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EXAMINING PRACTICES OF ELEMENTARY SCHOOL PRINCIPALS:
SELECTION OF 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
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ABSTRACT

The purpose of this study was to explore the lived experiences of urban elementary school principals in relation to co-teaching and their co-teacher selection process. Three elementary school principals who exemplify characteristics of shared, ethical, and transformational leadership from a large urban school district in the southern United States were interviewed. The findings from the interviews were utilized to create a Likert-type survey to be administered to select co-teachers and select teachers not co-teaching at each of the three schools. The interview data were examined using Hycner's guidelines for phenomenological analysis. The Likert-type surveys administered to co-teachers and teachers not co-teaching served as sources of information for triangulation. The findings of the study led to the emergence of 13 themes addressing the three research questions. The resulting themes were (a) open communication with staff, (b) team approach to decision-making, (c) teacher leadership, (d) parental involvement encouraged, (e) positive relationship with staff, (f) professional growth encouraged, (g) volunteers selected for co-teaching, (h) co-teachers select partners, (i) co-teaching option presented to entire teaching staff, (j) personal involvement in co-teaching selection process, (k) multifaceted selection criteria, (l) principals involved teachers in the pairing procedure, and (m) recruitment procedures were aligned with best practices. This study has contributed additional evidence supportive of best practices in co-teaching and leadership and suggests a link between effective leadership practices and the facilitation of co-teaching teams and co-teacher selection processes. Recommendations for future research address the areas of (a) principal experience, (b) length of co-teaching model, (c)

principal personal involvement, (d) study participant size, (e) study subjects, and (f) link between leadership practices and co-teaching selection procedures.

This dissertation is dedicated to my mother,
who emphasized the importance of education throughout my life;
to my late father, who was always so proud of me;
and to my son, may my efforts inspire you as you inspire me.

Trust in the LORD with all your heart and lean not on your own understanding;
in all your ways acknowledge him, and he will make your paths straight.

Proverbs 3:5-6

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CHAPTER 1 PROBLEM OF PRACTICE

Introduction

The passage of the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and the No Child Left Behind Act of 2001 (NCLB, 2002) has resulted in significant improvements to the education of students with disabilities (SWD). The creators of these laws intended all students to be afforded a free and appropriate public education, be taught by highly qualified teachers, and make adequate yearly progress (Yell, Katsiyannis, & Hazelkorn, 2007). The IDEIA requires that SWD have access to the curriculum within the least restrictive settings. As a result of this mandate, greater emphasis has been placed on the need for meaningful inclusion, not just access, of SWD into the general education curriculum and stresses the shared responsibility of all educators to effectively prepare SWD to meet higher standards (Jimenez, Graf, & Rose, 2007).

Co-teaching as a service delivery model for educating students in the least restrictive setting has emerged as a path to meeting the educational needs of SWD within the general curriculum while meeting legislative requirements (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010). Effective implementation of co-teaching requires collaboration in planning, assessment, and instructional delivery between a general education teacher and a special education teacher paired as co-teachers. It also requires the support of the school administration. According to Villa, Thousand, and Nevin (2013), school leaders can foster a successful co-teaching environment by working to

build collaborative environments conducive to co-teaching, helping staff acquire the necessary skills, accommodating schedules to facilitate common planning, and providing opportunities for coaching, mentoring, peer observations, and time for analysis and reflection.

The role of the school principal in fostering a school vision that supports co-teaching is crucial in forming and maintaining successful co-teaching teams (Villa et al., 2013). Leaders can strongly impact student learning and move schools towards becoming high performing organizations where instruction and school improvement are the focus (Knapp, Copland, Honig, Plecki, & Portin, 2010; Leithwood, Louis, Anderson, & Wahlstrom, 2004; Murphy, Elliott, Goldring, & Porter, 2007). According to Murphy, et al. (2007), the leadership styles implemented by these leaders are associated with the organization's performance.

Leaders motivate followers to commit to the organization's vision by encouraging innovation and promoting participation and leadership among the staff (Bass & Riggio, 2006). This collaborative approach enables leaders to implement change and focus the organization towards the achievement of its goals (Bass & Riggio, 2006; Mukuria & Obiakor, 2006). The success of co-teaching, as a collaborative process, depends on the commitment of all stakeholders (Pearl, Dieker, & Kirkpatrick, 2012). Positive organizational change can occur as a result of the work of "individuals who choose to ensure the success of all students by being courageous and engaged in school community during the change process" (Villa et al., 2013, p. 133).

Background of the Problem

Implementation of co-teaching dates back to the mid-1900s where a variety of similar approaches were introduced as a response to teacher shortages (Davis-Wiley & Cozart, 1998; Friend, 1993; Trump & Baynham, 1961). By the mid-1970s, with the enactment of the Education for All Handicapped Children Act (EAHCA) requiring a free and appropriate public education in the least restrictive setting, the practice of teaming a general education teacher and a special education teacher to work collaboratively to meet the needs of a diverse group of students proliferated (Friend, 1993; U.S. Courts, n.d.; Zettel, 1977). At present, co-teaching is a service delivery model where a general education teacher and a special education teacher are paired, sharing responsibility for instruction and assessment, and providing in-class support for the entire class (Friend, et al., 2010; Nichols, Dowdy, & Nichols, 2010). Effective co-teaching requires a culture of collaboration, commitment from participating teachers, and administrative support (Friend et al., 2010; Murawski & Dieker, 2013; Villa et al., 2013). Strong leaders understand the importance of selecting co-teaching team members who are committed to the initiative. These leaders select co-teachers “strategically and thoughtfully” (Murawski & Dieker, 2013, p. 20). Examining the selection procedures of effective elementary school principals can shed light on best practices from the field.

Statement of the Problem

Co-teaching can serve as an effective service delivery model for students with disabilities (SWD) when implemented with forethought, planning, and teacher

preparation (Little & Dieker, 2009). Murawski and Dieker (2013) stressed the importance of the role of leaders in the creation of co-teaching teams. Yet, despite the recommendations found in the literature, school leaders face challenges in recruiting, pairing, and maintaining successful co-teaching teams (Friend, 2007).

Research about co-teaching has been focused, for the most part, on providing information about the makeup of co-taught classrooms, explaining the potential issues or difficulties within co-teaching, recommending styles of instructional delivery, and delineating steps for co-teachers to build the professional relationship (Friend, 2008; Little & Dieker, 2009; Scruggs, Mastropieri, & McDuffie, 2007). According to the literature, administrative support and positive staff attitudes are pivotal to the successful implementation of co-teaching programs (Gately & Gately, 2001; Rice & Zigmond, 1999; Scruggs et al., 2007). In reviewing the literature, less comprehensive or detailed information was found addressing administrative recommendations for pairing co-teachers. Recommendations were predominantly focused on suggesting school leaders have a thoughtful plan for selecting co-teachers, selecting from a pool of volunteers, and pairing teachers strategically to facilitate collaboration (Friend, 2007; Murawski & Dieker, 2013; Nichols et al., 2010). Suggestions for helping staff acquire the skills necessary to effectively co-teach while providing them with support in the form of continual coaching, training, partnership development, and scheduling were also found in literature (Villa et al., 2013). Little information, however, was found on specific steps for addressing co-teacher pairing procedures outside of selecting volunteers. Villa et al. (2013) acknowledged that though selecting volunteers is the ideal, administrators may

find themselves in a position of having to assign teachers to co-teach when sufficient or adequate volunteers are not available. In this study, the researcher will examine the co-teacher selection practices and procedures that have been successful in creating co-teaching teams to educate students with disabilities within co-taught classrooms from the perspective of select elementary school principals in a large urban school district in the southern United States.

Purpose of Study

The purpose of this study was to explore the lived experiences of urban elementary school principals in relation to support of co-teaching partnerships. Examining the principals' lived experiences and the selection procedures they utilize for pairing co-teachers may contribute to the body of knowledge of best practices in the selection of personnel for co-taught elementary classrooms in urban settings.

