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### Co-Teaching in High School

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# Co-Teaching in the Classroom

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 Misericordia University, 2021

- Co-teaching is the practice of pairing teachers together in a classroom to share the responsibilities of planning, instructing, and assessing students. Teachers are equally responsible and accountable for the classroom environment.

- The purpose of this study was to examine the perceptions of general and special education teachers in regards to implementing co-teaching relationships in a classroom setting to serve the growing number of special education students included in the general education classroom.

- The participants of this study were 64 high school teachers from a Northeastern Pennsylvania school. The district is shifting their educational framework to see if state test scores increase and to provide more strategies and resources to the classroom.

- A survey was distributed to gather data from the educators about their confidence level of implementing co-teaching in the classroom and what roles and responsibilities each teacher should complete.

## Research Questions

- How comfortable are general and special education teachers with implementing a co-teaching model in the classroom with special education teachers?
- What is the confidence level of co-teaching at present for general and special education teachers?
- What roles do general and special education teachers facilitate in co-teaching?
- Which of the six styles of co-teaching would best represent a co-teaching model in the general education classroom?

## Results

The results that were gathered from the data showed many of the same correlations when identifying their confidence levels and determining the roles and responsibilities in the classroom. Below are the results:

### ➤ Confidence Levels: Feeling confident to implement co-teaching in the classroom

- 17 participants agreed
- 17 participants disagreed
- 5 participants were undecided



### ➤ Preparedness: Feeling prepared to work in a co-teaching environment

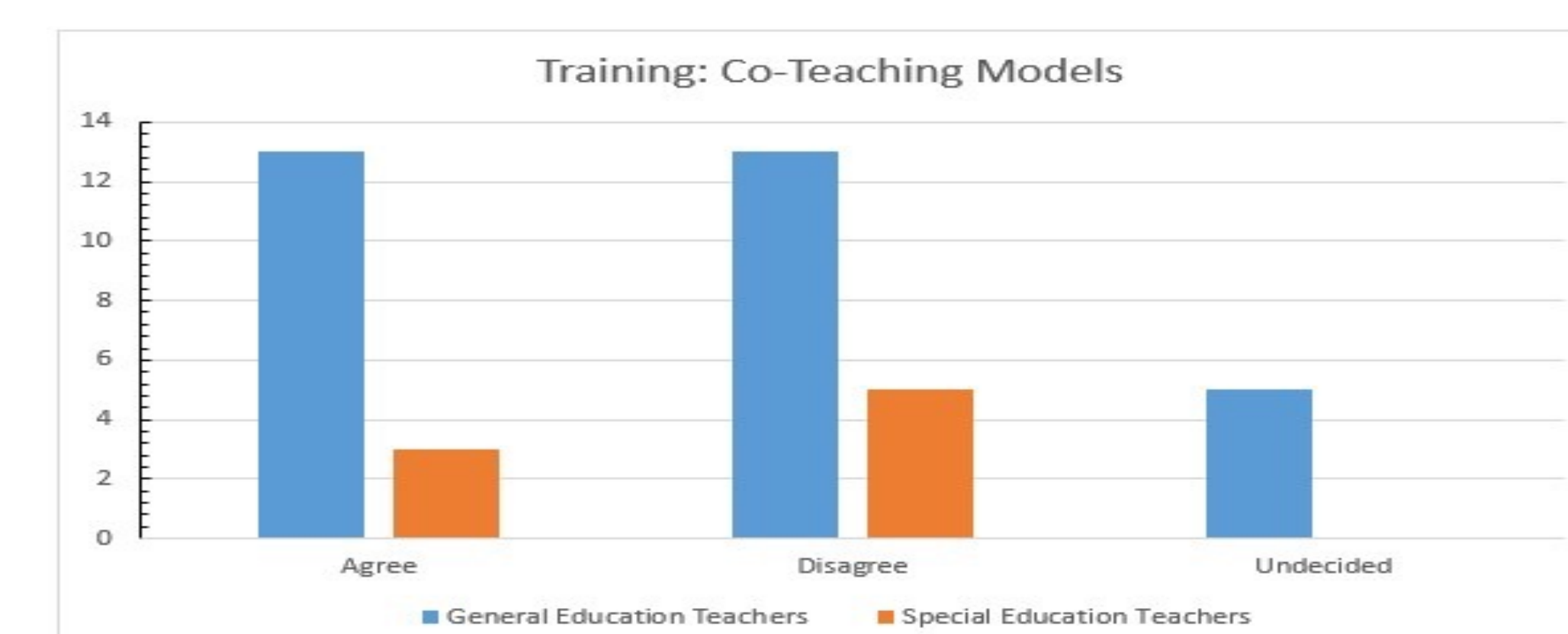
- 16 participants agreed
- 17 participants disagreed
- 6 participants were undecided

