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URBAN SCHOOL PRINCIPALS RATED AS HIGHLY EFFECTIVE:  
SUPPORT AND CULTURE FOR CO-TEACHING TEAMS

by

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A dissertation submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education  
in the College of Education and Human Performance  
at the University of Central Florida  
Orlando, Florida

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## ABSTRACT

The recent revisions to the *Individuals with Disabilities Education Improvement Act* (2004) and the passing of the *No Child Left Behind Act* (2001) promoted a movement toward meaningful inclusion, which has led to an increase in interest in co-teaching (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Nichols, Dowdy, & Nichols, 2010). When co-teaching is effectively executed both students with and without disabilities benefit academically and socially (Friend & Cook, 2007). Researchers indicate that a key factor in effective co-teaching is administrative support (Dieker & Murawski, 2003; Friend et al., 2010; Murawski & Dieker, 2004, 2008; Scruggs et al., 2007). The purpose of this study was to identify the policies and practices used by effective principals who have led the implementation of co-teaching in their schools. The researcher interviewed three middle school principals in a large urban school district to ascertain the essence of their experiences. The principals were identified as highly effective by their most recent principal evaluation system. The interview data were examined using Hycner's guidelines for phenomenological analysis. Triangulation occurred through a survey and review of documents. The co-teaching teams from the participating principals' schools completed a Likert-type survey. The researcher reviewed the schools' master schedules, School Improvement Plan, and Action Plan.

Analysis of the participating principals' interview data has identified themes. These themes included: (a) preparing the setting, (b) preparing co-teaching teams, (c) necessary co-teacher skill sets, (d) utilizing the leadership team, (e) purposeful selection of co-teaching staff,

(f) addressing barriers, (g) culture supporting knowledgeable co-teachers, (h) traits of effective co-teachers, (i) expectations of co-teachers, (j) motivating co-teachers, and (k) attaining buy-in through support and culture.

I dedicate this dissertation to my mother, who taught me about the importance of education.

Thank you mom for always believing in me and encouraging me!

To my husband, whose support and love made it all possible.

To Rebel San who never left my side!

I love you all very much!

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## CHAPTER 1: INTRODUCTION

*No Child Left Behind Act (NCLB) of 2001* and the *Individuals with Disabilities Education Improvement Act (IDEIA)* have greatly impacted the instructional methods and settings of students with disabilities (Bryant Davis, Dieker, Pearl, & Kirkpatrick, 2012; Cramer, Liston, Nevin, & Thousand, 2010) and mandate that students with disabilities have access to the general education curriculum and receive their instruction from highly qualified teachers in the least restrictive environment (LRE). These mandates have resulted in an increase in co-teaching to support the inclusion of students with disabilities in general education classrooms (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Nichols, Dowdy, & Nichols, 2010).

Co-teaching is more than placing two teachers together in one classroom. It requires that two or more educators co-plan, co-instruct, and co-assess to meet the needs of all their students (Murawski & Dieker, 2013). Principals can benefit from ensuring that conditions are optimal for supporting effective co-teaching (Murawski & Dieker). Factors that may contribute to optimal conditions include a culture of inclusion (Hehir & Katzman; 2012; Murawski & Dieker), effective professional development on co-teaching (Friend, et al., 2010; Murawski & Dieker; Sileo, 2011; Walsh, 2012), time for co-planning (Bryant Davis, et al., 2012; Dieker, 2001; Friend, 2007; Friend 2008; Friend et al.; Walsh), feedback on progress (Friend; Murawski & Lochner, 2011; Walsh), and administrative support (Friend et al.; Dieker & Murawski, 2003; Murawski & Dieker, 2008; Murawski & Dieker, 2004; Scruggs et al., 2007).

In their roles as school leaders, principals are responsible for the effectiveness of instructional practices. One such practice is co-teaching. These leaders are crucial to the effectiveness of co-teaching (Friend et al., 2010; Dieker & Murawski, 2003; Murawski & Dieker, 2013; Scruggs et al., 2007). Principals influence the circumstances that effect outcomes such as student performance on standardize tests and graduation rates (Murphy, Elliot, Goldring, & Porter, 2007). Effective principals have a student-centered vision, acquire necessary resources, and have the capacity to develop teachers as instructional leaders.

### **Conceptual Framework**

Individual co-teaching teams often require different levels of support and direction. Leadership is variable and changes according to the situation at hand, and in the field of education variable leadership is especially necessary (Murphy et al., 2007). The effectiveness of a leader is contingent on the ability to diagnose the readiness levels and motives of a subordinate, as well as adapt to meet their needs (Hughes, Ginnet, & Curphy, 1996). Leaders who modify their guidance and support to meet the needs of their staff are employing Situational Leadership.

Situational Leadership is founded on the belief there is no one best way to influence others (Hersey, Blanchard, & Johnson, 2001). Leaders who employ Situational Leadership are conscious of subordinates, establish mutual trust, provide open communication, and foster teamwork (Hersey, Blanchard, & Johnson). Sims, Faraj, and Yun (2009) describe situational leadership theory as the ability to pair a specific leadership style to the context. Therefore, leaders who employ situational leadership utilize various leadership styles. Ideally, the principal's level of support and leadership style will adapt to the co-teacher's readiness level. Principals should attempt to individualize their direction and support of staff in the same way that a teacher individualizes instruction for students (Murawski & Dieker, 2013).

## **Problem Statement**

The co-teaching model has been demonstrated by numerous research studies to be effective in supporting students with disabilities in the general education setting (Cramer et al., 2010; Dieker, 1998; Murawski & Swanson, 2001; Rice & Zigmond, 2000; Walsh, 2012). However, several challenges have been reported when implementing the co-teaching model (Nichols et al., 2010; Rice & Zigmond, 2000; Scruggs, Mastropieri, & McDuffie, 2007; Weiss & Lloyd, 2002). The principal's leadership and support is instrumental to the effectiveness of co-teaching and the co-teachers (Friend et al., 2010; Dieker & Murawski, 2003; Murawski & Dieker, 2013; Scruggs et al., 2007; Walsh, 2012). Some of the identified problem areas in co-teaching include co-teacher incompatibility, lack of variability in co-teaching instructional styles, staff negativity towards co-teaching, inadequately prepared teachers, need for more administrative support, and little differentiation taking place (Keefe, Moore, & Duff, 2004; Murawski & Dieker, 2013; Nichols et al., 2010; Rice & Zigmond, 2000; Scruggs et al., 2007). Principals are crucial when leading and supporting co-teachers through the barriers co-teaching models can encounter (Murawski & Dieker). When a principal chooses to implement co-teaching, they can be faced with resistance from teachers opposed to change (Nichols et al., 2010). Fullan (2001) informs the field that effective leaders who understand the change process can guide their organizations through the turmoil of change and bring about positive results.

With the growing number of schools employing the co-teaching model to meet the mandates of both NCLB and IDEIA (Cramer et al., 2010; Friend et al., 2010; Nichols et al., 2010) principals would benefit from becoming knowledgeable about co-teaching in order to more effectively assist their staff (Friend et al., 2010; Murawski & Dieker, 2013). Though there are a multitude of suggestions on how administrators can support co-teaching programs, there is



a need to identify effective principal procedures and management structures that can maintain a successful co-teaching program.

### **Purpose of Study**

The researcher's purpose of conducting this study was to identify the organizational procedures of effective principals and evaluate their impact on school wide co-teaching practices in inclusive classrooms. This inquiry sought to better understand the implementation of co-teaching as an instructional delivery service for students with disabilities. For the purposes of this study, an effective principal is defined as one who exceeded district standards on his or her last annual performance evaluation.

### **Research Questions**

1. How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?
2. How do principals, who received a rating of highly effective on their annual performance evaluation, develop a culture to support co-teachers?

### **Research Design**

The researcher employed a qualitative phenomenological methodology. Utilizing a phenomenological approach allowed the researcher to obtain the perceptions, experiences, and insights of effective principals who have experienced the phenomenon of leading a co-teaching model. The key question in phenomenology is "what is the experience of an activity or concept from the perspective of particular participants?" (Ary, Jacobs, Sorensen, & Razavieh, 2009, p. 471). The purpose of phenomenological research was to provide a description of the

experience (Creswell, 2014) and find meaning from lived experiences as perceived by individuals or groups of persons (Ary et al., 2009; Moustakas, 1994). The researcher using a phenomenological research approach aimed to find the essence of the experience among principals who have experienced implementing and leading co-teaching in their schools, as well as found commonalities among them. Conducting phenomenological research provided a holistic picture of how principals lead and support the co-teaching instructional model.

### **Research Methods**

Prior to commencing the study, the researcher requested and received approval for the study from the Institutional Review Board of the University of Central Florida (Appendix A), and from the Research Review Committee of the school district at which this research was conducted (Appendix B). The Delphi technique was used to validate interview questions for principal participants in this qualitative study. To be considered for selection principals met three requirements:

- a. Rated as exceeding standards on the most recent principal evaluation system
- b. Utilized co-teaching as a service delivery option for a minimum of three years as a school principal.
- c. Nominated for participation in this study by a district special education supervisor.

Once qualified principals were identified, they were invited to participate in the study. Interviews were scheduled with the three consenting principal participants to begin the data collection process. Interview questions addressed the principals' organizational procedures and any policies in place that support co-teaching classrooms at their schools. The conclusion of principal interviews signaled the beginning of data collection from a survey of teachers co-teaching in the schools of participant principals. A total of eighteen co-teachers were invited via

email to participate in an online Likert-scale survey pertaining to their co-teaching experiences at their schools. Ten co-teachers participated in the survey. Data from the Likert-survey provided a teacher perspective of the organizational procedures and perceived support for co-taught classrooms. The final source of data came from a review of existing documents such as master schedules and records of co-teaching professional development. These documents provided insight to common planning time, number of partners teacher have, number of different subjects they teach, and professional development activities teacher attend.

Data from principal interviews were analyzed by employing Hycner's (1985) guidelines to analyze the interview data. Hycner's phenomenological analysis was utilized to determine the essence of each interview and identify commonalities between the responses of principals. A comparative analysis of the principals' interview data was conducted with a co-teacher survey and document review.

### **Definitions**

The following definitions have been provided in an attempt to provide clarity of terms.

*Co-teachers:* a special education teacher paired with a general education teacher to co-teach, co-plan, and co-assess (Murawski, 2005).

*Co-teaching:* "co-teaching occurs when a general education teacher and a specialist-often a special education teacher, reading specialist, speech/language therapist, or bilingual teacher-work as partners to teach a diverse group of students" (Friend, 2008, p.9).

*Delphi Technique:* "Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem" (Linstone & Turoff, 1975, p. 3).

*Individuals with Disabilities Education Improvement Act of 2004 (IDEIA):* Federal law that requires a free and appropriate education for all students, regardless of the disability. This law includes access for all students, individualized education plans, least restrictive environment for services, parent and student participation, and due process. It also directed all special education teachers to meet highly qualified standards (IDEIA, 2004).

*Inclusion:* Inclusion is the provision of services to students with disabilities, including those with severe impairments, in the neighborhood school, in age-appropriate general education classes, with the necessary support services and supplementary aids (for the child and the teacher) both to assure the child's success—academic, behavioral, and social—and to prepare the child to participate as a full and contributing member of the society. (National Study, 1995, p. 3)

*Lived experiences:* describes experiences and their meaning to an individual or group (Ary et al., 2010).

*Principal Evaluation System:* The large urban school district utilized in this study, employs this evaluation system to assess their administrators' quality through the use of three competencies: a) student growth measures, b) leadership practice, and c) deliberate practice (Undisclosed, 2013).

*Phenomenological research:* a research design grounded in philosophy and psychology in which the researcher portrays the lived experiences of an individual or group of individuals who have experienced the phenomenon (Creswell, 2014; Moustakas, 1994).

*Preparations:* refers to the number of subjects a teacher has to plan and teach.

*Race to the Top:* This initiative offers bold incentives to states willing to spur systemic reform to improve teaching and learning in America's schools. Race to the Top has ushered in significant change in our education system, particularly in raising standards and aligning policies

and structures to the goal of college and career readiness. Race to the Top has helped drive states nationwide to pursue higher standards, improve teacher effectiveness, use data effectively in the classroom, and adopt new strategies to help struggling schools (“Race to the Top”, n.d., para. 1).

*Title 1:* Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Federal funds are currently allocated through four statutory formulas that are based primarily on census poverty estimates and the cost of education in each state (“Programs”, n.d., para. 1).

*Value Added Assessment Model:* “the next generation of accountability, asks not what the school or district achievement data are, but whether a particular school, classroom, and teacher did what they were supposed to do for the achievement growth of individual students” (Misco, 2008).

### **Assumptions**

Phenomenology assumes subjectivity and the existence of essential structures that can be used to illustrate the experience and illustrate experiences in detail (Ary et al., 2009). The researcher in this study assumed that school principals were able to share their organizational procedures, implementation practices, and supports for co-teaching. It was assumed that school principals would provide accurate, honest, and complete accounts of their experiences and perceptions of the co-teaching as a service delivery option. Since the principals were rated as highly effective on their annual performance evaluation system, the researcher assumed they are effective leaders. The researcher assumed that teachers who participated in the study were honest and shared the level of support they receive as co-teachers.

## **Limitations**

Phenomenological research is based on the individual's feelings, perceptions and experiences. Data is collected through participant interviews and surveys. A limitation to phenomenological research is researcher reliance on participant recall to provide thorough responses to questions. Another limitation pertains to the co-teachers' fear of retaliation from administration that can affect their transparency in reporting their perceived need for support (Fitzpatrick, Sanders, & Worthen, 2011). To address this limitation, the researcher informed co-teachers that data collected through surveys is confidential. A final limitation to this study is the researcher's positionality. Positionality, whether the researcher is an insider or outsider, can influence researcher interpretations, observations, and analysis of data (Chavez, 2008). Researchers would benefit from being cognizant of their positionality, as it relates to their study (Merriam et al., 2001). The researcher in this study is currently working within this large school district and has co-taught for many years while teaching in this district. To reduce bias, the researcher remained cognizant of how positionality can impact the collection and analysis of data as well as study conclusions. The bracketing portion of the data analysis assisted in further reducing bias (Hycner, 1985).

## **Conclusion**

A review of co-teaching literature revealed a lack of explicit procedures that administrators could follow when implementing co-teaching in their schools (Murawski & Dieker, 2013). This phenomenological research study, which is focused on the responses of effective principals utilizing co-teaching to support the inclusion of students with disabilities, may serve to fill that gap in the literature by identifying the dispositions and administrative practices of principals who are successfully implementing and supporting co-teaching. After a

data analysis process that includes triangulation, the researcher was able to provide a description that captured the essence of the principal.

## CHAPTER 2: REVIEW OF THE LITERATURE

This literature review includes a variety of research studies and literature focusing on co-teaching, its benefits and barriers, and the practices principals utilize to support co-teaching. The literature review will discuss the history of special education, relevant legislation, inclusion, effective leadership, urban leadership, benefits of co-teaching, principals' roles, and co-teacher and school preparation. Though there is an abundance of literature on co-teaching, this review of literature will begin with a brief history of special education, the use of co-teaching to support inclusive classrooms, and then narrows to focus on the practices of principals that promote the successful implementation and support of co-teaching. Situational Leader theory may assist in understanding how principals provide support and leadership for co-teaching. The purpose of this study was to gain a better understanding of the lived experiences of urban middle school principals with regards to their organizational procedures and support for co-teaching.

### History of Special Education

The treatment of individuals with disabilities, in society has included passive acceptance of segregation, banishment, and even extermination (Osgood, 2005). Prior to the seminal decisions of *Brown v. Board of Education* and *Elementary and Secondary Education Act* (ESEA), segregation was rampant and education equality did not exist. The case of *Plessy v. Ferguson* (1896) ruled that public facilities, including schools, could provide services for white and African American individuals in different settings, as long as they were “separate but equal.”



This decision led to the racial segregation of public schools. While children of different races were indeed separated, the services provided were far from (Chinn, 2004).

In 1954, decisions in *Brown v. Board of Education* overturned the decisions of *Plessy* stating, “separate but equal” “has no place in public education” (Chinn, 2004, p. 9). *Brown v. Board of Education* established legal precedence for addressing issues of educational and social inequities (1954). While *Brown v. Board of Education* provided equal opportunities to African American students by ruling that separate is not equal, there was a delay before policy implementation caught up with the law. The application of this case law to special education took even longer; it was not until the 1960s and 1970s that the field of special education was formally recognized and funded (Taylor, Smiley, & Richards 2009).

After the *Brown* decision, legislators began to address segregation as it related to social policies and public education. The federal government, under the leadership of John F. Kennedy played a greater role in enforcing the law, protecting civil rights, and the improvement of public education (Osgood, 2005). After the Russians launched Sputnik in 1957, it led to educational reform in almost all subject areas but focusing mainly in science and mathematics (Fitzpatrick et al., 2011, Osgood, 2005). During the Kennedy era many of the educational reforms impacted special education through preparing special education personnel and increased funding for research special education.

Through both Kennedy’s and Johnson’s era, the government’s attention to special education led to a push for the identification of students with disabilities resulting by doubling the number of eligible students (Osgood, 2005). Although many new students were identified and provided special education services, questions about the quality and effectiveness of special education classrooms began to surface (Osgood; Winzer, 1993). Both Blatt (1960) and Dunn

(1968) focused on the lack of improved outcomes for students with disabilities in special education classrooms.

Dunn (1968) highlighted that many students of color were improperly identified with a disability and placed in segregated special education classrooms long after courts had deemed this practice unconstitutional in *Brown vs. Board of Education* (1954). Dunn compared the segregated placement of special education students to the same separation found unacceptable by courts. He disagreed with minor changes made to general education classrooms; teachers are able to accommodate students with mild to moderate disabilities and suggested having assessment processes focus on students' needs and instructional approaches rather than on labeling students.

#### *Seminal Events Prior to PL 94-142*

A number of researchers conducted studies that demonstrated the ineffectiveness of the special education setting (Blatt, 1960; Bruininks, Rydnors, & Gross, 1974; Dunn, 1968; Gallagher, 1972; Johnson, 1962; Myers, 1976; Reynolds & Birch, 1977). This revelation ignited a change in identification and instruction for students with disabilities, specifically practices related to identification, disability labels, and segregation of students with disabilities (Osgood, 2005; Winzer, 1993). The rapid growth of special education due to the number of students identified and lack of teacher preparedness was another concern (Osgood). Gallagher discussed the harm to students that labeling causes but also noted that labeling assists with planning and instruction. Additionally, Gallagher supported a continuum of services but noted there was no plan in the continuum to have students with disabilities to return to the general education classroom. There was much debate among researchers and educators about the need for special education classrooms and whether students with severe or multiple disabilities should be included in general education classrooms (Osgood). Scholars lined up on both sides of the

debate. Dunn (1968) and Budoff (1972) argued that special education classes were necessary and that not all children with disabilities could be taught in the general education setting, while Stainback and Stainback (1984) and Gartner and Lipsky (1987) felt that all students, regardless of their disability, should be included in the general education classroom. The debate in special education, regarding the need for separate classrooms for special education services, led to reform in special education (Osgood).

The push to reform special education caused public schools to test various approaches to integrating students with disabilities into the general education setting (Osgood, 2005). From 1971 to 1975 there were over 46 legal challenges in the courts related to students' "right to education" and inclusion of students with disabilities in the general education setting (Osgood, p.103). By the mid-1970s the efforts to include students with disabilities had adopted the term, *mainstream*.

Following speculations on the effectiveness of segregated special education classrooms, there were a number of strides made in expanding the rights of individuals with disabilities. In 1975, President Gerald Ford signed into law the *Education for All Handicapped Children Act*, P.L. 94-142 that would require a free and appropriate education (FAPE) for all children with disabilities in the least restrictive environment (LRE). The law also mandated placement procedures and ensured procedural safeguards for families of students with disabilities. During Lyndon Johnson's presidency, the *Elementary and Secondary Education Act of 1975* (ESEA), PL 89-750 passed, providing funds to support special education and conduct targeted research (Osgood, 2005). An amendment to Title VI of ESEA, PL 89-750, provided additional funding for P-12 special education.

### *The Roots of Inclusion*

The movement towards inclusion was evident with the passing of P.L. 94-142 and the outcry for reform in special education brought on by Dunn's 1968 publication. In 1984, Stainback and Stainback published *A Rationale for the Merger of Special and Regular Education* and made an argument to discontinue separate classrooms for special education claiming that the practice was discriminatory and students with and without disabilities would benefit from being educated together. Osgood categorized Stainback's conclusions as "one of the seminal statements" related to the integration of students with disabilities in general education classrooms (2005, p. 134). Many scholars (Biklen, 1985; Biklen, Lehr, Searl, & Taylor, 1987; Gartner & Lipsky, 1987) agreed with the views presented by Steinback, but there were also critics who challenged the idea of removing separate classrooms for special education (Fuchs & Fuchs, 1994). This debate sparked the *Regular Education Initiative* (REI) and helped advance the move toward inclusive practices and special education reform (Fuchs & Fuchs; Osgood). It was REI that called for merging general and special education, a focus shift from the educational setting to student learning, as well as new attention to collaborative relationships between general and special education teachers (Zigmond, 2006). The REI was met with resistance due to its vague objectives and opposition to the elimination of traditional special education practices (Osgood) and scholars felt that general education could not be trusted to meet the needs of students with disabilities (Fuchs & Fuchs).

### *Judicial and Legislative Support for Inclusion*

Many parents wanted their children with disabilities educated in the general education classroom and took their battle to court to overturn local school decisions. In the case of *Roncker v. Walter* (1983), the Ronckers contested the separate classroom placement of their child and

claimed that the least restrictive environment was more appropriately the general education setting. The court ruled in favor of inclusion and stated that educational services could be provided in general education setting. A LRE claim did not always guarantee general education placement. In the case of *Hartmann v. Loudoun* (1997), a school removed an 11 year old student with autism from the general education setting citing his lack of academic progress and disruptive influence. The parents went to court claiming a violation of LRE. The courts ruled in favor of the school affirming that mainstreaming is not guaranteed when there is no educational benefit from the general education setting.

Judicial action across the nation heightened legislative interest in inclusion. Despite the legislative mandates in EAHCA many students were still being excluded from the general education setting (Webber, 2009). The 1997 reauthorization of IDEA required that students with disabilities have access to the general education curriculum to the greatest extent possible. *No Child Left Behind* (NCLB; 2001) mandated participation by all students, including students with disabilities, on state and district assessments (Nichols, Dowdy, & Nichols, 2010). The most recent revision to IDEA, the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA) promoted a movement toward meaningful inclusion, students with disabilities fully included and engaged in learning with their non-disabled peers. These laws as well as the “highly qualified” mandate in both NCLB and IDEIA have led to an increase in interest in classrooms co-taught by general and special educators (Nichols, Dowdy, & Nichols).

Today most students with disabilities are required to participate in mandatory annual assessments. To address the requirements of “highly qualified” and provide access to the general education curriculum for students with disabilities, schools are increasingly utilizing the model of co-teaching. Co-teaching pairs a general education teacher and a special education teacher to

support the needs of all students, including students with disabilities, in the general education classroom (Yell, Ryan, Rozalski, & Katsiyannis, 2009).

### **Effective Leadership**

Effective leadership is pivotal to the success and productivity of any organization, including schools and school districts. New research has revealed a paradigm shift in the outlook of what constitutes effective leadership. Solely managing a school, maintaining a positive relationship with staff or being innovative does not equate to effective leadership (Fullan, 2001; Robinson, 2011). Effective leadership is fundamental in fostering student achievement (Leithwood, Louis, Anderson, & Walstrom, 2004; Marzano et. al., 2005; Murphy, Elliott, Goldring, & Porter, 2007; Murphy & Hallinger, 1998). Results from recent studies have demonstrated that effective leadership can make significant impact on student achievement (Robinson, 2011; Robinson, Lloyd, & Rowe, 2008). Leadership is second to classroom instruction when it comes to the impact on student learning (Leithwood et al., 2004). A leader has the ability to impact students' performance on standardized tests and graduation rates. Leaders who practice student-centered leadership make every facet of their organization work towards the enhancement of improved student learning (Murphy et al., 2006).

As principals adapt their leadership behaviors to service student learning, their methods and motivation for leading teachers may need to change as well. An analysis of 27 studies that measured the impact of leadership on student learning highlighted five dimensions of student-centered leadership: establishing goals and expectations, resourcing strategically, maintaining high-quality teaching, leading teacher learning and development, and ensuring an orderly and safe environment (Robinson, 2011; Robinson, Lloyd, & Rowe, 2008). The results demonstrate the five dimensions are symbiotic in nature and with the most significant impact attributed to

leading teacher learning and development. Murphy, Elliot, Goldring, and Porter (2007) studied high performing leaders for learning and identified eight dimensions of behavior that attributed to high performing leaders: “vision for learning, instructional program, curricular program, assessment program, communities of learning, resource acquisition and use, organizational culture, and advocacy” (Murphy et al., 2007, p. 179). Three common characteristics can be found by comparing both studies: effective leaders have (a) a student-centered vision, (b) acquire necessary resources, and (c) have the capacity to develop teachers as instructional leaders. Marzano, Frontier, and Livingston view the principals’ purpose for supervising teachers as: “the enhancement of teachers’ pedagogical skills, with the ultimate goal of enhancing student achievement” (2011, p.2). Additionally Marzano discusses five conditions that must be present for school administrators to effectively develop teacher expertise: (a) well-articulated knowledge base for teaching; (b) focused feedback and practice; (c) opportunities to observe and discuss expertise; (d) clear criteria and plan for success; and (e) recognition of expertise” (Marzano et al., p. 4).

Various studies found that specific leadership behaviors have a positive impact on student learning (Hattie, 2009; Marzano, Frontier, & Livingston, 2011; Reeves, 2009; Robinson, 2011), these studies became the basis for the Principal Evaluation System and are aligned with state leadership standards (Undisclosed, 2013). The large urban school system where the study takes place employs a Principal Evaluation System.

### *Principal Evaluation System*

The Principal Evaluation System was revised in 2010 as a response to state participation in Race to the Top. The evaluation system focuses on the leadership behaviors that influence student learning in addition to supporting professional development that may improve student

performance and staff development (Undisclosed, 2013). The system is based on a formative three-step process designed to develop school leaders through self-reflection, evaluator feedback, and an annual summative evaluation. The Principal Evaluation System has been integrated into the school district's evaluation system in an effort to provide top quality education to each student in the state (Undisclosed, 2013).

Three components of leadership effectiveness are evaluated by the Principal Evaluation System: *student growth measure*, *leadership practice*, and *deliberate practice*. Student growth measure is based on the school's Value Added Model (VAM) score. The student growth measure accounts for 50% of the total Principal Evaluation score. Leadership practice is measured by the State School Leader Assessment, based on the research by Dr. Douglas Reeves, and aligned with the State Principal Leadership Standards. The leadership practice measure makes up 50% of the Principal Evaluation score. Eighty percent of the leadership practice measure is based on the school's proficiency as measured by the state. The remaining 20% comes from the deliberate practice measure. This measure requires that site administrators target two specific school goals, one goal must be centered on student learning and the other on assessment and information pertaining to instructional leadership (Undisclosed, 2013). When the Principal Evaluation System score is calculated the leader will receive one of four performance level ratings: (a) highly effective; (b) effective; (c) needs improvement; and (d) unsatisfactory.

Effective leaders can make a significant impact in student achievement, support teacher development (Robinson, 2011), provide necessary resources (Murphy et al., 2007), are knowledgeable about pedagogy, and provide focused feedback (Marzano et al., 2011) and in supporting co-teaching these leadership practices are even more crucial. Principal support for co-teachers should be differentiated based on their readiness to co-teach. Murawski and Dieker



(2013) discuss the need for principals to be knowledgeable about the needs and experience levels of individual teachers since they may require different levels of support. Just as teachers individualize support for students, administrators can differentiate support for teachers. Principals who individualize support for their staff demonstrate leadership styles that align with situational leadership theory by modifying their leadership to accommodate the ability and motivation level of their staff (Hersey, Blanchard, & Johnson, 2001).

### *Urban Leadership*

“Leadership matters” and “in difficult times leadership matters even more” (Murphy et al., 2006, p.2). Effective leadership is paramount in urban settings considering the limited resources, difficulty recruiting and maintaining quality staff, as well as the pattern of low student performance (Knapp, Copland, Honig, Plecki, & Portin, 2010; Mukuria & Obiakor, 2006).

The many challenges urban school settings face, such as poverty and lack of funding, often result in a greater number of students identified with special needs (Mukuria & Obiakor, 2006). Principals are essential to the climate and culture of the school, therefore it is crucial that they understand how the challenges of urban settings can negatively impact student learning, including students with disabilities (Mukuria & Obiakor, 2006, p. 10). Principals would benefit from changing how special education and referral processes are viewed and addressed in urban schools. It is imperative that principals ensure the necessary services and programs for students with disabilities are available to address the complexities faced in urban environments (Obiakor & Utley, 2004).

Successful urban leaders possess knowledge in instructional strategies, know their staff, work toward continuous improvement for students and staff, provide professional development, and are effective problem solvers (Knapp, Copland, Honig, Plecki, & Portin, 2010). Effective

urban leaders “advocate for nondiscriminatory assessment,” foster culturally responsive schools, and are visionary leaders who raise academic expectations for all students (Mukuria & Obiakor, 2006, p.10).

### **Inclusion**

During the mid-1990s, *inclusion* replaced *mainstreaming* as a term and model, changing the way educators considered the function of general education setting. No longer would the student have to adapt to the general education classroom, but the classroom would adapt to the student (Osgood, 2005). The National Center on Education Restructuring and Inclusion defines inclusion as:

Inclusion is the provision of services to students with disabilities, including those with severe impairments, in the neighborhood school, in age-appropriate general education classes, with the necessary support services and supplementary aids (for the child and the teacher) both to assure the child’s success - academic, behavioral, and social - and to prepare the child to participate as a full and contributing member of the society.

(“National Study,” 1995, p. 3)

Although many embraced the concept of inclusion for students with disabilities, opinions on the impact of inclusion on academic and social outcomes for these students was mixed (Salend & Garrick Duhaney, 1999). A study comparing two inclusive settings, co-teaching and consultation/collaboration, demonstrated that students with learning disabilities made academic improvement in both settings, however those with reading deficits showed little to no improvement (Klinger, Vaughn, Hughes, Schumm, & Elbaum, 1998). The same study compared

social skills outcomes and found that students in the consultation/collaboration setting had higher levels of improved social skills than in the co-taught setting (Klinger et al., 1998).

Waldron and McLeskey (1998) compared the reading and math scores of 71 elementary students with learning disabilities educated in an inclusion setting to 73 students with learning disabilities taught in a separate class setting. The results showed students in the inclusive setting made significant gains in reading, however, there were no notable differences in their math scores. Salend and Garrick Duhaney (1999) conducted a review of literature on inclusion and its impact on students. Their findings indicated a mixed effect on student academic outcomes and social growth. Baker and Zigmond (1995) conducted five case studies of elementary inclusion programs to look at their impact on students with learning disabilities. The researchers concluded that while students received quality general education instruction that instruction was not differentiated to meet their individual educational needs.