Research Questions

The research questions for this study are:

1. What are the lived experiences of urban elementary school principals in relation to support of co-teaching teams?
2. What were the principals' selection procedures for pairing co-teachers?
3. What is the relationship, if any, between the principals' pairing procedures and best practices recommended in literature?

Significance of the Study

Co-teaching as a service delivery model for educating students in the least restrictive environment is supported by research and identified as a model where students with disabilities can receive the tailored education they need. Effective and sustainable co-teaching requires administrative support and the collaboration and commitment of team members. Although recommendations found in literature for the selection of co-teachers emphasize selecting volunteers (Friend, 2008; Murawski & Dieker, 2013), principals are sometimes faced with teacher reluctance to co-teach (Villa et al., 2013). Examining the co-teacher selection procedures employed by leaders whose schools have demonstrated growth in the students with disabilities subgroup may contribute to the research on co-teaching, enhancing the quality of implementation (Embury & Kroeger, 2012; Pancsofar & Petroff, 2013). An in-depth investigation of the “lived experiences” of principals responsible for the selection and pairing of co-teaching teams may help identify criteria to assist principals in determining potential co-teaching candidates and lead to the creation of sustainable co-teaching teams.

Conceptual Framework

According to Murphy, et al. (2007), leadership styles are associated with an organization’s performance. Leaders who can elicit the support of all stakeholders for a vision of co-teaching, focus on the development of teachers’ confidence and skills, allocate human and other resources, and offer incentives while keeping the focus on student success can bring about positive change and create a school culture that supports

co-teaching (Pearl et al., 2012; Villa et al., 2013). Shared, ethical, and transformational leadership styles exemplify many of the characteristics identified in literature for the development of a school culture that supports co-teaching.

Leaders who implement shared leadership encourage collaboration from stakeholders in the decision-making process, encouraging all members to influence the organization within the scope of the overall mission. These leaders also understand that shared leadership does not translate into shared administrative duties. Instead, staff members are encouraged, through shared leadership, to participate in professional growth activities and join in the conversation of leadership topics (Ishmaru, 2013; Lindahl, 2008).

Ethical leaders are individuals who personify responsibility, authenticity, and presence (Starratt, 2004). They are self-critical of their practice and analyze dilemmas through an ethical lens, reflecting on their decision-making processes (Kidder, 2009; Murphy et al., 2007). Kidder (2009) offered steps as a guide for ethical decision-making. After identifying an issue in need of attention, the leader must determine if the matter involves a right-versus-wrong issue or a right-versus-right dilemma. In analyzing the decision-making process, Kidder (2009) recommended three principles: (a) ends-based thinking; (b) rule-based thinking; and (c) care-based thinking. The three principles allow individuals to focus on the essence of the problem, keeping ethics as the basis for decision-making.

Transformational leadership, introduced by Burns in the 1970s, is an ongoing process of mutual elevation between leaders and followers, resulting in positive

organizational change (Bass & Riggo, 2006; Burns, 1978). Transformational leaders are charismatic individuals who elicit buy-in and encourage the participation of all stakeholders, effectively leading the organization towards a shared vision and the achievement of goals. They encourage innovative problem solving and focus on the development of followers' leadership capacity by mentoring, challenging, and supporting their professional growth. The principals selected to participate in this study will be those whose personal philosophy of leadership aligns with the transformational leadership theory.

Transformational leaders employ (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration as four core components of essential behaviors. These components enable the leader to move the organization toward positive change, and obtain the desired results (Bass & Riggo, 2006).

Research Methods

The research was conducted using a qualitative phenomenological approach. Qualitative research examines a phenomenon in depth, in an attempt to “understand and interpret human and social behavior as it is lived by participants in a particular social setting” (Ary, Jacob, & Razavieh, 2012, p. 420). Qualitative researchers do not aim to achieve generalization of findings. Instead, they seek illumination and understanding of a phenomenon with possible extrapolation to similar situations (Hoepfl, 1997). According to Brantlinger, Jimenez, Klingner, Pugach, and Richardson (2005), qualitative research is particularly useful in special education studies because it examines the phenomenon's

essential nature, leading to an understanding of SWD and the individuals who service them. Phenomenological studies aim to capture the essence of the phenomenon, keeping the center of the inquiry focused on the participant's experience (Ary et al., 2012). The phenomenological approach is appropriately matched to this study's purpose of exploring lived experiences of elementary school principals in relation to the selection of co-teachers. Prior to the initiation of any research activity, approval for the study was sought and received 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.

This study was conducted in a large urban school district in the southern United States. The study subjects included elementary school principals, co-teachers, and teachers not co-teaching. Three elementary school principals who exemplified leadership characteristics that aligned with shared, ethical, and transformational leadership were interviewed using questions developed with the help of a panel of experts. The criteria for participation included: (a) three or more years of experience as elementary school principals at their current schools; (b) experience leading two or more established co-taught inclusive classrooms for three or more years; (c) experience at a school at which the principal served that had demonstrated an increase in the reading proficiency of students with disabilities subgroup on the State School Grades Report scores for the last three or more years. Interview data were examined using Hycner's guidelines for phenomenological analysis resulting in the identification of general and unique themes for all the interviews.

Co-teachers and teachers not co-teaching were randomly selected from the same schools as the participating principals and surveyed using a Likert-type electronic survey. The survey was derived from the findings of the principal interviews and created with the help of an expert panel. The data obtained from the teacher surveys served as a source of information for triangulation. The participating teachers had been rated effective or highly effective by their respective administrators. The survey data collected using the Likert-type scale were disaggregated and analyzed using descriptive statistics. Data gathered in the principal interviews and the survey of teachers were used to identify commonalities and themes.

Limitations

Researchers' awareness of their own positions as outsiders/insiders in relation to the setting and participants in a study plays an important role in understanding the dynamics of conducting studies within the researchers' culture (England, 1994; Merriam, Johnson-Bailey, Lee, Kee, Ntseane, & Muhamad, 2001; Rose, 1997). The limitations of this study relate to this researcher's positionality in the large urban school district.

The researcher has had extensive experience working in co-teaching settings in the target school district. She worked in co-teaching for over 8 years and experienced both being assigned to co-teach without input and volunteering. Additionally the researcher has over 22 years of experience as an educator in general and special education settings. These experiences served as a guide for the study, but can also function as a lens through which observations and data can be interpreted. Maintaining

awareness of the possible influence and reducing personal biases can alleviate the impact of the insider perspective. The researcher's position as an outsider may stem from her present position as a professional development facilitator at a district office, possibly influencing the participants' perceptions of the interviewer as an official observer for the school district. Reassuring all participants that the researcher serves only as a doctoral candidate conducting research, that all data collected will be kept confidential, and reiterating the purpose of the research as scholarly work unrelated to district monitoring were used in attempt to alleviate possible effects of the outsider position.

The principal interview questions and teacher surveys that were used in this research and validated through the use of a Delphi technique, call for individuals to recall lived experiences. Participants may have inadvertently provided incomplete or inaccurate descriptions of their lived experiences.

Assumptions

For the purpose of this study, the researcher assumed that the principals participating in the study provided honest and complete accounts of their experiences and perceptions about co-teaching and the process of co-teacher selection. The writer also assumed that the teachers participating in the survey portion of the study provided honest responses.

Definitions of Terms

Co-teacher: a teacher working collaboratively within a co-teaching partnership (Cook & Friend, 1995).

Co-teaching: the pairing of, and collaboration between, a special education teacher and a general education teacher to deliver instruction in a diverse classroom setting (Friend, 2008; Scruggs et al., 2007). Both teachers are equally responsible delivering, planning, and assessing instruction to a diverse group of students within a classroom setting (Cook & Friend, 1995).

Delphi Technique: a group process by which a researcher and experts in a given field interact using a series of questionnaires with the goal of collecting the experts' opinions (Linstone & Turoff, 1975). In this study a Delphi technique will be used to develop the principal interview questions and the teacher survey questions.