### ➤ Training: Receiving training on the co-teaching models

- 17 participants agreed
- 18 participants disagreed
- 5 participants were undecided

### ➤ Training: Receiving training on how to implement co-teaching in the classroom

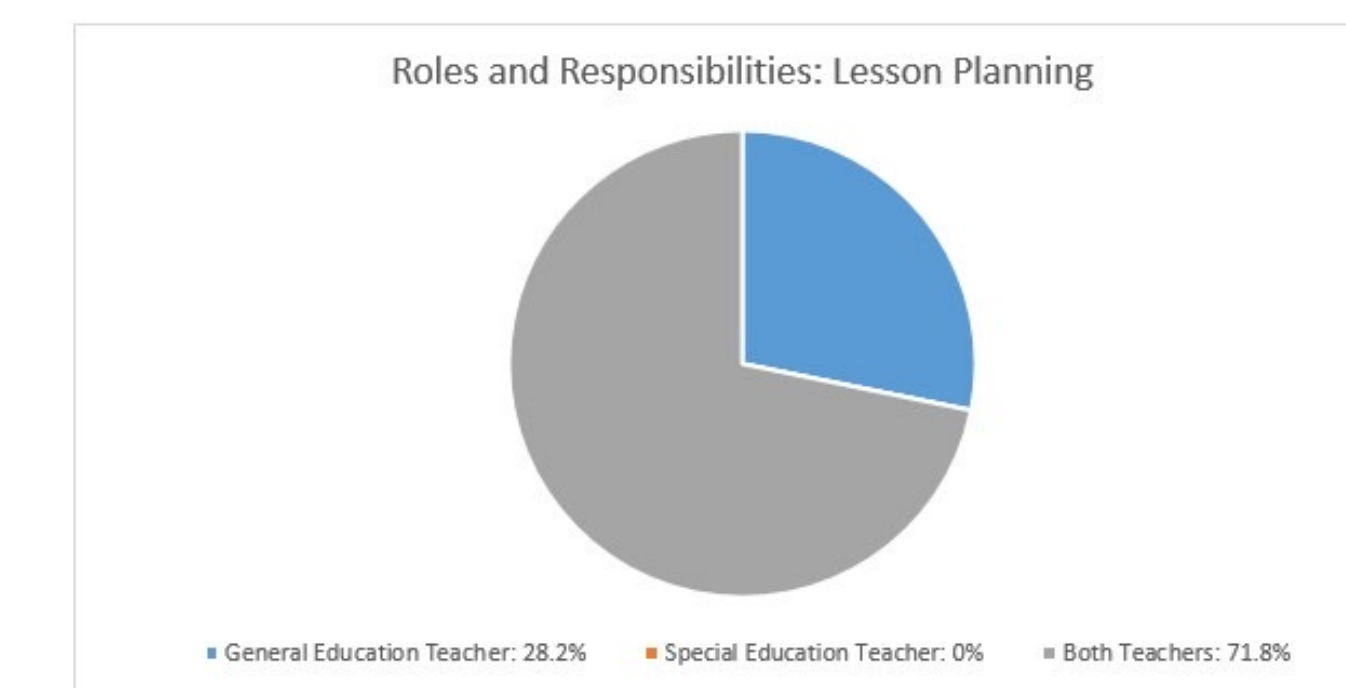
- 15 participants agreed
- 19 participants disagreed
- 5 participants were undecided



## Results Continued

### ➤ Roles and Responsibilities: Lesson Planning

- General Education Teacher: 11 participants
- Special Education Teacher: 0 participants
- Both Teachers: 28 participants