The mindset of educators is critical to the support and implementation of inclusive education. Dieker (2006) described inclusion as a belief not a practice. Mastropieri and Scruggs (1996) reviewed 28 studies in which general education teachers were surveyed about their perceptions of the inclusion of students with disabilities into their classrooms and found that two-thirds of the teachers surveyed supported inclusion. Although many teachers reported positive perceptions on concept of inclusion, their responses varied on questions related to the severity of disability and their own commitment to inclusion. The teachers who responded negatively to supporting inclusion reported they did not have enough time, training, or resources to include students with disabilities in their classrooms (Mastropieri & Scruggs, 1996).

Although the academic and social outcomes of inclusive practices are inconsistent, most parents and educational professionals support inclusion (Murawski & Dieker, 2013; Scruggs,

Mastropieri, & McDuffie, 2007). There are a number of different models of inclusion that include no support, consultation, facilitated support, in-class support, and co-teaching (Murawski & Dieker).

### **Co-Teaching**

Co-teaching is a service delivery option that provides students with disabilities access and meaningful inclusion to the general education setting by utilizing the expertise of a general and a special education teacher (Bauwens, Hourcade, & Friend, 1989; Friend, 2007; Friend & Cook, 2007; Murawski & Dieker, 2013). Co-teaching is the pairing of a general education and a special education teacher who work collectively to meet the various needs of all the students in classroom (Friend, 2008).

Teachers and administrators in those co-taught classrooms acknowledge co-teaching to be advantageous for students (Scruggs et al., 2007). A number of researchers agree that co-teaching is effective for both students with disabilities and high-risk students in various instructional settings (Cramer, Liston, Nevin, & Thousand, 2010; Dieker, 1998; Murawski & Swanson, 2001; Rice & Zigmond, 2000; Walsh, 2012). Additionally, Walsh and Conner (2004) noted that special education co-teachers were more apt to provide instruction reflecting the general education curriculum in the co-taught classroom as compared to special education teachers in a separate setting. Co-teaching can be both effective and beneficial for those involved if the co-teaching is implemented with proper planning, professional development, and administrative support (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Murawski & Dieker, 2013).

Six models of co-teaching have been identified as effective for supporting differentiated inclusive instruction. The model generally depends on type of content, planned activities, and individual student needs. These models include:

1. One teach, one observe, in which one teacher leads large-group instruction while the other gathers academic, behavioral, or social data on specific students or the class group;
2. Station teaching, in which instruction is divided into three nonsequential parts and students, likewise divided into three groups, rotate from station to station, being taught by co-teachers at two stations and working independently at the third;
3. Parallel teaching, in which the two teachers, each with half the class group, present the same material for the primary purpose of fostering instructional differentiation and increasing student participation;
4. Alternative teaching, in which one teacher works with most students while the other works with a small group for remediation, enrichment, assessment, preteaching, or another purpose;
5. Teaming, in which both teachers lead large-group instruction by both lecturing, representing opposing views in a debate, illustrating two ways to solve a problem, and so on; and
6. One teach, one assist, in which one teacher leads instruction while the other circulates among the students offering individual assistance.

The co-teaching models are fluid and allow for the use of multiple models in a single lesson and ensure that both teachers have a responsibility and a role in each model (Friend et al., 2010).

### *Benefits of Co-Teaching*

Co-teaching possesses many advantages for teachers and students (Friend, 2007; Murawski & Swanson, 2001; Scruggs et al., 2007; Walsh, 2012). Several authors found that both general and special education teachers reported improvement in their instructional practices due to their experiences with co-teaching (Austin, 2001; Buckley, 2005; Rice & Zigmond, 2000; Salend et al., 1997; Scruggs et al., 2007). Many co-teaching teams express the benefit of having two teachers in the class allowing for more individualized attention and assistance for all students (Rice & Zigmond, 2000; Scruggs et al., 2007; Walsh, 2012). Students also reported advantages of having two teachers in the classroom, stating they were able to get assistance more readily and were learning more (Pugach & Wesson, 1995). Co-teaching supports effective differentiated instruction (Bauwens et al., 1989; Walsh, 2012).

Twenty years of research evidence demonstrates that students with disabilities who are included in the general education setting have higher academic achievement than students who are in more restrictive settings (Cramer et al., 2010; Walsh, 2012). Both students with and without disabilities have demonstrated improved social and behavioral skills when included in the general education setting (Rice & Zigmond, 2000; Salend et al., 1997; Scruggs et al., 2007). Various researchers have reported positive perceptions of co-teaching indicated by administrators, teachers, and students and perceptions that co-teaching is beneficial to all students (Walsh, 2012). Other benefits of co-teaching include reduction in the stigma associated with being a student with a disability and improved educational outcomes for all students (Nichols, Dowdy, & Nichols, 2010). Equally important have been reports of improvement in social/emotional indicators through positive social interaction with peers (Hehir & Katzman, 2012; Obiakor, 2011).

Additionally, co-teaching can be beneficial to educators. Novice teachers can be supported through co-teaching relationships with experienced teachers (Nichols et al., 2010), co-teaching can reduce feelings of isolation among classroom instructors (Murawski & Dieker, 2008; Scruggs et al., 2007), and pairing general and special education teachers brings different expertise together to enhance instruction (Friend, 2007). The inclusion of students with disabilities in the general education setting can create a climate that supports diversity by signaling an attitude of acceptance, respect, and school support for students with differences (Harpell & Andrews, 2010).

### *Barriers to Co-Teaching*

Although co-teaching has many benefits, there are challenges, ineffective practices, and environments that can be barriers to effective co-teaching. Some of these include absent or insufficient common planning time, teacher and student schedules, and negative perceptions of co-teaching (Nichols et al., 2010). Scruggs and colleagues (2007) found evidence that the individual needs of students with disabilities are unmet in co-taught classrooms. In multiple qualitative research studies a substantial number of teachers reported their belief that academically and behaviorally unqualified students were being included in co-taught classrooms (Scruggs et al., 2007; Weiss & Lloyd, 2002). Co-teaching partners who are incompatible or inflexible can have a negative impact on the classroom (Nichols et al.; Rice & Zigmond, 2000; Scruggs et al., 2007).

Additionally, special education teachers themselves can present barriers to co-teaching by taking on the role of classroom assistant in the minimally effective “one teach one assist” model of co-teaching (Scruggs et al., 2007). Assumption of this subordinate role by special educators is influenced by their lack of content knowledge and perceptions that students “belong” to the

general education teacher (Rice & Zigmond, 2000; Scruggs et al., 2007; Weiss & Lloyd, 2002). Studies have found implementation challenges and conflicts between co-teachers leading to co-teacher decisions to divide students and teach in separate classrooms (Mastropieri et al., 2005; Scruggs et al., 2007; Weiss & Lloyd, 2002). Many secondary teachers lack proper training and have been found to have a negative outlook on co-teaching (Keefe, Moore, & Duff, 2004). Many co-teachers reported that they do not have sufficient time to co-plan (Scruggs et al., 2007). Secondary special education teachers reported that co-planning time was particularly critical because they were often paired with more than one general education teacher (Nichols et al., 2010). Other problem areas were reported stemming from perceived “ownership” of students, conflicts over shared space, and shared classroom responsibilities (Vaughn, Schumm, & Arguelles, 1997).

### *Co-Teaching in an Urban Setting*

With the changing demographics of today’s classrooms, meeting the needs of a diverse student population presents a greater challenge for educators. According to the 2011 census report, more than forty percent of students are ethnically diverse (*School Enrollment in the United States*, 2013).

With the mandates of IDEIA and NCLB and the changes in demographics there is a need for educators to collaborate in order to effectively meet the students’ needs in the general education classroom (Cramer, Liston, Nevin, & Thousand, 2010). Urban public schools face complex challenges that are linked such as poverty, shortage of resources, limited funding, and lack of supports (Ishimaru, 2013). Researchers note that findings in studies demonstrate injustices in special education continue to occur, particularly inequitable distribution of resources and over-representation of students of color in special education programs (Griner & Stewart,



2013). The challenges that plague urban schools often lead to educational gaps as well as disproportionate representation in special education for students of color. The link between poor academic performance and poverty has been used to justify disproportionality by noting that the barriers created by poverty often lead to school failure (Artiles, Kozleski, Trent, Osher, & Ortiz, 2010; Ladson-Billings, 2007). Haberman (1991) explained that it was not a “culture of poverty” but rather a “pedagogy of poverty” that creates the performance gap (p. 290). During visits to large urban district schools, Delpit found low-quality teaching and a culture of low standards for urban students (2012).

Multiple factors contribute to disproportionate representation of minority students in certain special education programs. These factors include poverty, placement processes, inequities in general education, insufficient behavior management skills, and confusion among cultures (Skiba et al., 2008). Racially, culturally, ethnically, and linguistically diverse students are overrepresented in the special education categories of intellectual disabilities, learning disabilities, and emotional/behavioral disorders (Griner & Stewart, 2013). Co-teaching, when implemented with fidelity can be utilized to meet the instructional requirements of NCLB (Cramer et al., 2010). By utilizing co-teaching, teachers can more effortlessly employ differentiation to meet students’ needs based on ethnicity, culture, and language (Arguelles, Hughes & Schumm, 2000).

### **Situational Leadership Theory**

The situational leadership model, based on Hersey’s theory, is built on the principal of adapting leadership to the needs or readiness of subordinates (Hughes et al., 1996). Subordinate readiness is the capability, preparedness, willingness, and motivation of subordinates to undertake a particular task. Situational leadership involves two types of behaviors, task and

relationship behaviors. Task behaviors include providing directions, timelines, and delegating tasks. Relationship behaviors involve clarifying, listening, and explaining (Hersey et al., 2001). The behaviors are separated into four categories: low relationship/low task, low task/high relationship, low relationship/high task, and high task/high relationship. Motivation of the subordinate is important to attain buy-in, but the subordinate may still not have the skills necessary for the task (Hersey, et al., 2001). Effective administrators change their own behaviors to match the readiness of their staff. Depending on the ability of the subordinates, leaders determine if they delegate to subordinates, participate with subordinates, gain subordinates' buy-in, or give subordinates a directive (Hughes et al., 1996).

Sims et al. (2009) described situational leadership theory as “match a particular leadership style or type to specific external circumstances” (p. 149). The central focus is that leaders influence the behavior of others by employing a variety of styles or behaviors. Effective principals do not utilize a single leadership style or approach; they adapt their leadership style to the context presented. Therefore, leaders who employ situational leadership utilize a myriad of leadership styles and choose to be a transformational or empowering leader depending on the situation (Sims et al., 2009).

The situational leadership model demonstrates that in educational settings, the application of leadership behaviors is often variable. Principals and other instructional leaders have subordinates at a variety of readiness levels. Leaders, such as school principals are more effective when they recognize their teachers' level of readiness and provide the proper supports (Hughes et al., 1996). Situational leaders are attentive to subordinates, have relationships built on trust, and communicate openly with their staff (Fullan, 2001; Hersey et al., 2001). Principals considering co-teaching would need to assess the teachers' level of preparedness and determine

if they require further professional development or support before assigning them to co-teach. Murawski and Dieker (2013) discussed the mistakes most principals make by implementing a “one-size-fits-all approach” when preparing teachers for co-teaching. Principals can also empower co-teachers who are implementing co-teaching effectively to lead other co-teaching teams and have other co-teaching teams observe them co-teach. Murawski and Dieker (2013) also suggested letting co-teachers be who are successfully working together. However if a co-teaching team is struggling principals may want to adopt a more directive leadership style.

### **The Principal’s Role in Co-Teaching**

Special education school leaders are vital to the success of inclusion during an era (Martin, Little, Miller, & Gourwitz, 2014). Principals lead with vision and guidance to their teachers as they provide the programs and services to meet the needs of students with disabilities (Voltz & Collins, 2010). Principals working towards an inclusive school culture face the challenges of historical segregation, resistance from teachers, and inadequate funding, among others (DeMatthews, 2014). To address the barriers to inclusion, principals should foster an environment “conducive to open-mindedness, reflection, and professional growth” (DeMatthews, 2014, p. 26).

The school principal is crucial to the elimination of barriers and effective support of co-teaching. Principal planning and support are key components in an environment that is supportive of co-teaching. In a number of studies co-teachers reported administrative support as their biggest need (Salend et al., 1997; Scruggs et al., 2007). The successful application of co-teaching as a model to support students with disabilities in the general education classroom requires both principal support and co-teacher empowerment (Harpell & Andrews, 2010).

Principals leading a school through a co-teaching implementation can benefit from an understanding of research on effective co-teaching (Friend et al., 2010).

Preparing the teachers and classrooms for co-teaching prior to the beginning of the school year strengthens co-teaching partnerships. Study results indicate that co-teaching is most effective when executed by well-trained teachers who have the opportunity to co-plan thoroughly (Little & Dieker, 2009; Walsh, 2012). Co-teachers need administrative support and want to have a voice in the development and planning of their co-taught classrooms (Isherwood & Barger-Anderson, 2008). Dieker and Murawski offered a number of recommendations for principals implementing co-teaching for the first time: (a) solicit co-teacher volunteers, (b) provide effective professional development, (c) provide guidance in determining co-teacher roles and responsibilities, (d) schedule co-planning time, (e) ensure that co-teachers are not pulled out of scheduled class time, and (f) provide strong administrative support (Dieker & Murawski, 2003; Murawski & Dieker, 2004, 2008).

Co-teachers need and want constructive feedback from administrators to improve their instructional practice. This requires that principals evaluate co-taught classrooms and be knowledgeable about the co-teaching practices they observe (Friend, 2007; Murawski & Lochner, 2011; Walsh, 2012). Principals should look for evidence of differentiation, co-planning, effective communication, accommodations, and on-going assessment in co-taught classrooms. Principals can support effective co-teaching by facilitating opportunities for teachers to communicate, visit co-taught classrooms, and celebrate success (Friend, 2007; Walsh, 2012).

#### *Principal's Role in Preparing Co-Teachers*

The effectiveness of co-teaching, particularly as measured by student outcomes, hinges on continuous professional development for both teachers and administrators (Walsh, 2012). An

essential factor in an effective co-taught classroom is teacher buy-in, which can be facilitated by soliciting volunteers for co-teaching teams (Buckley, 2005; Scruggs et al., 2007). Teachers who volunteer to co-teach report more satisfying experiences and positive relationships with their co-teaching partners (Pugach & Winn, 2011) and have a more positive perception of co-teaching and report healthier working relationships which improve their ability to meet student needs (Nichols, Dowdy, & Nichols, 2010). Teachers who volunteer to co-teach report more positive experiences and more professional growth through collaboration with their co-teaching partners (Rytivaara & Kershner, 2012).

Providing educators the opportunity to choose their co-teaching partners lays the foundation for their professional compatibility (Nichols et al., 2010; Scruggs et al., 2007). Teachers reported that when they have no say in their co-teaching partners, they feel their opinions are disregarded (Scruggs et al.). However, others reported a belief that inclusion and co-teaching were the responsibility of all teachers and all teachers should be required to co-teach, given the proper training, preparation, and support (Murawski & Dieker, 2013; Scruggs et al.).

Teacher compatibility is pivotal to the success of co-teaching (Rice & Zigmond, 2000; Scruggs et al., 2007) and functional co-teaching relationships are required to facilitate communication, plan effectively, implement classroom management, and adequately assess students (Gately & Gately, 2001). Administrators should partner teachers with careful thought and consideration of their work relationships. “Personalities or teaching styles of the teacher” are pivotal considerations when pairing teachers (Weiss, 2004, p. 219). Co-teachers who have poor relationships and are unable to effectively communicate with one another, can negatively impact students and learning outcomes (Nichols et al., 2010; Sileo, 2011).

In addition to gaining teacher buy-in, principals can support co-teachers by providing professional development that familiarizes them with the benefits and fundamentals of effective co-teaching (Friend, 2007; Friend et al., 2010;). “Undertrained workers harm organizations in many ways: shoddy quality, poor service, higher costs, and costly mistakes” (Bolman & Deal, 2008, p. 148). By equipping teachers with co-teaching professional development, administrators can prepare educators for their roles in the classroom. Professional development can assist teachers in defining their roles as well as offer strategies for meeting the needs of students in mixed ability classrooms (Friend et al., 2010). Co-teachers must be dedicated to co-teaching and be knowledgeable about the various delivery models and requirements of co-teaching (Sileo, 2011). Professional development can build participant understanding of the various co-teaching models as well as strategies to foster a positive and collaborative professional relationship between co-teachers that can improve learning outcomes (Friend, 2007; Friend & Cook, 2007; Friend et al., 2010; Scruggs et al., 2007).

Defining roles and responsibilities can pose a challenge to co-teachers and an opportunity for principal intervention. Special education teachers are often unsure of their role in co-taught classrooms (Weiss, 2004). Researchers reported that the most effective co-teaching practices are the result of collaboration, co-planning, and teachers’ acknowledgement of equal status in the classroom (Nichols et al., 2010). Often co-teachers utilize only the one teach one assist model in their classrooms (Magiera, Smith, Zigmond, & Gebauer, 2005; Rice & Zigmond, 2000; Scruggs et al., 2007; Zigmond & Matta, 2004). While this model is well suited for the early stages of co-teaching (Cook & Friend, 1995), its continued use promotes the submissive role often assumed by the special education teacher (Magiera et al., 2005; Mastropieri et al., 2005; Rice & Zigmond; Scruggs et al., 2007). Lack of content knowledge also causes special education teachers to take a

submissive role in the classroom (Friend et al., 2010; Mastropieri et al., 2005; Rice & Zigmond, 2000; Weiss & Lloyd, 2002) as does a territorial attitude towards classroom instruction often demonstrated by general education teachers (Buckley, 2005; Morocco & Aguilar, 2002; Scruggs et al., 2007). While teachers report they would prefer administrators to assign classroom roles and responsibilities (Isherwood & Barger-Anderson, 2008), research evidence supports a true partnership, one where each teacher is engaged and contributes to all aspects of classroom instruction, is the most effective model (Friend, 2008).

### *Principal's Role in Preparing the School Setting*

The responsibility of fostering an inclusive environment begins a mindset that teachers are responsible to provide instruction for all students (Harpell & Andrews, 2010; Hehir & Katzman, 2012). Both the general and special education teacher are required to take responsibility for the learning of all the students and plan to meet their needs in the classroom (Friend & Cook, 2007; Hehir & Katzman, 2012; Murawski & Dieker, 2008). Excluding students with disabilities from the general education setting deprives them of social justice, equity, and can foster feelings of isolation (Obiakor, 2011).

In addition to creating a climate of inclusion, principals can support co-teaching by providing time for co-teaching teams to co-plan. In multiple studies on co-teaching, teachers reported their concern about lack of planning time (Dieker, 2001; Friend, 2007, 2008; Friend et al., 2010) despite evidence that co-planning time is critical to successful co-teaching (Bryant Davis, Dieker, Pearl, & Kirkpatrick, 2012; Walsh, 2012). Also, since principals are sending a message that co-teaching teams should be working together, they need to be cognizant of pulling one teacher from the classroom to perform other duties, something that can cause feelings of resentment between teachers (Murawski & Dieker, 2008). Administrators can effectively prepare

a setting that supports co-teaching by providing resources, materials, and preferential schedules that support co-teachers (Murawski & Dieker, 2013).

### **The Colorado Assessment of Co-Teaching (CO-ACT)**

The Colorado Assessment of Co-Teaching (CO-ACT) is a survey designed to gain a deeper understanding of three crucial factors of co-teaching (Adams, Cessna, & Friend, 1993). The project was funded by a grant through the United States Office of Special Education and Rehabilitation Services. The survey was divided into three factors:

Factor 1- Personal Prerequisites which measures the abilities and traits of co-teachers.

Factor 2 - Professional Relationships entails the views and behaviors which have a positive impact on the co-taught classroom.

Factor 3 - Classroom Dynamics detailing the relationship between the co-teachers (Adams, 1993).

The Co-ACT utilizes a Likert scale with five descriptors including: (a) strongly disagree; (b) disagree; (c) neutral; (d) agree; and (e) strongly agree. The score derived from the CO-ACT informs the participant how their score compares to an exemplary co-teaching team. The survey was divided into three factors:

The survey was adapted from *Co-Teach! A handbook from creating and sustaining effective classroom partnerships in inclusive schools* by Marilyn Friend (2007). The CO-ACT was developed employing qualitative field research (Adams, 1993). Co-teaching partners rate their practices. The survey consist of 39 questions and co-teachers are to rate each item on its importance and presence.

The CO-ACT was developed employing four phases. The first phase included a focus group with 12 exemplary co-teachers nominated by their administration. The second phase the



research team continued to enhance the instrument's phrasing and clarity. The co-teaching teams continued to provide feedback on the clarity of the instrument. The survey is utilized to classify exemplary co-teaching teams. An exemplary co-teaching team will score an average of 163.92 on importance and 169.08 on presence.

### **Conclusion of the Review of Literature**

Schools are utilizing co-teaching more frequently in an effort to meet the legislative mandates of IDEIA and NCLB (Nichols et al., 2010). Many teachers and principals find co-teaching to be beneficial for students both academically and socially (Hang & Rabren, 2009). Scruggs et al. (2007) found that co-teaching had a positive impact on students' academic achievement. Concerns voiced by some educators stem from the dangers of improper implementation that can lead to poor student outcomes. Principal support, cited by teachers as their number one need (Little & Dieker, 2009), is important to the overall success of co-teaching teams (Little & Dieker, 2009).

The researchers report the importance of principal support for co-teaching and make general recommendations for providing and improving that support. Little detail is provided on the steps that principals should take prior to implementing co-teaching or supporting successful co-teaching (Murawski & Dieker, 2013). The most challenging barriers to effective co-teaching can be resolved at the administrative level (Scruggs et al., 2007); therefore, it is essential to identify effective administrative practices that support successful co-teaching. Future research should focus on providing detailed recommendations for principals to implement, support, and maintain co-teaching.

## **CHAPTER 3: METHODS**

### **Introduction**

The purpose of this study was to gain a better understanding of the lived experiences of urban middle school principals with regards to their organizational procedures and support for co-teaching. For the purposes of this study, an effective principal was defined as one who was rated as highly effective on his or her last annual performance evaluation. This research study sought to better understand the implementation of co-teaching as special education service delivery model for students with disabilities.

Chapter three presents the qualitative research methodology that was used in this study along with a justification of the researcher's choice of methodology. This chapter is comprised of the following components: (a) description of the research design, (b) demographics, (c) qualitative procedures, (d) Delphi method, (e) population samples, (f) the overarching research questions, (g) data collection, (h) data analysis, (i) triangulation, and (j) methods used to increase validity and reliability. A detailed account of procedures for data collection and analysis are also reported.

### **Research Design**

Qualitative research is a systematic approach to understanding qualities, or the essential nature, of a phenomenon within a particular context" (Brantlinger, Jimenez, Klinger, Pugach, & Richardson, 2005, p. 195). The purpose of qualitative research is to provide a full and

comprehensive picture and in depth of understanding of the phenomenon rather than produce quantitative data (Ary, Jacobs, Sorensen, & Razavieh, 2009; Brantlinger et al., 2005).

Qualitative research encompasses what people do, but also how they feel, and their experiences. Qualitative research requires an effort on the part of the researcher to comprehend their subject's reality. Unlike the numerical data that quantitative research examines, qualitative research uses descriptive methods to study observed processes, products, or phenomenon. Qualitative research investigates the experiences and emotions of the subjects and provides a complete picture that leads to an understanding of the individuals' reality, encounters, and social context (Ary et al., 2009; Brantlinger et al., 2005; Erickson, 1986). Qualitative research informs the policies and practices of special education (Brantlinger et al, 2005). Qualitative research was utilized in this study to examine principals' administrative practices in an attempt to illuminate how those practices may or may not support the co-teaching classrooms and co-teachers evidenced in their schools.

Phenomenology was the qualitative methodology utilized for examining principals' administrative practices in this study. The disciplines of philosophy and psychology provide the foundation for this method that aims to find meaning in the subjective experiences of an individual or group of individuals (Ary et al., 2009; Moustakas, 1994). The goal of the researcher using phenomenology is to identify and describe the individual perceptions of experiences of persons or groups living the phenomenon (Creswell, 2014; Moustakas, 1994). Phenomenology assumes subjectivity and the existence of pivotal structures that can be used to illustrate the experience and describe experiences in detail (Ary et al., 2009). Researchers employing phenomenological methods aim to describe the perceived experiences of individuals and reduce those experiences, through the identification of commonalities, to a description that describes the

essence of the experience. A qualitative phenomenological approach is applied to this study as an exploration of lived experiences of middle school principals in relation to the implementation and support for co-teaching.

### *Setting*

The setting of this phenomenological study was a large urban school district in the southeastern United States. The district serves more than 350,000 students, with more than 35,000 identified with documented disabilities and served through an Individual Education Program (IEP; Undisclosed, 2014). Seventy-four percent of students in this district are eligible for free or reduced lunch. The racial demographics of the school district are largely diverse and include 27,524 students who are white Non-Hispanic, 81,711 Black Non-Hispanic; 239,681 Hispanic; and 6,352 Other (Undisclosed). The school district employs 45,914 individuals including 24,564 teachers (Undisclosed). The large school district is divided into three geographic regions: North, Central, and South.

### *Research Questions*

1. How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?
2. How do principals, who received a rating of highly effective on their annual performance evaluation, develop a culture to support co-teachers?

Research question one examined how principals implemented organizational procedures that ultimately impacted co-teaching. Interview questions targeted how principals' selected co-teachers, created time for co-planning, and defined the roles and responsibilities of co-teachers. Research question two explored principals' practices intended to support co-teachers. The questions investigated the principals' efforts to prepare the educators, if and how they motivated

their staff, and how they addressed their faculty's needs. In addition, the researcher identified practices that are effective from the perspective of principals who supported co-teachers.

### **Method**

A phenomenological research study was used to investigate the lived experiences of principals who were rated as "highly effective" and had employed co-teaching at their schools for at least three years. Structured interviews were conducted with the principals who met the criteria. The data were collected from principal interviews, surveys of co-teachers, and reviews of school documents. Survey and interview questions were developed using a Delphi technique with the assistance of an expert panel. Data were analyzed employing the guidelines set forth by Hycner (1985) to find the essence of the experiences principals had as related to the research questions.

#### *Participants*

Participants of a phenomenological research are selected because they had experience in what is being studied and were able to share their thoughts and feelings on the topic (Ary et al., 2009). The participants in this study were selected because of their lived experience in urban education. This research investigated the experiences of urban middle school principals in schools that utilized co-teaching as a service delivery option to support students with disabilities in inclusive classrooms. Selected principals met three requirements:

- a. Rated as highly effective on the most recent principal evaluation system
- b. Utilized co-teaching as a service delivery option for a minimum of three years as a school principal in the same building.
- c. Nominated for participation in this study by a district special education supervisor.

In order to identify participating principals, the researcher sent an email to a district administrator requesting the names of individuals that met the researcher's requirements. The email described the study and the rationale. The researcher followed up the e-mail (Appendix C) with a telephone call. On that call the researcher described the study and asked the administrator to nominate principals who met study participation requirements. In response, the district special education supervisor assembled a list of four potential candidates. The researcher contacted the identified principals via email and asked them to participate in the study. The letter to the principals (Appendix D) included the following:

- a. Rationale for the research study
- b. Purpose of the study
- c. Requirements for participation
- d. Researcher contact information
- e. A request for meeting dates, times, and locations

Co-teachers at the principals' schools also were asked to participate in the study. The co-teachers took part in a survey about the support and procedures implemented for co-teaching at their respective schools. Additionally, the researcher conducted a review of existing documents.

### *Data Collection*

Data collection in qualitative research involves a number of tools. The most frequently used tools are interviews, observations, and relevant document reviews (Ary et al., 2009). In this qualitative phenomenological study, data collection occurred through principal interviews, surveys of co-teachers at school sites, and review of relevant school documents pertaining to co-teaching.

***Instruments.*** A slate of interview questions for principals and a survey for co-teachers were used in this study.

***Interviews.*** Interview questions were developed and validated through the use of a Delphi study. Using these validated questions, interviews were conducted by the researcher with selected school principals. Interviews are essential to qualitative studies, and are used to understand perspectives, attitudes, behaviors, and experiences (Fitzpatrick et al., 2011). The advantage of interviews is that they allow for the use of probing questions that can clarify participant responses (Creswell, 2014; Fitzpatrick et al., 2011). Interviews provide a holistic view of the practices, changes, and supports principals provide to the co-teachers.

***Surveys.*** Co-teachers were asked to participate in an online Likert-scale survey pertaining to their co-teaching experiences at their schools. The survey, used with permission (Appendix E), was the Colorado Assessment of Co-Teaching (Adams et al., 1993; CO-ACT). Twelve additional questions were added to the survey as a result of the analyses of data from principal interviews to provide context and background information on the co-teachers and assist in triangulating findings. The additional questions were adapted from the principals' interview questions and added prior to the CO-ACT. In its final form the co-teacher survey contained 51 questions. The survey was emailed to co-teachers in the schools of participant principals.

The reliability of the survey was compromised by adding additional questions to an existing and valid survey but the research added the questions to fully triangulate findings from the principal interviews. Surveys were used to gather data on the perceptions of teacher participants related to their co-teaching practice, barriers to effective co-teaching, organizational procedures, and administrative support. Co-teachers responded to survey questions about practices and supports in place for co-teaching at their schools. Survey questions were used by

the researcher to gather data about planning time, professional development in co-teaching, classroom observations, and observation feedback. The survey took approximately 15 minutes to answer. Surveys are key data collection tools especially beneficial when collecting data from large groups (Fitzpatrick et al. , 2011). A survey instrument was chosen as a data collection mechanism to save time and provide anonymity to teachers. When respondents are anonymous there is less fear of reprisal, increasing the likelihood of responses that are candid and trustworthy (Fitzpatrick et al., 2011).

There are disadvantages to using surveys to gather participant data. Disadvantages include careless responses, biased responses caused by question wording, and insufficient or incomplete responses that do not produce hoped for information. Data gathered through the co-teacher survey is a component of the triangulation for this research and was used to build convergence from the interviews adding validity to the study (Creswell, 2014).

***Document Review.*** The principal participants were asked to provide documents for the researcher to review such as the school’s master schedule, School Improvement Plan, and the Action Plan. These documents were chosen because they provided a deeper understanding into the principals’ organizational procedures and supports in relation to co-teaching.

### *Delphi Study*

Employing an expert panel to create effective interview or survey questions augments the validity of qualitative research (Okoli & Pawlowski, 2004). The Delphi method was utilized to select the members of the expert panel and development of interview and survey questions. The Delphi method is “an iterative process for consensus-building among a panel of experts who are anonymous to each other” (Garson, 2014, p. 1). It has also been described as “a method for



structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 1975, p.3).