Lived experiences: describes occurrences and their meaning as experienced by the research subject (Ary et al., 2012).

Teacher evaluation system: a system used to assess teacher quality through the use of eight performance standards that delineate teachers' job responsibilities.

Teachers not Co-teaching: teachers working in general education classes not paired with other teachers to deliver instruction who are solely responsible for delivering, planning, and assessing instruction for all students in the corresponding classroom roster.

Summary

This chapter has provided an overview of the study. The background of the problem, the purpose of the study, and the research questions that guided the researcher have been presented. The conceptual framework has been introduced, and the qualitative phenomenological approach used to conduct the study has been briefly explained. Additionally, terms relevant to the study have been defined, and limitations and assumptions have been stated. In chapter 2, the researcher provides a review of the literature related to topics relevant to the problem of the study.

CHAPTER 2 REVIEW OF THE LITERATURE

Introduction

In this literature review, the researcher focuses on co-teaching as a model for educating students in the least restrictive environment and research-based recommendations for successful implementation of the model from the perspective of co-teacher selection. According to Friend (2007), school leaders are faced with challenges in recruiting and maintaining effective co-teaching teams. Understanding the program's history, components, teacher roles and responsibilities, and the role of the principal as a shared, ethical, and transformational leader may enable a deeper understanding and possible identification of criteria for the selection of participants for successful co-teaching teams.

History of Special Education

The original legislation of P.L. 94-142, Education of All Handicapped Children Act of 1975, was an important step towards asserting the rights to a quality education of children with disabilities. The law's roots are found deep in history, have been fueled by pivotal court cases, and reach forward, positively influencing the educational landscape for underserved individuals.

Brown v. Board of Education is one of the most influential cases in education history, having served as a catalyst for change in the civil rights movement. Five separate cases dealing with school segregation reached the Supreme Court in 1952 and

were consolidated under the name of *Brown v. Board of Education* (U.S. Courts, n.d.). In this case the Supreme Court ruled against school segregation, opening the doors for equality in education as a civil right. The ruling led to legislatures requiring that school districts implement programs to appropriately serve diverse populations.

As the civil rights movement continued, educational inequities became a national concern and a crucial part of the controversy (Keogh, 2007). In the 1960s, during the Kennedy administration, the federal government increased its involvement in educational equity in an attempt to enforce the law, increase public awareness, and shape policy that addressed individuals with disabilities (Osgood, 2005). This new involvement was a dramatic step towards protecting civil rights, including the right to a public school education (Osgood, 2005).

In 1964, as part of President Johnson's War on Poverty programs, a new commission on education was created (Thomas & Brady, 2005). This commission recommended targeting the education of poor children with federal education aid, thereby opening the door for the passing of the Elementary and Secondary Education Act (ESEA) of 1965 (Thomas & Brady, 2005). The ESEA addressed inequalities in adequate educational opportunities throughout the nation, providing funds for educational programs serving low-income populations (ESEA, 1965). In 2005, Osgood commented on the harmful and unethical nature of segregating individuals with disabilities. He discussed the impact of Dunn who addressed equity and ethics in general and in special education, Dunn (1968) openly compared the impact segregation had on minority students to the impact it has on SWD. According to Osgood (2005), Dunn helped fuel

the movement towards mainstreaming students with disabilities as an alternative to educating them in segregated settings.

As the wave of change and push for equity of educational opportunity continued, the segregated education of students with disabilities (SWD), and institutionalization or lack of services for children with severe disabilities, reached the federal court system. In 1971, a class action suit against the Commonwealth of Pennsylvania by the Pennsylvania Association for Retarded Children (PARC) resulted in a consent decree in favor of the plaintiffs (Chin, 2004). As a result of PARC, the court required the state to provide a free public education for all children with disabilities (PARC, 1971).

Following the victory in Pennsylvania, a class action suit on behalf of seven children with disabilities reached the Supreme Court. *Mills v. Board of Education of the District of Columbia*, similarly to the PARC case, tackled the lack of availability of public education for exceptional children. The case also addressed the suspension, exclusion, or expulsion from school of SWD (*Mills v. Board of Education*, 1972). The courts ruled in favor of the plaintiff, ordering the implementation of procedural safeguards for the children and their families (Chinn, 2004). The decision stipulated that all students be provided with a free and appropriate education regardless of the severity of the disability (Osgood, 2005).

As the battle for educational rights continued, the Rehabilitation Act of 1973 prohibited the discrimination based on disability by organizations receiving federal funding (Bowman, 2011). Section 504 of the Act protects individuals with disabilities

from the exclusion or denial of services, benefits, or employment opportunities (U.S. Department of Labor, n.d.).

Sparked by PARC, Mills, and several other similar court cases, a congressional investigation in 1974 was conducted to examine educational services offered to children with disabilities. The investigation revealed that numerous SWD were being excluded from public education, and others were receiving an education that did not appropriately meet their needs (Katsiyannis, Yell, & Bradley, 2001). The findings led to the introduction of legislation establishing in law the right to education for all children with disabilities (Yell et al., 2007). This legislature led to the enactment of Public Law 94-142, the Education for All Handicapped Children Act (EAHCA) of 1975. The Act protected the rights of students and their families and ensured due process (Keogh, 2007). It promised assistance to participating states while holding them accountable for delivering appropriate educational services and assessments without discrimination (EAHCA, 1975; Keogh, 2007). EAHCA required states receiving federal funds to provide SWD with a free and appropriate public education (FAPE) in the least restrictive environment (LRE). As a result, school leaders must place a greater emphasis on monitoring the effectiveness of measures taken to educate SWD (USDOE, 2007).

In order to ensure FAPE for all students, congress required the development of an individualized education program (IEP) for students receiving special education (EAHCA, 1975; Yell et al., 2007). According to Osgood (2005), the requirement of providing students with a free and appropriate education was widely hailed by advocates as a step in the direction of providing education for SWD in “as normal setting as

possible” (p. 121), thereby moving towards the implementation of models that include students SWD into the school community.

The impact of EAHCA has been far reaching, moving the nation on a path toward unprecedented educational opportunities for SWD. Yet, controversy over what constituted FAPE sparked numerous court cases. One such case was Board of Education of the Hendrick Hudson Central School District v. Rowley (1982). The cases resulted in the delineation of two components for determining compliance. The educational program offered by school districts had to offer educational benefit, and the IEP needed to be the driving force for the determination of FAPE on an individual basis (Yell et al., 2007).

In 1990, the EAHCA was amended, and the name was changed to Individuals with Disabilities Education Act (IDEA). Subsequent amendments to IDEA have resulted in significant improvements to the free and appropriate public education of children with disabilities. The mandate included provisions for addressing parental communication and involvement, services for post-school transition, development and monitoring of annual goals, and inclusion in statewide or alternative assessments (IDEA, 2004; Johnson, Stodden, Emanuel, Luecking, & Mack, 2002; Yell et al., 2007).

The reauthorization of the Elementary and Secondary Education Act into the No Child Left Behind Act of 2001 (NCLB), with the goal of improving the education of disadvantaged children and the requirement that all students reach proficiency, has impacted the educational landscape for SWD. The results of a commission on special education documented that the program had become excessively compliance-based rather than achievement based. Consequently, the commission suggested that the

reauthorization of IDEA focus on the process of educating SWD, not compliance (Yell, Shriner, & Katsiyannis, 2006).

The reauthorization of IDEA, renamed Individuals with Disabilities Education Improvement Act (IDEIA), brought the Act into alignment with NCLB. Among the commonalities were requirements that all students be taught by a highly qualified teacher, make adequate yearly progress (AYP), and be included in assessments (Yell et al., 2006). AYP data must be used to report on subgroups for students with disabilities, limited English proficient students, racial minorities, and economically disadvantaged students, holding schools accountable for all students' progress (IDEA, 2004; NCLB, 2002; Yell et al., 2006).