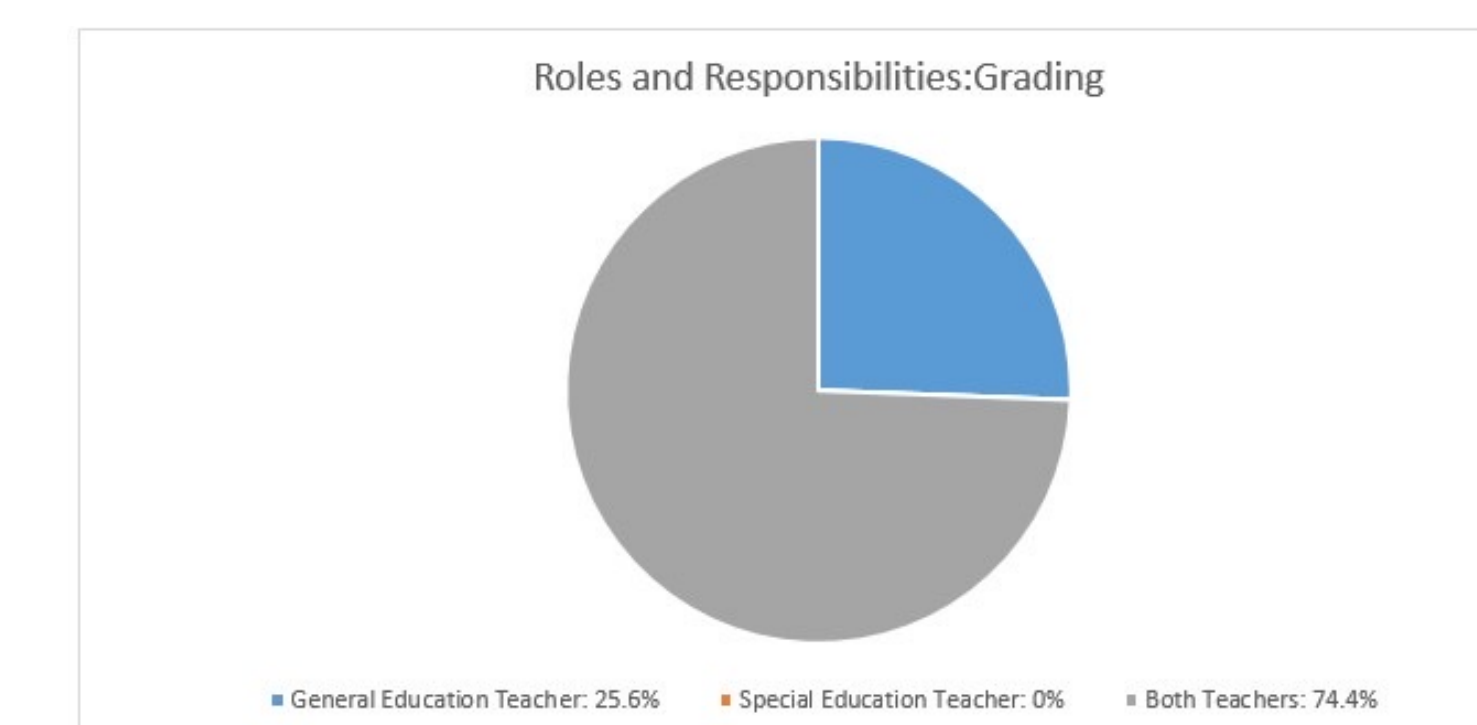


### ➤ Roles and Responsibilities: Communication to Families

- General Education Teacher: 0 participants
- Special Education Teacher: 1 participants
- Both Teachers: 38 participants

### ➤ Roles and Responsibilities: Grading

- General Education Teacher: 10 participants
- Special Education Teacher: 0 participants
- Both Teachers: 29 participants