The Urban Special Education Leadership Collaborative (USELC) was the targeted source of recommended panelists for the Delphi study. The Urban Special Education Leadership Collaborative provides leadership development and collaboration opportunities for school district leaders for the purpose of gathering and sharing information on effective practices with other educators. The organization’s mission “is to improve education outcomes and life opportunities of children and youth with disabilities in urban schools through leadership development” (“Who We Are”, n.d., para. 2). The researcher contacted USELC’s Executive Director, Dr. David Riley, to solicit recommendations for panel members.

With a list of panel participants, the researcher contacted the individuals to request their participation in the expert panel for the Delphi study (Appendix F). Volunteer panel members were provided with proposed questions that they reviewed and critiqued to provide feedback that was used to focus question topics, ensure relevance, evaluate scope, and ultimately create a comprehensive and valid set of interview questions.

The Delphi method is a cycle that requires multiple iterations to create and refine questions (see Figure 1; Okoli & Pawlowski, 2004). Round One entailed sending the panel a list of overarching questions along with subsidiary interview questions asking for comments, recommendations, and corrective feedback. The researcher then compiled a revised list of questions incorporating the panels’ suggestions and sent those back to the panel for round two. In the second round the panel was asked to rate each question on a prescribed scale: acceptable, unacceptable, or needs revision (Appendix G). Suggested revisions and ratings from round two were used to make improvements in questions, which were sent back to the panel for a third and

final round of feedback. In round three panelists were asked to indicate their agreement with the majority vote on each interview question and provide a rationale for any question they did not agree upon; the goal being panel consensus on the inclusion or exclusion of individual questions (Pfeiffer, 1968). At the conclusion of round three, questions with an agreement of 80% or higher became part of the principal interview protocol (Appendix H).

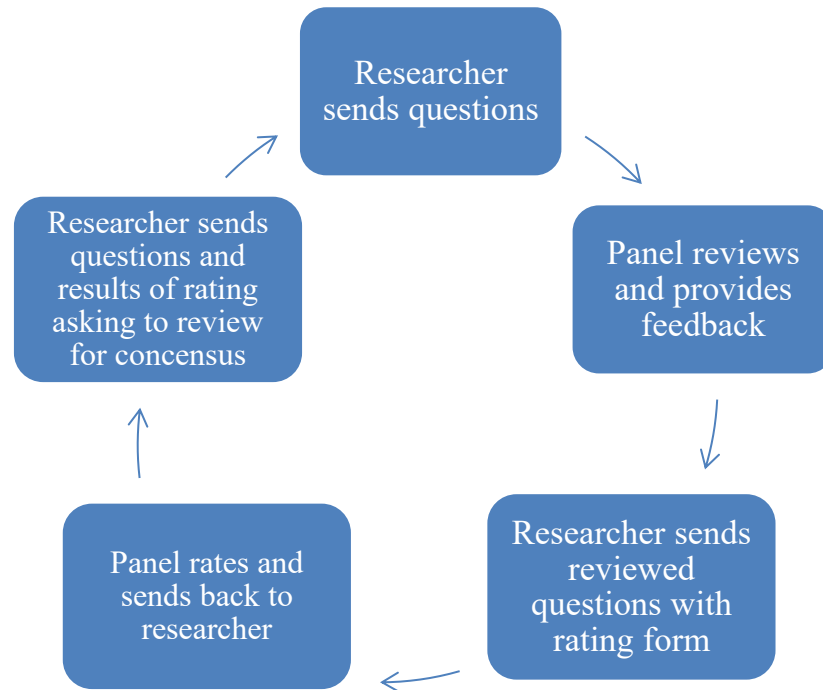


Figure 1: The Delphi Method

### *Principal Interviews*

After a question slate was finalized and principal participants identified, participants were contacted to schedule interviews at a location of their choosing. Each principal participant was provided a Summary of Explanation for Exempt Research (Appendix I). Principals were interviewed individually, and responses recorded. Research questions were organized into two categories each with 11 to 19 semi-structured questions that correlated with the two research questions: principal organizational procedures and supports in relation to co-teaching.

The researcher spent several minutes developing a rapport with each principal before beginning the formal interview. During that time the researcher read the interview protocol (Appendix J) describing the purpose of the research without providing details that could bias the participants (Ary et al., 2009), as well as the time requirement and rights of the participants. The questions asked addressed the research questions presented and the principals' responses provided an essence of what principals do to support and impact co-teaching. The interview style was semi-structured; principals were asked the same questions, in the same order, along with transitions and probes, for further clarification (Ary et al.). Keeping interviews in a consistent order assists in data organization and ultimately data analysis (Patton, 2002). The researcher recorded all interview sessions utilizing a digital voice recorder and took field notes in order to document any occurrences that could not be recorded. The purpose of recording interviews is to ensure all the information is gathered and to allow for interobserver agreement (Patton, 2002). At the conclusion of the interview, the researcher turned off the recorder, thanked the principals for their time, and collected the required documents for review. The interview times averaged about 45 minutes. The researcher transcribed the interviews, printed the transcriptions, and is storing them in a lock cabinet for three years. After the three years expire the researcher will destroy all data.

### *Teacher Survey*

Once the principal data were analyzed, the researcher used that information to create additional questions for the teacher survey that would assist in triangulating data. Principals were informed that the survey was going to be sent out to randomly selected co-teachers. Co-teachers who were currently co-teaching and employed at the selected principals' schools were targeted for the study. The principal informed co-teachers that they may be receiving the survey

and encouraged participation. The researcher randomly selected three co-teaching teams per school to receive the co-teacher survey (Appendix K). The principal was not told which co-taught teams were selected to receive the survey.

The survey sent to the co-teaching teams was completed online and utilized the password protected, online data collection survey tool Qualtrics. The survey was presented to participants in three parts, first was the Summary Explanation for Exempt Research (Appendix L), next was the 13 questions added by the researcher after the principal interviews, and finally the CO-ACT 39 question survey was presented. The survey remained open for one month. Reminders were sent to the selected co-teachers every week the survey remained opened. The school information was coded and the participant's responses were kept confidential. The researcher printed the Qualtrics survey reports that are being stored in a locked cabinet for the next three years. At the end of three years the data will be destroyed.

### *Review of Documents*

At the close of each principal interview the researcher requested a copy of the school's master schedule, School Improvement Plan (SIP), and action plan as data to review for triangulation purposes. The review of these existing documents assisted the researcher to corroborate the findings. By reviewing the master schedule the researcher was able to verify scheduled time for co-planning, the number of teaching partners for each co-teacher, and the number of class preparations assigned to co-teachers. The SIP supplied information pertaining to the school's vision and mission as well as the use of strategies such as collaboration and differentiated instruction. Finally, the school's action plan contained information about the school's plans for staff professional development. The researcher created a table for each document (Appendix M) and noted the documents which supported the findings.

## *Data Analysis*

Data analysis for this study employed Hycner's guidelines for analyzing phenomenological interview data (1985). The steps were repeated for each principal interview to assist in the organization and management of the data. These steps included:

1. Transcription – In this step the researcher transcribed the data verbatim from the audio recordings into a Word document (Appendix N).
2. Bracketing and Phenomenological Reduction - The researcher's preexisting ideas and notions about principals and co-teaching have the potential to bias the analysis process. The bracketing process mitigates these biases. Bracketing requires the researcher confront personal biases through a process that involves writing them down and ultimately suspending those presumptions to allow for objective data collection. In this study bracketing allowed experiences of the principals to be explored with openness so that meaning could emerge.
3. Listening to the Interview for "A Sense of the Whole." The researcher listened and read the interviews and field notes a number of times to become familiar with the data collected and listen for a sense of the entire story. The researcher also read over field notes and transcriptions for nonverbal communication such as emphasis and pauses.
4. Delineating Units of General Meaning - The researcher reviewed transcripts of each principal interview, line by line, searching for units of meaning. Once identified, units of meaning were transcribed individually, maintaining their original format, in separate Word documents. Meaningful statements that directly relate to research questions, were identified using a framework developed from reviewing commonly used phrases, ideas, or experiences (Hycner, 1985).

5. Delineating Units of Meaning Relevant to the Research Question - The researcher took meaningful statements and looked for a relationship with the research questions. If the responses were related to a research question, the researcher coded them to associate each with the question they pertained to (1=question one, 2=question two). Data found to be non-essential to the research was coded as Not Applicable (NA).
6. Eliminating Redundancies - The researcher examined each unit of meaning for all principals and eliminated repetitious statements. The researcher noted statements or phrases that were repeated, possibly indicating a level of significance
7. Clustering Units of Relevant Meaning - The researcher reviewed the units of meaning selected and examined them for common themes. During this process the researcher transcribed relevant statements on post-its and used different colors to represent each principal. This allowed the researcher to shift the statements around and investigate the different clusters that emerged.
8. Determining Themes from Clusters of Meaning - The researcher examined all the clusters to search for larger themes that spoke to the essence of the principals' experiences. This process was repeated for each research question. Once this process was complete the researcher utilized the interobserver reliability to verify findings.
9. Writing a Summary of Each Individual Interview - The researcher assembled all of the data, themes, and clusters to create a summary for each principal interview.
10. Return to the Participant with the Summary and Themes - This step, referred to as member checking, enhances the validity of the research. Each principal was provided a copy of their interview summary along with the themes that emerged from their interview data. Principals were asked to review the material and report any concerns or

disagreements Principals were told that additional interview time could be scheduled if needed. None of the principals requested additional interview time.

11. Modify Themes and Summaries - The principals did not report any concerns or disagreements. The researcher did not need to collect any additional interview data.
12. Identifying General and Unique Themes for All the Interviews - After the researcher analyzed the data from each principal, all data was reviewed to identify commonalities in themes or experiences among principals. Any themes found to be unique to a single principal were noted as outliers.
13. Contextualization of Themes - After the researcher identified general and unique themes, they were described within the context of the related research question.
14. Composite Summary - The researcher summarized all research data within the context of the research questions including identified themes and experiences of principals. A holistic picture was generated from the data.

### *Triangulation*

Triangulation involves employing multiple researchers, multiple data sources, or multiple methods to build justification of research findings (Creswell, 2014; Merriam, 1995). A combination of sources such as interviews, surveys, or other relevant documents is a form of data triangulation (Ary et al., 2009). In this study, triangulation was accomplished through principal interviews, co-teacher surveys, and a review of documentation at the schools.

The examination of documents involved inspecting the master schedule to look for common planning time between co-teachers. If principals are providing common planning time through another mechanism such as faculty meetings or summers, evidence of this alternative

planning time was requested. The final source of data for triangulation came from reviewing existing documents which included master schedules, SIPs, and the school's action plan.

Once themes were identified in principal interviews, the researcher surveyed the teachers at the schools to determine if agreement exists between the responses of principals gathered through interviews and the responses of teachers gathered from surveys regarding their co-teaching experiences. Descriptive statistics were employed to evaluate teacher surveys and validate the themes found in principal interview data. Frequencies were calculated and paired with the commonalities obtained in interview data. Gathering data from multiple perspectives and sources strengthened the conclusions drawn in this study (Ary et al., 2009; Creswell, 2014; Fitzpatrick et al., 2011).

### **Validity and Reliability**

In qualitative research validity and reliability refer to the credibility of the data and the rigor of the data collection and analysis process (Ary et al., 2009). The rigor of qualitative research is found through credibility, transferability, dependability, and confirmation (Ary et al., 2009). There are three key forms of rigor: internal validity, reliability, and external validity, also referred to as generalizability (Merriam, 1995). The validity and reliability of qualitative research stems from the processes set in place and employed during research. Ensuring validity and reliability is crucial to producing meaningful results (Ary et al., 2009; Creswell, 2014; Merriam, 1995).

**Validity.** Qualitative validity is both internal and external and is achieved through researcher-employed processes used to verify the accuracy of outcomes (Creswell, 2014). Validity in phenomenological research is dependent on the researcher's ability to be aware of and reduce personal bias in the interpretation of data (Moustakas, 1994).



Internal validity is seen as the credibility of a research study (Ary et al., 2009). To confirm internal validity one must examine how well the researcher has established truth in study findings, something that can be difficult to accomplish when participants include many individuals with various realities (Merriam, 1995). To strengthen internal validity the researcher may triangulate findings, perform member checks, conduct peer/colleague examination, write a statement of the researcher's experience, and collect data over a long period of time (Merriam, 1995). Internal validity can be improved by using validated interview questions and survey instruments. In this study a Delphi study was used to validate study instruments (Okoli & Pawlowski, 2004). During data analysis, the use of member checking and triangulation can further strengthen internal validity.

External validity is the extent to which findings can be applied or generalized to other situations (Ary et al., 2009; Merriam, 1995). Some qualitative researchers believe that generalizability is not an appropriate goal for this type of research (Cronbach, 1975) or is an inherent limitation of qualitative methods (Merriam). Three alternative ways to look at generalizability are working hypotheses, concrete universals, and reader or user generalizability (Merriam). Cronbach believed that generalizability is a lofty goal for the social sciences and recommends researchers think in terms of working hypotheses, which reflects conditions that are specific to that situation and can be used to guide practices (1975). Concrete universals are based on the beliefs that what is learned in particular situations can be applied to similar situations (Erickson, 1986). Reader or user generalizability is seen as the degree which findings from one situation can be applied to another. Four strategies can be employed to strengthen the external validity of the research, thick description, multi-site designs, modal comparison, and sampling within (Merriam, 1995). To enhance the generalizability of this study, the researcher provided

thick description of the observed phenomenon allowing consumers to determine reader and user generalizability.

**Reliability.** “Qualitative reliability confirms that the researcher’s approach is consistent across different researchers and different projects” (Creswell, 2014, p.201). In the social sciences, reliability is problematic since human behavior is not static and settings can change daily (Merriam, 1995). Guba and Lincoln (1981) suggested that researchers aim for “dependability” or “consistency” (p. 288) while Merriam insisted that qualitative researchers not concern themselves with whether results from multiple studies are the same but rather “whether the results are consistent with the data collected” (p. 56). Three strategies to augment reliability include triangulation, peer examination, and a clear audit trail (Merriam). All three strategies were used to improve the reliability of this study.

Triangulation related to principal interviews, teacher surveys, and the researcher’s review of school documents. Peer examination involved having selected colleagues examine collected data and offer comments on findings. The selected colleagues, included three individuals with doctoral degrees and experience conducting research, reviewed the research data to determine if there was agreement between the researcher and the judges. A clear audit trail was established by chronicling in detail both data collection and analysis.

Other factors that improved reliability included the use of a Delphi study to validate interview and survey questions, consistent criteria for selecting principal participants, the use of standard protocols for interviewing participants, and the use of scripted structured interview questions. Finally, the use of Hycner’s data analysis approach also strengthened reliability through member checking and multiple reviews of interview recordings (1985).

## **CHAPTER 4: DATA ANALYSIS**

### **Introduction**

The purpose of this study was for the researcher to gain a better understanding of the lived experiences of urban middle school principals with regards to their organizational procedures and support for co-teaching. The researcher used qualitative phenomenological methods to gather data on two aspects of co-teaching: implementation of organizational procedures and development of a culture of support. The data was gathered from three sources: principal interviews, teacher surveys, and a review of existing documents.

The first section of this chapter includes contextual information about participants providing context for the data analysis. The content presented contains background information on principals and schools which assists in the deeper understanding of the tabular data and summaries presented. The subsequent data was gathered from three principals, ten co-teachers, and the review of each school's master schedule, school improvement plan, and action plan. Through the analysis of the interview data, the researcher discovered commonalities and themes. Employing a survey and document review, the researcher was able to triangulate the findings, which increased the reliability and validity of the results.

### **Interview Questions**

The researcher produced a sample list of 32 interview and probing questions, which supported the two central research questions of the study. Interview questions addressed the

necessary demographic information as well as research on practices surrounding co-teaching. The Delphi technique was used to validate interview questions. The Delphi expert panel included members from the Urban Special Education Leadership Collaborative (USELC). The members are executive directors from large urban school districts and some are directors of special education in their districts. All are professionals knowledgeable in urban leadership and special education.

The Delphi study was completed in three rounds. In round one the expert panel was provided with the study purpose, central research questions, sample interview questions, and detailed instructions on the review procedure. Questions were evaluated for relevant content, appropriateness, and soundness. Panel members were asked to rate the questions as “appropriate” or “not appropriate.” If a question was regarded as inappropriate, panel members were asked to provide feedback or suggestions for rewording (Appendix G).

The results of round one were applied and presented in round two. Similar to the procedures in round one, panelists were asked to review multiple versions of each question and select the version they felt was the most valid and appropriate. In the final round of the Delphi study, the panel was given the original and proposed versions of questions that were revised according to panelist feedback. Panel members were asked to confirm their agreement with the reworded questions and confirm the consensus from round 2. If a panel member did not agree they were asked to provide a rationale for their disagreement. After three iterations, a consensus was reached by the Delphi panelists resulting in a validated principal interview instrument that was used in this study (Appendix H).

### Principal Participant Background Information

The researcher conducted face-to-face interviews with all three principals. Each agreed to the requirements for participation, which included: recording interviews, participation in the supporting co-teacher survey, and providing documents for review. All three principals were leaders in middle schools. Table 1 presents the demographic and professional information of principal participants.

Table 1: Principal Descriptive Information

Principal	Gender	Ethnicity	Degree Attainment	Type of School	Experience as Principal	
					Overall	Current School
P-1	Female	Hispanic	Masters in Ed. Leadership	Middle	5 years	5 years
P-2	Male	African American	Masters in Ed. Leadership	Middle	10 years	3 years
P-3	Female	Caucasian	Specialist in Ed. Leadership	Middle	6.5 years	4 years

### Field Notes

#### *Principal 1(P-1)*

P-1 was the principal in a full magnet school of choice providing an International Baccalaureate Middle Years Program (IBMYP). She worked 11 years prior to her promotion as the assistant principal in that school. Prior to her role as an assistant principal, she was Dean of Students in a high school. All her administrative experience has been in middle and high schools.

At the time of this study, the school had 1,219 diverse students across grades 6-8 (67% Hispanic, 36% white, 13% black, 3% Asian, 1% Multi-Racial). P-1 school has 58 students with disabilities enrolled and approximately 30 students with disabilities require co-teaching according to their Individual Education Plan (IEP). Some students with disabilities have consultation on their IEPs. The school does not provide any self-contained classes, they are a full inclusion model. P-1 employs a seven periods to meet the requirements of the IBMYP however, teachers only get paid for six periods and were willing to sign a waiver to continue with the program. There are two special education teachers and seven co-taught classes. The special education teachers work with two to four partners.

The researcher interviewed P-1 in her office one week after the end of the school year. Her office was organized with many shelves, resource materials, and personal photos. The researcher and principal exchanged pleasantries and the principal was welcoming. She left her office door open but there were no interruptions or calls during the interview. The principal was able to remain focused on the interview, despite the noisy work area outside her door. The principal sat behind her desk, while the researcher sat in a chair in front of her desk. She was relaxed during the interview process, responded with ease, and provided succinct answers. She was animated when answering some questions, laughed at times, and took notes on items she wanted to learn more about later. She spoke with pride about her school and staff. She seemed pleased with the work of her teachers and the accomplishments of her students. She noted that she was pleased with the performance of her students with disabilities, especially considering the rigor of the curriculum.

P-1 talked about the importance of choosing the right teachers and preparing them well for their roles in co-taught classrooms. She noted that she had clear expectations for those

classrooms, but she did not define roles and responsibilities for the teachers. She indicated her belief that professional development plays an important role in preparing teachers for inclusive classrooms and indicated that she had provided multiple opportunities for learning and improving skills with the knowledge that it will improve instruction.

P-1 stated her belief that effective co-teachers collaborate, share classroom responsibilities, and are recognized equally as teachers by their students. She talked much about the attitudes and mindsets of teachers as an essential component in effective co-teaching. P-1 expressed her belief that her co-teaching teams were successful because she selected staff who were willing to release control, compromise, and learn from professional development opportunities. The interview transcript can be found in Appendix K.

#### *Principal 2 (P-2)*

P-2 had 10 years of experience as a principal and had been in his current school for three years. Prior to becoming a principal, P-2 held positions as an assistant principal and regional director. The school has 516 diverse students in grades 6-8 (53% Hispanic, 37% black, 7% white, and 3% other). The school is designated Title 1 with 84% of students on free or reduced lunch. The school services 126 students with disabilities and provides the full continuum of services. P-2 utilizes co-teaching for five classes and teachers of special education may work with up to two partners. There are four teachers of special education.

The interview with P-2 took place in the morning, the first week after the school year ended. P-2 ran late to the interview because he was in a meeting that went longer than expected. He apologized for the delay as the interview commenced. The interview took place in P-2's office sitting side by side at the conference table. He asked to make sure the space was acceptable and the sound of the office fish tank would not be distracting. The office held a

number of books, personal photos, and framed certificates. The principal was welcoming and asked about the researcher's doctoral program. During the interview P-2 seemed relaxed and answered passionately at times, stressing particular points by tapping a finger on the table. A couple of individuals came in and out of his office but he ignored them and remained focused on the interview.

P-2 emphasized statements by repeating them several times during the interview. When discussing differences in roles between the general education teacher and special education teacher, he stated his belief that they should not be viewed as different stating, "a teacher is a teacher." He holds a belief that there should be no difference between co-taught and other general education classrooms, and that students with disabilities should be truly integrated.

P-2 stated his belief that providing professional development for his staff was crucial to their success, and mentioned a number of times that his staff got the training they needed. He believes his role as principal is to hold standards high for all students including those with disabilities, and provide them the same quality of instruction provided to their non-disabled peers.

P-2 stated inclusion was important and co-teaching was effective when teachers worked collaboratively. His expectation was that both teachers co-plan lessons and provide instruction for all students in the class. The interview transcript can be found in Appendix K.

### *Principal 3 (P-3)*

P-3 was the principal of her current school for four years with a total of six and a-half years in the role of principal. Prior to that she held other administrative roles including elementary assistant principal and a district mathematics supervisor. The school has 1,035 diverse students across grades 6-8 (Hispanic 93%, 4% black, 3% white and 1% other). The



school was designated Title 1 with 81% of students on free or reduced lunch. P-3 school services 153 students with disabilities. The school utilizes co-teaching for 11 classes and employs five teachers of special education. The teacher of special education may work with up to four partners. P-3 prefers consultation model over co-teaching and offers self-contained through one class per subject.

The interview with P-3 started as scheduled early in the morning the first week after the end of the school year. The principal was warm and inviting, and introduced the staff before we began. That morning she had bought her office staff breakfast, she offered something to drink or eat. As we walked to her office she asked me to tell her about myself. We sat across from each other at her desk. Her office was small and filled with resources, family photos, and a large photo of her entire staff. During the interview she appeared at ease and smiled often. She spoke with confidence and became animated at times.

P-3 stressed the importance of inclusion but discussed the need for a continuum of services, a model she preferred was the consultation model. The principal spoke about the various advantages and disadvantages of co-teaching. She acknowledged that co-teaching provided higher levels of support to struggling students, but noted the lack of funding, co-taught class-size mandates, and potential issues between partners as challenges. She admitted her desire to see more co-planning and team teaching. She was trying to increase teacher collaboration through a morning common planning hour that could be used for co-planning. P-3 trusted that co-teachers could define their roles and responsibilities in the classroom and her role was to assist them when necessary. She also acknowledged the general education teacher typically took the lead, with the special education teacher there to assist.

P-3 expressed the need for teachers to be knowledgeable about the content area. She emphasized that respect for teachers would assist with buy-in. She preferred if co-teachers were volunteers rather than assigned. She also believed providing teachers with the necessary materials and training motivated them. Her expectations when conducting an observation of co-taught classroom was to see both teachers engaged with students. She stated the belief that student success resulted from a collaborative effort between administration, department chairs, teachers, and students. The interview transcript can be found in Appendix K.

### **Analysis of Principal Interview Data**

The primary source of data for this study was principal interviews. Questions were developed to focus on the two central research questions that guided the study. Through the analysis of the transcribed responses the researcher identified commonalities, which were then categorized into identified themes. The commonalities, themes, and quotations are presented in the following sections and organized by the two central research questions.

#### **Data Analysis for Research Question 1**

*How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?*

An analysis of the principal interview data revealed several commonalities related to the implementation of organizational procedures. Six themes emerged that relate to Research Question 1: (a) preparing the setting, (b) preparing co-teaching teams, (c) necessary co-teacher skill sets, (d) utilizing the leadership team, (e) purposeful selection of staff for co-teaching, (f) addressing barriers.

The themes are presented in the tables below along with direct quotes from the interviews.

*Theme 1: Preparing the Setting for Co-Teaching*

Preparing the setting for co-teaching was the first theme identified by the interview data analysis. Principals discussed the various ways they prepare the school setting for co-teaching. Table 2 displays various comments that have been summarized that demonstrate how principals prepare their school setting for co-teaching.

Table 2: Principals’ Comments Supporting Preparing the Setting for Co-Teaching

<b>P-1</b>	<b>P-2</b>	<b>P-3</b>
Reviews cumulative folders to ensure students are placed correctly.	Builds time for co-planning into the master schedule.	Gives co-teachers tools they need.
Ensures time for co-planning is built in the master schedule.	Guarantees staff has necessary materials.	Offers unique times to co-plan if the staff wants to utilize it.
Reconfigures classes to make them more conducive for co-teaching.	Offers the continuum of services in the schedule for students with disabilities.	Provides students with disabilities the continuum of services.
Delegates special education chair to assist with scheduling students and training teachers.	Creates the master schedule.	Utilizes special education chair to analyze what services the students with disabilities require.
Develops the master schedule to ensure co-teaching scenarios are done correctly.		Hands-on involvement with master schedule due to its importance.

Principals explained the processes they use when scheduling staff and students. Participating principals placed emphasis in their involvement in the creation of the master

schedule. Principals also believed it was important they be involved in the selection of co-teaching teams.

P-1 discussed her process in preparing for co-teaching and the importance she places on the master schedule. “The assistant principals and I develop the master schedule. I am still very involved in it... I need to look at the right pairing for those co-teachers.”

P-2 stated that the process for preparing for co-teaching has a multitude of steps and considerations. “Process is the master schedule. Process is providing a continuum of services. Process is training. The process is through teachers who are willing to try it. My process is through the effectiveness over the years.”

P-3 expressed the significance of her involvement in the master schedule. “I think the schedule is the heart of the school and scheduling kids appropriately is super important to me...”

### *Theme 2: Necessary Co-Teacher Skill Sets*

The principal data analysis revealed commonalities in principals’ expectations of specific skills they expect from their co-teachers resulting in the theme co-teacher skill sets. Table 3 displays the summaries of comments principals made supporting this theme.

Table 3: Principals’ Responses Supporting Necessary Co-Teacher Skill Sets

P-1	P-2	P-3
Expects knowledge of student population from both teachers.	Ensures special education teachers are certified in subject area.	Encourages special education teachers to become certified in a content area.
Mandates knowledge in the subject area.	Insists co-teachers possess ability to manage students.	Calls for knowledge in subject area.
Requires familiarity with IEPs and accommodations from co-teaching staff.	Looks for instructional leaders and experts in content area.	Inclined to place rookie teacher in co-teaching.
Willingness to assign a rookie teacher to a co-taught setting.	Relies upon special education teachers’ skill set to manage students with disabilities.	

Principals discussed the need for both co-teachers to be knowledgeable in the content area they teach. Participating principals stated they did not want to see the special education teacher solely grading and completing paper work. When principals walked into the co-taught class they expected to see the both teachers involved in the lesson. Principals encouraged their special education teacher to become subject certified.

P-1 expects both co-teachers to be knowledgeable about the subject area they teach and also discussed that she expected teachers to be knowledgeable about the needs of their students with disabilities. “...and they need to know their student population and know the accommodations that need to be made for the students.”

P-2 expressed that he expects both teachers to be involved in the class instruction. He stated that he does not want the teachers to have the mindset where the special education teacher is only there to assist or work solely with behavior management.

Absolutely you want the teachers to really know the content area. We don't want one teacher teaching the content area and the other just to be able to manage the kids. I want my teachers to be able to be competent academic leaders. That is very important.

P-3 expressed her expectations that both co-teachers know the content they are teaching. Additionally she expects her special education teachers to get certified in a subject area. "I do encourage my special ed. [education] teachers to get their subject area certification."

*Theme 3: Preparing Co-Teaching Teams*

Commonalities discovered proposed a theme of preparing co-teaching teams. The principals all stated they ensured the staff was prepared with the knowledge to take on the task.

Table 4 provides the summaries of statements made by principals.

Table 4: Principals' Responses Supporting Preparing Co-Teaching Teams

P-1	P-2	P-3
Obtains training for staff.	Trains teachers each year on co-teaching.	Offers various trainings on special education issues.
Provides training at the start of each year in co-teaching.	Expects special education teachers get certified in a subject area.	Informed teachers an online PD on co-teaching.
Directs teachers to pertinent district workshops.	Ensures teachers attend necessary workshops and trainings in their content area.	
Conducts individual meetings with staff that is uncertain about co-teaching.		

P-1 discussed the importance of training teachers so they are prepared to meet student needs.

For example the past few years our number of students with autism had gone up. So we had to rethink our co-teaching...the general ed. [education] teachers need a little bit more help so we had someone come out from the district offices, an autism specialist, to talk about how to help those students.

P-2 ensures his teachers get the training they need to do their job effectively. “I train my teachers. They are all under the same umbrella of teacher. And whatever the academic content area is that is where we send those teachers.”

P-3 observed that her staff needed professional development on issues related to special education and shared how she provided various types of training.

We actually offered...a ton of training for our staff, multiple PDs [professional developments] on special education. One of our PDs for the whole staff was on accommodations versus modifications and what that looks like because I think there is a huge misunderstanding on how to apply those.

#### *Theme 4: Utilizing the Leadership Team*

Commonalities identified by the researcher resulted in a theme where the principals utilized their leadership team in implementing certain organizational procedures for co-teaching. Table 5 illustrates the summarized comments pertaining to the theme.

Table 5: Principals' Responses Supporting Utilizing the Leadership Team

P-1	P-2	P-3
Assigns special education chair to assist with the schedule of students and teachers.	Relies on support system provided by special education chair, content department chair, and administrative staff.	Utilizes special education chair to analyze teachers and students and determine where to place them in the continuum of services.
Entrusts special education chair and assistant principal to run the PD on co-teaching each year.		

P-1 related how she delegates some responsibilities to her special education department chair.

I hire her in the summer. She comes in so we can look at the cumulative folders for the incoming 6<sup>th</sup> graders. Once scores come out, then we can obviously go further with that information. But at the very least looking through the cumulative folders and getting to know those 6<sup>th</sup> graders the ones that we don't know yet. Then making sure we look at those schedules to make sure that they are with the right co-teaching situation.

P-2 utilizes his leadership team to help make decisions about selecting and pairing his co-teachers. "Me having conversations with respective coaches, with respective department chairs."

P-3 asks her department chair to assist with scheduling co-teachers and students with disabilities.

So I honestly leave that up to the sped [special education] department chair to analyze teachers and when to schedule students for consultation or co-teaching. So what we do when we are getting ready to make the schedule I ask my department chair to make up a chart with every child's name and then every subject on the top and what model the children need based upon what they know about the children so then it becomes just this



chart ... We have little codes and so I leave it up to them to utilize the data and to make recommendations.