Additional court cases continued to shape the education of SWD. In 2005, *Schaffer v. Weast* reached the Supreme Court. Parents of a student with learning disabilities were seeking reimbursement for the cost of private school after removing their child from a middle school program they believed was not meeting his needs. An earlier ruling had placed the burden of proof on the Schaffers because they were challenging the IEP. This decision sparked a series of proceedings leading to the Supreme Court. In turn, the Supreme Court maintained that the "burden of persuasion in due process hearings should be placed on whichever party is seeking relief" (Yell, Ryan, Rozalski, & Katsiyannis, 2009, p. 70). Holding schools responsible for proving adequacy of programs delivered would make all Individualized Education Programs (IEP) unenforceable until the school established otherwise in court. This ruling enabled schools to implement IEPs without prior court approval.

In 2007, *Winkelman v. Parma City Schools District*, parents suing the Parma City Schools District for reimbursement of private school costs were denied the ability to represent their own children in court. The case reached the Supreme Court where the ruling was overturned. The court stated that parents had separate rights and, therefore, could represent their children. The ruling clarified the requirement of parental involvement under IDEA, expanding the definition of FAPE (Yell et al., 2009). In the past, administrators could decide to exclude children because their presence would be deemed disruptive to others or because they were not benefiting from public education. By creating a clear mandate for parental involvement, the ruling allowed parents to advocate for their child and required schools to include parents in all aspects of a child's educational program (Yell et al., 2009).

As the focus of educating SWD shifts from the placement to the process, combined with IDEA 2004's requirement that SWD have access to the curriculum within general education and the least restrictive settings, inclusion has taken center stage. Yet, meaningful inclusion of SWD requires more than access into the general education setting (Jimenez et al., 2007). Meeting the challenge of educating students in truly inclusive settings calls for educators equipped to address the needs of all learners. Inclusion has evolved from the mere occasional participation in general education settings to schools and programs using models like the Universal Design for Learning (UDL) approach that focuses on the implementation of research based practices, instead of solely on programs (Hehir & Katzman, 2012).

As a result of the IDEA and NCLB mandates, educators at all grade levels and in all subject areas have experienced, and will continue to experience, changes in the educational environment. The requirement for all teachers to be highly qualified places accountability measures on educators' credentials. All teachers must meet requirements in regard to competence, education, and certification (NCLB, 2002; Yell et al., 2006). Special education teachers working in a core content area must possess the corresponding expertise and certification (NCLB, 2002; Simpson, LaCava, & Graner, 2004; Yell et al., 2006).

Addressing the needs of SWD is the responsibility of all educators, not just the special educator. General education teachers often work in inclusive settings requiring them to work with SWD, preparing them to meet higher standards (Jimenez et al., 2007). The result of standardized tests directly impact schools and faculty through monetary rewards and public acknowledgements. The entire school population, including students with disabilities and other minority populations, must participate in statewide assessments. The academic achievement of each subgroup is monitored and used in the determination of Adequate Yearly Progress (NCLB, 2002; Simpson et al., 2004).

The requirements of IDEA and NCLB have empowered SWD and their families by shifting the focus to the child's best interest. The law requires districts to be proactive on the identification of SWD. A response-to-intervention method is encouraged, rather than the former discrepancy model that necessitated student academic failure before providing services (Yell et al., 2006). Parents have become an integral part of the Individualized Education Program (IEP) team, participating in the development and

modification of functional and academic goals. (Yell et al., 2006). Special education teachers must regularly monitor the students' progress toward meeting their annual goals, and report to parents (NCLB, 2002; Yell et al., 2007).

The law requires SWD be provided with appropriate accommodations in order to access the curriculum, and during assessments (IDEA, 2004; Yell et al., 2006).

According to the U.S. Department of Education [USDOE] (2007), the majority of SWD were being included in a general education setting as a least restrictive setting. These students are predominantly educated at their local schools, alongside their non-disabled peers (USDOE, 2007).

The Elementary and Secondary Education Act and the Individuals with Disabilities Education Act have dramatically and positively impacted the education of students with disabilities. With the civil rights protection from IDEA and the high standards set by the ESEA, exceptional education educators have been able to address the needs of millions of children, providing educational opportunities and integration into society overall. The strides made possible by these two laws have been great, but the battle is not over. The addition of components addressing the training of general educators servicing SWD, increased funding for assistive technology, and the implementation of innovative research-based programs can significantly improve special education.

Co-teaching

Co-teaching as a service delivery model for educating students in the least restrictive environment “is a strong way to encourage collaboration between teachers in order to support the diverse array of students and student needs in today’s schools” (Murawski & Dieker, 2013, p. 7). Through co-teaching, students with disabilities receive the services they need within the general education setting (Friend, 2008; Little & Dieker, 2009; Scruggs et al., 2007). Stigma is often reduced for the SWD, and academic achievement is improved (Sileo & van Garderen, 2010). Schools with collaborative cultures often foster the viability of co-teaching for students and teachers (Friend, 2008; Murawski & Dieker, 2013). However, the development of sustainable co-teaching partnerships can be difficult. Participating teachers must co-plan, co-instruct, co-assess, and openly discuss the roles and responsibilities of each co-teacher in order to make the partnership a success (Conderman, & Hedin, 2012; Friend, 2008; Murawski & Dieker, 2008). Administrative support must also be present. School leaders need to assess the co-teacher’s varying levels of need, provide opportunities for coaching and self-reflection, and allocate resources and time for partners to meet (Murawski & Dieker, 2013; Nichols et al., 2010).

History of Co-teaching

The origin of co-teaching as a service delivery model for SWD can be traced back to the 1950s with the implementation of team teaching, where two general education teachers share responsibility for two separate groups of students (Friend, 1993). Schools

across the nation began implementing team teaching as a response to a teacher shortage, a growing student population, and limited physical space (Davis-Wiley & Cozart, 1998; Friend, 1993; Trump & Baynham, 1961). As the practice continued into the 1960s, team teaching evolved to include collaborative planning of interdisciplinary lessons delivered separately and large group lectures followed by small group instruction. By the 1970s, team teaching had become a widespread practice that included numerous different approaches found in elementary and secondary education (Friend, 1993).

By the mid-1970s, teaming between special educators and general educators had become an important component of successful mainstreaming (Friend, 1993). In 1975, the Education for All Handicapped Children Act (EAHCA) was signed, requiring free appropriate public education (FAPE) and services provided in the least restrictive environment for SWD (U.S. Courts, n.d.; Zettel, 1977). This mandate helped collaboration between classroom teachers and special educators gain momentum, allowing for the implementation of co-teaching. According to Friend et al. (2010), co-teaching can serve as a path to providing SWD with the support and tailored curriculum they need as well as meeting legislative expectations. Co-teaching enables schools to include SWD in the general education classroom and meet the mandates of IDEIA and the No Child Left Behind legislation, requiring that all students be educated by highly qualified teachers (Nichols et al., 2010; USDOE, 2004).

Defining Co-teaching

Co-teaching is defined as the pairing of, and collaboration between, a special education teacher and a general education teacher to deliver instruction in a diverse and inclusive setting (Friend, 2008; Scruggs et al., 2007). Through co-teaching, two teachers share responsibility for the instruction and assessment of the entire class. One or both of the teachers must be certified in the core content areas, and at least one of the teachers must be certified in special education and provide ongoing in-class support (Friend et al., 2010; Nichols et al., 2010). Both teachers are responsible for and collaborate in the planning, delivery and assessment of skills and concepts (Sileo & van Garderen, 2010). Co-teaching can serve as a path to providing SWD the support and tailored programs identified in their individualized education plans (IEP) within the general curriculum (Friend et al., 2010).

