is a study from a different country, but it does not give great details into the challenges, readiness, and roles of special education teachers in the co-teaching setting.

Keefe, E. B. & Moore, V. (2004). The Challenge of Co-Teaching in Inclusive Classrooms At the High School Level: What the Teachers Told Us. *American Secondary Education*, 32(3), 77-88.

This article talks about the challenges of co-teaching at the secondary level. The authors interviewed three general education teachers, four special education teachers, and one head special education teacher. All the teachers taught at the same high school, and their years of experience ranged from two to twenty in the teaching profession. Each teacher was interviewed for 40-60 minutes and asked eight questions. The interviews were audiotaped and then transcribed.

The authors found three main themes in all of the interviews; the nature of collaboration, roles of the teachers, and outcomes for students and teachers.

In the early stages of co-teaching having a positive relationship between partners and open communication was important to all teachers. The issues they had with co-teaching were: large numbers of students in the classroom, finding time for communication and planning, and figuring out roles and responsibilities.

Most teachers admitted that the general education teacher was primarily responsible for curriculum, planning, grading, and large group instruction. The special education teacher took responsibility for modifications to the curriculum for students with special needs and helped individual students.

Students in the classroom did not view the special education teacher as their teacher but as an assistant. Some general education teachers also viewed the special education teacher in this way as well. These teachers cited the special education teacher's lack of content knowledge about why they felt this way. One general education teacher said that the special education teacher was more of a hindrance than a help.

Both general and special education teachers said that the special education teacher needed to become specialized in one or two subject areas to be more confident with the academic content. Both sets of teachers did not feel they had the collaboration skills needed and felt unprepared for the demands of co-teaching.

The teachers did report positive student outcomes from co-teaching. The benefits for students with disabilities included eliminating the stigma of being in special education and producing better quality work at a higher level. The benefit for students without disabilities was receiving individualized help and modifications from having two

teachers in the classroom. The outcomes for the teachers depended on the relationship they had with their co-teaching partner.

Teachers want to have a choice when choosing their co-teaching partner. Both the general and special education teachers said that selecting their co-teaching partner was critical to success in the classroom. They suggested that before co-teaching happened, there should be a meeting to discuss roles, grading, modifications, and classroom discipline and management. Time must be carved out of the schedule for teachers to communicate and plan together.

The authors suggest that teachers need to be better prepared for the demands of co-teaching. Pre-service teachers in teacher preparation programs need to be introduced to co-teaching models and strategies before working in the classroom. Special education teachers who want to teach at the secondary level need extra training in content areas. General education teachers need additional training for working with students with disabilities. Both groups of teachers need training in collaboration, communication, and dividing up roles and responsibilities while co-teaching. Current teachers that are already in classrooms need continued professional development on co-teaching. Schools need to have defined processes so that teachers are not making it up as they go.

This study got good feedback from both general and special education teachers.

However, there were not many views to go from. There was also no discussion as to the administration's buy-in to the co-teaching model. The school where all of the teachers worked did not have a school-wide commitment to inclusive education. There was no documentation that these teachers had any prior professional development with

co-teaching or experience with it. I believe that the administrator's delivery could have skewed the actual data responses from the teachers.

Malian, I. & McRae, E. (2010). Co-Teaching Beliefs to Support Inclusive Education: Survey of Relationships between General and Special Education in Inclusive Classes. *Electronic Journal for Inclusive Education*, 2(6), 1-18.

This study was about the relationships and compatibility between general and special education teachers using a Co-Teaching Relationship Scale. The participants were sent a survey, by email, with questions about co-teaching. The participants surveyed were co-teachers in the state of Arizona. Responses came from 160 elementary schools, 70 middle schools, 50 high schools, and nine junior high schools. Two hundred ninety teachers responded to the survey. The survey was completed anonymously, voluntarily and was delivered to the participants from their principals.

There were no significant differences between general and special educators on their reported beliefs and approaches to teaching, ideas about inclusion, parent involvement, desire to try new things, and confidence and collegiality in co-teaching relationships.

Both sets of teachers reported the importance of educational planning, flexibility to deal with unforeseen events, having humor, and supporting each other in the classroom were essential to them. In general, all respondents reported their overall experience with co-teaching as effective.