*Theme 5: Purposeful Selection of Staff for Co-Teaching:*

Another commonality that arose from the three principal interviews was related to how they placed staff in co-teaching. Table 6 includes the principals' summarized statements supporting placing staff in co-teaching.

Table 6: Principals' Responses Supporting Purposeful Selection of Staff for Co-Teaching

P-1	P-2	P-3
Analyzes student population to determine staff placement.	Analyzes teacher effectiveness when placing co-teachers.	Utilizes a number of factors when pairing co-teachers that are not necessarily student scores.
Employs data after identifying teacher certification.	Uses student data to determine teacher effectiveness.	Alluded to selecting staff who want to co-teach.
	Considers observations during classroom walk through.	
	Wants teachers who want to be there.	

P-1 employs a number of considerations when determining which staff to utilize in co-teaching. She does not solely employ student data. P-1 examines the teachers' certifications and the types of students. "...I kind of just look at the subject areas that the teacher is certified to teach and the population of students I am getting each year. Each year it changes."

P-2 utilized several sources of data when making decisions in terms of co-teaching teams. He thinks about what he witnesses during teacher observations, teachers' skill sets, teachers' personality, test data, and the suggestions of his leadership team.

I am thinking about the academic effectiveness of both teachers. I'm thinking about the ability of both teachers to manage students. I'm thinking about teacher's ability to compromise. We want to pair two teachers that are willing to work together and that comes through me doing my classroom walk through.

P-3 stated that ideally it would be beneficial to utilize student data in selecting staff for co-teaching but there are many other factors to consider and her decisions are mostly based on teacher certification. "But in the real world, sometimes they are only certified in one subject so you assign them there." Another factor P-3 considers crucial is the teacher's personality and whether they are able to work well with others. "That your personality and their personality are not going to mesh and they're not going to do well together..."

#### *Theme 6: Addressing Barriers*

The commonalties in the principals' interview data revealed the theme of addressing barriers to co-teaching. Table 7 provides a summary of statements that support the theme.

Table 7: Principals' Responses Supporting Addressing Barriers

P-1	P-2	P-3
Provides mediation to partners who are having difficulty getting along.	Has a conversation with teachers to help them find common ground.	Consults with teachers when who are having difficulties.
Makes classrooms more conducive to co-teaching.	Meets with student, teacher, and counselor when student with disabilities is not making progress.	Secures necessary materials for co-teachers.
Becomes involved if accommodations are not occurring.		Documents teachers who are not performing.
Conducts a meeting with essential staff when students with disabilities are not succeeding. (2.10)		Mediates if students with disabilities are not succeeding.

P-1 indicated that co-teaching teams do not always work well together. When she was asked what the primary role of the principal was when including students with disabilities her response: “I think just finding the right teachers to teach those courses. To make sure it is the right fit. That’s not always the case.” She later discusses how she addresses teachers who have differences in personalities” “First I would just try having a conversation with both teachers.”

P-2 similarly found that teacher differences were one of the greatest barriers he faces when it comes to co-teaching. “Differences in personalities, I think that’s the biggest thing and differences in teaching styles.” He tackles the issues through mediation with the co-teaching teams. “By simply having conversations with the two teachers trying to find that common ground, trying to find that equal access that both are willing to compromise.”

P-3 noted the two most significant barriers in co-teaching are lack of time for co-planning and poor personality matches. “So I think huge is time and huge is attitude. You assign people to co-teach and some are easier to get along with than others.” She deals with both barriers by

having critical conversations with the teachers. She also has come up with an innovative way to provide collaborative planning at the school for those teachers that do not have a planning period.

I really believe in collaboration and I encourage it throughout the school. One of the things I started this year is school wide common planning on Monday or Tuesday mornings for an hour and what we did was I let the departments chose. They could come late on Mondays and do an hour of common planning on Tuesdays because I couldn't pay them. So they could come at 9 o'clock instead of 8:30 on Mondays so that Tuesday they could come at 8 o'clock and that gave some built in time for common planning.

### **Data Analysis for Research Question 2**

*How do principals, who received a rating of highly effective on their annual performance evaluation, develop a culture to support co-teachers?*

An analysis of the principal interview data revealed several themes related to the principals developing a culture to support co-teaching. Five themes emerged that relate to Research Question 2: (a) culture supporting knowledgeable co-teachers, (b) traits of effective co-teachers, (c) expectations of co-teachers, (d) motivating co-teachers, and (e) attaining buy-in through support and culture .

The themes are presented in the tables below along with direct quotes from the interviews.

*Theme 1: Culture Supporting Knowledgeable Co-Teachers*

The commonalities revealed a theme that principals’ maintained a culture supporting knowledgeable co-teachers. Table 8 illustrates the summarized comments pertaining to the theme.

Table 8: Principals’ Responses Supporting Culture Supporting Knowledgeable Co-Teachers

P-1	P-2	P-3
Brings in house any workshops staff may need.	Provides workshops at the school site on co-teaching at the start of school year.	Makes trainings on special education issues accessible at the school site.
Administers an in-house training at the start of each year in co-teaching.	Encourages special education teachers to get a subject area certification.	
	Guides teachers to the necessary workshops and trainings in their content area.	

P-1 discussed the importance of her teachers attending professional development which will ultimately improve the quality of her staff.

We do the [co-teacher] training here in school and if there is ever a district training them I’ll send them. That is just my philosophy on PD [professional development]. If a teacher wants to go to a PD I will never say no. I’ll find the money it doesn’t matter to me because I think the more training they attend the better. As long as they bring it back and share it with their department and share it with the faculty, I am going to have a better staff.

P-2 puts a large emphasis on providing his teachers the professional development and knowledge building in curriculum content areas. “...that is why we offer them trainings,

supports, we send them to workshops. Whatever that particular content area, we try to send the teachers out to get trained.”

P-3 is already planning her professional development activities for the upcoming school year anticipating her students’ and staffs’ needs.

We already have booked for the first early release day and it is on strategies to help students with disabilities because we will have approximately 150 students with disabilities here and they are mostly all in some form of inclusion. They are either in co-teaching or they’re in consultation and so it touches most of our teachers and so they need to have the strategies to teach effectively.

*Theme 2: Traits of Effective Co-Teachers*

The review of principal interview data revealed commonalities in traits principals seek when selecting potential teachers for co-teaching. These commonalities established the theme of traits of effective co-teachers. Table 9 displays a summary of comments made by the principals interviewed.

Table 9: Principals’ Responses Supporting Traits of Effective Co-Teachers

P-1	P-2	P-3
Places high importance on finding teachers suitable for co-teaching.	Observes that co-teaching is effective when the teachers work well as a team.	Designates teams by personality and how they get along.
Selects co-teachers who willing to let go and be flexible.	Opts for teachers who keep students as a priority and do whatever is in the best interest of the child.	Favors teachers who are adaptable.
Chooses teachers willing to do what it takes to get students to succeed. Picks teachers with the right mind	Prefers teacher who are willing to work together.	Assigns someone who will do what they have to in order to help students succeed.

P-1 chooses teachers for co-teaching that have specific mind sets and attitudes. She seeks out teachers who go above and beyond for students.

I think they have to be open to what they are doing. And a good teacher loves their job.

A good teacher wants to come to work each day and jump through hoops for those kids.

If you have that in place it doesn't matter whether you are the sped [special education] or the general ed. [education] co-teacher, you will have a successful classroom.

P-2 opts for teachers who are up for the task of co-teaching. He looks for teachers who keep students as a central focus of the class. "I think you need to see two teachers who are willing to work together, compromise, have to have the ability to give and take, but most importantly keep the students as the number one priority."

P-3 sought out teachers who have the most adaptable personalities for co-teaching. She feels that teachers who are adaptable make co-teaching teams most effective. "...I think it has more to do with the affective [traits] have the greatest outcome." "It's like a marriage. You have to be able to be flexible. You have to be able to compromise sometimes."

### *Theme 3: Expectations of Co-Teachers*

Each of the three principals interviewed mentioned specific expectations of co-teachers. Table 10 includes summaries of the principals' comments that support this theme.

Table 10: Principals' Responses Supporting Expectations of Co-Teachers

P-1	P-2	P-3
Allows co-teachers to define their roles and responsibilities.	Insists that all teachers have the same roles and responsibilities.	Empowers co-teachers to define their roles and responsibilities.
Offers guidance in defining roles and responsibilities.	Expectations are the same for both special and general education teachers.	Recognizes that the general education teacher often takes the lead role.
Recognizes one teacher takes the main role.	Upholds that both teachers should be engaged in student learning.	Feels the special education teacher should not become the aide.
Expects both teachers are recognized as equal teachers.	Instructs teachers to teach all students in the class.	Expectations are the same for general and special education teachers.
Holds the same expectation for both special education and general education teachers.	Ensures accommodations are provided to students with disabilities.	Asserts that both teachers be actively engaged in the class at all times.
Requires both teachers be engaged with the instruction.		Directs both teachers are expected to instruct students with disabilities.
Anticipates both teachers to instruct students with disabilities.		Acknowledges that usually general education teachers do most of the planning.
Maintains that both teachers are familiar with the IEP and accommodations.		Guarantees accommodations are given to students with disabilities.
Mandates teachers to provide accommodations.		

When conducting classroom observations, they expected to see both teachers actively involved in the lesson taking place. Two of the principals expressed understanding that often the general education teacher may take the lead at times and may conduct most of the planning since the special education teacher works with other teachers and may have more preparations. All three principals also shared that teachers, general and special education teachers, should be instructing *all* students in the class.



P-1 stated the principal should not define the co-teachers' roles and responsibilities. She discussed roles and responsibilities are better worked out between the team. If teams are having difficulty defining their roles and responsibilities she is willing to assist them.

I don't think that is something the principal has to define. I think that I need teachers to figure that out for themselves. I tell them, "I am not going to tell you how your classroom is going to look. That is something you have to figure out. I can assist you, I can mediate if there is an issue and I can give you suggestions, but I cannot define what that classroom will look like.

P-2 did not define roles and responsibilities for co-teachers since they are both teachers and should be equals in the classrooms. He holds the same expectations for them in terms of planning, instruction, and management. "I do not define the roles. Well I personally see it as they both are instructional leaders of their classroom, I do not feel that the gen. ed. [general education] or the sped [special education] teacher should be seen differently in terms of the academic content.

P-3 will guide co-teachers in defining their roles and responsibilities but would like them to define them on their own. "So I believe as a team they have to define it but they have to be given some guidance. They have to know what's involved...". When she observes a co-taught class she expects to see both teachers involved in the lesson. "...they want to do that model where I teach 60 kids and you do the paperwork and then we switch. That's not co-teaching! They need to be pulling groups and working with the kids."

#### *Theme 4: Motivating Co-Teachers*

The commonalities among the responses of the three principals revealed a theme motivating co-teachers. Table 11 presents the summaries of statements supporting the theme.

Table 11: Principals’ Responses Supporting Motivating Co-Teachers

P-1	P-2	P-3
Recognizes co-teachers for their dedication.	Praises the staff and recognizes their accomplishments.	Acknowledges co-teachers privately and publicly for their efforts.
Gives them the tools they need.	Provides them the materials they need.	Supplies teacher resources to facilitate co-teaching.
Explains to teachers the skills they have to get the job done.		Thanks co-teachers for the extra effort it takes.
		Offers co-teachers the necessary training for motivation.

All three principals recognized and praised their co-teaching staff for their hard work. The three principals interviewed motivate staff by providing them the resources they need to co-teach.

P-1 acknowledged the great job her co-teachers do, the effort it takes, and ensures they have all the materials they may need. “I motivate them by telling them they are doing a phenomenal job. I think just by giving them the tools they need.” She also lets them know she chose them because they have the skill sets to do co-teaching. She tells them, “I know this is new for you and I know that it might be a little bit scary, but I think you are going to be very successful because you have x, y, z quality.”

P-2 motivated co-teachers by recognizing their effort and supplying necessary resources. “I motivate professionals by providing praise. I recognize their accomplishments. I provide them what they need to get the job done.”

P-3 believed that training and praising co-teachers motivates them. “Well I think you motivate them similarly to any other teacher, everybody wants to be recognized for what they

do.” P-3 also stated, “Training also motivates people, the right training, understanding, and getting a better idea on how to do things.”

*Theme 5: Attaining Buy-in Through Support and Culture*

A commonality among the three principal interviews revealed a theme of attaining buy-in through support and culture. Table 12 includes a brief summary of the principals’ comments that support this theme.

Table 12: Principals’ Responses Supporting Attaining Buy-in Through Support and Culture

<b>P-1</b>	<b>P-2</b>	<b>P-3</b>
Supports staff through the process of co-teaching.	Works with teachers and students and monitor their progress.	Upholds and implements a student centered vision.
Acknowledges it can be different and difficult.	Attains buy-in is through a student centered culture.	Obtains buy-in through informing individuals about the expectations.
Fosters partnership between teachers.	Emphasizes differentiation instruction throughout the school.	Encourages communication between partners.
	Stresses all the staff is working toward educating students and building a strong academic foundation.	Requires differentiated instruction for all students who need it.
	Gives staff the opportunity to choose their partners.	Provides teachers the opportunity to choose their co-teacher.
	Maintains an administration that supports the concept.	Treats staff with respect helps gain buy-in.
	Attempts not to give the co-teachers too many preparations.	Assigns special education teachers no more than 2 preparations.

Each principal discussed how he or she achieved buy-in into co-teaching. Principals discussed having a common mission and vision was essential to obtaining staff buy-in.

Providing staff support and working alongside them were also pivotal to acquiring buy-in.

P-1 provided support and understanding for her co-teachers and expressed her understanding that co-teaching was not simple and wanted them to know she was there for them.

I hold their hand through the entire process and I think I am a pretty good listener and problem solver, so I tell them if things aren't working out, if you feel overwhelmed, if you're frustrated then please come talk to me and I am going to try to find a solution for you.

P-2 attained buy-in through the culture he built in his school. When pairing co-teaching teams he tried to provide teachers with the opportunity to select their own partner. Because buy-in is through the culture we built in our school and the culture is that we are all on the same page with regards to the ultimate goal which is to educate these students... We prefer to have a teacher who wants to be there. Also I found you get more buy-in when teachers have a say in their partner. It doesn't always work that way but we try.

P-3 believed buy-in was through support, respect for staff, and a student-centered vision. She encouraged her staff to collaborate and tried to pair them with the co-teacher of their choice.

I treat people with a lot of respect and then when I ask them to do something 85% will just do it because I ask them to... That is one of my strengths but in general I think that you get buy-in because you make sure people understand what they are getting into. You give them an opportunity to have some input into who their co-teacher will be.

### **Teacher Survey Questions**

The Likert-scale survey instrument in this study was utilized for triangulation purposes. The survey was the Colorado Assessment of Co-Teaching survey (CO-ACT; Adams et al., 1993). The researcher contacted Dr. Marilyn Friend via email to attain permission for the use of the CO-ACT and the permission for use was granted (Appendix E). Utilizing an existing survey increases the validity of the findings (Merriam, 1995). Multiple parts of the CO-ACT addressed the findings of themes and commonalities discovered through the analysis of the interview data. Descriptive statistics were utilized to analyze teacher surveys and validate the themes found in principal interview data. Frequencies were calculated and compared with the commonalities revealed in interview data.

### **Review of Existing Documents**

The review of existing documents was the final component of triangulation in this study. The documents reviewed at each school site included the master schedule, the school improvement plan (SIP), and the action plan. The master schedule was reviewed to determine if common planning time was built into the school day, the number of partners co-teachers were paired with, and the number of assigned preparations. The school improvement plan provided insight into each school's vision and mission and other pertinent areas of focus in the school's goals. Finally, the action plan displayed the professional development plans for each school. The researcher developed a table for the documents review and noted if evidence was found for the themes (Appendix M).

## Comparative Analysis of Interview Data, Co-Teacher Survey, and Document Review

The findings from the principal interview data were compared to the co-teacher survey data and the review of existing documents. The researcher randomly selected three co-teaching teams, per school, and sent them the survey via email (Appendix K). Of the total 18 co-teachers who received the survey, 10 co-teachers participated. Table 13 demonstrates the frequencies of co-teachers who participated in the survey by school and totals.

Table 13: Frequencies of Respondents (n = 10)

	Co-Teachers Completing Surveys		
	General education	Special education	Total co-teachers
School	<i>f</i>	<i>f</i>	<i>f</i>
P-1	4	1	5
P-2	2	0	2
P-3	2	1	3
Total	8	2	10

Teacher survey data were analyzed by making each school a subgroup. The following tables provide frequencies of agreement for each survey question and include comparisons to the principal's responses. The survey data were organized by the two central research questions.

### *Comparative Analysis for Research Question 1*

*How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?*

**Theme: Preparing the setting for co-teaching.** Participating principals stated they prepared the settings for co-teaching through a multitude of actions. Principals developed the master schedules, placed students according to their individual education plan, selected staff they

felt were appropriate, provided necessary materials, ensured classrooms were conducive for co-teaching, and built in time for co-planning. The survey inquired about time available for co-planning and the workspace. The master schedule was reviewed to assess the evidence of co-planning time.

**Teacher surveys.** Co-teachers were asked questions that would demonstrate the principals’ efforts to prepare the school setting for co-teaching. One question posed to co-teachers was about time set aside for co-planning during school hours. The comparison of data showed agreement from one, three disagreed, and one remained neutral with statements made by P-1. Co-teachers from P-2 school one agreed and one disagreed. P-3 did state there was little co-planning time since most teachers taught all 6 periods. The survey responses supported her statements with 100% of the teachers responding there was no time for co-planning during school hours. Table 14 demonstrates the frequencies by school.

Table 14: Principal/Staff Comparison: Preparing the Setting for Co-Teaching (Item 8)

Survey item 8: I have time to co- plan during school hours (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	1	3	1
P2 (2)	2	1	1	0
P3 (3)	3	3	0	0

An additional question was asked regarding the theme preparing the setting for co-teaching. Participants were asked if the classroom space is shared so both teachers have a work space. The survey data for each school shows that all three have high agreement with their principals. P-1 and P-2 schools have 100% of co-teachers have a workspace within the class. P-3

three of the participating co-teachers has a workspace in the class. Table 15 displays the results by frequencies.

Table 15: Principal/Staff Comparison: Preparing the Setting for Co-Teaching (Item 37)

Survey item 37: Classroom space is shared so that both teachers have a work space (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	5	0	0
P2 (2)	2	2	0	0
P3 (3)	3	2	1	0

**Review of documents.** A review of the master schedule revealed that P-1 and P-2 considered the half hour professional service time prior to the start of the school day as providing time for co-planning. There was no other identifiable time for co-planning. P-3 stated she did not have time for co-planning built in the master schedule. She does provide a day during the week for teachers to arrive a half hour early giving teachers a full hour for collaboration and allows them to arrive a half hour late the following day. This finding was evident in her School Improvement Plan.

**Theme: Necessary co-teacher skill sets.** Principal interviews revealed that principals expect co-teachers to instruct all students in their class, manage their classroom, and to be knowledgeable about the content area they are teaching. Additionally, they encourage their special education teacher to be content certified. The survey investigated the co-teachers skills and content knowledge.

**Teacher surveys.** An analysis of the principal interview and co-teacher survey indicated that the majority of co-teachers felt confident in their skills as co-teachers. Co-teachers surveyed



at P-1's school revealed three co-teachers agreed and no disagreement. P-2 school demonstrated one agreement and one neutral. The co-teachers at P-3 school two agreed and one disagreement.

Table 16 demonstrates the agreement with principals by school.

Table 16: Principal/Staff Comparison: Necessary Co-Teacher Skill Sets (Item 14)

Survey item 14: Co-teachers are confident in their skills as individual teachers (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	3	0	2
P2 (2)	2	1	0	1
P3 (3)	3	2	1	0

Four additional questions were asked of the teachers that addressed the theme necessary co-teacher skill sets. Co-teachers were asked if the general education teacher had strong knowledge of the curriculum content, all three schools had 100% agreement. When co-teachers were asked if the special education teacher had skills to suggest instructional strategies to meet unique student needs P-1 and P-3 indicated high agreement. P-2 co-teachers responded with one agreement and one disagreement. Table 17 shows the breakdown of the frequencies by schools.

Table 17: Principal/Staff Comparison: Necessary Co-Teacher Skill Sets (Item 15)

Survey item 15: The special education teacher has skills to suggest instructional strategies to meet unique student needs. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	4	1	0
P2 (2)	2	1	1	0
P3 (3)	3	2	1	0

When co-teachers were asked to rate the statement: Co-teachers have strong classroom management. The three schools had a high rate of agreement. P-2 and P-3 schools had 100% agreement. P-1 school three co-teachers reported agreement and two disagreed. A comparison of principal interview responses and teacher surveys indicated agreement overall with respect to the special education teacher’s knowledge of curriculum content. P-2 had 100% agreement with the principal. P-3 revealed two agreed and one was neutral. Table 18 displays the results by frequencies.

Table 18: Principal/Staff Comparison: Necessary Co-Teacher Skill Sets (Item 18)

Survey item 18: The special education teacher is confident in his/her knowledge of the curriculum content. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	3	2	0
P2 (2)	2	2	0	0
P3 (3)	3	2	0	1

**Review of documents.** A comparison of principal interview data and review of documents does not pertain to this identified theme. The theme relies on the principals’ discussion of their lived experiences and co-teacher survey in reference to the theme of necessary co-teacher skill set.

**Theme: Preparing co-teaching teams.** Principals trained their staff for the practice of co-teaching. Participating principals provided in-house workshops on co-teaching and directed staff to other pertinent professional development. Co-teachers were questioned in regard to their

training in co-teaching. The action plan was reviewed to establish the types of professional development made available at the school site.

**Teacher surveys.** Co-teachers indicated agreement with their principal in regards to receiving training in co-teaching. Co-teachers at schools P-2 and P-3 showed 100% agreement. In P-1 school two of the five co-teachers disagreed. The results are shown in Table 19.

Table 19: Principal/Staff Comparison: Preparing Co-Teaching Teams

Survey item 11: I have received training in the practice of co-teaching. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	3	2	0
P2 (2)	2	2	0	0
P3 (3)	3	3	0	0

**Review of documents.** A review of each school’s Action Plan revealed that all three schools provide professional development in co-teaching. Additionally a review of P-3’s Action Plan verified that multiple professional development activities centered on addressing students with disabilities.

**Theme: Utilizing the leadership team.** The principals discussed the methods in which they employ their leadership team. Principals rely on their department chairs and assistant principals for various tasks which include, scheduling, training, and supporting co-teachers. The co-teachers were not questioned in reference to this theme. A review of documents does not connect to this theme.

**Teacher surveys.** A review of the principals’ interview data revealed that principals utilize their leadership team to aide them in the implementation of co-teaching. A comparison of

principal interview data and co-teacher survey does not pertain to this identified theme. The theme relies on the principals’ discussion of their lived experiences in reference to the theme of utilizing the leadership team.

**Review of documents.** An evaluation of the documents does not relate to this identified theme. The theme depends on the principals’ account of their lived experience in relation to the theme of utilizing the leadership team.

**Theme: Purposeful selection of staff for co-teaching.** Participating principals select staff for co-teaching based on certification, effectiveness, and those who demonstrate the desire to co-teach. Principals also alluded to selecting staff they have observed co-teach effectively. The survey examined how teachers were selected to co-teach.

**Teacher surveys.** Co-teachers were asked about their path to co-teaching. They were asked whether they volunteer, were assigned willingly, or assigned unwillingly. Co-teachers in P-1 school had reported one of the five volunteered, one was willingly assigned, and three were assigned unwillingly. In P-2 school, two of the two teachers were unwillingly assigned. P-3 school one of the three teachers volunteered and two were willingly assigned. Table 20 displays the frequencies for this question.

Table 20: Principal/Staff Comparison: Purposeful Selection of Staff for Co-Teaching

Survey item 4: How were you selected to co-teach? (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	I volunteered	I was assigned willingly	I was assigned unwillingly
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	1	1	3
P2 (2)	2	0	0	2
P3 (3)	3	1	2	0

**Review of documents.** A comparison of principal interviews, co-teacher survey, and review of documents does not pertain to this identified theme. The theme relies on the principals' discussion of their lived experiences and co-teacher survey in reference to the theme of selecting staff for co-teaching.

**Theme: Addressing barriers.** Principal participants addressed various barriers to co-teaching. Principals provided mediation to co-teaching partnerships that were having difficulties, adapted classroom to accommodate co-teaching, secured materials, and conducted meetings to address students who were not succeeding. The survey and review documents did not address this theme.

**Teacher surveys.** The teacher survey did not attend to this theme. A comparison of principal interviews and teacher survey does not relate to this identified theme. The theme relies on the principals' discussion of their lived experiences in reference to the theme of addressing barriers.

**Review of documents.** A comparison of principal interviews, co-teacher survey, and review of documents does not pertain to this identified theme. The theme relies on the principals' discussion of their lived experiences and co-teacher survey in reference to the theme of addressing barriers.

#### *Comparative Analysis for Research Question 2*

*How do principals, who received a rating of highly effective on their annual performance evaluation, develop a culture to support co-teachers?*

**Theme: Supporting knowledgeable co-teachers.** Principals encouraged co-teachers to attend a variety of trainings. Additionally, principals will make professional development

available at the school site. The survey and a review of the action plan were utilized for comparison purposes.

*Teacher surveys.* The evaluation of the data collected from the co-teachers indicated that their principals support knowledgeable co-teachers. When co-teachers were asked to rate the statement “I have received training in the practice of co-teaching. Co-teachers at schools P-2 and P-3 had 100% agreement. P-1 school

*Review of documents.* A review of each school’s Action Plan revealed that all three schools provided multiple professional development activities throughout the year. Many of the professional activities related to curriculum content areas, differentiation, and special education.

**Theme: Traits of effective co-teachers.** Participating principals selected staff with specific traits for co-teaching. Principals choose teachers who demonstrated flexibility and adaptability. Additionally, principals describe their co-teachers as those who strive for their students. The survey was utilized for comparison purposes.

*Teacher surveys.* The co-teachers from the participating schools responded to three questions relating to their effective traits. The principal interview data revealed that they choose teachers who kept students as a priority and who will do what they have to help the students succeed. Co-teachers were asked to rate the statement, “Co-teachers believe co-teaching is worth the effort.” School P-3 had 100% agreement. In P-2 one co-teacher agreed and one co-teacher disagreed. In school P-1 had a two agreed, one disagreed, and two were neutral. Table 21 illustrates the frequencies.

Table 21: Principal/Staff/Document Comparison: Traits of Effective Co-Teachers (Item 23)

Survey item 23: Co-Teachers believe co-teaching is worth the effort. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	2	1	2
P2 (2)	2	1	1	0
P3 (3)	3	3	0	0

**Review of documents.** A comparison of principal interviews, co-teacher survey, and review of documents does not pertain to this identified theme. The theme relies on the principals' discussion of their lived experiences and co-teacher survey in reference to the theme of traits of effective co-teachers.

The principal interview data revealed that principals looked for teachers who were compromising and willing to let go of control. Co-teachers were asked about releasing control to their co-teacher and the majority of co-teachers from all participating schools were in agreement. P-1 and P-2 schools were 100% in agreement. P-3 school had 66.7% of co-teachers were in agreement and there was no disagreement. The results are displayed in Table 22.

Table 22: Principal/Staff/Document Comparison: Traits of Effective Co-Teachers (Item 30)

Survey item 30: Co-teachers are able to release control to their co-teacher. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	5	0	0
P2 (2)	2	2	0	0
P3 (3)	3	2	0	1

An additional survey statement addressed the traits of effective co-teachers. In the survey co-teachers rated the statement, “co-teachers make continual adjustments to ensure student success.” There was 100% agreement from co-teachers in all three schools.

**Review of documents.** A comparison of principal interviews and review of documents does not pertain to this identified theme. The theme relies on the principals’ discussion of their lived experiences and co-teacher survey in reference to the theme of traits of effective co-teachers.

**Theme: Expectations of co-teachers.** Principals did not define roles and responsibilities for their co-teaching teams. However, principals did have clear expectations on what should be occurring in a co-taught classroom. Principals expected both teachers to be engaged in the instruction, instructing special and general education students, and provide necessary accommodations.

**Teacher surveys.** The analysis of principal data revealed a commonality that principals do not define responsibilities or roles for their teachers, however, they may offer suggestion or assistance at the co-teacher’s request. Co-teachers were asked to rate the statement, “my responsibilities have been defined for me.” Co-teachers in P-1 school reported three disagreed



and two were neutral. P-2 school had one co-teacher in agreement and one disagreed. P-3 school had 100% agreement among the three co-teachers. Table 23 displays the results by school.

Table 23: Principal/Staff/Document Comparison: Expectations of Co-Teachers (Item 13)

Survey item 13: My responsibilities as a co-teacher have been defined for me. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	0	3	2
P2 (2)	2	1	1	1
P3 (3)	3	3	0	0

An additional question was asked to the participating teachers in relation to the expectation of co-teachers. Co-teachers had a high disagreement with principals stating that they felt their roles had been defined for them. P-3 school had 100% agreement. P-2 school had one co-teacher in disagreement and one was neutral. Co-teachers in P-1 school had one of the five in agreement, three disagreed, and one was neutral. Table 24 demonstrates the results.

Table 24: Principal/Staff/Document Comparison: Expectations of Co-Teachers (Item 12)

Survey item 12: My role as a co-teacher has been defined for me. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	1	3	1
P2 (2)	2	0	1	1
P3 (3)	3	0	3	0

**Document review.** A comparison of principal interviews and review of documents does not pertain to this identified theme. The theme relies on the principals’ discussion of their lived experiences and co-teacher survey in reference to the theme of selecting expectation of co-teachers.

**Theme: Motivating co-teachers.** Principals motivate co-teachers through praise, providing materials, and training. The survey was employed for comparison with principal interview data.

**Teacher surveys.** Principals discussed ways they motivate their co-teachers. P-1 school four out of the five co-teachers agreed with the statement and one was neutral. Co-teachers in P-2 and P-3 schools had 100% agreement. Table 25 demonstrates the results.

Table 25: Principal/Staff/Document Comparison: Motivating Co-Teachers

Survey item 22: Co-teachers are eager to expand their skills. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	4	0	1
P2 (2)	2	2	0	0
P3 (3)	3	3	0	0

**Document review.** A comparison of principal interviews and review of documents does not pertain to this identified theme. The theme relies on the principals’ discussion of their lived experiences and co-teacher survey in reference to the theme of motivating co-teachers.

**Theme: Attaining buy-in through support and culture.** Principals provide support to co-teaching teams in a variety of fashions. They ensure a student centered culture, acknowledge

the difficulties, and foster communication. The survey was used for comparison between principal data.

**Teacher surveys.** A theme of attaining buy-in through support and culture was revealed in principal interview data. Co-teachers were asked to rate two statements relating to the theme. Principals P-2 and P-3 stated they attempted to pair co-teachers with preferred partners but it may not always work out that way. P-2 co-teachers were split with one in agreement and one in disagreement. P-3 school had 2 in agreement and one in disagreement. P-1co-teachers two out of the five agreed, two disagreed, and one was neutral. Table 26 displays the results by frequencies.