Co-teaching Models

Within the co-taught classroom, teachers may implement a variety of instructional delivery models. These models should be fluidly implemented to match the lesson and serve students' specific needs. Cook and Friend (1995) identified six models of co-teaching: (a) One Teach, One Observe; (b) One Teach, One Assist; (c) Station Teaching; (d) Alternative Teaching; (e) Parallel Teaching; and (f) Teaming. Each of the models requires teachers to collaborate and share the responsibility for planning and instruction. Murawski (2010) suggested co-teachers vary the models implemented and refrain from only using those with which they were more comfortable. According to Murawski,

blending the different models will keep students motivated and increase learning. The content of the lesson and students' needs "determine which approach would best work for instruction" (Murawski, 2010, p. 195).

In One Teach, One Observe, the observing teacher is responsible for gathering academic and behavior data or other pertinent information on individual students or the entire class while the other teacher conducts whole group instruction. In One Teach, One Assist, the assisting teacher moves around the room providing support to students as the other teacher conducts whole group instruction. Station Teaching requires the classroom be arranged to accommodate teacher-led and individual stations. Students are divided into groups and take turns visiting the stations. Alternative Teaching allows for one teacher to be responsible for the majority of the class while the other teacher works with small groups for a variety of purposes such as enrichment and remediation. In Parallel Teaching, both teachers teach the same material to half the class, encouraging student participation and differentiating instruction. Teaming involves both teachers leading instruction, presenting different sides of an argument or different viewpoints of problem solving and interpretation (Cook & Friend, 1995).

Solis, Vaughn, Swanson, and McCulley (2012) identified six types of co-teaching, differing slightly from those identified by Cook and Friend (1995). They are: (a) Whole Class, Teacher Led; (b) Two Heterogeneous Groups; (c) Two Homogeneous Groups; Station Teaching; (d) Whole Class + Small Group; and (e) Whole Class Team Teaching.

In Whole Class, Teacher Led, one teacher leads the whole class in instruction while the other teacher moves around the room, monitoring students or providing

support. In Two Heterogeneous Groups, the class is divided in half, allowing increased student participation due to the reduced student-teacher ratio. Two Homogeneous Groups are most often used when one group requires re-teaching and another group receives enrichment. The students are grouped based on ability, and instruction is tailored to meet the needs of each group. In Whole Class + Small Group, students in need of re-teaching are pulled from the class and instructed by one teacher while the other teacher delivers instruction to the remainder of the class. Whole Class Team Teaching requires both teachers to be actively engaged in the delivery of the lesson (Solis et al., 2012).

Benefits of Co-teaching

The multi-faceted model of co-teaching has rapidly evolved “as a strategy for ensuring that [special education] students have access to the same curriculum as other students while still receiving the specialized instruction to which they are entitled” (Friend et al., 2010, p. 9). McDuffie, Mastropieri, and Scruggs (2009) demonstrated benefits from the implementation of co-teaching, evidenced by higher performance results of students in co-taught classrooms as opposed to those in non co-taught classrooms. Sileo and van Garderen (2010) found that a major benefit to students participating in a co-taught setting is the teacher’s ability to place students in smaller groups for differentiated instruction. Students with disabilities and those who have not been identified as having special needs can benefit from the additional attention afforded

by the co-teaching model, as two teachers work collaboratively to meet the needs of all students (Nichols et al., 2010; Scruggs et al., 2007).

Co-taught settings may ease the stigma associated with being labeled as a SWD and can facilitate the integration process into the overall school community (Nichols et al., 2010). Students with disabilities often display improved self-esteem, peer relations, and academic achievement as a result of participation in a co-taught classroom (Sileo & van Garderen, 2010; Thousand, Villa, & Nevin, 2006). Time accessing the general education curriculum is also increased for students with special needs as a result of the co-teaching service delivery model (Little & Dieker, 2009).

Co-teaching Participant Selection

Murawski and Dieker (2008) have recommended that co-teaching participants be teachers who volunteer for the program. According to Nichols et al. (2010), participants who were allowed to choose their co-teacher had better communication with their partner and a more positive view of co-teaching, ultimately enhancing their practice. These findings suggest that assigning co-teaching to non-volunteers or pairing individuals who did not select each other would create teacher dissatisfaction, possibly jeopardizing the success of the program. Yet, in their research study, Pancsofar and Petroff (2013) found that the only variable significantly associated with teacher outcome was having previous experience in co-teaching. The researchers found evidence that teachers who were currently participating in co-teaching had a more positive attitude toward the program and were more confident about the implementation of co-teaching strategies than teachers

who had never participated in co-teaching. According to Pancsofar and Petroff , “If participation in co-teaching can influence positive attitudes and interest, giving teachers this opportunity has the potential to transform a school faculty” (p. 93).

Murawski and Dieker (2013) provided suggestions for the recruitment and strategic selection of co-teachers. They recommended that schools embark on co-teaching only when they have created a collaborative culture and buy-in of teachers (Murawski & Dieker, 2013). As collaboration is at the heart of co-teaching, the participation of teachers should be voluntary, and they should have the freedom to select their partners (Friend & Cook, 2007). Villa et al. (2013) addressed situations where the administration may be faced with limited volunteers and must assign staff to co-teach. The authors acknowledged that volunteerism presents a best-case scenario. They also stressed the importance of educators’ understanding their legal and ethical responsibility to educate students with disabilities in the least restrictive setting (Villa et al., 2013). According to Villa et al. (2013), creating a vision for co-teaching, providing incentives for participation, embedding professional learning opportunities, and allocating resources can be the key to recruiting participants for successful and sustainable co-teaching.

The Role of the Principal

The principal, as the school leader, plays an important role in the success of all students, especially those with disabilities. In a meta-analysis on school leadership research by Waters, Marzano, and McNulty (2004), effective school leadership emerged as a significant positive influence on student achievement. The analysis identified 21 key

leadership responsibilities positively correlated to increased student achievement. Among those were the leader's ability to design and implement programs and curriculum, incorporate teacher input, inspire and lead innovation, and monitor and evaluate the impact school practices have on student achievement (Walters et al., 2004). According to Villa et al. (2013) the creation of a vision that stresses that all students can learn and have a right to be educated among their peers and in their community, that educating every child in the school is the responsibility of all instructional personnel, and that co-teaching benefits staff and students alike is important in building consensus for co-teaching (p. 114). School leaders can foster the co-teaching vision by "actively respecting what we expect by encouraging, recognizing, and publicly acknowledging those educators who plunge in as early innovators and pioneers to model and actively promote the philosophy and practice of co-teaching" (Villa et al., 2013, p. 114-115).

Organizational performance and leadership styles are intricately related to one another (Murphy et al., 2007). Understanding the role of a school leader and the impact good leadership skills have on a school's educational environment, students, teachers, parents, and the community, are essential to creating highly productive schools. After classroom instruction, leadership is the most important factor contributing to student learning (Leithwood et al., 2004). According to Murphy et al. (2007), high performing schools and school districts have leaders who are focused on instruction and school improvement. These leaders maintain student learning as the focus, allowing it to permeate into all dimensions of the educational environment (Knapp et al., 2010; Murphy et al., 2007). They often view themselves as providers of support and a buffer from

external pressures (Hoppey & McLeskey, 2013). They are committed to collaboration and encourage others to share knowledge and expertise through leadership roles, moving the organization towards effective change (Knapp et al., 2010; Lezotte & McKee, 2006). Leaders who promote a vision and consensus for co-teaching provide support for co-teachers in the form of training, mentoring and coaching, incentives, and opportunities for reflection (Villa et al., 2013, p. 131).

Leadership In Education

School leaders who demonstrate strong leadership skills are able to make a positive impact on their organizations. Murphy et al. (2007) identified previous experience, knowledge base, values, and personal traits as driving forces behind leadership behaviors. These behaviors produce a ripple effect throughout the organization, enabling the leader to influence the learning environment, professional practices, and overall motivation, ultimately impacting student achievement (Murphy et al., 2007). Leadership behaviors have a great impact on the implementation of co-teaching and the pairing of co-teachers (Villa et al., 2013). Shared leadership, ethical leadership, and transformational leadership theories offer descriptors of specific leadership behaviors that enable school leaders to promote positive change and school improvement (Bass & Riggio, 2006; Leech & Fulton, 2008; Starratt, 2004).

