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Special Educators Describe the Critical Mass of Co-Teaching

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Special Educators Describe the Critical Mass of Co-Teaching

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Specific educational interests

- Special Educator
- Complex needs of inclusive classrooms
- Teacher preparation
Purpose

The study was aimed at deepening understanding of co-teaching practice and explore special education teachers’ beliefs regarding effective co-teaching.
Methods

• Significance – Potential for teacher education, school districts, and policy-makers to enhance teacher candidate learning and aid in professional development (new/career teachers)
• Mixed methods survey design was used
## Results

### Relationships with Instructional Communication

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Pearson R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inst.C&amp;WA = There is a relationship between Instructional Communication and Working with all Students.</td>
<td>0.620301</td>
</tr>
<tr>
<td>Inst.C&amp;Shared = There is a relationship between Instructional Communication and Shared Instruction.</td>
<td>0.642135</td>
</tr>
<tr>
<td>Inst.C&amp;Eq.Dec = There is a relationship between Instructional Communication and Equity Decisions.</td>
<td>0.734422</td>
</tr>
</tbody>
</table>
### Items Important to Co-teaching

<table>
<thead>
<tr>
<th>Q #</th>
<th>The Co-teaching Relationship:</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Communicate with each other during the lesson to facilitate student learning. (79.5%)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Have equal decision-making power. (53.4%)</td>
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<tr>
<td>8</td>
<td>Take turns talking during the delivery of instruction. (57.8%)</td>
<td></td>
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<tr>
<td>9</td>
<td>Work with all students with and without disabilities. (82.2%)</td>
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</tbody>
</table>
Recommendations for future research

- Explore how communication, collaboration and co-teaching skills are taught
- Examine university/school partnerships that provide enhanced field experiences to prepare candidates for co-teaching
Focused questions for discussion

1. What would make this study more rigorous?
2. How could future studies be conducted to get more significant results.
3. Suggest ways to collect data or find existing data sets on student achievement related to students with disabilities in co-taught classrooms versus classrooms that are not co-taught
References