Table 26: Principal/Staff/Document Comparison: Attaining Buy-In Through Support and Culture (Item 5)

Survey item 5: I have a say in who I am partnered with. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	2	2	1
P2 (2)	2	1	1	0
P3 (3)	3	2	1	0

Co-teachers were asked to rate the statement: My administration supports the implementation of co-teaching. P-1 and P-3 had 100% agreement with the principal. P-2 school was split one was neutral and one disagreed. Table 27 presents the results through frequencies.

Table 27: Principal/Staff/Document Comparison: Attaining Buy-In Through Support and Culture (Item 6)

Survey item 6: My administration supports the implementation of co-teaching. (n = 10)				
School (n)	Agreement with principal			
	Co-Teachers	Agreement overall	Disagreement overall	Neutral
	<i>F</i>	<i>f</i>	<i>f</i>	<i>f</i>
P1 (5)	5	5	0	0
P2 (2)	2	0	1	1
P3 (3)	3	3	0	0

**Document review.** A comparison of principal interviews, co-teacher survey, and review of documents does not pertain to this identified theme. The theme relies on the principals' discussion of their lived experiences and co-teacher survey in reference to the theme of attaining buy-in through support and culture.

### Summary

This chapter presented demographic information of participating principals and their schools. Data from principal interviews, teacher surveys, and the review of documents was evaluated. Data analyses were displayed in tables and summaries and findings, commonalities and themes were described. The data from the principals was compared with teacher survey results and data from the review of documents for the purpose of triangulation. In the following chapter, the synopsis, interpretation, and recommendations for future research will be presented.

## **CHAPTER 5: SUMMARY, DISCUSSION, AND RECOMMENDATIONS**

### **Introduction**

The purpose of this research was to explore the lived experiences of urban middle school principals who implement and support a culture of co-teaching. Three sources of data were utilized and include: (a) principal interviews, (b) co-teacher surveys, and (c) a review of existing documents. Chapter 5 presents the synopsis of the research and interpretations of findings. Additionally, this chapter includes implications for the field of education as a result of the study and suggestions for future studies.

### **Synopsis of Research**

The researcher sought the assistance of a district supervisor to obtain a list of possible participants based on the criteria for the study. Nominated middle school principals needed to have received a rating of highly effective on their latest evaluation, employed co-teaching as a service delivery option for a minimum of three years as a school principal, and selected by a district administrator for demonstrating leadership characteristics that align with situational leadership. Three of the nominated principals agreed to take part in the study and be interviewed, allowed randomly selected co-teaching teams to complete a survey, and granted the researcher access to review specific documents.

The researcher developed the principals' interview questions and validated them through a Delphi technique. Findings from interview data were triangulated with a survey and review of

documents. The Colorado Assessment of Co-teaching (CO-ACT) was utilized as the survey instrument in this study. The final source of data was a review of existing documents that include master schedules, the School Improvement Plan, and the school's Action Plan. The interviews were analyzed employing Hycner's guidelines for phenomenological analysis.

## **Summary and Interpretation of Findings**

### *Research Question 1*

*How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?*

Having highly effective principals leading service delivery to students who have disabilities has been shown to lead to positive inclusive outcomes. Martin, Little, Miller, and Gourwitz (2014) found that special education school leaders are crucial to the success of inclusion especially in an era of standards-based education. Volts and Collins (2010) found that principals who lead with vision and guidance as they provide programs and services to meet the needs of students with disabilities have lead students to positive outcomes. As a result of this research the researcher sets forth guidelines urban middle school principals must do when implement co-teaching at their schools:

- Make the master schedule a priority and be personally involved in scheduling and selecting co-teachers.
- Provide professional development for co-teachers in order to prepare them for the role. Consider making the professional development available at the school site. If it is convenient for teachers they may be more apt to attend.

- Place your best teachers with high Value Added Model (VAM) scores. The co-taught setting has enough barriers, utilize your strongest teachers to assist with an already difficult process.
- Observe and be a presence in the co-taught classrooms as much as possible. While there provide specific feedback and praise. Teachers need specific praise just like students.
- Provide time for co-planning and be cognizant of the number of partners assigned to co-teachers. Be creative in finding time to promote collaboration.
- Encourage teachers of special education to become certified in a subject area so they too may be an instructional leader of the class.
- Personalize the level of support provided to co-teachers. Some teams can figure things out on their own others may require administration to define their roles and responsibilities.

The principals in this study discussed their involvement in many facets of their school leadership. This involvement ties to the findings of many researchers (Murawski, 2008; Murawski & Dieker, 2008; Murawski & Dieker, 2013; Walsh, 2012) who state administrators are essential to successful implementation of co-teaching as they control the schedules, provide the time for collaboration, and pairing the co-teachers. While the principals in this study were chosen to participate in part for their rating of highly effective on their annual performance, analyses of the data collected revealed six themes that focused on how these highly effective principals implemented specific organizational procedures they believe lead to an effective implementation model for students with disabilities.

The first theme addressed principals assuring the setting was prepared for effective co-teaching to occur. The principal participants discussed the importance of their involvement in

developing the master schedule to ensure students are placed correctly, effective teachers are selected to co-teach, and the pairing of co-teachers. This concept is supported by researchers who stresses that scheduling is of utmost importance so that students with special needs are placed first (Murawski, 2008; Murawski & Dieker, 2013). Principal participants discussed how they provided time for co-planning and allocated teachers the materials they required. Various studies on co-teaching, stressed the importance of co-planning and reported co-teachers greatest concern is the lack of common planning time (Dieker, 2001; Friend, 2007; Friend 2008; Friend et al., 2010). Further examination, through a review of documents, revealed that principals considered the half hour professional duty prior to the start of day as time for collaboration. Co-teachers may not have seen this as a viable option since traditionally the school district utilizes this time for department meeting and parent conferences (Undisclosed, 2015). When co-teachers were asked if they had their own space to work in the class co-teachers had 100% agreement with principals in P-1 and P-2 schools and only one co-teacher disagreed in P-3 school. The high level of agreement verifies that co-teachers have the necessary space to co-teach.

The second theme that emerged was identification of the need for co-teachers to possess the necessary skill sets to be part of a co-teaching team. Principal participants discussed their expectations of co-teachers, which mirror the expectations they have for all teachers. Principals participating in this study expected that both teachers be actively involved in the lesson. They required their co-teachers to manage their class and have the content knowledge of the subject they teach. The principals felt having these skill sets would prevent one of the co-teachers from becoming the aide in the classroom. Researchers have found that special education teachers often assume the subordinate role due to their lack of knowledge in the content area (Friend et al., 2010; Rice & Zigmund, 2000; Scruggs et al.; Weiss & Lloyd, 2002). Multiple survey questions



focused on this theme. Co-teachers at all three schools reported 100% agreement when referring to the general education teacher having high content knowledge. The survey asked about the special education teacher's confidence in their content knowledge and there was no disagreement in P-2 and P-3 schools and a low disagreement in P-1 school.

The third theme focused on preparing co-teaching teams. Principals in this study provided professional development on co-teaching best practices for their teachers and encourage their teachers to attend any pertinent workshops. Studies by Friend et al., (2010), Murawski and Dieker (2013), Sileo (2011), and Walsh (2012) support the need for professional development in order for co-teaching to succeed. All of the principals discussed providing in-house training on co-teaching and other topics critical to meeting the diverse needs of students with disabilities. Co-teachers were asked if they received professional development in co-teaching. The teachers at P-2 and P-3 schools had 100% agreement and P-1 school had two out of five co-teachers that disagreed. A possible reason for the disagreement is that the principal did not make the training mandatory. Additionally, when reviewing each school's Action Plan there was evidence of various professional developments activities and workshops in co-teaching.

The fourth theme that surfaced was utilizing the leadership team. The principal participants all utilized their department chairs and administrative teams to assist with the implementation of co-teaching. Their leadership team aided in co-teaching staff selection, placing students with disabilities in the correct classes, and became involved with students with disabilities who were not making progress. Principals met with the teachers and leadership team to discuss interventions and ensure teachers monitored progress. With the concepts of leadership changing, leadership is no longer viewed as a single individual leading an organization but rather as a team effort this concept is supported by the work of Ishimaru (2013). Leadership is

distributed among a group of staff rather than a sole leader, who can tire themselves, making it difficult to accomplish the task at hand (Fullan, 2001). Participating principals utilized their leadership team to assist with scheduling teams and students. Policy in the district allows for co-taught classrooms to reach 44 students. However, principals in this study did not adhere to policy and kept their numbers in co-taught classrooms approximately in the high 20s to the low 30s.

The fifth theme that emerged was selecting staff for co-teaching. All three principals discussed their selection process for co-teachers. The three participants considered many factors such as certification, student population, and teacher effectiveness. Two principals alluded to volunteers. P-1 was limited on eliciting volunteers since she only has two special education teachers. Multiple studies (Nichols, Dowdy, & Nichols, 2010; Pugach & Winn, 2011; Scruggs et al., 2007) found when teachers volunteer to co-teach they have more rewarding experiences and positive relationships with their partners and to co-teaching overall and report more success at meeting the needs of their students. In the review of the survey it showed that in P-1 school no teachers were assigned unwillingly. In schools P-2 and P-3 the majority of teachers assigned unwillingly to co-teaching. Principals discussed acquiring staff buy-in into co-teaching but at times having to assign. Additionally, findings from the three participating schools are limited to the low participation on the survey.

The sixth theme to arise was addressing barriers. The principal participants discussed at times having to mediate between co-teaching partners when there were differences in teaching styles and philosophies. To address disagreements between teachers they would personally meet with co-teaching teams and ask how they could support them. Additionally, participating principals negated policy by having teachers come in early to collaborate and negated class size

by keeping co-teaching class sizes low according to district standards. Another barrier faced by principals in co-teaching settings is the lack of progress by students. Principals expressed the need to call meetings with essential staff whenever students in co-taught classrooms were not making progress. Administration may have to act as “marriage counselors” for co-teachers and assist in diffusing situations early before they become a larger problem (Murawski & Dieker, 2013, p. 125).

### *Research Question 2*

*How do principals, who received a rating of highly effective on their annual performance evaluation, develop a culture to support co-teachers?*

Leadership support was cited as the greatest need by co-teachers in various studies (Pugach & Winn, 2001; Scruggs et al., 2007). A theme that surfaced from the interview data was a culture supporting knowledgeable co-teachers. All three principals encouraged their teachers to attend various professional development opportunities in co-teaching and content areas. Friend et al. (2010) stresses that professional development should not end at the basics but should be continual, developing teachers’ collaboration skills. Employees lacking the necessary training can be harmful to the workplace (Bolman & Deal, 2008, Owens & Valesky, 2011). The principals interviewed understood that investing in their employees’ training is ultimately an investment in their organization. Survey questions addressing this theme showed high agreement from all co-teachers in the three participating schools. The schools Action Plan showed evidence supporting this theme.

A second theme that arose was effective traits of co-teachers. Principals discussed selecting staff that will do what they have to for the success of the students. The participants also choose teachers that are flexible and willing to let go of control, and share their classroom

space to diminish barriers such as differences in personalities or teaching styles. Co-teaching teams may experience difficulties sharing spaces, instructions, and defining roles (Friend et al., 2010; Murawski & Dieker, 2004; Pugach & Winn, 2011; Scruggs et al., 2007). All teachers at the three schools had high agreement regarding their willingness to release control to their co-teachers. Schools P-1 and P-2 had 100% and P-3 had two out of 3 that agreed and one neutral. P-1 and P-2 school teachers had a high level of neutrality when asked about their confidence in their skill level as individual teachers. P-3 school had two out of three that agreed that agreed. Although co-teachers were selected because principals found them to be effective, the high level of neutrality could be attributed to lack of feedback from their administration.

The third theme was principals' expectations of co-teachers. The three participating principals laid out the expectations they hold for their co-teachers. Principals expected to see both co-teachers engaged in the lesson or working with students. All three participants stated they did not want to define the co-teachers' roles and responsibilities, however they would assist those teams that had difficulty doing it for themselves. Although the principals did not want to define roles for their co-teaching teams, they did however have very clear expectations of what they expect to see when they observe a co-taught class. Isherwood and Barger-Anderson (2008) found that co-teachers prefer to have their roles and responsibilities defined for them. The survey data revealed a high level of disagreement and neutrality with the statement that their roles and responsibilities were not defined for them. Teachers at participating schools either felt that their role was defined for them or were unsure. A possible explanation is that principals did define roles and responsibilities for some co-teaching teams, who they felt needed the support, and did not define for others which principals perceived as stronger co-teaching teams.

A fourth theme that emerged from the principal interview data focused on how principals motivate their co-teachers. School leaders want to acknowledge the hard work co-teachers are doing by publically and privately praising their successes (Friend, 2007; Murawski & Dieker, 2013). Participating principals motivated their teachers through praise, providing resources, and training. The survey data revealed that there was no disagreement and only one neutral response in this theme and teachers are eager to expand their skills in co-teaching. A possible reason for the neutral response could be that the teacher was not receiving enough praise or specific feedback on what they are doing well.

The fifth theme addressed principal attaining buy-in through support and culture. Principals demonstrate support for co-teaching by encouraging collaboration between co-teachers (Murawski & Dieker, 2013; Scruggs et al., 2007), taking careful consideration of the teachers they place in co-taught classrooms (Murawski, 2008), and providing the necessary training (Friend et al., 2010; Isherwood & Barger-Anderson, 2008). Principal participants let their staff know they are there for them if they need assistance. Principals at P-1 and P-2 schools attempted to pair teachers with a partner of their choice in order to attain buy-in. All participating principals also encourage collaboration between co-teachers and are cognizant about the number of partners and subject areas they are assigned to teach. While the data support this idea, it is limited due to the low number of participants from P-2 school and an overall low participation from special education teachers. With the exception of P-2 co-teachers agreed that principals were supportive of co-teaching. The survey data indicated high agreement in school P-3, split agreement and disagreement in P-1 and P-2. The mixed results in the survey data could be principals were not able to pair teachers with their choice partners. Principals did say they attempted to do so but it did not always work out that way. To instill effective and lasting

change, a culture in which collaboration is encouraged is essential (Martin et al., 2014). Research literature demonstrates that those co-teachers who had input on their partner had an overall better relationship with their co-teacher and outlook on co-teaching itself (Nichols et al., 2010).

### **Discussion of Findings**

The researcher in this study used phenomenological approach to try and understand the lived experience of middle school principals, who were rated as highly effective regarding their implementation, organizational procedures, and supports in relation to co-teaching. Situational leadership provided a framework for principals who adapt their leadership practices to the needs of their staff. Principals will have teachers with various ability levels in their organizations and they must adjust their leadership style to the situation. Effective leaders recognize their staffs' readiness levels and support them accordingly (Hickman, 2010). Researchers recognize that when employing situational leadership, leaders decide when to use the various leadership styles available (Sims et al., 2009). Principals can empower teachers who are ready to move forward and lead staff and apply a more directive approach to those who need more support.

Principals who employ situational leadership can support the various levels of co-teaching teams at their school site. Murawski and Dieker (2013) suggested providing professional development to staff who are struggling in a specific area, not to implement a one size fits all approach when leading staff through co-teaching and leave teams alone that are working successfully. Principals who participated in this study demonstrated situational leadership practices by providing support when needed and empowering teachers to define their own roles when they were ready. Additionally, principals assess their staff and place those they believe are ready and have the skill sets necessary to co-teach. Additional professional development is provided as the principals determine what the co-teaching staff needed.

Ideally principals who employ situational leadership would empower effective co-teaching teams to continue their methods and possibly utilize them to lead other struggling co-teaching teams. Additionally, effective principals would provide more individualized support to those who are struggling through feedback and training. Successful leaders are knowledgeable about their subordinates' readiness level and provide the necessary level of support (Hughes et al., 1996). Participating principals provided various levels of support to co-teaching teams depending on their level of knowledge or experience. Veteran co-teachers would be left to define their roles or responsibilities on their own. For co-teachers who needed more support, principals would guide them in defining their roles and responsibilities. Additionally, participating principals provide varying levels support or meet with co-teaching teams as they encountered barriers or uncertainty in their position, principals would meet individually with these teams.

Investigating the practices of the three participating principals, the researcher suggests a positive relationship between the time and effort principals invest in preparing the setting for co-teaching, preparing the co-teachers, and purposeful selection of co-teaching staff. Principals sought teachers who were flexible and willing to go above and beyond for their students. Participating principals ensured that co-teachers were prepared through training and made that training available on school grounds. Additionally, principals continued to encourage their attendance of professional development. There is a correlation between principals rated highly effective, the clear expectations of co-teachers, teacher's content knowledge, and teacher's participation in professional development. Effective principals implement co-teaching with forethought, strategic preparation, and well prepared staff. Successful co-teaching stems from

co-teacher preparation, support (Murawski & Dieker, 2013; Scruggs et al., 2007), and thoughtful selection of co-teaching teams (Nichols et al., 2010; Sileo, 2011).

The themes revealed that the principals' organizational procedures and support for a culture of co-teaching align with the research literature on steps to take in implementing co-teaching in relation to preparing staff (Murawski & Dieker, 2013; Scruggs et al., 2007), scheduling (Murawski; Murawski & Dieker), and purposeful selection of staff (Murawski & Dieker; Nichols et al., 2010). Principals employed practices recommended by research suggests principals are knowledgeable about the literature on co-teaching. Principals support their co-teachers, motivate them, and attain buy-in into co-teaching through culture. Although research has demonstrated that co-teachers would rather principals define their roles for them (Scruggs et al.), these principals empowered teachers to define them for themselves. Even though the principals did not define the roles of the co-teachers, they had clear expectations of what should be occurring in the class.

Participating principals selected teachers with effective traits, they describe these teachers as those who were going to do whatever it took in order to ensure their students succeed. Principals also chose teachers who they determined as being adaptable. The three principals involved described their process for organizing, implementing, and supporting co-teaching. Participating principals were personally involved in the selection and scheduling of co-teachers. Ideal principals place teachers who have demonstrated to be effective educators and adaptable to various working situations, which was not a practice specifically identified in co-teaching literature.

Model principals develop a culture which supports co-teaching teams by ensuring co-teaching is a priority. When teachers witness principal's placing a high level of importance in



co-teaching, they will as well. Ideally principals will pick their most effective staff to co-teach, make certain they are prepared for the role, provide time for collaboration, and highlight the effective practices taking place in co-teaching. The process described by the principals appears to be a factor in implementing successful co-teaching.

### **Implications for Educational Policy and Practice**

The researcher offers recommendations for implementing practices and supporting co-teaching. The suggestions were derived from a deeper understanding of the lived experiences of the principals interviewed.

The findings in this study further validate literature surrounding administrative practices for implementing organizational procedures and supporting co-teaching. When selecting teachers for co-teaching it is evident the characteristics of teachers, such as flexibility or willingness to go above and beyond for their students, should be regarded to have successful co-teaching teams. When implementing co-teaching, principals would benefit by becoming personally involved in scheduling and selecting teams while also ensuring teachers are properly trained for the task.

Participating principals negated district policy which allows for co-taught classrooms to reach 44 students. The participating principals would not allow their co-taught classrooms to go beyond the low 30s allowing for students to receive more support which is the underlying purpose of co-teaching. Principals and teachers need to be aware of district policies, and need to know how to support their decisions to not follow policies or be willing to advocate for the co-teachers and students if change is necessary. Additionally, a participating principal noted the importance of providing time for collaboration and negated district policy by having her staff come to school before school hours and allowing them to arrive late on another day.

Participating principals choose teachers who displayed specific traits such as flexibility and keep students as a priority. Additionally the principals were personally involved in the scheduling and selection of co-teaching teams. Principals brought professional development they deemed necessary to the school site to ensure staff participation. These specific practices were unique to this study and were not identified in literature. Principals need to take a personal approach to planning for co-teaching, select staff on traits that would work well with other, and teachers who will do what they have to in order to help students succeed.

This study emphasizes the importance of principal's support on co-teaching. Support and buy-in were essential components of the principal's process. Principals offered support through various methods such as listening, offering suggestions, providing resources, and professional development. Principals can attain buy-in through culture, providing teachers a choice in their co-teaching partner, and encouraging collaboration. To apply these approaches, principals must be personally involved in the process and be familiar with their staff.

### **Recommendations for Future Research**

In order to further explore the relationship between principals and the implementation of co-teaching, recommendations for future research address the areas of (a) administrative practices in high schools, (b) effective traits of co-teachers, (c) co-teachers who volunteer, and (d) co-teachers' perception of supportive administrative practices.

Examining the practices of principals rated as highly effective in high school would provide insight into additional practices and allow comparison of practices across other administrators. High schools settings experience similar barriers to middle schools in relation to scheduling and various co-teaching partnerships. Additional examinations of the practices of

high school principals rated highly effective would provide insight into practices implemented in diverse and broader settings and allow comparisons of finding.

The principals in this study selected their co-teachers based on their adaptability and desire to see their students succeed as one of their criteria. A future study may examine effective characteristics of co-teachers. By examining effective characteristics administrators can obtain buy-in from staff with a set of traits proven to be effective in a co-taught class.

In examining the data and research literature it was noted that it was difficult to get volunteers for co-teaching. A future study can examine the perception of teachers who do not volunteer for co-teaching. If administrators have a deeper understanding of teachers' fears and barriers surrounding co-teaching they can more effectively address their needs and possibly attain teachers' buy-in.

This study examined the lived experiences of principals' practices and supports. Future research can examine the perceptions of co-teachers and their views of which leadership practices and supports are most effective in assisting them to co-teach more effectively. Examining the perceptions of co-teachers will provide a different perspective to co-teaching support and possibly explain high levels of neutrality in this study.

After conducting the study and analyzing the data the researcher found that principals should be involved in the process of scheduling and selecting their co-teachers. Scheduling and selecting staff should not be delegated. Principals should prepare their teachers to begin co-teaching and continue to support them throughout. Developing a culture that supports co-teaching requires principals to demonstrate their support by placing teachers with the effective characteristics and encouraging collaboration. The focus of the research that follows this study

should be on the highly effective principals in secondary settings to offer understanding into practices implemented in various settings and provide opportunities for comparisons of findings.

**APPENDIX A**  
**INSTITUTIONAL REVIEW BOARD APPROVAL**



University of Central Florida Institutional Review Board  
Office of Research & Commercialization  
12201 Research Parkway, Suite 501  
Orlando, Florida 32826-3246  
Telephone: 407-823-2901 or 407-882-2276  
[www.research.ucf.edu/compliance/irb.html](http://www.research.ucf.edu/compliance/irb.html)

### Approval of Exempt Human Research

**From:** UCF Institutional Review Board #1  
FWA00000351, IRB00001138  
**To:** Michelle C. San  
**Date:** April 07, 2015

Dear Researcher:

On 04/07/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination  
Project Title: Urban School Principals Rated as Highly Effective: Supporting a Culture for Co-Teaching  
Investigator: Michelle C. San  
IRB Number: SBE-15-11188  
Funding Agency:  
Grant Title:  
Research ID: N/A

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in IRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the [Investigator Manual](#).

On behalf of Sophia Dziegielewski, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

A handwritten signature in black ink that reads "Joanne Muratori".

Signature applied by Joanne Muratori on 04/07/2015 04:09:00 PM EDT

IRB manager

**APPENDIX B**

**RESEARCH APPROVAL FROM XXX PUBLIC SCHOOLS**

Mrs. Michelle San  
14132 SW 160 Avenue  
Miami, FL 33196

Dear Mrs. San:

I am pleased to inform you that the Research Review Committee (RRC) of the [REDACTED] has granted you approval for your request to conduct the study: "Urban School Principals Rated as Highly Effective: Supporting a Culture for Co-Teaching" in order to fulfill the requirement of your dissertation at the University of Central Florida.

The approval is granted with the following conditions:

1. **Participation of the schools targeted in this study is at the discretion of each principal.**

Please note that even with the approval of the RRC, it is still the responsibility of the Principal as the gatekeeper of the school to decide whether to participate or not. As stated in the Board rule, "*... the principal of the individual school has the privilege of deciding if RRC-approved research will be conducted within his/her school.*" A copy of this approval letter must be presented/and or shared with the Principal of each targeted school.

2. The participation of all subjects (such as students, faculty, or staff) is **voluntary**.

3. The anonymity and/or confidentiality of all subjects must be assured.

4. Consents forms must be secured before the researcher can collect the data.

5. The study will involve the **voluntary** participation of approximately 6 principals and 40 teachers. The participants are expected to be interviewed by the researcher for a period less than one hour at a place and time agreeable to both the researcher and the participants.

6. Disruption of the school's routine by the data collection activities of the study must be kept at a minimum. Data collection activities must not interfere with the district's testing schedule.

[REDACTED]



**It should be emphasized that the approval of the Research Review Committee does not constitute an endorsement of the study. It is simply a permission to request the voluntary cooperation in the study of individuals associated with [REDACTED]**

It is your responsibility to ensure that appropriate procedures are followed in requesting an individual's cooperation, and that all aspects of the study are conducted in a professional manner. With regard to the latter, make certain that all documents and instruments distributed within [REDACTED] as a part of the study are carefully edited.

The approval number for your study is **2054**. This number should be used in all communications to clearly identify the study as approved by the Research Review Committee. The approval expires on **06/30/2016**. During the approval period, the study must adhere to the design, procedures and instruments which were submitted to the Research Review Committee.

Finally, as indicated in your application, please submit to the RRC an abstract of the research findings by **July 2016**.

**If there are any changes in the study as it relates to [REDACTED], the RRC must be notified in writing. Substantial changes may necessitate resubmission of the request. Failure to notify me of such a change may result in the cancellation of the approval.**

If you have any questions, please call me at [REDACTED]. On behalf of the Research Review Committee, I want to wish you every success with your study.

Sincerely,



Tarek Chebbi, Ed. D.  
Chairperson  
Research Review Committee

APPROVAL NUMBER: **2054**

APPROVAL EXPIRES: **06/30/2016**

[REDACTED]

**APPENDIX C**  
**EMAIL TO DISTRICT ADMINISTRATOR**

Name District Administrator  
Address  
City, State, Zip Code

Dear (District Administrator):

I am a doctoral student at the University of Central Florida, Orlando, Florida. I am enrolled in the College of Education and Human Performance, and a member of the National Urban Special Education Leadership Initiative.

I am working on a dissertation titled: *Urban School Principals Rated as Highly Effective: Supporting a Culture for Co-Teaching*.

This research study will provide educators insight to better understand the policies and practices of effective principals and evaluate their impact on school wide co-teaching practices in inclusive classrooms. The research will also examine ways in which principals establish a culture to support co-teaching.

The purpose of this letter is to request your assistance in this study. I am requesting an appointment to discuss the research study further and how you can assist. You will be asked to nominate prospective principals based on the following selection criteria:

- a. Rated as *Highly Effective* on the most recent *Principal Evaluation System* (Undisclosed, 2013)
- b. Utilized co-teaching as a service delivery option for a minimum of three years while a principal at the same school.
- c. Nominated for participation in this study by, you, a district administrator.

You will be asked to select principals who demonstrate leadership characteristics that align with situational leadership. I aim to find 4-8 principals that meet the selection criteria. Co-teachers at the principals' schools will also be asked to participate in the study. The co-teachers will take part in a survey about the support and procedures implemented for co-teaching at their respective schools. The principals will be in this research study for approximately hour over a two months period of time.

If you are able to assist me with the selection of prospective principals, please contact me via email. If you have any questions, I may be contacted directly at XXX-XXX-XXXX, or via email at \_\_\_\_\_

Thank you in advance for your consideration to assist with this study.

Sincerely,

Researcher Name  
Doctoral Student, University of Central Florida

**APPENDIX D**

**PRINCIPAL INTERVIEW INVITATION EMAIL**

Dear (Principal Name),

I am writing to request your assistance for my research. I am a doctoral candidate with the University of Central Florida working on an Urban Special Education Leadership degree. The purpose of my study is to identify the policies and practices of effective principals and evaluate their impact on school wide co-teaching practices in inclusive classrooms. You have been chosen based on the requirements which include:

- a. Rated as Highly Effective on the most recent *Principal Evaluation System*
- b. Utilized a co-teaching as a service delivery option for a minimum of three years as a school principal.
- c. Nominated for participation in this study by a district special education supervisor.

Please email me with a preferred meeting date time, and location.

If you have any questions regarding this research study or the interview, please feel free to contact me at XXX-XXX-XXXX.

Sincerely,

Researcher Name  
Doctoral Candidate  
University of Central Florida

**APPENDIX E**

**EMAIL INVITATION FOR EXPERT PANEL**

Dear USELC Members,

I am requesting your assistance to participate in a panel of experts in a Delphi technique. I am a doctoral candidate with the National Urban Special Education Leadership Initiative at the University of Central Florida, and currently working on dissertation.

I will be using a Delphi technique to develop a set of interview and survey questions for principals who have been highly rated by their superiors and implement co-teaching at their schools. The purpose of this study is to determine organizational procedures and supports in place for co-teaching, of principals who exceed district standards on their annual performance evaluation, and to describe the essence of the principals' experiences.

The Delphi method is a process to collect and gather judgments of experts using a series of questionnaires and analysis techniques combined with feedback. The expert panel will consist of 7 - 8 members, identities will be kept confidential. Members of the panel will participate in three phases offering feedback on the types of questions I should include in the principals' interview.

In the first phase, the panel will receive the overarching research questions and a list of sample question for the study. The panel will be asked to provide feedback on the questions.

During the second phase, the panel will receive the results of the first phase and will be asked to rate questions on a rating scale provided by the researcher. Panels will be reviewing question for relevance, importance, and validity.

In phase three, the panel will review the questions and ratings from phase two and be asked to revise any of their ratings or provide rationale on their decisions.

I hope you are able to be a part of the expert panel. Your expertise is of great value to the study. Please respond to the email if you are willing and able to participate. Thank you.

Sincerely,

Researcher Name  
\_\_\_\_@knights.ucf.edu  
Doctoral Candidate  
University of Central Florida

**APPENDIX F**  
**PERMISSION FOR USE OF CO-ACT**



Dear Dr. Friend:

I am a doctoral student from University of Central Florida writing my dissertation tentatively titled *Urban School Principals Who Exceed Standards: Supporting a Culture for Co-Teaching Teams* under the direction of my dissertation committee chaired by Dr. Martin.

I would like your permission to use the Co-ACT survey instrument in my research study. I would like to use and print your survey under the following conditions.

- I will use this survey only for my research study and will not sell or use it with any compensated or curriculum development activities. *The survey will be disseminated in print only, not posted on a website, sent via e-mail, or otherwise distributed electronically.*
- I will include the copyright statement on all copies of the instrument. *WST*
- I will send my research study and one copy of reports, articles, and the like that make use of these survey data promptly to your attention.

The Co-ACT survey will assist in answering the following research questions:

1. How do principals, who received a rating that exceeds district standards on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?
2. How do principals, who received a rating that exceed district standards on their annual performance evaluation, develop a culture to support co-teachers?