Shared Leadership

Shared leadership has been described and defined in a variety of ways. Hickman (2010) defined it as individuals engaging in an interactive and dynamic process with the objective to guide one another toward the achievement of common goals. Ishimaru (2013) defined shared leadership in schools as collaboratively designing a vision through a collegial culture that includes peers and support from administrators and parents. Lindahl (2008) stated that shared leadership occurs when members of an organization influence the practice, motivation, and knowledge of others within the scope of the organizational mission. Each of these definitions embraces the concepts of collaboration, improving student achievement, and influencing all stakeholders. They illustrate the concept of shared leadership.

Effective leaders promote professional development, and encourage the growth of communities of learning. They build capacity (Murphy et al., 2007) by “developing the collective ability-dispositions, skills, knowledge, motivation, and resources-to act together to bring about positive change” (Fullan, 2001, p. 4). Shared leadership and shared decision-making are strong tools for improving the quality of education (Vann, 2000). According to Vann (2000), shared leadership necessitates the support from all stakeholders and should not be limited to teachers and students.

The benefits of shared leadership are numerous. Leech and Fulton (2008) stated that this leadership style improves job satisfaction, empowers individuals, promotes the formation of a collaborative culture, fosters the feeling of ownership, increases morale, changes beliefs and perceptions, and increases commitment to the organizational goals

and vision. Effective leaders incorporate strategies of shared leadership to lead their schools in a dynamic and collaborative manner (Murphy et al., 2007), and they understand the difference between managing and leading. According to Owens (1995) the difference between leaders and managers is the focus. Leaders focus on people; managers focus on things. Managers are worried about doing things correctly, but leaders worry about doing the right things (Bennis & Nanus, 1985). Leaders who fail to understand the difference fall into the managerial category. They erroneously view shared leadership as shared administrative duties, overwhelming teachers with minutia and deterring them from pursuing true leadership roles (Lindahl, 2008). According to Senge (1990, 2000), leaders, not managers, use shared leadership as a tool to create and maintain learning organizations.

Separating the roles of a manager and a leader can prove difficult when the same individual is responsible for both roles (Lindahl, 2008). Administrators who fail to understand or agree with the theory of shared leadership may have difficulty differentiating between management related activities and leadership opportunities. These same administrators assign classroom teachers management roles, overwhelming them with menial jobs that do not include shared decision-making. They typically retain the true leadership roles for themselves so as to not be viewed as weak/not in control of the school (Ishmaru, 2013; Khourey-Bowers, Dinko, & Hart, 2005; Love, Stiles, Mundry & DiRanna, 2008). Shared leadership calls for leaders who understand the concept of leadership, separating it from their managerial responsibilities and sharing it willingly. They understand that varying perspectives on issues will help the organization find

resolutions that align with the vision and assist in uncovering additional areas of need (Vann, 2000). Leaders who promote shared leadership at their schools hold periodic community meetings, encourage teachers to participate in professional development and other professional growth activities, invite all stakeholders to participate in meetings covering leadership topics, and make shared leadership an integral part of their school culture (Ishimaru, 2013). They understand that empowering their followers will produce greater results as the entire organization moves toward a common goal of student academic achievement.

Ethical Leadership

Leadership theories delineate specific styles and corresponding actions that conform to each specific theory descriptor. Yet, on close inspection, commonalities surface among the theories and the leadership styles they represent. Ethics is one such thread, intricately woven through almost all the leadership theories. Murphy et al. (2007) depicted effective leaders as those who rely on ethical perspectives in order to obtain the great transformations and school improvements they seek. According to Starratt (2004), ethical leaders embody the virtues of responsibility, authenticity, and presence.

According to Paul, French, and Cranston-Gingras, (2001), ethics is particularly relevant in special education. The minority status of SWD and issues calling for the allocation of resources based on student needs rather than equality make ethical leadership particularly important (Paul et al., 2001). Ethics is at the heart of decision-making. As ethical dilemmas present themselves, leaders must decide based on their own

personal ethics. The values and beliefs that define a leader fall under the perspective of ethical leadership. Each individual relies on personal values and moral code to determine the course of actions when presented with an issue requiring a decision. Ethics is, therefore, an essential component of effective leadership (Kidder, 2009; Murphy et al., 2007).

Understanding the process of decision-making through an ethical lens enables leaders to address and resolve ethical dilemmas effectively. Kidder (2009) offered nine checkpoints for ethical decision-making that enable individuals to exercise their “moral rationality” (p. 15). Effective leaders reflect on the process outlined by Kidder as part of their regular operation. They are “more cognizant than their peers, of their own values and beliefs and they shape their behavior in accord with personal and professional codes of ethics” (Murphy et al., 2007, p. 194).

The first, second, and third steps for ethical decision-making are to recognize if there is an issue that requires attention, if the leader is the one responsible for addressing it, and collecting all the facts prior to attempting a decision (Kidder, 2009). According to Murphy et al. (2007), effective leaders are cognizant of the occurrences of the organization, understand the staff’s needs, and are committed to all stakeholders. For these leaders, recognizing that an issue requires their attention is fundamental in maintaining an effective community of learners.

The fourth step calls for the leader to determine if the issue involves a right-versus-wrong situation (Kidder, 2009). According to Kidder (2009), determining

wrongdoing is not always a simple process. The leader must look for legal or regulatory infractions, use gut feelings, and transparency as a measure (Kidder, 2009).

Determining if the issue is a right-versus-right paradigm is the fifth step (Kidder, 2009). According to Murphy et al., (2007) when compared with others, effective leaders are “more reflective and self-critical regarding their own practice and its impact on others in the extended school community” (p. 29). This quality makes them highly sensitive to right-versus-right dilemmas. Kidder (2009) identified four paradigms that are common in right-versus-right dilemmas, representing the divergent sides at play. Within each of the paradigms, Kidder (2009) recommended that the actor analyze both sides of the conflict using the following three principles for decision-making: (a) ends-based thinking: resolving the dilemma in favor of the side with the greatest number of beneficiaries; (b) rule-based thinking: resolving the dilemma in a way that could set a rule others could follow; (c) care-based thinking: resolving the dilemma in a manner that applies the golden rule of doing unto others as one would wish for oneself.

Effective leaders continuously improve moral purpose, or the means and ends of their actions (Fullan, 2001). They become personally involved; continuously monitoring teaching, employing and encouraging successful teachers, and redirecting ineffective teachers out of the classroom. Kidder’s (2009) decision-making process provides a guide for focusing on the heart of the matter, enabling leaders to view the decision-making process through an ethical lens.

According to Starratt (2004), ethical leaders embody the virtues of responsibility, authenticity, and presence. Ethical leaders are: (a) responsible for creating and sustaining

authentic working relationships with all stakeholders, a healthy organizational environment for teaching and learning for all students and teachers, and a healthy environment for the learning and practice of civic virtue for all students and teachers; (b) authentically involved in reciprocal relationships with stakeholders and relentlessly promote authentic teaching and learning environments; (c) fully aware of others and of self, inviting the involvement of stakeholders and encouraging autonomy in others (p.49-55). Responsible, authentic, and present leaders can serve as the spark to creating sustainable co-teaching. According to Villa et al. (2013), “Effective school organizations can be crafted by individuals--individuals who choose to ensure the success of all students by being courageous and engaged in a school community during the change process” (p. 133).

Although changing a school’s culture and developing a new co-teaching educational approach with integrity and quality are challenging endeavors that may create conflict, school leaders can utilize collaboration, effective communication, and conflict resolution to bring about change and incorporate co-teaching into the school’s vision (Villa et al., 2013, p. 133). Hehir and Katzman (2012) recommended that leaders foster a culture of acceptance, inclusiveness and equity in their schools. In the process of implementing these recommendations, leaders will likely encounter ethical dilemmas. Continuously engaging in ethical reasoning allows the leader to become more adept at resolving situations in a manner that does not conflict with their personal set of values and moral code.