### ➤ Roles and Responsibilities: Preparation of Materials

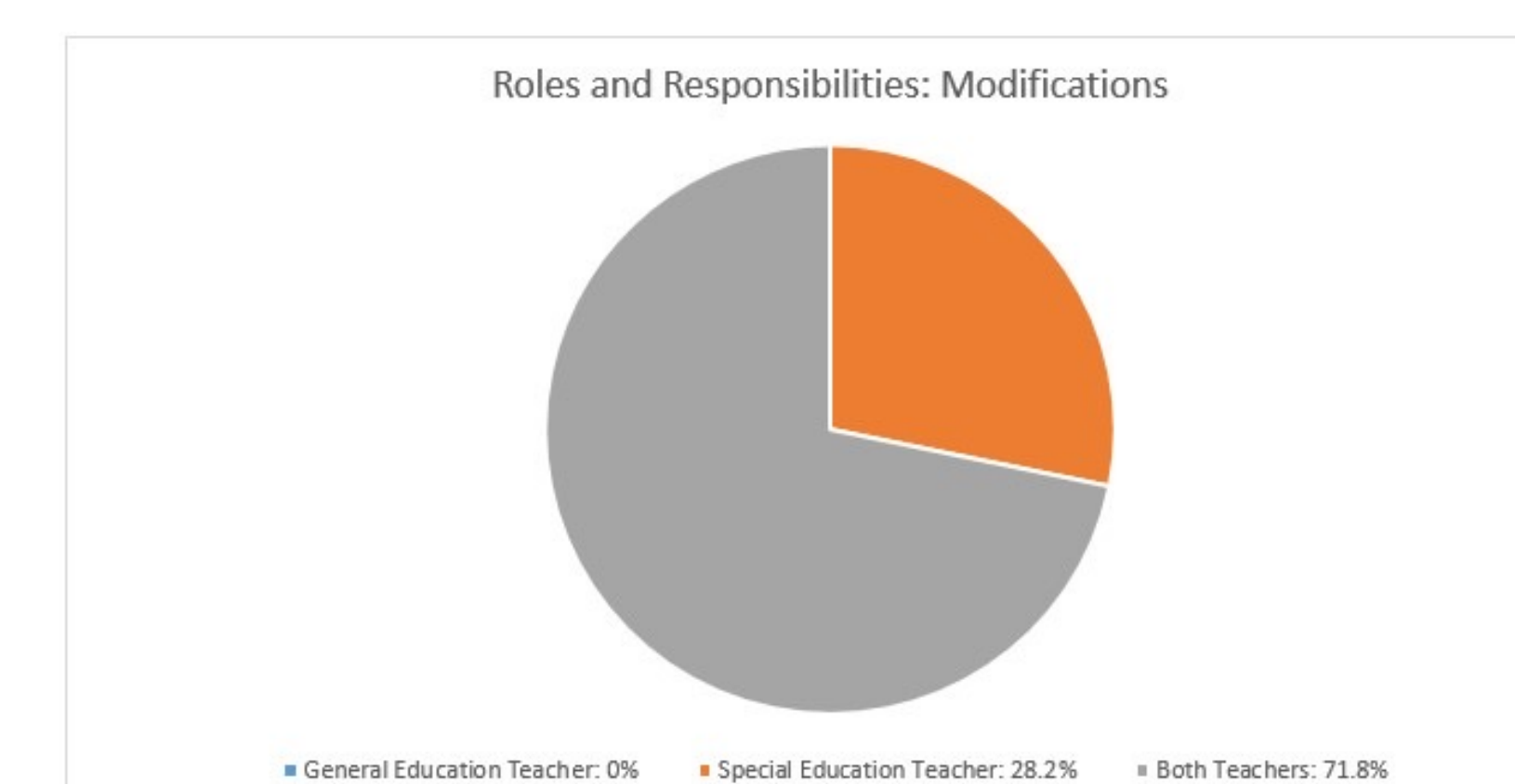
- General Education Teacher: 5 participants
- Special Education Teacher: 0 participants
- Both Teachers: 34 participants

### ➤ Roles and Responsibilities: Implementing the Students IEP's

- General Education Teacher: 0 participants
- Special Education Teacher: 4 participants
- Both Teachers: 35 participants