The survey will help determine how the principals support co-teaching and what organizational procedures they have in place that impact co-teaching in their schools. I expect the research study to be completed by 08/2015.

If these are acceptable terms and conditions, please indicate so by signing one copy of this letter and returning it to me either through postal mail, fax, or e-mail:

14132 SW 160 AVE  
Miami, FL 33196  
Fax: 305-252-5901  
msan1976@aol.com

Sincerely,

Michelle San  
Doctoral Candidate

Signature



01.23.15

**APPENDIX G**

**PRINCIPAL INTERVIEW DELPHI TECHNIQUE RATING FORM**

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# Delphi Expert Panel Questionnaire Round 1

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## Principal Interview question

The following questions will address basic preliminary information.

1. What is your highest degree you have earned?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

2. How many years have you been a school principal?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

3. How many years have you been a principal at this school?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

4. What other leadership roles have you held prior to becoming a principal?      \_\_\_ Acceptable  
\_\_\_ Unacceptable

Possible Rewording:

5. How many co-taught classes do you have at this school?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

6. How many years have you had co-taught classes at this school?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

7. What is your philosophy of inclusion as it relates to students with disabilities?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

## The following questions will address organization procedures

8. What do you consider the primary role of the principal, in an urban setting, is when it comes to including students with disabilities?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

9. Have you received training in co-teaching?      \_\_\_ Acceptable    \_\_\_ Unacceptable

Possible Rewording:

10. What are your views on co-teaching?      \_\_\_ Acceptable    \_\_\_ Unacceptable  
What are the roles of the teachers?

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Possible Rewording:

11. How does co-teaching look in your school?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

12. What needs to be in place in order to have successful co-teaching occur?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

Probe: Do teachers need to be confident in their skills/subject area?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

Probe: Is the relationship of the co-teachers important?      \_\_\_ Acceptable      \_\_\_ Unacceptable  
If so, what have you seen successful co-teaching teams interact?

Possible Rewording:

13. What are some barriers you have experienced with co-teaching?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

14. If so, how have you dealt with the barriers?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

15. How do you use data to make decisions in relation to co-teaching?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

Probe: Does their student performance assist you in determining in which subject area or co-teacher to pair them with?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

Probe: Does the teacher's attitude or personality play a role?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

16. What is your process for preparing co-teaching teams?      \_\_\_ Acceptable      \_\_\_ Unacceptable

Possible Rewording:

17. How do you prepare the setting for co-teaching?      \_\_\_ Acceptable      \_\_\_ Unacceptable

---

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Possible Rewording:

18. What are your expectations for the special education teacher/general education in terms of : a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

The following questions address culture and support

19. How do you ensure that co-teachers receive proper training prior to co-teaching?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

Probe: Do you believe your co-teachers are familiar with the 6 models of co-teaching and are employing them?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

20. How do you get buy-in from teachers?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

21. What do you look for when you observe a co-teaching classroom?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

Probe: What are the roles of the special education and general education teachers?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

Probe: Are accommodations expected? If so, how do you ensure they are provided?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

Probe: How should it look different from a non-co-taught classroom?

\_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

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22. How do you motivate those who are co-teaching?

\_\_\_ Acceptable \_\_\_ Unacceptable

---

---

Possible Rewording:

23. Do you provide time for co-planning during school hours? \_\_\_ Acceptable \_\_\_ Unacceptable  
If not, when do co-teachers plan together?

Possible Rewording:

24. Who (special education or general education teachers) is \_\_\_ Acceptable \_\_\_ Unacceptable  
expected to instruct students with disabilities?

Possible Rewording:

25. How do you monitor the student's progress in a \_\_\_ Acceptable \_\_\_ Unacceptable  
co-taught setting?

Possible Rewording:

Probe: How do teachers monitor the student's progress? \_\_\_ Acceptable \_\_\_ Unacceptable

Possible Rewording:

Probe: If students are not making progress what are the \_\_\_ Acceptable \_\_\_ Unacceptable  
next steps?

Possible Rewording:

---

## **APPENDIX H**

### **PRINCIPAL INTERVIEW DELPHI TECHNIQUE FINAL RATINGS**

**Principal Interview Questions Delphi Technique Results**

<b>Principal Interview Questions</b>	<b>Expert Panel Agreement</b>
<b>1. What is the highest degree you have earned?</b>	100%
<b>2. How many years have you been in a middle school principal?</b>	100%
<b>3. How many years have you been a middle school principal?</b>	100%
<b>4. What other leadership roles have you held prior to becoming a principal?</b>	100%
<b>5. How many classes are co-taught by two licensed professionals at your current school?</b>	100%
<b>6. How many years has your current school implemented co-taught classes with two licensed professionals?</b>	100%
<b>7. Was co-teaching established prior to your arrival in this school? Did you have to make many adjustments? (Probe)</b>	100%
<b>8. What is your philosophy of inclusion as it relates to students with disabilities?</b>	100%
<b>9. What do you consider the primary role of a principal, in an urban setting, when to including students with disabilities?</b>	100%
<b>10. Have you received training in the practice of co-teaching?</b>	100%
<b>11. What are your essential understandings of co-teaching?</b>	100%
<b>12. What are your views on co-teaching?</b>	80%
<b>13. How do you define the roles of co-teachers?</b>	100%
<b>14. How does co-teaching look in your school?</b>	80%
<b>15. What needs to be in place in order to have successful co-teaching occur?</b>	100%
<b>16. Do teachers need to be knowledgeable in their skills/subject area?</b>	80%



<b>17. Do teachers need to have experience in the skills/subject area?</b>	<b>80%</b>
<b>18. What attributes are evident in an effective co-teaching team?</b>	<b>100%</b>
<b>19. What are some barriers you have experienced with co-teaching?</b>	<b>80%</b>
<b>20. How have you dealt with the barriers?</b>	<b>100%</b>
<b>21. How do you use student data to make decisions in relation to the practice of co-teaching?</b>	<b>100%</b>
<b>22. Does their student performance assist you in determining which subject area to assign them? Also which general education/special education co-teacher to pair them with? (Probe)</b>	<b>100%</b>
<b>23. Does the general/special education teacher's mindset play a role in the practice of co-teaching? (Probe)</b>	<b>100%</b>
<b>24. What is your process for preparing co-teaching teams? For example training, assigning roles/responsibilities, pairing teams...</b>	<b>80%</b>
<b>25. What are your expectations for special education teachers in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication</b>	<b>80%</b>
<b>26. What are your expectations for general education teachers in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication</b>	<b>100%</b>
<b>27. How do you ensure that co-teachers receive proper training prior to co-teaching?</b>	<b>100%</b>
<b>28. Do you believe your co-teachers are familiar with the six models of co-teaching and are employing them?</b>	<b>100%</b>
<b>29. How do you get buy-in from teachers?</b>	<b>100%</b>
<b>30. What do you look for when you observe a co-teaching classroom?</b>	<b>80%</b>
<b>31. What are the roles of special education and general education teachers in a co-teaching classroom? (Probe)</b>	<b>100%</b>
<b>32. Are accommodations expected? If so, how do you ensure they are provided?</b>	<b>80%</b>

<b>33. How does classroom instruction look different from a co-taught classroom to a non-co-taught classroom?</b>	<b>100%</b>
<b>34. How do you motivate professionals who are working in co-taught classrooms?</b>	<b>100%</b>
<b>35. Do you provide time for co-planning during school hours? If not, when do co-teachers plan together?</b>	<b>100%</b>
<b>36. Who is expected to instruct students with disabilities? General education teachers? Special education teacher?</b>	<b>100%</b>
<b>37. If students are not making progress what are your responsibilities as an urban school administrator in this process?</b>	<b>80%</b>

**APPENDIX I**

**SUMMARY EXPLANATION FOR EXEMPT RESEARCH:**

**PRINCIPAL INTERVIEW**



## EXPLANATION OF RESEARCH

Title of Project: Urban School Principals Rated as Highly Effective: Supporting a Culture for Co-Teaching

Principal Investigator: Michelle San

Faculty Supervisor: Suzanne Martin, PhD

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this study is to identify the policies and practices of effective principals and evaluate their impact on school wide co-teaching practices in inclusive classrooms. This inquiry seeks to better understand the implementation of co-teaching as an instructional delivery service for students with disabilities.
- You have been asked to take part in this research study because you are a middle school principal, who rated as *Highly Effective* on the most recent evaluation, utilized co-teaching as a service delivery option for a minimum of three years while a principal at the same school, and was nominated for participation in this study by a district administrator. You must be 18 years of age or older to be included in the research study.
- You will be asked to participate in a face-to-face, semi-structured interview. The interview is expected to take approximately 1 hour, and will be scheduled at your convenience at an agreed upon location. The principal investigator, Michelle San, will conduct the interview using open-ended guiding questions.
- The interview will be audio recorded to ensure your contributions are depicted accurately. A summary of the interview will be shared with you at a later date to check for agreement and allow you to contribute additional information if needed. The interview will be kept confidential.
- You will be audio taped during this study. If you do not want to be audio taped, you cannot participate in the study. Discuss this with the researcher. If you are audio taped, the tape will be kept in a locked, safe place, along with the interview transcript, for a period of three years. After the three years the tape will be destroyed. The tape and transcript will be kept confidential.

- After completing the interview, the researcher requests permission to distribute an online survey to the language arts co-teaching teams at your school. The interviews will be followed by a review of existing documents including master schedule, School Improvement Plan, and Action Plan.

**Study contact for questions about the study or to report a problem:** If you have questions, concerns, or complaints: Michelle San, Graduate Student, College of Education and Human Performance, 305-905-8761, or Dr. Suzanne Martin Faculty Supervisor, Department of Child, Family, and Community Sciences, by email at [suzanne.martin@ucf.edu](mailto:suzanne.martin@ucf.edu).

**IRB contact about your rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.

**APPENDIX J**  
**PRINCIPAL INTERVIEW PROTOCOL**

## **INTERVIEW PROTOCOL QUESTIONS FOR PRINCIPALS**

Hello and thank you for agreeing to participate in this interview. My name is Michelle San and I am a doctoral student at the University of Central Florida. The purpose of this interview is to gain insight into your practices in respect to co-teaching.

This interview should take approximately 45 minutes. Our discussion will be kept confidential.

I appreciate you taking time out of your busy schedule to discuss your experiences in regards to co-teaching.

This research study may help identify organizational procedures and support for a culture of co-teaching. Information from this interview will be combined with other data and used in my dissertation.

The interview questions focus on your “lived experiences” as a middle school principal, concerning practices and support for co-taught classrooms.

There is no right or wrong way to answer and feel free to elaborate or express your feelings and opinions. There are no anticipated risks associated with participating in this interview and measures will be taken to ensure confidentiality. .

With your permission, I will be audio recording the interview and taking notes to ensure that I don't miss anything. The interview will be transcribed, and a summary will be shared with you to check for agreement and allow you to contribute additional information if needed.

There is no compensation or direct benefit for participating in this research. You may decline to participate in this interview without any consequences. You may also choose not to respond to any question without explanation.

If you have any questions regarding participant's rights, you may contact the UCF-IRB Office. I will provide you with the contact information.

Do I have your permission to record the interview?

If the participant agrees, turn on the audio recorder and continue as follows:

Again my name is Researcher Name. Today is \_\_\_\_\_, and I am speaking with \_\_\_\_\_ . This interview is being recorded. Do I have your permission to record our conversation?

Do you have any questions before I begin our conversation?

**The following questions will address basic preliminary information.**

1. What is the highest degree you have earned?
2. How many years have you been a middle school principal?
3. How many years have you been a principal at your current school?
4. What other leadership roles have you held prior to becoming a principal? ?
5. How many classes are co-taught by two licensed professionals at your current school?
6. How many years has your current school implemented co-taught classes with two licensed professionals?
  - Probing question: Was co-teaching established prior to your arrival in this school? Did you have to make many adjustments?
3. How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?
  - 1.1 What is your philosophy of inclusion as it relates to students with disabilities?
  - 1.2 What do you consider the primary role of the principal, in an urban setting, when it comes to including students with disabilities?
  - 1.3 Have you received training in the practice of co-teaching?
  - 1.4 What are your essential understandings of co-teaching?
  - 1.5 What are your views on co-teaching?
  - 1.6 How do you define the roles of co-teachers?
  - 1.7 How does co-teaching look in your school?
  - 1.8 What needs to be in place in order to have successful co-teaching occur?
    - Probe: Do teachers need to be knowledgeable in their skills/subject area?



- Probe: Do teachers need to have experience in the skills/subject area?

1.9 What attributes are evident in an effective co-teaching team?

1.10 What are some barriers you have experienced with co-teaching?

1.11 How have you dealt with the barriers?

1.12 How do you use student data to make decisions in relation to the practice of co-teaching?

- Probe: Does their student performance assist you in determining which subject area to assign them? Also which general education/special education co-teacher to pair them with?

- Probe: Does the general education/special education teacher's mind set play a role in the practice of co-teaching?

1.13 What is your process for preparing co-teaching teams? For example, training, assigning roles/responsibilities, and pairing teams....

1.14 What are your expectations for special education teacher in terms of : a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication

1.15 What are your expectations for general education teachers in terms of : a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication

2 How do principals, who received a rating that exceed district standards on their annual performance evaluation, develop a culture to support co-teachers?

2.1 How do you ensure that co-teachers receive proper training prior to co-teaching?

2.2 Do you believe your co-teachers are familiar with the 6 models of co-teaching and are employing them?

- 2.3 How do you get buy-in from teachers?
- 2.4 What do you look for when you observe a co-teaching classroom?
- Probe: What are the roles of the special education and general education teachers in a co-teaching classroom?
- 2.5 Are accommodations expected? If so, how do you ensure they are provided?
- 2.6 How does classroom instruction look different from a co-taught classroom to a non-co-taught classroom?
- 2.7 How do you motivate professionals who are working in co-taught classrooms?
- 2.8 Do you provide time for co-planning during school hours? If not, when do co-teachers plan together?
- 2.9 Who is expected to instruct students with disabilities? General education teachers? Special education teachers?
- 2.10 If students are not making progress what are your responsibilities as an urban administrator in this process?

**APPENDIX K**  
**CO-TEACHER SURVEY PROTOCOL (CO-ACT)**

**Teacher Survey**  
**Sample**

**The following questions will address basic preliminary information.**

1. Please select you school letter.

- A
- B
- C
- D
- E
- F
- G
- H
- I
- J

2. What is your role in the co-teaching partnership?

- General Education Teacher
- Special Education Teacher

3. How were you selected to co-teach?

- I volunteered
- I was assigned willingly
- I was assigned unwillingly

4. I have a say in who I am partnered with.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

5. My administration supports the implementation of co-teaching.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

6. I have sufficient time to co-plan.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

7. I have time to co-plan during school hours.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

8. I am knowledgeable about the 6 models of co-teaching.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

9. I utilize the 6 models of co-teaching.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

10. I have received training in the practice of co-teaching.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

11. My role as a co-teacher has been defined for me.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

12. My responsibilities as a co-teacher have been defined for me.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

The following questions have been obtained from the Colorado Assessment of Co-Teaching (CO-ACT) with authorization from Dr. Marilyn Friend. Please indicate your level of agreement with each statement.

Reference:

Adams, L., Cessna, K., & Friend, M. (1993). Colorado Assessment of Co-Teaching: CO-ACT [Questionnaire instrument]. Denver, CO: Colorado Department of Education.

### The Colorado Assessment of Co-Teaching (Co-ACT)

1. Co-teachers are confident in their skills as individual teachers.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
2. The special educator has skills to suggest instructional strategies to meet unique student needs.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
3. The general education teacher acknowledges the need for accommodations for individual students in the co-taught classroom.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
4. The general education teacher has strong knowledge of the curriculum content.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
5. The special educator is confident in his/her knowledge of the curriculum content.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
6. Co-teachers are willing to share their knowledge and skills with each other.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

7. Co-teachers have effective communication skills.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
8. Co-teachers have strong classroom management skills.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
9. Co-teachers are eager to expand their skills.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
10. Co-teachers believe co-teaching is worth the effort.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
11. Co-teachers are committed to building and maintaining their professional relationship.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
  
12. Co-teachers share a philosophy about learning and teaching.
  - Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree



13. Co-teachers respect each other's professionalism.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
14. Co-teachers share common goals for the co-taught class.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
15. Each co-teacher has a distinct but essential purpose in the co-taught class.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
16. Co-teachers acknowledge their areas of weakness and seek assistance.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
17. Co-teachers are able to release control to their co-teacher.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
18. Co-teachers share equal responsibility for what happens in the classroom.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

19. Co-teachers regularly set time aside for joint planning.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
20. Co-teachers make important decisions together.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
21. Co-teachers carry their part of the workload.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
22. During a lesson co-teachers can sense their others' thoughts and direction.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
23. Co-teachers share the gentle and tough roles.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
24. Classroom space is shared so that both teachers have a work space.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

25. Co-teachers jointly assess what's working and what isn't on a regular basis.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
26. Co-teachers communicate during lessons to facilitate student learning.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
27. Co-teachers use collaborative strategies for problem solving.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
28. Both teachers are responsible for teaching all students in the co-taught classrooms.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
29. Students with disabilities are intermingled with students without disabilities.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
30. Students receive individual help and structures to complete assignments.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

31. Co-teachers use a variety of student grouping arrangements.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
32. Co-teachers use a variety of co-teaching structures/formats.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
33. Students with disabilities are provided with accommodations.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
34. Instructional delivery in co-taught classes involves the presentation of information in a variety of ways.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
35. Co-teachers make continual adjustments to ensure student success.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree
36. Co-teachers employ a variety of methods to assess students' progress.
- Strongly disagree
  - Disagree
  - Neutral
  - Agree
  - Strongly agree

37. Co-teachers monitor students' academic progress on a regular basis.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

38. Co-teachers adapt assessment tools and procedures as needed.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

39. Instructional delivery in co-taught classes is different from what occurs in other classes taught by the general education teacher.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

**APPENDIX L**

**SUMMARY EXPLANATION FOR EXEMPT RESEARCH:**

**CO-TEACHER SURVEY (CO-ACT)**



## **EXPLANATION OF RESEARCH**

Title of Project: Urban School Principals Rated as Highly Effective: Supporting a Culture for Co-Teaching

Principal Investigator: Michelle San

Faculty Supervisor: Suzanne Martin, PhD

You are being invited to take part in a research study. Whether you take part is up to you.

- The purpose of this study is to identify the policies and practices of effective principals and evaluate their impact on school wide co-teaching practices in inclusive classrooms. This inquiry seeks to better understand the implementation of co-teaching as an instructional delivery service for students with disabilities.
- You will be asked to participate in an electronic Likert-type scale survey regarding co-teaching at your school. The survey is expected to take approximately 20 minutes.
- The results of the survey will be kept confidential.
- The survey will be completed online, at your convenience.

You must be 18 years of age or older to take part in this research study.

**Study contact for questions about the study or to report a problem:** If you have questions, concerns, or complaints: Michelle San, Graduate Student, College of Education and Human Performance, (305) 905 -8761 or Dr. Suzanne Martin, Faculty Supervisor, College of Education and Human Performance by email at [suzanne.martin@ucf.edu](mailto:suzanne.martin@ucf.edu).

**IRB contact about your rights in the study or to report a complaint:** Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been reviewed and approved by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research &

Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901.



**APPENDIX M**

**TABLE FOR REVIEW OF EXISTING DOCUMENTS**

Review of documents data found:

Comparison Principal Interview and Master schedule

Themes:	Evidence for P-1	Evidence for P-2	Evidence for P-3
<i>Preparing the Setting</i>	Time for Co-teaching was found	Time for Co-teaching was found	Time for Co-teaching was found
<i>Necessary Co-teacher Skill Sets</i>	N/A	N/A	N/A
<i>Preparing the Staff</i>	N/A	Continuum of services is evident	Continuum of services is evident
<i>Utilizing the Leadership Team</i>	N/A	N/A	N/A
<i>Effective Traits of Co-teacher</i>	N/A	N/A	N/A
<i>Purposeful Selection of Staff</i>	N/A	N/A	N/A
<i>Expectations for co-teachers</i>	N/A	N/A	N/A
<i>Motivating Co-teachers</i>	N/A	N/A	N/A
<i>Attaining Buy-in through Support and Culture</i>	Number of preparations and partners available	Number of preparations and partners available	Number of preparations and partners available
<i>Barriers to Co-teaching</i>	Class size evident	Class size evident	Class size evident
<i>Addressing Barriers</i>	Stayed below class size requirements	Stayed below class size requirements	Stayed below class size requirements

Comparison of Principal Interview and School Improvement Plan

Themes:	P-1	P-2	P-3
<i>Preparing the setting</i>	Discusses the time set aside for collaborative planning. (pg 10)	Evidence of school hours made for teacher collaboration.	Collaboration hours are discussed.
<i>Necessary Co-teacher Skill Sets</i>	N/A	N/A	N/A
<i>Preparing the Staff</i>	Evidence of professional development in areas of co-teaching and special education.	Evidence of professional development in areas of co-teaching and special education.	Evidence of professional development in areas of co-teaching and special education.
<i>Utilizing the Leadership Team</i>	N/A	N/A	N/A
<i>Effective Traits of Co-teacher</i>	N/A	N/A	N/A
<i>Purposeful Selection of Staff for Co-teaching</i>	N/A	N/A	N/A
<i>Expectations for Co-teachers</i>	N/A	N/A	N/A
<i>Motivating Co-teachers</i>	N/A	N/A	N/A
<i>Attaining Buy-in through Support and Culture</i>	N/A	N/A	N/A
<i>Barriers to Co-teaching</i>	N/A	N/A	N/A
<i>Addressing Barriers</i>	N/A	N/A	N/A

Comparison of Principal Interview and Action plan (Solely for Professional Development)

Themes:	Evidence for P-1	Evidence for P-2	Evidence for P-3
<i>Preparing the Staff</i>	Evidence of professional development in co-teaching. Additional development in areas regarding students with disabilities.	Evidence of professional development in co-teaching. Additional development in areas regarding students with disabilities.	Evidence of professional development in co-teaching. Additional development in areas regarding students with disabilities.

**APPENDIX N**  
**TRANSCRIBED PRINCIPAL INTERVIEWS**

## **P-1 Interview Transcription**

### **Research Questions and Guiding Questions**

**The following questions will address basic preliminary information.**

**1. What is the highest degree you have earned?**

I have my master's degree and then I am a couple of credits short of my specialist degree.

**2. How many years have you been a middle school principal?**

Five

**3. How many years have you been a principal at your current school?**

Five

**4. What other leadership roles have you held prior to becoming a principal?**

I was the assistant principal here for 11 years and I was the Dean of Students at Coral Gables Senior High School, for a year.

**5. How many classes are co-taught by two licensed professionals at your current school?**

There are 7 classes that are co-taught.

**6. How many years has your current school implemented co-taught classes with two licensed professionals?**

At the very least since I have been principal, so I'm going to say at least 5 years.

**Probing question: Was co-teaching established prior to your arrival in this school? Did you have to make many adjustments?**

There was but not to such a degree. We did have to make adjustments. We had to provide training to our teachers.

**1. How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?**

**1.1 What is your philosophy of inclusion as it relates to students with disabilities?**

We are in a full inclusion model, so for us it has been very successful. Obviously we are a magnet school so our student population is a little bit different than other middle schools. I think that also plays a part into its success. But as of now we have been very successful with that.

**1.2 What do you consider the primary role of a principal, in an urban setting, when it comes to including students with disabilities?**

I think just finding the right teachers to teach those courses. To make sure it the right fit. That's not always the case.

**1.3 Have you received training in the practice of co-teaching?**

No

**1.4 What are your essential understandings of co-teaching?**

It should be a classroom where both teachers take ownership and both teachers are recognized as the teacher. How that works out is different in every scenario. It depends on the relationship of the two teachers. One teacher will always take on more of a main role but we try to ensure that it is a cohesive, you know, collaborative relationship.

**1.5 What are your views on co-teaching?**

I believe that co-teaching is effective when two teachers who work well together are paired and recognized as two equal teachers. It has been very successful in our school.

**1.6 How do you define the roles of co-teachers?**

I don't think that is something the principal has to define. I think that I need the teachers to figure that out for themselves. We always do training at the beginning of the year for all the co-teachers. Different groups of people are in that training every year because different groups of

people are co-teaching. I tell them, I am not going to tell you how your classroom is going to look. That is something you have to figure out. I can assist you, I can mediate if there is an issue and I can give you suggestions, but I cannot define what that classroom will look like.

### **1.7 How does co-teaching look in your school?**

I think it is successful, especially when comparing the co-teaching for inclusion versus co-teaching for class size. The co-teaching for inclusion is much more successful maybe because those teachers have been doing it for many more years.

### **1.8 What needs to be in place in order to have successful co-teaching occur?**

People willing to let go and be flexible and if you don't have a flexible teacher than that probably won't work for you. There also has to be a lot of support from the administration.

#### **Probe: Do teachers need to be knowledgeable in their skills/subject area?**

They do! They do! And they need to know their student population and now the accommodations that need to be made for their students.

#### **Probe: Do teachers need to have experience in the skills/subject area?**

Experience would help but I am not opposed to putting a rookie teacher into co-teaching. Sometimes they come with more knowledge base than our veteran teachers. I haven't but I am not opposed to that.

### **1.9 What attributes are evident in an effective co-teaching team?**

The effective co-teaching team both teachers know their student populations. When you walk into that classroom and you ask the students who their teacher is and they will mention both. It won't just be the one and the other one is just floating around. Both teachers need to be actively engaged in the lesson at hand.

### **1.10 What are some barriers you have experienced with co-teaching?**



Well the facility is a barrier we are an all portable school so in terms of scheduling the classrooms tend to be not large enough to do what we really need to do. Our sped department chair, her classroom is wonderful and she has the computers and she has areas for centers to do differentiated instruction. But that is one classroom out of 53 that I have. So that's a barrier.

Another barrier that occurs at times is differences in personalities.

### **1.11 How have you dealt with the barriers?**

First I would just try having a conversation with both teachers. As for the facility, each year we try to make the other classrooms more conducive to that co-teaching inclusion model by reconfiguring the room as much as we can. I mean it is limited to how much we can do. They are pretty much cookie cutter portables but we try.

### **1.12 How do you use student data to make decisions in relation to the practice of co-teaching?**

Well my sped department chair person is here today. I hire her in the summer. She comes in so we can look as the cumulative folders come in for the 6<sup>th</sup> graders. We can look at the information. Once scores come out than we can obviously go further with that information. But at the very least looking through the cumulative folders and getting to know those 6<sup>th</sup> graders the ones that we don't know yet. Then making sure we look at those schedules to make sure that they are with the right co-teaching situation. So we do all that in the summer.

- **Probe: Does their student performance assist you in determining which subject area to assign them? Also which general education/special education co-teacher to pair them with?**

I don't know that I necessarily look at student performance, I kind of just look at the subject area that the teacher is certified to teach. And at the population of students I am getting each year. Each year it changes. Like for example the past few years our number of students with autism

have gone up. We have some teachers that work better with students with autism. So we had to rethink our co-teaching. So in that sense the sped teacher has done more with every kind of student we've had. Whereas the general ed. teacher need a little bit more help so we had someone come out from the district offices, an autism specialist, to talk about how to help those students.

**Probe: Does the general education/special education teacher's mind set play a role in the practice of co-teaching?**

I think it does. I think because they have to be open to what they are doing. And a good teacher loves their job. A good teacher wants to come to work each day and will do and jump through hoops for those kids. If you have that in place it doesn't matter whether you are the sped teacher the general ed. co-teacher you will have a successful classroom.

**1.13 What is your process for preparing co-teaching teams for example, training, assigning roles/responsibilities, pairing teams....?**

The assistant principal and I develop the master schedule. I am still very involved in it because I have done it for many years and I kind of don't want to give that up. I need to look at the right pairing for those co-teachers. And then like I said on opt days we provide a co-teacher training that my sped department chairperson and my assistant principal run. And it's mandatory. They all come anyway; all our teachers are mostly there. And then after that with the particular co-teaching assignments and some of them still have reservations or they feel uncomfortable they. So then we will have individual meetings with each co-teacher before the school year begins. And that I think has worked out quite well.

**1.14 What are your expectations for special education teacher in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication**

I think I have the same expectations I would of any other teacher, in the building they are responsible for a group of students and we want the best for those students. Is collaborative planning always happening? I can tell you no, that it is not. The one teacher takes that lead role and the other one usually provides assistance in whatever way or form it is. Some do actually teach the class, as well, and those are usually your best scenarios but if I could change one thing, I mean I would probably provide more training on just collaborative planning and providing them the time. We do have the time within our schedule for that but I do not know that those are the teachers getting together to plan collaboratively.

**1.15 What are your expectations for general education teachers in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication**

The general ed. teacher, I think even more so than the special education teacher, has to keep abreast of all the changes that are happening with sped what is happening and be familiar with the students' IEP. Have that conversation with the special education teacher and really have that open line of communication so that they can be an expert in the field, as well. It doesn't always have to go back to the sped teacher.

**2 How do principals, who received a rating that exceed district standards on their annual performance evaluation, develop a culture to support co-teachers?**

**2.11 How do you ensure that co-teachers receive proper training prior to co-teaching?**

We do the training here in school and if there is ever a district training then I'll send them. That is just my philosophy on PD. If the teacher wants to go to a PD I will never say no. I'll find the money it doesn't matter to me because I think the more training they attend the better. As long as

they bring it back and share it with their department and share it with the faculty, I am going to have a better staff.

**2.12 Do you believe your co-teachers are familiar with the 6 models of co-teaching and are employing them?**

We really don't do that. We try. Ideally would be the team teaching model or the first one you said the one assist. That's pretty much if you walk through my building that is the one you would see the one teach one assist model. I don't think they are familiar the 6 models of co-teaching, honestly. I have to be truthful I am not sure that they know.

**2.13 How do you get buy-in from teachers?**

I hold their hand through the entire process and I think I am a pretty good listener and problem solver, so I tell them if things aren't working out, if you feel overwhelmed, if you're frustrated then please come talk to me and I am going to try to find a solution for you.

**2.14 What do you look for when you observe a co-teaching classroom?**

Just that its fluid that both are recognized as the teacher and that it's an easy kind of relationship and that learning is actually happening. That the students are engaged. That's pretty much what you would look for.

**Probe: What are the roles of the special education and general education teachers in a co-teaching classroom?**

Well they kind of define, like I said in my earlier one, they kind of define the roles that they take and our sped teachers also has a meeting with that co-teacher and are expected to share who the students with disability are, what the accommodations are, and everybody has to be familiar with that IEP.

**2.5 Are accommodations expected? If so, how do you ensure they are provided?**

They are expected! I have a very good relationship with my sped teacher so if an accommodation isn't happening as a result of something that the gen ed. teacher may or may not be doing that I am usually made aware of that but usually it's a communication issue with that teacher and gen ed. teacher to say listen say listen for example that student gets extended time and we need to make more of an effort to ensure that student gets extended time. And that's more on the sped teacher because she is in that classroom.