Transformational Leadership

In 1978, Burns introduced the concept of transformational leadership, defining the concept as an ongoing process whereby leaders and followers engage in reciprocal elevation of motivation and morality. Transformational leadership focuses on change. It calls for motivating followers to commit to a “shared vision and goals for an organization or unit, challenging them to be innovative problem solvers, and developing followers’ leadership capacity via coaching, mentoring and provision of both challenge and support” (Bass & Riggio, 2006, p. 4). Hickman (2010) described transformational leaders as inspiring individuals who compel others to follow them. They motivate members of their organization to reach new heights, reinforcing their commitment to the shared vision (Bass & Riggio, 2006; Hickman, 2010). Transformational leaders are charismatic individuals with the ability to empower their followers and serve as exemplars of the commitment necessary to achieve the organization’s goals (Hickman, 2010). These leaders are attuned to their staff’s needs, taking an interest in their lives, and encouraging the personal development of each individual (Hickman, 2010).

The ability to obtain buy-in and commit all stakeholders to work toward a common vision is one of the trademarks of transformational leadership (Hickman, 2010). In educational settings, the school’s vision frames the function of the entire organization, including the leader’s daily operations (Murphy et al., 2007). The organization’s ability to change or implement innovative practices is often impacted by the effectiveness of its leader, and the type of leadership implemented (Janney, Snell, Beers, & Raynes, 1995; Mamlin, 1999; Villa, Thousand, Stainback, & Stainback, 1992). Leaders with a clear

vision for learning are enthusiastic, reflective individuals. They ensure that all aspects of school life align with the school's overall vision and strive for higher standards and expectations for all stakeholders, challenging the status quo and positively impacting the school climate (Murphy et al., 2007). In their study, Sebastian and Allensworth (2012) found that the most prominent path for leaders to impact school performance was through the indirect effect on school climate. In their results, they noted a positive and significant correlation between high ratings of principals, quality instruction, and strong learning climates at high performing schools (Sebastian & Allensworth, 2012).

Transformational leaders engage their followers, moving the entire organization toward the path outlined by the common vision (Hickman, 2010). These highly effective leaders embrace diversity, and strive to provide all students and their families with a quality education. They communicate with, and encourage the participation of, all stakeholders in the organization. This collaborative leadership is the key to implementing improvement efforts and reaching the school's goals (Mukuria & Obiakor, 2006). Overall, effective leaders see the school as a whole, relentlessly striving towards continual improvement in instructional practices, daily operations, professional qualifications, school learning culture, and student achievement (Murphy et al., 2007). Transformational leaders, with their charismatic approach, elicit support through various channels. They do not rely solely on their formal position, but on the process of the interactions, to obtain results (Vennebo & Ottesen, 2011).

Murphy et al. (2007) viewed enthusiasm and motivation as essential in effective leaders. Goleman (1998) found that the common trait linking most effective leaders was

motivation. These leaders are intrinsically motivated, possess a love for learning, are passionate about their work, and proud of their accomplishments. Effective leaders strive to maintain optimism and enthusiasm, especially during periods of low energy and difficulty (Christensen, 1992). Transformational leaders exhibit these traits, transmitting enthusiastic, optimistic messages that encourage followers to envision the path toward the attainment of goals and the organizational vision (Hickman, 2010). According to Bass and Riggio (2006), leaders must also take into consideration the self-worth of the individuals they lead in order to obtain authentic commitment and involvement. Transformational leaders serve as a catalyst as they improve teaching and learning and enhance the leadership capacity of the entire team (Friedman, 2004).

Transformational leaders obtain exceptional results through the commitment of followers by employing four core components within their organizations. These components, or essential behaviors, as put forth by Bass and Riggio (2006), are: (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration.

Transformational leaders employ Bass and Riggio's four core components of transformational leadership throughout their organizations, guiding their followers towards desired collective goals. According to Villa et al. (2013), implementing a co-teaching approach takes a change in the school's culture, and in order to "actualize a new vision of schooling and schooling practices, a new culture must come to replace the old one" (p. 133). The components, or essential behaviors exhibited by transformational

leaders foster follower commitment. In turn, the commitment of followers moves the organization towards the achievement of the new common goal or vision.

Idealized Influence

This core concept of transformational leadership employs two aspects: leader behavior and attributed characteristics. Transformational leaders are individuals with high standards of moral and ethical conduct who inspire trust, respect and admiration. The leaders are role models followers want to emulate. They are consistent, dependable, and unafraid to take risks. Followers often attribute persistence, determination and superior capabilities to leaders who employ idealized influence (Bass & Riggio, 2006; Hickman, 2010).

Inspirational Motivation

Leaders employ Inspirational Motivation through commitment to the shared vision and goals, developing team spirit, helping followers envision a more attractive future, and communicating clear expectations. This core concept is implemented via the inspiring of followers by providing challenge and meaning to their work (Bass & Riggio, 2006; Hickman, 2010).

Intellectual Stimulation

Through this core concept transformational leaders promote creativity and innovation. They encourage the reframing of problems, questioning of assumptions, and the utilization of new approaches to old situations. These leaders refrain from publicly

criticizing mistakes or differences of opinion. Rather, they solicit new ideas and welcome originality (Bass & Riggio, 2006; Hickman, 2010).

Individualized Consideration

Mentoring and coaching followers in order to develop capacity and paying special attention to each follower's need for growth and achievement are key characteristics of transformational leaders. They willingly accept diversity, personalize interactions, and provide opportunities for learning within a supportive environment. These leaders delegate to followers and monitor progress as a means of providing support for personal and professional advancement (Bass & Riggio, 2006; Hickman, 2010).

Teacher Evaluation System

Principals, as instructional leaders, evaluate the impact on student achievement of curriculum, programs, and teacher performance. The teachers selected to participate in this study will be those rated as effective or highly effective educators by their current administrators. The large urban school district where this study will take place uses the Teacher Evaluation System in the measurement of educators' performance.

The Teacher Evaluation System used by the large urban school district is based on the Stronge's (2010) Goals and Roles Model. The model is based on the belief that an organization can only achieve its goals through a collaborative process involving the collective performance of all administrative and instructional personnel (Stronge, 2010). The Teacher Evaluation System assesses teacher quality through the use of eight

performance standards that serve as delineators of teachers' duties or job responsibilities. Each standard is well defined and accompanied by quality indicators that provide specific, measurable behaviors that "can be observed or documented to determine the degree to which a teacher is fulfilling a given performance standard" (Stonge, 2010, p. 6).

The performance standards adopted by the large urban school district include the following:

Performance Standard 1, Learner progress. Learner progress is derived from the learning growth demonstrated by students on the annual statewide assessment (Undisclosed, 2012).

Performance Standards 2-8 are observable or documented at the school site and evaluated by the administration. They are as follows:

Performance Standard 2, Knowledge of learners. The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

Performance Standard 3, Instructional planning. The teacher uses appropriate curricula (including state reading requirements, if applicable), objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

Performance Standard 4, Instructional delivery and engagement. The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

Performance Standard 5, Assessment. The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

Performance Standard 6, Communication. The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.

Performance Standard 7, Professionalism. The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

Performance Standard 8, Learning environment. The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm (Stronge, 2010).

The school site administrator, as part of Teacher Evaluation System, is charged with assessing the teacher's performance and determining a summative evaluation performance rating. Data collected are in the form of formal observations of instruction, student performance, and required documentation. The required documentation is composed of the teacher's professional development plan and evidence of communication with stakeholders. The teacher may choose to submit additional supporting evidence to be used in determining the final performance rating. The final assessment on Performance Standards 2-8, as determined by the administration, is reported using four levels of proficiency: (a) highly effective; (b) effective; (c) developing/needs improvement; and (d) unsatisfactory. Each performance standard is

rated individually, accompanied by a general description of each rating, and assigned points totaling a combined maximum of 50 (Undisclosed, 2012).