### ➤ Roles and Responsibilities: Modifications

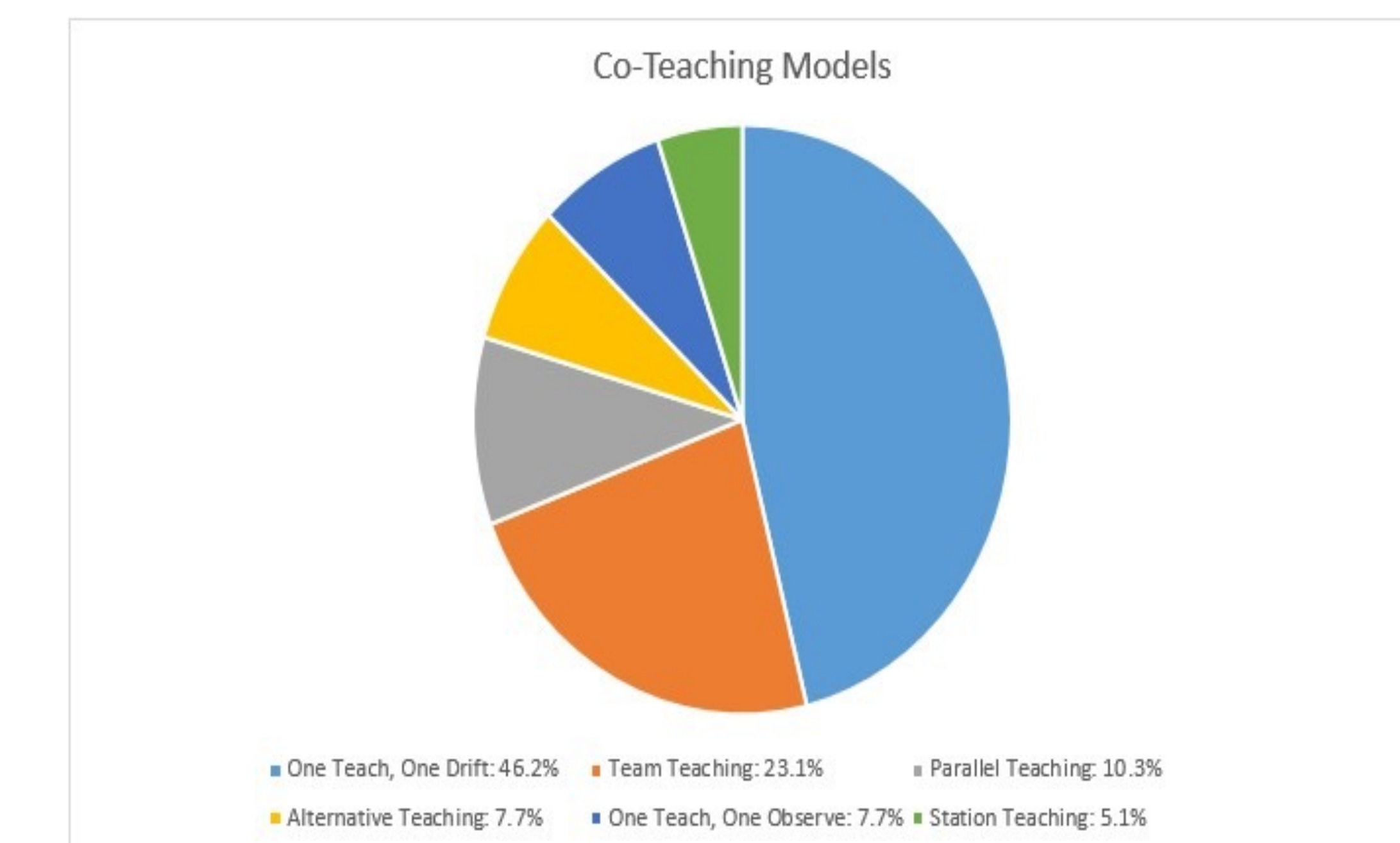
- General Education Teacher: 0 participants
- Special Education Teacher: 11 participants
- Both Teachers: 28 participants



## Results Continued

### ➤ Co-Teaching Models: Which co-teaching model would be best represented in a classroom?

- One Teach/One Drift: 18 participants
- Team Teaching: 9 participants
- Parallel Teaching: 4 participants
- Alternative Teaching: 3 participants
- One Teach/One Observe: 3 participants
- Station Teaching: 2 participants



## Conclusions

- 71.8% of general education teachers and special education teachers responded that they are confident that they can implement co-teaching in the classroom. Whereas, twelve general education teachers and five special education teachers did not feel confident about implementing co-teaching in their classroom. Undefined expectations could be the reason for the results.
- The percentage of teachers who require training on various co-teaching models and how to implement co-teaching in the classroom is split in half. Some participants may have received training previously whereas other participants may not have.
- Most of the participants agree that the roles and responsibilities of the classroom is a collaboration and therefore should be shared between both educators.

## Acknowledgements

In addition to the Misericordia University Education Department, I would also like to specifically thank my professor, Tiffany Mulally, who guided me throughout the entire research process, my participants, and my fellow researchers.

## Materials and Method

- In order to gather the data, participants were given a survey to complete. The survey was designed via Google Forms and a digital copy was sent to each participant.

- The results of the data were analyzed and then graphed to determine correlations among the data results.

- Out of the sixty-four teachers that were asked to complete the survey, thirty-nine completed it and the results were analyzed. The data below examines the break down of participants and their role as an educator.