**2.6 How does classroom instruction look different from a co-taught classroom to a non-co-taught classroom?**

Well size and the numbers. It's a smaller classroom and you know that partnership you see when you come into that co-teaching classroom. That's all I can think of off the top of my head.

**2.7 How do you motivate professionals who are working in co-taught classrooms?**

I motivate them by telling them they are doing a phenomenal job. I think just giving them the tools that they need. And that's on me and my administrative team to bring them in and say ok I need you to make this work. What are the tools you need? What can we do to facilitate this? I know this is not easy. I know this is new for you and I know that it might be a little bit scary but I think you are going to be very successful because you have X, Y, Z quality. And usually you know if you do that, they will respond and do a good job.

**2.8 Do you provide time for co-planning during school hours? If not, when do co-teachers plan together?**

Yeah we do, but like I said I don't know that those are the teachers getting together. We provide that common planning time in our professional service time, the 8:35 til 9:10 and that's in there so I do not know if those are the teachers who are always getting together. As we walk around

the building, the administrative team, there are teachers planning collaboratively planning. They are doing all that but it is not always that.

**2.9 Who is expected to instruct students with disabilities? General education teachers?**

**Special education teachers?**

I think it's both you know. If we are shooting for the team teaching. Then it should be both.

**2.10 If students are not making progress what are your responsibilities as an urban school administrator in this process?**

Reevaluating the placement and where they are, and then meeting with the sped teacher and meeting gen ed. teacher to see what we can do to be successful. I mean knock on wood most, if not all, of our sped students leave with our IB certificate which is not an easy task at this school. And we have been very successful at getting them through the program so that is a testament to those teachers and those co-teachers.

## **P-2 Interview Transcription**

### **Research Questions and Guiding Questions**

**The following questions will address basic preliminary information.**

**1. What is the highest degree you have earned?**

The highest degree I have earned is a Master's degree in administration and supervision

**2. How many years have you been a middle school principal?**

Combined I would say maybe 10.

**3. How many years have you been a principal at your current school?**

3 years.

**4. What other leadership roles have you held prior to becoming a principal?**

I was a region director. I was an assistant principal.

**5. How many classes are co-taught by two licensed professionals at your current school?**

Currently we have 11.

**6. How many years has your current school implemented co-taught classes with two licensed professionals?**

All the three years I have been here.

**Probing question: Was co-teaching established prior to your arrival in this school? Did you have to make many adjustments?**

No it was established once I arrived at this school.

**1. How do principals, who received a rating of highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?**

**1.1 What is your philosophy of inclusion as it relates to students with disabilities?**

I think inclusion is very important. I think that we cannot allow students with disabilities to not receive the same high level of instruction that gen ed. students are receiving. So we have to challenge that student with disability as much as we challenge the gen ed. student.

**1.9 What do you consider the primary role of a principal, in an urban school, when it comes to including students with disabilities?**

I think that the primary role of the principal is to not allow those students to feel sorry for themselves, not allow them to use their “disability” as a crutch. Not to perform academically, behavior wise, and throughout the school.

**1.10 Have you received training in the practice of co-teaching?**

I have gone to numerous workshops, trainings regarding co-teaching and sped development.

**1.11 What are your essential understandings of co-teaching?**

My essential understanding is that two teachers work in a collaborative effort to ensure high inclusion of academic strategies but also the sped teacher serves as the “expertise” in maybe some disciplinary issues that may arise with the sped students.

**1.12 What are your views on co-teaching?**

I think it’s effective when you have two teachers who work as a team. I think it’s effective when you have two teachers that get along with one another and I think it’s effective when you have an administration that supports the whole concept.

**1.13 How do you define the roles of co-teachers?**

I do not define the roles. Well I personally, see it as they both are instructional leaders of their classroom. I do not feel that the gen ed. teacher or the sped teacher should be a difference in terms of the academic content. They both should be an expertise in the content. I think the sped



teacher may have one up on the gen ed. teacher because of their training and dealing with dealing with off task behavior.

#### **1.14 How does co-teaching look in your school?**

In my school we co-teach in the 4 content areas where you have the gen ed. teacher and the sped teacher and what I try to do is to ensure that my sped teachers go get subject area certified which I think is very very critical because I want those teacher to truly have a good understanding of the content that they are trying to incorporate within their lessons. I also try not to give the teachers more than two preparations.

#### **1.15 What needs to be in place in order to have successful co-teaching occur?**

I think you must have a very good support system from the administrative staff, from the department chair of sped and the department chair of that content area. And it has to be viewed in terms of the school it's just another class, not something different. It is a subject area that we teach we don't single it out.

#### **Probe: Do teachers need to be knowledgeable in their skills/subject area?**

Absolutely you want the teacher to really know the content area. We don't want one teacher teaching the content area and the other teacher to just to be able to manage the kids. I want my teachers to be able to be competent academic leaders. That is very important.

#### **Probe: Do teachers need to have experience in the skills/subject area?**

Absolutely and that is why we offer them trainings, supports, we send them to workshops.

Whatever that particular content area, we try to send the teachers out to get trained. But we also do a real good job during our common planning.

#### **1.9 What attributes are evident in an effective co-teaching team?**

I think you need to see two teachers who are willing to work together, compromise, have to have the ability to give and take, but most importantly keep the students as the number one priority in the classroom.

**1.10 What are some barriers you have experienced with co-teaching?**

Difference in personalities, I think that's the biggest thing and differences in teaching styles.

**1.11 How have you dealt with the barriers?**

By simply having conversations with the two teachers trying to find that common ground, trying to find that equal access that both are willing to compromise.

**1.12 How do you use student data to make decisions in relation to the practice of co-teaching?**

Well we use student data from the perspective of everything we do: If the kids are learning? If they are gaining? If we do an assessment? How do those kids compare to the other kids within the regular classes? Is there growth when you go from assessment 1 to assessment 2 is there growth? And if there is growth and there has to be growth. Not just for the gen ed. students in that classroom but for the sped students in that classroom. Now when we are in that classroom and we look at the data and the data shows the gen ed. kids are moving and the sped students are not then that is a problem.

- **Probe: Does their student performance assist you in determining which subject area to assign them? Also which general education/special education co-teacher to pair them with?**

I'm thinking about the academic effectiveness of both teachers. I'm thinking about the ability of both teachers to manage students. I'm thinking about both teachers' ability to compromise. I'm thinking about is it an effective practice. We want to pair two teachers that are willing to work together and that comes through me doing my classroom walk through. Me having conversations with the respective coaches, with the respective department chairs. Just knowing your staff, knowing who could possibly pull it off.

**Probe: Does the general education/special education teacher's mind set play a role in the practice of co-teaching?**

Well in your overall culture of your school. You want to build a culture in where teachers are willing to do whatever is in the best interest of the students. So if they are willing to do what is in the best interest of students then that's the pathway to establishing true co-teaching because they're not: "Well I don't want to do this. I don't want to try this." If it is in the best interest of the students, if it is in the best interest of the overall master schedule that you are trying to build and everybody is on the same page then it can work for you.

**1.13 What is your process for preparing co-teaching teams for example, training, assigning roles/responsibilities, pairing teams....?**

Process is the master schedule. Process is providing a continuum of services. Process is training. The process is through teachers who are willing to try it. My process is through the effectiveness of the teacher over a period of years. And working with the students and working with other teachers and seeing how it meshes out. We provide opportunities for our teachers to be trained in co-teaching model and concept. We provide opportunities for our teachers to truly work on being a collaborative partner in a project that will better the instruction.

**1.14 What are your expectations for special education teacher in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication**

The same. The same. If you are a teacher you are a teacher. I don't think if you are given a title of teacher you should because you are in a co-teaching model you say well my primary responsibility is to manage kids. You do need to be able to manage your class but that is not all you do. I don't believe that concept. At the end of the day the bottom line is that you are a teacher and if you are a teacher than that's what I expect.

**1.15 What are your expectations for general education teachers in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication**

Absolutely my expectations are the same for the general education teacher

**3 How do principals, who received a rating that exceed district standards on their annual performance evaluation, develop a culture to support co-teachers?**

**3.1 How do you ensure that co-teachers receive proper training prior to co-teaching?**

Ok number one, we don't differentiate a co-teaching teacher from a regular teacher. I train my teachers. They are all under that same umbrella of teacher. And whatever the academic content area is that is where we send those teachers. So you maybe a sped teacher but your expertise is science, so you go to science to teach. Or your expertise may be math so all of my teachers are trained per subject area per content area.

**2.2 Do you believe your co-teachers are familiar with the 6 models of co-teaching and are employing them?**

I believe in joint teaching. I think they are familiar with them. I think they take bits and pieces of all the components to bring together an effective teaching model. I don't think you can concentrate on one particular area. I think you have to take a little bit of them both. Of all of them, rather.

### **2.3 How do you get buy-in from teachers?**

Because buy-in is through the culture we built in our school and the culture is that we all on our on the same page with regards to the ultimate goal which is to educate these students which is to build a strong academic foundation for our school. So the buy-in is developed through the fact that we are all in the same boat. We are all trying to accomplish the same things. And buy-in is important because you want buy-in from co-teachers. We prefer to have a teacher who wants to be there. Also I found you get more buy in when teachers have a say in their partner. It doesn't always work that way but we try.

### **2.4 What do you look for when you observe a co-teaching classroom?**

I look for, as much as, possible equal engagement from both teachers. Not one teacher teaching and the other one grading papers. I look for equal engagement that's both teachers chiming in, that's both teachers walking around the room, not just with their designated group of kids. But, I do not want to walk into a co-teaching classroom and say ok we got to the students with disabilities on the right and we got the students without disabilities on the left. It should be a true integration of all the kids and it should be a true co-teaching model where both teachers are actively engaged.

### **Probe: What are the roles of the special education and general education teachers in a co-teaching classroom?**

Like I said before they are both equal teachers responsible for all students and teaching.

### **2.5 Are accommodations expected? If so, how do you ensure they are provided?**

Well based upon the students' IEP we have to ensure that whatever those accommodations are designated that's part of the makeup of classroom.

**2.6 How does classroom instruction look different from a co-taught classroom to a non-co-taught classroom?**

It doesn't and it shouldn't. Whatever that basic classroom is in terms of the design it should be through that co-teaching. Here we place a large emphasis on DI so there should be groups there should be stations. What's important that when you walk into that classroom that you are not able to identify a student with disabilities from a student without disabilities.

**2.7 How do you motivate professionals who are working in co-taught classrooms?**

I motivate professionals by providing praise. I recognize their accomplishments. I provide them what they need to get the job done.

**2.8 Do you provide time for co-planning during school hours? If not, when do co-teachers plan together?**

Absolutely that is built within our master schedule.

**2.9 Who is expected to instruct students with disabilities? General education teachers? Special education teachers?**

Both! A teacher is a teacher. I'm not going to tell my gen ed. teacher, well you only teach the gen ed. kids. If the gen ed. teacher sees a student with disabilities who is having difficulty with the concept then he or she helps. It's a co-teaching that's what it means co-teaching as far as I'm concerned. We are going to teach every kid that is in that classroom.

**2.10 If students are not making progress what are your responsibilities as an urban school administrator in this process?**

If kid is not making progress then we need to look at. We need to have a conversation with the student. We need to have a conversation with the counselor. We need to have a conversation with the teacher with the parents and maybe there is something happening outside the classroom that is preventing that kid from learning.

## **P-3 Interview Transcription**

### **Research Questions and Guiding Questions**

**The following questions will address basic preliminary information.**

**1. What is the highest degree you have earned?**

Ed specialist

**2. How many years have you been a middle school principal?**

Six and a half

**3. How many years have you been a principal at your current school?**

Four

**4. What other leadership roles have you held prior to becoming a principal?**

I've been an assistant principal. I was a principal in an elementary school for three years. Then I went to the district, I spent two years in HR and two years in charge of math for the district. Then I went back to being a principal and now I have been a principal for six years and a half since then.

**5. How many classes are co-taught by two licensed professionals at your current school?**

Truly co-taught maybe four, I have a lot of consultation model classes but not a lot of fully co-taught.

**6. How many years has your current school implemented co-taught classes with two licensed professionals?**

All the years I have been here they've done it.



**Probing question: Was co-teaching established prior to your arrival in this school? Did you have to make many adjustments?**

It was not. They did like pretty much full inclusion and we had asked for it. You know so when I got here that was a sticking point for the staff and so that summer I changed the schedule like completely to accommodate that need.

**1. How do principals, who received a rating highly effective on their annual performance evaluation, implement organizational procedures for co-teaching models at their schools?**

**1.1 What is your philosophy of inclusion as it relates to students with disabilities?**

So generally I feel that kids should be included to the extent possible. And so when I said inclusion before I really was talking more consultation practices so to the extent possible I think kids should be included but sometimes they need a level of support that inclusion by itself doesn't provide for them so in those cases I do have by content one VE class with probably 12 kids in it per content per grade level. But then beyond that I have a few classes that recognize that the kids need a co-taught environment and so there are a few of those and then the rest are consultation. So philosophically, I'm more in favor of consultation when it works because the kids they from learn each other. Especially behaviorally, the disadvantage of the VE classes is those kids tend to travel together so now their role model for 80 percent of the day are each other and they maybe academically and behaviorally really struggling and challenged. They don't have good models to help them overcome those things.

**1.2 What do you consider the primary role of a principal, in an urban setting, when it comes to including students with disabilities?**

So the primary role, first I think you have to rely on your people but at the same time you have to have a vision about for what is good for kids. I think that's probably the primary role. But really closely linked to that is then you have to be able to implement that vision effectively for kids. I personally do not delegate the school schedule. I think the schedule is the heart of the school and scheduling kids appropriately is super important to me and I think that is right linked in there with knowing what you want and making sure it happens.

### **1.3 Have you received training in the practice of co-teaching?**

I have. The district offered and I mean it has been a while but the district offered some serious training in co-teaching that I had attended along with some teachers.

### **1.4 What are your essential understandings of co-teaching?**

Right so my essential understanding of co-teaching is that the two teachers with a common vision and a common purpose have a plan for how they are going to address the needs of all the kids in the class and with a specific, I don't know, mind on those kids with greater needs like the students with disabilities and other kids who may not be identified as having a disability but have needs. So the co-teaching model, in my view, both teachers should be actively involved in the class at all times. Whether so I'm teaching the whole group, you're checking what kids are doing. I'm pulling a group, your pulling a group. It's just basically maximizing the opportunities for kids in a class because you have two teachers there to meet their needs. The other thing is that I don't think that the sped teacher, in a real co-teaching model, should become the aide. The sped teacher has to be a valuable part and it has to be a utilized part of a team. Maybe I teach the whole class today maybe you teach the whole class tomorrow. Maybe I pull a small group; maybe you pull a small group. It's just maximizing the use of those resources all the time.

### **1.5 What are your views on co-teaching?**

Right, so co-teaching has advantages and disadvantages and it's difficult to afford I mean that's just the bottom line. The advantages that an effective co-teaching model can help not just the students with disabilities but all the students in the class because rather than just saying students with disabilities need to be pulled to my group you can pull kids based on specific things that the students need in class. The disadvantage is the whole issue of partnership. Co-teaching sometimes becomes you teach and I do paperwork or co-teaching. You know it's just the misuse the disadvantage is the potential for misuse of the concept. And the disadvantage is financially it's difficult because you can't do a lot of co-teaching because you can't afford it and the other disadvantage is that um the class size that is desired by the district when you do co-teaching because now they have given you one teacher for 24 kids so they want you have 44 kids in a co-teaching model doesn't work. We usually don't have space that will accommodate that many kids. And then on top of that you are not able to provide the really small group assistance which kids need which is the fundamental underlying idea of co-teaching.

#### **1.6 How do you define the roles of co-teachers?**

I believe that as a team they have to define it but they have to be given some guidance. They have to know what's involved um you know because even when you are doing a co-teaching model that doesn't involve two sped classes like right now all the middle schools, have iPreps and that's a co-teaching model and I've had two sets of teachers there and my first set that did the co-teaching super well my second set, they want to do that other model where I teach 60 kids and you do the paperwork and then we switch. That's not co-teaching! They need to be like pulling groups and working with the kids. I know you said co-teaching is a special education teacher paired with a general education teacher. But I think fundamentally the concepts should be the same.

### **1.7 How does co-teaching look in your school?**

It looks various ways. And again it goes back to that combination of training, the teachers' ability to figure it out, and their own planning. So co-teaching very often looks like, unfortunately, like the main teacher teaching and the co-teacher is supporting whatever the main teacher wants to do. I don't think that there is even enough scheduled school time for the teachers to do co-teaching really effectively. So, are we where we should be? No. Usually the main teacher is the general ed. teacher. Because the general ed. teacher is usually has only one prep. Some of those special education teachers have that middle school integrated curriculum certification so they might not be only co-teaching math, they might also be co-teaching be co-teaching a science. They are not co-teaching like four subjects but in a couple of cases they are co-teaching two different subjects. And so they are more or less doing what the general ed. teacher wants. They are missing that serious planning piece for co-teaching that can change the outcome.

### **1.8 What needs to be in place in order to have successful co-teaching occur?**

Honestly, I think the most important piece is planning.

**Probe: Do teachers need to be knowledgeable in their skills/subject area?**

Absolutely! Yeah absolutely!

**Probe: Do teachers need to have experience in the skills/subject area?**

Before they can be a co-teacher? Not necessarily. I mean if I just got certified and came out of school and I had the opportunity to be a co-teacher, I think you could do it.

### **1.9 What attributes are evident in an effective co-teaching team?**

Right so I think it has more like affective are the things that have the greatest outcome. As long as both of you are certified and all of that, you have to be able to get along. It's like a marriage.

You have to be able to be flexible. You have to be able to compromise sometimes. “Oh you want to do it like? So we’ll do it like that.” “I want to do like that. Ok we’ll do it like that.” You have to be able to work together.

### **1.10 What are some barriers you have experienced with co-teaching?**

So I think huge is time and huge is attitude. You assign people to co-teach and some are easier to get along with than others. And if you are hard to get along with than no one wants to co-teach with you. And that impacts the kids because they are not getting the best.

### **1.11 How have you dealt with the barriers?**

So usually straight up. I’m very calm but I am very direct so if I have an issue I’ll let you know. Time is a harder one because the teachers have a contract and so it makes it harder. Sometimes I’ve gotten a little hard headed ok you have a 6<sup>th</sup> period supplement therefore you have to take time. So you have to stay after school an hour a week plan or whatever. The other thing is just having a conversation you are a co-teacher there for a reason so what can we do for the two of you to get along or whatever. And sometimes I just change their schedule for the next year. You are not going to do it again because it’s not working for the kids therefore it is not working for me.

### **1.12 How do you use student data to make decisions in relation to the practice of co-teaching?**

So I honestly leave that up to the sped department to analyze teachers and when to schedule students for consultation or co-teaching. So what we do when we are getting ready to make the schedule I ask my department chair to make up a chart with every child’s name and then every subject on the top and what model the children need based upon what they know about the children so then it becomes just this chart that says for math he needs co-teaching but for

language arts he can be in consultation. We have little codes and so I leave it up to them to utilize the data and to make recommendations.

- **Probe: Does their student performance assist you in determining which subject area to assign them? Also which general education/special education co-teacher to pair them with?**

So in an ideal world, yes. But in the real world, sometime they are only certified in one subject so you are assigning them there. Even if their data isn't where you really want them to be you're just documenting them. I want to say in a real world you don't really have choice sometimes teachers are certified in one area and there you get them. I do encourage my special ed. teachers to get their subject area certification and a few have the integrated certification, so that helps. And in terms of selecting a co-teacher it's a combination of factors but it is not necessarily their student outcomes that makes you chose who you put them with. Now if I have really a weaker teacher put him with a stronger teacher then that would be great but I don't have that many teachers that I have a huge luxury. No, a lot of times I know that you get along with Mr. Smith. That your personality and their personality are not going to mesh and they're not going to do well but it's really not hard like student outcome data.

For special education teachers it's the same thing. The only thing like for my special education teacher a couple of them do like have integrated certifications. So to some extent I think I have a greater ability to do that for sped teachers than for the basic teachers since sped teachers tend to be more generalist anyway.

**Probe: Does the general education/special education teacher's mind set play a role in the practice of co-teaching?**

Absolutely! Absolutely! You do want someone there that will do what they have to in order to get kids to succeed.

**1.13 What is your process for preparing co-teaching teams for example, training, assigning roles/responsibilities, pairing teams....?**

So probably that's a weak area for me. I haven't done a great job of specifically saying let me call my co-teachers. So this conversation is making me think of some things I'll probably do differently for the fall but for calling my co-teachers and having a conversation with them about what are they doing? How are they doing it? Why are they doing it? What can we do differently and what roles are they each playing?

**1.14 What are your expectations for special education teacher in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication**

First of all, you have to know your content; whatever you teach so my expectations for special ed. teachers are no different in respect than it would be for general ed. teachers. So to be fair, I don't think that I have clearly communicated the planning expectations for co-teaching other than again my little iPrep group because that something we have embarked on together. I just think that they are doing what they need to do. And I kind of feel that bulk of the planning has been done by the general ed. teacher and that the co-teacher is helping the general ed. teacher implement the plan for the class. But differentiation is expected those all the kids need it, but to me the special ed. teacher almost have to be the role model for them because the general ed. teachers are really uncomfortable doing it and tend to feel like they can't do it. And sometimes it's even not necessary to do it. It's a huge struggle for middle school teachers in general. And in terms of classroom management, everyone has the responsibility to manage their class. So my expectations are: that's your job. The communication piece with each other and with parents and with kids my expectation is that those things will happen.

**1.15 What are your expectations for general education teachers in terms of: a) planning; b) content knowledge; c) differentiation; d) classroom management; e) communication**

So I think that the general ed. teacher has to do all those things and my expectation is that their plans meet the diverse needs of their students and the communication with everyone is good and that they are managing their class. That they have content knowledge. I think the only difference that in my mind where I haven't paid the right amount of attention is that issue of planning.

Otherwise the expectations are the same. Whether you are a special ed. or general ed. teacher you have to do those things. I've kind of figured that it is most likely that the general ed. teacher is doing all planning and the special ed. is helping out in the rest of the areas. Even though the right answer is that the special ed. teacher should be planning with the general ed. teacher.

**2. How do principals, who received a rating that exceed district standards on their annual performance evaluation, develop a culture to support co-teachers?**

**2.1 How do you ensure that co-teachers receive proper training prior to co-teaching?**

I want to say that there is a workshop online. The thing is, in this school, I haven't had a change of staff in a really long time. I haven't had to say "oh I have a new sped teacher that needs that training." So I would have to investigate. I'm pretty sure there was training and that my teachers in the past have gone to it.

**2.2 Do you believe your co-teachers are familiar with the 6 models of co-teaching and are employing them?**

Yeah I don't know if they are familiar with them and they are using them.

**2.3 How do you get buy-in from teachers?**

So there's a couple of things that come to my mind. First of all, I'm not just saying this, I'm pretty good at that. I treat people with a lot of respect then when I ask them for something 85%



will just do it because I ask them to and they won't just do it for the heck of it. They do it because they care and then they know I care. That is one of my strengths but in general I think that you get buy-in because you make sure people understand what they are getting into. You give them an opportunity to have some input into who their co-teacher will be. Because if you just automatically pair two people and their like oil and water then it's not going to work so at times I will say: "I really need you to co-teach and can you work with John?" and when they say "ok." Then we are good and at least they work on it together and the other thing like offering them certain things. Let's say they really needed time to plan after work, maybe I buy you both a sub one day. So it takes providing some resources to facilitate it. In general that's something super important to me that people have what they need to get their work done. Then occasionally you just don't get buy-in. So you are just going to have to ask the teachers to figure it out. You are going to have to be the hammer, but I prefer a lot the softer more inclusive approach because it's usually more successful.

#### **2.4 What do you look for when you observe a co-teaching classroom?**

So the biggest thing I'm looking for is that both teachers are actively involved in instruction in some kind of way, in addition to all the things that we look for in any observation. I don't want one teacher to just be the hammer while the other teacher is being the teacher. I don't want one to be the disciplinarian. I want them to be helping children if it's walking by and explaining one thing at a time if it's a small group in the back or whatever but that's the biggest difference.

Otherwise all the standards that we are looking for in an observation.

**Probe: What are the roles of the special education and general education teachers in a co-teaching classroom?**

In a way I feel like we answered that in the beginning, right? But their role is to be actively teaching kids in some kind of way: if it's individual assistance, if it's pulling small groups, or if it's teaching. I think that to some extent that they are on equal footing and that the responsibilities are shared. I don't want the co-teacher to become like the classroom para because there's a difference.

### **2.5 Are accommodations expected? If so, how do you ensure they are provided?**

Accommodations are absolutely expected according to their IEPs. And so the teachers have lists, we put them out at the beginning of the year, of each child and their accommodations. We actually, not this past year but the year before offered a ton of training for our staff, multiple PDs on special education. One of our PDs for the whole staff was on accommodations versus modifications and what that looks like because I think there is a huge misunderstanding on how to apply those. We already have booked for the first early release day and is on strategies to help students with disabilities because we have approximately 150 students with disabilities here and they are mostly all in some form of inclusion. They are either in co-teaching or they're in consultation and so it touches most of our teachers and so they need to have the strategies to teach effectively.

### **2.6 How does classroom instruction look different from a co-taught classroom to a non-co-taught classroom?**

Right so I think the main thing is in a well done co-taught classroom more kids are getting, not always individualized, but smaller group attention than you going to get in a non-co-taught classroom because one teacher can only address one group at a time but with two teachers you can have two groups being addressed at a time. That's just a fundamental difference.

### **2.7 How do you motivate professionals who are working in co-taught classrooms?**

Well I think you motivate them similarly to any other teacher everybody wants to be recognized for what they do. You thank them for the extra effort that it takes. You call them out when you see something going on in their classroom. You occasionally send them a note and tell them “it was great to see them working with that small group the other day.” I think just public and private acknowledgement more than anything else. Training also motivates people, the right training, understanding, and getting a better idea on how to do things. Also supplying them with what they need is another motivation.

**2.8 Do you provide time for co-planning during school hours? If not, when do co-teachers plan together?**

So if they don't have a 6<sup>th</sup> period supplement then they can use that time for planning. I have a lot of teachers with 6<sup>th</sup> period supplements so sometimes it is just the reality you get paid a 6<sup>th</sup> period supplement therefore if we commit to the right amount of planning once a week you need to plan. I really believe in collaboration and I encourage it throughout the school. One of the things I started this year is school wide common planning on Monday or Tuesday mornings for an hour and what we did was I let the departments chose. They could come late on Mondays and do an hour of common planning on Tuesdays because I couldn't pay them. So they could come at 9 o'clock instead of 8:30 on Mondays so that Tuesday they could come at 8 o'clock and that gave some built in time for common planning. We made a lot of progress.

**2.9 Who is expected to instruct students with disabilities? General education teachers?**

**Special education teachers?**

Everybody!

**2.10 If students are not making progress what are your responsibilities as an urban school administrator in this process?**

Number one is to have conversations with the teachers, with the department chairs, or the special ed. department chair. Also willingness to adjust their schedule like if co-teaching isn't working for them, and then do they need to be in the VE setting? It's collaborating. I think our responsibilities it's just constant communication and then addressing the needs that are brought up.

**APPENDIX O**  
**TEACHER SURVEY DATA**

### 1. School P-1

#	Answer	Response	%
1	Continue	5	100%
	Total	5	100%

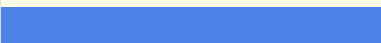

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

### 2. Please select your school location number

#	Answer	Response	%
1	A	5	100%
2	B	0	0%
3	C	0	0%
4	D	0	0%
5	E	0	0%
6	F	0	0%
7	G	0	0%
8	H	0	0%
9	I	0	0%
10	J	0	0%
	Total	5	100%




Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	5

### 3. What is your role in the co-teaching partnership?

#	Answer		Response	%
1	General Education Teacher		4	80%
2	Special Education Teacher		1	20%
	Total		5	100%




Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 4. How were you selected to co-teach?

#	Answer		Response	%
1	I volunteered		1	20%
2	I was assigned willingly		3	60%
3	I was assigned unwillingly		1	20%
	Total		5	100%



Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	0.50
Standard Deviation	0.71
Total Responses	5

### 5. I have a say in who I am partnered with.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	40%
3	Neither Agree nor Disagree		1	20%
4	Agree		2	40%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	1.00
Standard Deviation	1.00
Total Responses	5




### 6. My administration supports the implementation of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	20%
5	Strongly Agree		4	80%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5


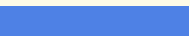




### 7. I have sufficient time to co-plan

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	40%
3	Neither Agree nor Disagree		1	20%
4	Agree		2	40%
5	Strongly Agree		0	0%
	Total		5	100%




Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	1.00
Standard Deviation	1.00
Total Responses	5

### 8. I have time to co-plan during school hour.

#	Answer		Response	%
1	Strongly Disagree		1	20%
2	Disagree		2	40%
3	Neither Agree nor Disagree		1	20%
4	Agree		1	20%
5	Strongly Agree		0	0%
	Total		5	100%


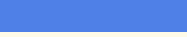

Statistic	Value
Min Value	1
Max Value	4
Mean	2.40
Variance	1.30
Standard Deviation	1.14
Total Responses	5

### 9. I am knowledgeable about the 6 models of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		1	20%
4	Agree		3	60%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.40
Variance	0.80
Standard Deviation	0.89
Total Responses	5

### 10. I utilize the 6 models of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	40%
3	Neither Agree nor Disagree		2	40%
4	Agree		1	20%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.80
Variance	0.70
Standard Deviation	0.84
Total Responses	5

### 11. I have received training in the practice of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	40%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	0	0%
	Total	5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.20
Variance	1.20
Standard Deviation	1.10
Total Responses	5

### 12. My role as a co-teacher has been defined for me.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	20%
3	Neither Agree nor Disagree	1	20%
4	Agree	2	40%
5	Strongly Agree	1	20%
	Total	5	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.60
Variance	1.30
Standard Deviation	1.14
Total Responses	5

### 13. My responsibilities as a co-teacher have been defined for me.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	40%
4	Agree		2	40%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	3.80
Variance	0.70
Standard Deviation	0.84
Total Responses	5

### 14. Co-teachers are confident in their skills as individual teachers.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	40%
4	Agree		1	20%
5	Strongly Agree		2	40%
	Total		5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	1.00
Standard Deviation	1.00
Total Responses	5

**15. The special educator has skills to suggest instructional strategies to meet unique student needs.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	20%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	40%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	1.50
Standard Deviation	1.22
Total Responses	5

**16. The general education teacher acknowledges the need for accommodations for individual students in the co-taught classroom.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

**17. The general education teacher has strong knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	40%
5	Strongly Agree	3	60%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5

**18. The special educator is confident in his/her knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	40%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	0	0%
	Total	5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.20
Variance	1.20
Standard Deviation	1.10
Total Responses	5

**19. Co-teachers are willing to share their knowledge and skills with each other.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

**20. Co-teachers have effective communication skills.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	20%
4	Agree	2	40%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.70
Standard Deviation	0.84
Total Responses	5

### 21. Co-teachers have strong classroom management skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	40%
4	Agree		1	20%
5	Strongly Agree		2	40%
	Total		5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	1.00
Standard Deviation	1.00
Total Responses	5


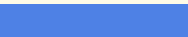
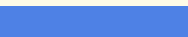
### 22. Co-teachers are eager to expand their skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	20%
4	Agree		2	40%
5	Strongly Agree		2	40%
	Total		5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.70
Standard Deviation	0.84
Total Responses	5





### 23. Co-teachers believe co-teaching is worth the effort.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		2	40%
4	Agree		2	40%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.20
Variance	0.70
Standard Deviation	0.84
Total Responses	5

### 24. Co-teachers are committed to building and maintaining their professional relationship.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		4	80%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 25. Co-teachers share a philosophy about learning and teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	20%
4	Agree		4	80%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 26. Co-teachers respect each other's professionalism.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	40%
5	Strongly Agree		3	60%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5

### 27. Co-teachers share common goals for the co-taught classroom.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	20%
4	Agree		2	40%
5	Strongly Agree		2	40%
	Total		5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.70
Standard Deviation	0.84
Total Responses	5

### 28. Each co-teacher has a distinct but essential purpose in the co-taught class.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	40%
5	Strongly Agree		2	40%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	1.50
Standard Deviation	1.22
Total Responses	5

### 29. Co-teachers acknowledge their areas of weakness and seek assistance.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	20%
4	Agree	4	80%
5	Strongly Agree	0	0%
	Total	5	100%



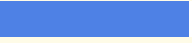

Statistic	Value
Min Value	3
Max Value	4
Mean	3.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 30. Co-teachers are able to release control to their co-teacher.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	4	80%
5	Strongly Agree	1	20%
	Total	5	100%


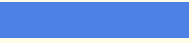
Statistic	Value
Min Value	4
Max Value	5
Mean	4.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 31. Co-teachers share equal responsibility for what happens in the classroom.