The researchers admit that the survey did not involve face-to-face interviews, so they had no control over who filled out the survey. They were unsure if the teacher filling out the survey even taught in a co-taught classroom. The survey was sent out by principals, so

teachers might have skewed their answers, thinking their principal would read their responses.

The study suggests a need to investigate students' academic success with and without disabilities in the co-teaching environment. It also suggests the need for quantitative measures of students' test scores or report card grades before and after the inclusion experience.

This study was able to survey many teachers, but the data given was very generic. They could not determine if the teachers worked in co-teaching classrooms or had any real experience in this situation. They also failed to find out what factors make a co-teaching partnership effective.

Sharpe, M. N. & Hawes, M. E. (2003). Collaboration Between General and Special Education: Making It Work. *NCSET Issue Brief*, 2(1), 3-8.

This article is about a training module called Collaboration: Access to the General Education Curriculum or Applied Collaboration. It was created by researchers at the Institute on Community Integration (ICI), the University of Minnesota, the Minnesota Department of Children, Families, and Learning, and the Division of Special Education (DSE). The purpose was to provide a training model that provides general and special education teachers with the collaborative planning and instructional skills necessary to meet the needs of students with disabilities within the context of high standards and educational reform. It is a professional training model where the co-teaching partners work together to identify mutual goals and use negotiation skills to address the needs of

students with disabilities. The teams are provided with collaborative strategies and instructional strategies to be used in the classroom.

A survey was done of teachers who piloted the professional development training module (numbers of teachers used in the study were not reported). When general education and special education teachers were asked, “How relevant was the training to your current job?” 60% said it was very relevant, 27% said it was somewhat relevant, and 13% said it was not very relevant.

This article researched only how collaboration can be taught to general education and special education teachers for the co-teaching classroom. The survey only asked one question about the professional training model, and there was no qualitative data on how many teachers used the program and if they were veteran or new teachers.

This article is just a review of the program without any complex data to back it up. It did list one of its strategies, The Five-Step Process, that could help with the collaboration process.

Tzivinikou, S. (2015). Collaboration Between General and Special Education Teachers:

Developing Co-teaching Skills in Heterogeneous Classes. *Problems of Education in the 21st Century*, 64, 108-119.

This study aimed to improve the collaboration of special and general education teachers to increase the quality of teaching in co-teaching classrooms. The study was done with fifteen first through fourth-grade co-taught classrooms, and each classroom had a general education and special education teacher. Thirty teachers with one to ten years of teaching

experience participated in the study. The research study took place in Thessaloniki, Greece, and lasted six months.

An evaluation was created that evaluated the collaboration of both educators. The participants filled it out at the beginning of the study. They answered questions about administration support, collaborative planning, collaborative teaching, different teaching methods (to include students with disabilities), classroom roles, collaborative evaluation, personal conflicts, and interpersonal relationships.

For the next five months, the researcher provided training on co-teaching principles of collaboration improvement. After the training was completed, the participants took another evaluation. The answers were compared, and the data was analyzed.

The first difference was between the first and last evaluation. Participants' self-evaluations scores were more significant on the previous evaluation, meaning that the collaboration of the participants was improved due to the training. Before the training, participants recorded a lack of collaboration with their co-teaching partner. After the training, participants reported they had more effective collaborative planning and teaching.

In the classroom before the training, participants recorded that they didn't follow any prescribed co-teaching model. However, after the training, the participants reported that they realized they needed a commonly used co-teaching method, and they started using them in their classrooms; specifically one teach/one support and team teaching.

Participants also reported in their pre-training evaluations that the responsibility for the students with disabilities belonged to the special education teacher. After the training, participants indicated that they understood the shared responsibility of the classroom

better. The study also showed that external factors could influence co-teaching.

Administration support was a significant factor in co-teaching success, and teachers needed time and opportunities for collaboration instruction.

The researcher identified their study as a success. After receiving the extra instruction on co-teaching collaboration, the teachers changed their attitudes and showed great willingness to adopt cooperation procedures and high-quality collaboration skills.

This study showed that with extra training on co-teaching principles, general and special education teachers can increase their quality of instruction in the classroom.

I wish the study had shown or listed what they taught to the participants during the five-month training. The skills they taught would be good to know for further studies and research.