#	Answer		Response	%
1	Strongly Disagree		1	20%
2	Disagree		1	20%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	40%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.20
Variance	2.70
Standard Deviation	1.64
Total Responses	5

### 32. Co-teachers regularly set time aside for joint planning.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		3	60%
3	Neither Agree nor Disagree		2	40%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

### 33. Co-teachers make important decisions together.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	20%
4	Agree		4	80%
5	Strongly Agree		0	0%
	Total		5	100%

<b>Min Value</b>	3
<b>Max Value</b>	4
<b>Mean</b>	3.80
<b>Variance</b>	0.20
<b>Standard Deviation</b>	0.45
<b>Total Responses</b>	5

### 34. Co-teachers carry their part of the workload.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		2	40%
4	Agree		1	20%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.40
Variance	1.30
Standard Deviation	1.14
Total Responses	5

**35. During a lesson co-teachers can sense the others' thoughts and direction.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	40%
4	Agree	2	40%
5	Strongly Agree	1	20%
	Total	5	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	3.80
Variance	0.70
Standard Deviation	0.84
Total Responses	5

**36. Co-teachers share the gentle and tough roles.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	20%
4	Agree	4	80%
5	Strongly Agree	0	0%
	Total	5	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5

**37. Classroom space is shared so that both teachers have a work space.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

**38. Co-teachers jointly assess what's working and what isn't on a regular basis.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	20%
3	Neither Agree nor Disagree	0	0%
4	Agree	4	80%
5	Strongly Agree	0	0%
	Total	5	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.60
Variance	0.80
Standard Deviation	0.89
Total Responses	5



### 39. Co-teachers communicate during lessons to facilitate student learning.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	20%
3	Neither Agree nor Disagree	0	0%
4	Agree	4	80%
5	Strongly Agree	0	0%
	Total	5	100%





Statistic	Value
Min Value	2
Max Value	4
Mean	3.60
Variance	0.80
Standard Deviation	0.89
Total Responses	5

### 40. Co-teachers use collaborative strategies for problem solving.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	20%
4	Agree	3	60%
5	Strongly Agree	1	20%
	Total	5	100%



Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.50
Standard Deviation	0.71
Total Responses	5

**41. Both teachers are responsible for teaching all students in co-taught classrooms.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		1	20%
4	Agree		1	20%
5	Strongly Agree		2	40%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.80
Variance	1.70
Standard Deviation	1.30
Total Responses	5

**42. Students with disabilities are intermingled with student without disabilities.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		4	80%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 43. Students receive individual help and structure to complete assignments.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	20%
4	Agree	3	60%
5	Strongly Agree	1	20%
	Total	5	100%





Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.50
Standard Deviation	0.71
Total Responses	5

### 44. Co-teachers use a variety of student grouping arrangements.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	4	80%
5	Strongly Agree	1	20%
	Total	5	100%



Statistic	Value
Min Value	4
Max Value	5
Mean	4.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

#### 45. Co-teachers use a variety of co-teaching structures/formats.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		1	20%
4	Agree		2	40%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.60
Variance	1.30
Standard Deviation	1.14
Total Responses	5

#### 46. Students with disabilities are provided with accommodations.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	20%
5	Strongly Agree		4	80%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.80
Variance	0.20
Standard Deviation	0.45
Total Responses	5

**47. Instructional delivery in co-taught classes involves the presentation of information in a variety of ways.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

**48. Co-teachers make continual adjustments to ensure student success.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	60%
5	Strongly Agree	2	40%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.30
Standard Deviation	0.55
Total Responses	5

#### 49. Co-teachers employ a variety of methods to assess students' progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	4	80%
5	Strongly Agree	1	20%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

#### 50. Co-teachers monitor students' academic progress on a regular basis.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	40%
5	Strongly Agree	3	60%
	Total	5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.60
Variance	0.30
Standard Deviation	0.55
Total Responses	5

### 51. Co-teachers adapt assessment tools and procedures as needed.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		4	80%
5	Strongly Agree		1	20%
	Total		5	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.20
Variance	0.20
Standard Deviation	0.45
Total Responses	5

### 52. Instructional delivery in co-taught classes is different from what occurs in other classes taught by the general education teacher.

#	Answer		Response	%
1	Strongly Disagree		1	20%
2	Disagree		1	20%
3	Neither Agree nor Disagree		1	20%
4	Agree		2	40%
5	Strongly Agree		0	0%
	Total		5	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.80
Variance	1.70
Standard Deviation	1.30
Total Responses	5

**School P-2**

#	Answer	Response	%
1	Continue	2	100%
	Total	2	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

**2. Please select your school location number**

#	Answer	Response	%
1	A	0	0%
2	B	0	0%
3	C	0	0%
4	D	0	0%
5	E	2	100%
6	F	0	0%
7	G	0	0%
8	H	0	0%
9	I	0	0%
10	J	0	0%
	Total	2	100%

Statistic	Value
Min Value	5
Max Value	5
Mean	5.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2



### 3. What is your role in the co-teaching partnership

#	Answer	Response	%
1	General Education Teacher	2	100%
2	Special Education Teacher	0	0%
	Total	2	100%


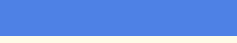
Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 4. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned willingly	2	100%
3	I was assigned unwillingly	0	0%
	Total	2	100%

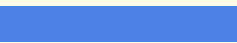
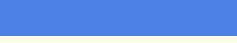
Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 5. I have a say in who I am partnered with.

#	Answer		Response	%
1	Strongly Disagree		1	50%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		0	0%
	Total		2	100%



Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	4.50
Standard Deviation	2.12
Total Responses	2

### 6. My administration supports the implementation of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		1	50%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	50%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		2	100%

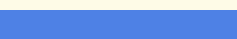
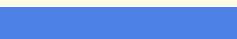
Statistic	Value
Min Value	1
Max Value	3
Mean	2.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 7. I have sufficient time to co-plan

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		1	50%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 8. I have time to co-plan during school hour.

#	Answer		Response	%
1	Strongly Disagree		1	50%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	4.50
Standard Deviation	2.12
Total Responses	2

### 9. I am knowledgeable about the 6 models of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	50%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 10. I utilize the 6 models of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		1	50%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 11. I have received training in the practice of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 12. My role as a co-teacher has been defined for me.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	50%
4	Agree	0	0%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 13. My responsibilities as a co-teacher has been defined for me.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	50%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%

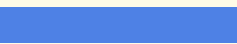

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 14. Co-teachers are confident in their skills as individual teachers.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	50%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%



Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

**15. The special educator has skills to suggest instructional strategies to meet unique student needs.**

#	Answer		Response	%
1	Strongly Disagree		1	50%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.00
Variance	8.00
Standard Deviation	2.83
Total Responses	2

**16. The general education teacher acknowledges the need for accommodations for individual students in the co-taught classroom.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

**17. The general education teacher has strong knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

**18. The special educator is confident in his/her knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2



**19. Co-teachers are willing to share their knowledge and skills with each other.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

**20. Co-teachers have effective communication skills.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 21. Co-teachers have strong classroom management skills.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%



Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 22. Co-teachers are eager to expand their skills.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%



Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 23. Co-teachers believe co-teaching is worth the effort.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 24. Co-teachers are committed to building and maintaining their professional relationship.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 25. Co-teachers share a philosophy about learning and teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 26. Co-teachers respect each other's professionalism.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 27. Co-teachers share common goals for the co-taught classroom.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	100%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 28. Each co-teacher has a distinct but essential purpose in the co-taught class.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

**29. Co-teachers acknowledge their areas of weakness and seek assistance.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

**30. Co-teachers are able to release control to their co-teacher.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 31. Co-teachers share equal responsibility for what happens in the classroom.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	50%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 32. Co-teachers regularly set time aside for joint planning.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	50%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 33. Co-teachers make important decisions together.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	50%
4	Agree		1	50%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 34. Co-teachers carry their part of the workload.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2



### 35. During a lesson co-teachers can sense the others' thoughts and direction.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 36. Co-teachers share the gentle and tough roles.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	50%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	2.00
Standard Deviation	1.41
Total Responses	2

### 37. Classroom space is shared so that both teachers have a work space.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 38. Co-teachers jointly assess what's working and what isn't on a regular basis.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	50%
4	Agree	1	50%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 39. Co-teachers communicate during lessons to facilitate student learning.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

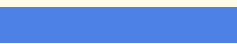

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 40. Co-teachers use collaborative strategies for problem solving.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%


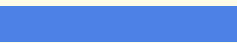
Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

**41. Both teachers are responsible for teaching all students in co-taught classrooms.**

#	Answer		Response	%
1	Strongly Disagree		1	50%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.50
Variance	4.50
Standard Deviation	2.12
Total Responses	2

**42. Students with disabilities are intermingled with student without disabilities.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 43. Students receive individual help and structure to complete assignments.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	100%
5	Strongly Agree	0	0%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

### 44. Co-teachers use a variety of student grouping arrangements.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

#### 45. Co-teachers use a variety of co-teaching structures/formats.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

#### 46. Students with disabilities are provided with accommodations.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

**47. Instructional delivery in co-taught classes involves the presentation of information in a variety of ways.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

**48. Co-teachers make continual adjustments to ensure student success.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

#### 49. Co-teachers employ a variety of methods to assess students' progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

#### 50. Co-teachers monitor students' academic progress on a regular basis.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	50%
5	Strongly Agree	1	50%
	Total	2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2



### 51. Co-teachers adapt assessment tools and procedures as needed.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	50%
5	Strongly Agree		1	50%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.50
Standard Deviation	0.71
Total Responses	2

### 52. Instructional delivery in co-taught classes is different from what occurs in other classes taught by the general education teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	100%
5	Strongly Agree		0	0%
	Total		2	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	2

**School P-3**

#	Answer	Response	%
1	Continue	3	100%
	Total	3	100%

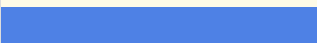

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

**2. Please select your school location number**

#	Answer	Response	%
1	A	0	0%
2	B	0	0%
3	C	0	0%
4	D	0	0%
5	E	0	0%
6	F	0	0%
7	G	3	100%
8	H	0	0%
9	I	0	0%
10	J	0	0%
	Total	3	100%



Statistic	Value
Min Value	7
Max Value	7
Mean	7.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

### 3. What is your role in the co-teaching partnership

#	Answer		Response	%
1	General Education Teacher		2	67%
2	Special Education Teacher		1	33%
	Total		3	100%



Statistic	Value
Min Value	1
Max Value	2
Mean	1.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 4. How were you selected to co-teach?

#	Answer		Response	%
1	I volunteered		1	33%
2	I was assigned willingly		2	67%
3	I was assigned unwillingly		0	0%
	Total		3	100%


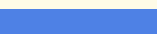
Statistic	Value
Min Value	1
Max Value	2
Mean	1.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 5. I have a say in who I am partnered with.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	33%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	67%
5	Strongly Agree		0	0%
	Total		3	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.33
Variance	1.33
Standard Deviation	1.15
Total Responses	3

### 6. My administration supports the implementation of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	67%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 7. I have sufficient time to co-plan

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	67%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.67
Variance	1.33
Standard Deviation	1.15
Total Responses	3

### 8. I have time to co-plan during school hour.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	3	100%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	2
Mean	2.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

### 9. I am knowledgeable about the 6 models of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	67%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.00
Variance	3.00
Standard Deviation	1.73
Total Responses	3

### 10. I utilize the 6 models of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	67%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.00
Variance	3.00
Standard Deviation	1.73
Total Responses	3

### 11. I have received training in the practice of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 12. My role as a co-teacher has been defined for me.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 13. My responsibilities as a co-teacher has been defined for me.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	67%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 14. Co-teachers are confident in their skills as individual teachers.

#	Answer		Response	%
1	Strongly Disagree		1	33%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.33
Variance	4.33
Standard Deviation	2.08
Total Responses	3



**15. The special educator has skills to suggest instructional strategies to meet unique student needs.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	33%
4	Agree		1	33%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	1.00
Standard Deviation	1.00
Total Responses	3

**16. The general education teacher acknowledges the need for accommodations for individual students in the co-taught classroom.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		2	67%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**17. The general education teacher has strong knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**18. The special educator is confident in his/her knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	33%
4	Agree	2	67%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**19. Co-teachers are willing to share their knowledge and skills with each other.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**20. Co-teachers have effective communication skills.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.67
Variance	2.33
Standard Deviation	1.53
Total Responses	3

### 21. Co-teachers have strong classroom management skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		2	67%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 22. Co-teachers are eager to expand their skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	100%
5	Strongly Agree		0	0%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

### 23. Co-teachers believe co-teaching is worth the effort.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	100%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

### 24. Co-teachers are committed to building and maintaining their professional relationship.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 25. Co-teachers share a philosophy about learning and teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	100%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

### 26. Co-teachers respect each other's professionalism.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 27. Co-teachers share common goals for the co-taught classroom.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	67%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 28. Each co-teacher has a distinct but essential purpose in the co-taught class.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	67%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**29. Co-teachers acknowledge their areas of weakness and seek assistance.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	100%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

**30. Co-teachers are able to release control to their co-teacher.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	33%
4	Agree	2	67%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3



### 31. Co-teachers share equal responsibility for what happens in the classroom.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 32. Co-teachers regularly set time aside for joint planning.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	1	33%
4	Agree	1	33%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	1.00
Standard Deviation	1.00
Total Responses	3

### 33. Co-teachers make important decisions together.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	67%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 34. Co-teachers carry their part of the workload.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	33%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		1	33%
	Total		3	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.67
Variance	2.33
Standard Deviation	1.53
Total Responses	3

### 35. During a lesson co-teachers can sense the others' thoughts and direction.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	3	100%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	4
Mean	4.00
Variance	0.00
Standard Deviation	0.00
Total Responses	3

### 36. Co-teachers share the gentle and tough roles.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.67
Variance	2.33
Standard Deviation	1.53
Total Responses	3

**37. Classroom space is shared so that both teachers have a work space.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.67
Variance	2.33
Standard Deviation	1.53
Total Responses	3

**38. Co-teachers jointly assess what's working and what isn't on a regular basis.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	0	0%
	Total	3	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.33
Variance	1.33
Standard Deviation	1.15
Total Responses	3

### 39. Co-teachers communicate during lessons to facilitate student learning.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 40. Co-teachers use collaborative strategies for problem solving.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**41. Both teachers are responsible for teaching all students in co-taught classrooms.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**42. Students with disabilities are intermingled with student without disabilities.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 43. Students receive individual help and structure to complete assignments.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%



Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 44. Co-teachers use a variety of student grouping arrangements.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
	Total	3	100%


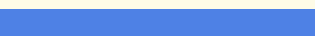
Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

#### 45. Co-teachers use a variety of co-teaching structures/formats.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		2	67%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

#### 46. Students with disabilities are provided with accommodations.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		2	67%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3



**47. Instructional delivery in co-taught classes involves the presentation of information in a variety of ways.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	33%
5	Strongly Agree	2	67%
Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

**48. Co-teachers make continual adjustments to ensure student success.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

#### 49. Co-teachers employ a variety of methods to assess students' progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

#### 50. Co-teachers monitor students' academic progress on a regular basis.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	67%
5	Strongly Agree	1	33%
	Total	3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.33
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 51. Co-teachers adapt assessment tools and procedures as needed.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	33%
5	Strongly Agree		2	67%
	Total		3	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.67
Variance	0.33
Standard Deviation	0.58
Total Responses	3

### 52. Instructional delivery in co-taught classes is different from what occurs in other classes taught by the general education teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	33%
3	Neither Agree nor Disagree		1	33%
4	Agree		1	33%
5	Strongly Agree		0	0%
	Total		3	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.00
Variance	1.00
Standard Deviation	1.00
Total Responses	3

### Report on all 3 schools

#	Answer	Response	%
1	Continue	10	100%
	Total	10	100%

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	10

### 2. Please select your school location number

#	Answer	Response	%
1	A	5	50%
2	B	0	0%
3	C	0	0%
4	D	0	0%
5	E	2	20%
6	F	0	0%
7	G	3	30%
8	H	0	0%
9	I	0	0%
10	J	0	0%
	Total	10	100%

Statistic	Value
Min Value	1
Max Value	7
Mean	3.60
Variance	8.04
Standard Deviation	2.84
Total Responses	10

### 3. What is your role in the co-teaching partnership

#	Answer	Response	%
1	General Education Teacher	8	80%
2	Special Education Teacher	2	20%
	Total	10	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.20
Variance	0.18
Standard Deviation	0.42
Total Responses	10

#### 4. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	2	20%
2	I was assigned willingly	7	70%
3	I was assigned unwillingly	1	10%
	Total	10	100%





Statistic	Value
Min Value	1
Max Value	3
Mean	1.90
Variance	0.32
Standard Deviation	0.57
Total Responses	10

#### 5. I have a say in who I am partnered with.

#	Answer	Response	%
1	Strongly Disagree	1	10%
2	Disagree	3	30%
3	Neither Agree nor Disagree	1	10%
4	Agree	5	50%
5	Strongly Agree	0	0%
	Total	10	100%




Statistic	Value
Min Value	1
Max Value	4
Mean	3.00
Variance	1.33
Standard Deviation	1.15
Total Responses	10

## 6. My administration supports the implementation of co-teaching.

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	10%
4	Agree		3	30%
5	Strongly Agree		5	50%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	4.10
Variance	1.66
Standard Deviation	1.29
Total Responses	10

## 7. I have sufficient time to co-plan

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		5	50%
3	Neither Agree nor Disagree		2	20%
4	Agree		3	30%
5	Strongly Agree		0	0%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.80
Variance	0.84
Standard Deviation	0.92
Total Responses	10

### 8. I have time to co-plan during school hour.

#	Answer	Response	%
1	Strongly Disagree	2	20%
2	Disagree	5	50%
3	Neither Agree nor Disagree	1	10%
4	Agree	2	20%
5	Strongly Agree	0	0%
	Total	10	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	2.30
Variance	1.12
Standard Deviation	1.06
Total Responses	10

### 9. I am knowledgeable about the 6 models of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	3	30%
3	Neither Agree nor Disagree	2	20%
4	Agree	3	30%
5	Strongly Agree	2	20%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.40
Variance	1.38
Standard Deviation	1.17
Total Responses	10

### 10. I utilize the 6 models of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	5	50%
3	Neither Agree nor Disagree	3	30%
4	Agree	1	10%
5	Strongly Agree	1	10%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	2.80
Variance	1.07
Standard Deviation	1.03
Total Responses	10




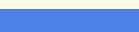
### 11. I have received training in the practice of co-teaching.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	20%
3	Neither Agree nor Disagree	0	0%
4	Agree	6	60%
5	Strongly Agree	2	20%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.80
Variance	1.07
Standard Deviation	1.03
Total Responses	10



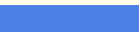


### 12. My role as a co-teacher has been defined for me.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	10%
3	Neither Agree nor Disagree		2	20%
4	Agree		4	40%
5	Strongly Agree		3	30%
	Total		10	100%





Statistic	Value
Min Value	2
Max Value	5
Mean	3.90
Variance	0.99
Standard Deviation	0.99
Total Responses	10

### 13. My responsibilities as a co-teacher has been defined for me.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	30%
4	Agree		4	40%
5	Strongly Agree		3	30%
	Total		10	100%






Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.67
Standard Deviation	0.82
Total Responses	10

#### 14. Co-teachers are confident in their skills as individual teachers.

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	30%
4	Agree		2	20%
5	Strongly Agree		4	40%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.80
Variance	1.73
Standard Deviation	1.32
Total Responses	10

#### 15. The special educator has skills to suggest instructional strategies to meet unique student needs.

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		1	10%
3	Neither Agree nor Disagree		1	10%
4	Agree		3	30%
5	Strongly Agree		4	40%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.80
Variance	1.96
Standard Deviation	1.40
Total Responses	10

**16. The general education teacher acknowledges the need for accommodations for individual students in the co-taught classroom.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		5	50%
5	Strongly Agree		5	50%
	Total		10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.28
Standard Deviation	0.53
Total Responses	10

**17. The general education teacher has strong knowledge of the curriculum content.**

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		4	40%
5	Strongly Agree		6	60%
	Total		10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.60
Variance	0.27
Standard Deviation	0.52
Total Responses	10

**18. The special educator is confident in his/her knowledge of the curriculum content.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	2	20%
3	Neither Agree nor Disagree	1	10%
4	Agree	7	70%
5	Strongly Agree	0	0%
	Total	10	100%




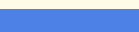
Statistic	Value
Min Value	2
Max Value	4
Mean	3.50
Variance	0.72
Standard Deviation	0.85
Total Responses	10

**19. Co-teachers are willing to share their knowledge and skills with each other.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	7	70%
5	Strongly Agree	3	30%
	Total	10	100%




Statistic	Value
Min Value	4
Max Value	5
Mean	4.30
Variance	0.23
Standard Deviation	0.48
Total Responses	10

## 20. Co-teachers have effective communication skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	10%
3	Neither Agree nor Disagree		1	10%
4	Agree		5	50%
5	Strongly Agree		3	30%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	0.89
Standard Deviation	0.94
Total Responses	10

## 21. Co-teachers have strong classroom management skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	20%
4	Agree		3	30%
5	Strongly Agree		5	50%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.30
Variance	0.68
Standard Deviation	0.82
Total Responses	10

## 22. Co-teachers are eager to expand their skills.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	10%
4	Agree		6	60%
5	Strongly Agree		3	30%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.40
Standard Deviation	0.63
Total Responses	10

## 23. Co-teachers believe co-teaching is worth the effort.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	20%
3	Neither Agree nor Disagree		2	20%
4	Agree		6	60%
5	Strongly Agree		0	0%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.40
Variance	0.71
Standard Deviation	0.84
Total Responses	10

**24. Co-teachers are committed to building and maintaining their professional relationship.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	7	70%
5	Strongly Agree	3	30%
	Total	10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.30
Variance	0.23
Standard Deviation	0.48
Total Responses	10

**25. Co-teachers share a philosophy about learning and teaching.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	10%
4	Agree	9	90%
5	Strongly Agree	0	0%
	Total	10	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.90
Variance	0.10
Standard Deviation	0.32
Total Responses	10

### 26. Co-teachers respect each other's professionalism.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	6	60%
5	Strongly Agree	4	40%
	Total	10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

### 27. Co-teachers share common goals for the co-taught classroom.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	10%
4	Agree	6	60%
5	Strongly Agree	3	30%
	Total	10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.40
Standard Deviation	0.63
Total Responses	10



**28. Each co-teacher has a distinct but essential purpose in the co-taught class.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	10%
3	Neither Agree nor Disagree	0	0%
4	Agree	5	50%
5	Strongly Agree	4	40%
	Total	10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.20
Variance	0.84
Standard Deviation	0.92
Total Responses	10

**29. Co-teachers acknowledge their areas of weakness and seek assistance.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	10%
4	Agree	9	90%
5	Strongly Agree	0	0%
	Total	10	100%

Statistic	Value
Min Value	3
Max Value	4
Mean	3.90
Variance	0.10
Standard Deviation	0.32
Total Responses	10

### 30. Co-teachers are able to release control to their co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	10%
4	Agree		8	80%
5	Strongly Agree		1	10%
	Total		10	100%




Statistic	Value
Min Value	3
Max Value	5
Mean	4.00
Variance	0.22
Standard Deviation	0.47
Total Responses	10

### 31. Co-teachers share equal responsibility for what happens in the classroom.

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		2	20%
3	Neither Agree nor Disagree		0	0%
4	Agree		4	40%
5	Strongly Agree		3	30%
	Total		10	100%


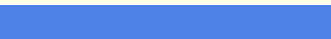

Statistic	Value
Min Value	1
Max Value	5
Mean	3.60
Variance	2.04
Standard Deviation	1.43
Total Responses	10

### 32. Co-teachers regularly set time aside for joint planning.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		5	50%
3	Neither Agree nor Disagree		3	30%
4	Agree		2	20%
5	Strongly Agree		0	0%
	Total		10	100%





Statistic	Value
Min Value	2
Max Value	4
Mean	2.70
Variance	0.68
Standard Deviation	0.82
Total Responses	10

### 33. Co-teachers make important decisions together.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	20%
4	Agree		7	70%
5	Strongly Agree		1	10%
	Total		10	100%


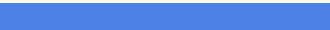

Statistic	Value
Min Value	3
Max Value	5
Mean	3.90
Variance	0.32
Standard Deviation	0.57
Total Responses	10

### 34. Co-teachers carry their part of the workload.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		3	30%
3	Neither Agree nor Disagree		2	20%
4	Agree		3	30%
5	Strongly Agree		2	20%
	Total		10	100%





Statistic	Value
Min Value	2
Max Value	5
Mean	3.40
Variance	1.38
Standard Deviation	1.17
Total Responses	10

### 35. During a lesson co-teachers can sense the others' thoughts and direction.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	20%
4	Agree		7	70%
5	Strongly Agree		1	10%
	Total		10	100%



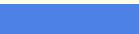
Statistic	Value
Min Value	3
Max Value	5
Mean	3.90
Variance	0.32
Standard Deviation	0.57
Total Responses	10

### 36. Co-teachers share the gentle and tough roles.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	20%
3	Neither Agree nor Disagree		1	10%
4	Agree		6	60%
5	Strongly Agree		1	10%
	Total		10	100%



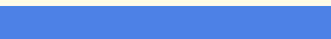
Statistic	Value
Min Value	2
Max Value	5
Mean	3.60
Variance	0.93
Standard Deviation	0.97
Total Responses	10

### 37. Classroom space is shared so that both teachers have a work space.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	10%
3	Neither Agree nor Disagree		0	0%
4	Agree		6	60%
5	Strongly Agree		3	30%
	Total		10	100%


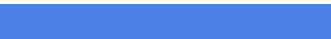

Statistic	Value
Min Value	2
Max Value	5
Mean	4.10
Variance	0.77
Standard Deviation	0.88
Total Responses	10

### 38. Co-teachers jointly assess what's working and what isn't on a regular basis.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	20%
3	Neither Agree nor Disagree		1	10%
4	Agree		7	70%
5	Strongly Agree		0	0%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	3.50
Variance	0.72
Standard Deviation	0.85
Total Responses	10

### 39. Co-teachers communicate during lessons to facilitate student learning.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	10%
3	Neither Agree nor Disagree		0	0%
4	Agree		7	70%
5	Strongly Agree		2	20%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	0.67
Standard Deviation	0.82
Total Responses	10

#### 40. Co-teachers use collaborative strategies for problem solving.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	10%
4	Agree		7	70%
5	Strongly Agree		2	20%
	Total		10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.10
Variance	0.32
Standard Deviation	0.57
Total Responses	10

#### 41. Both teachers are responsible for teaching all students in co-taught classrooms.

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		1	10%
3	Neither Agree nor Disagree		1	10%
4	Agree		4	40%
5	Strongly Agree		3	30%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	3.70
Variance	1.79
Standard Deviation	1.34
Total Responses	10

**42. Students with disabilities are intermingled with student without disabilities.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	6	60%
5	Strongly Agree	4	40%
	Total	10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

**43. Students receive individual help and structure to complete assignments.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	10%
4	Agree	6	60%
5	Strongly Agree	3	30%
	Total	10	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.20
Variance	0.40
Standard Deviation	0.63
Total Responses	10



#### 44. Co-teachers use a variety of student grouping arrangements.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		6	60%
5	Strongly Agree		4	40%
	Total		10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

#### 45. Co-teachers use a variety of co-teaching structures/formats.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	10%
3	Neither Agree nor Disagree		1	10%
4	Agree		4	40%
5	Strongly Agree		4	40%
	Total		10	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.10
Variance	0.99
Standard Deviation	0.99
Total Responses	10

#### 46. Students with disabilities are provided with accommodations.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	30%
5	Strongly Agree		7	70%
	Total		10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.70
Variance	0.23
Standard Deviation	0.48
Total Responses	10

#### 47. Instructional delivery in co-taught classes involves the presentation of information in a variety of ways.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		5	50%
5	Strongly Agree		5	50%
	Total		10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.28
Standard Deviation	0.53
Total Responses	10

**48. Co-teachers make continual adjustments to ensure student success.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	6	60%
5	Strongly Agree	4	40%
	Total	10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

**49. Co-teachers employ a variety of methods to assess students' progress.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	7	70%
5	Strongly Agree	3	30%
	Total	10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.30
Variance	0.23
Standard Deviation	0.48
Total Responses	10

**50. Co-teachers monitor students' academic progress on a regular basis.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	5	50%
5	Strongly Agree	5	50%
	Total	10	100%





Statistic	Value
Min Value	4
Max Value	5
Mean	4.50
Variance	0.28
Standard Deviation	0.53
Total Responses	10

**51. Co-teachers adapt assessment tools and procedures as needed.**

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	6	60%
5	Strongly Agree	4	40%
	Total	10	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

**52. Instructional delivery in co-taught classes is different from what occurs in other classes taught by the general education teacher.**

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		2	20%
3	Neither Agree nor Disagree		2	20%
4	Agree		5	50%
5	Strongly Agree		0	0%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.10
Variance	1.21
Standard Deviation	1.10
Total Responses	10

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