Delphi Technique

The researcher used the Delphi technique to validate the questions that were used in principal interviews and in the teacher survey. The Delphi technique is a process by which a researcher and a group of experts on a particular topic interact through a series of questionnaires with the goal of obtaining informed judgment through expert opinion (Linstone & Turoff, 1975). Linstone and Turoff described this technique as “a method of 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” (p. 3).

According to Dalkey (1967), the Delphi technique affords anonymity through the use of questionnaires, provides controlled feedback, and aims at reaching consensus.

Pfeiffer (1968) outlined the basic steps of the Delphi process to include three distinct rounds. In Round 1 of the Delphi technique a set of open-ended questions derived from research recommendations can be sent to a panel of experts soliciting their opinions regarding judgments or recommended activities. In Round 2, a copy of the collective results of the first document is sent to the entire panel for review. The experts are asked to rate the individual items based on given criteria. In Round 3, the final document includes the list and corresponding ratings from the previous round, identifying any existing consensus. The experts are instructed to make revisions to their opinions or provide a rationale for not reaching consensus (Pfeiffer, 1968). This process can be

extended to additional rounds, but the benefits obtained from the procedures are significantly reduced after the third round (Worthen & Sanders, 1987). In this study, the Delphi technique was used twice: once in the development of principal interview questions and subsequently in the development of the teacher survey questions.

Summary

In this chapter, literature pertinent to the history of special education and co-teaching as a service delivery model for inclusive practices has been reviewed. Literature related to the role of the principal as a transformational leader, transformational leadership theory, and the Teacher Evaluation System used in the large urban school district where this research will take place have also been presented. Finally, the Delphi technique utilized to develop principals' interview questions has been presented. Literature documenting the co-teacher selection process has been addressed, as it is relevant and fundamental to this study. In the following chapter, the methodology used to conduct and complete this qualitative phenomenological study will be presented.

CHAPTER 3 METHODOLOGY

Introduction

This research study was conducted to investigate the lived experiences of urban elementary school principals in relation to co-teaching, procedures for the selection of participants for co-teaching teams, and the relationship between the procedures and best practices recommended in literature. Examining the lived experiences of principals may provide valuable insight for the creation of sustainable co-teaching teams. This qualitative study was conducted using a phenomenological approach.

This chapter describes the methodology that was used in the study. Included is a restatement of the research questions and descriptions of the research design and target population. Data collection and analysis procedures are detailed along with those for ensuring validity and reliability in the study.

Qualitative research focuses on a holistic view and examines a phenomenon in depth, in an attempt to “understand and interpret human and social behavior as it is lived by participants in a particular social setting” (Ary et al., 2012, p. 420). Narrative descriptions and the use of the researcher as the primary instrument of data collection are general features that characterize qualitative research. The data collected are often in the form of interview transcripts, audio and video recordings, field notes, and official records (Fraenkel & Wallen, 2006; Ary et al., 2012). The purpose of qualitative research is to illuminate and understand phenomenon that may be extrapolated to similar situations, rather than achieving generalization of findings (Hoepfl, 1997). According to Brantlinger

et al. (2005), qualitative research is particularly useful in special education studies because it examines the phenomena's essential nature, leading to an understanding of students with disabilities and the individuals who service them.

Creswell, Hanson, Clark Plano, and Morales (2007) have suggested that research addressing questions about the perceptions of individuals regarding a particular phenomenon are suitably paired with a phenomenological design. Phenomenological studies aim to capture the essence of the phenomenon, keeping the center of the inquiry focused on the participant's experience (Ary et al., 2012). In phenomenology, the primary source of knowledge is perception (Creswell et al., 2007; Moustakas, 1994). As researchers collect the views of numerous participants and seek to identify commonalities in human perceptions, they gain greater insight that leads to a detailed description and understanding of the phenomenon (Creswell et al., 2007; Fraenkel & Wallen, 2006). Therefore, a qualitative phenomenological approach is appropriately matched to the purpose of this study, i.e., the exploration of lived experiences of elementary school principals in relation to the selection of co-teachers.

Demographics

The study was conducted in a large urban school district in the southern United States, stretching over 2,000 square miles. The school district employs nearly 45,000 full- and part-time staff, and services approximately 355,000 students in 392 schools. Of the school district's student population, 74% is eligible for free or reduced lunch. Nearly

21% of students currently enrolled have been identified as students with special education exceptionality.

The school district is led by the superintendent of schools and supported by administrative directors serving in roles such as curriculum, operations, budget, and school transformation directors. The large urban school district is divided into three regions, North, Central, and South, each headed by a region superintendent who reports to the superintendent of schools, and is supported by administrative directors.

The large urban school district implements various instructional approaches to address the needs of students with disabilities. One of the approaches utilized is co-teaching. Co-teaching is implemented in elementary, middle, and high school classrooms. The predominant model utilized by this school district in elementary school is one where the general education and special education teacher are paired to deliver joint instruction of all core subjects. For the purpose of this study, the researcher will focus on elementary classrooms implementing full day co-teaching of core subjects.

Methods and Procedures

Research Questions

The research questions for this study are:

1. What are the lived experiences of urban elementary school principals in relation to support of co-teaching teams?
2. What were the principals' selection procedures for pairing co-teachers?

3. What is the relationship, if any, between the principals' pairing procedures and best practices recommended in literature?

Participants

The participants for the research were identified through purposive sampling, considered representative of the study population (Ary et al., 2012). The individuals selected to participate were comprised of elementary school principals and teachers from a large urban school district in the United States.

Principal Participant Selection

Upon receiving approval from the University of Central Florida's Institutional Review Board, and the large urban school district's Research Review Committee, the researcher generated a list of elementary schools demonstrating gains on the students with disabilities (SWD) subgroup reading proficiency on the State School Grades Report for the last three years. The list generated included 22 elementary schools. The researcher contacted each of the schools via telephone to elicit information regarding the principal's years at the school and existence of co-taught classes. Nine of the schools contacted had principals who met these initial requirements and were considered possible subjects for participation in the research.

Following the identification of potential participants, the researcher met in person with a district administrator to elicit nominations of elementary school principals who exemplify leadership characteristics that aligned with shared, ethical, and

transformational leadership. The researcher provided the district administrator with the list of the nine principals who met the initial requirements for participation. The district administrator recommended six principals for participation in the study. The researcher contacted, in person, all six nominated principals who met the first three criteria for participation: (a) three or more years of experience as an elementary school principal at their current school; (b) experience leading two or more established co-taught inclusive classrooms for three or more years; (c) experience at a school at which the principal served that has demonstrated an increase in the reading proficiency of students with disabilities subgroup on the State School Grades Report scores for the last three or more years. The researcher explained the study and extend an invitation to participate in an interview. Three of the nominated principals agreed to participate in a recorded interview, the final requirement for participation in the study. They were contacted via telephone to schedule face-to-face interview dates, times, and venue.

Teacher Participant Selection

A total of 24 teachers from the schools of the three principals chosen to participate in the study were randomly selected from two different pools of qualified teachers to participate in a survey. One pool consisted of teachers currently co-teaching, the other of teachers not currently co-teaching. These two pools of teachers offered two distinct perspectives of the co-teaching selection process.

Each of the three participating principals provided the researcher with a staff roster with identified individuals as teachers not co-teaching or co-teachers. Co-teaching

partnerships and the individual role within the partnership also were specified. To obtain a random sample for each school, the researcher utilized an online list randomizer. Each school's teacher roster was entered into the randomizer, generating a list of co-teachers and a list of teachers not co-teaching for each school. The researcher selected the top four teachers from each list, totaling of eight teachers from each school.

All selected teacher participants had been rated effective or highly effective by the administration on Performance Standards 2-8 of the Teacher Evaluation System adopted by the large urban school district. Ratings were determined by the school site administration based on observations and documentation submitted by the teacher. Based on the rating on each standard, teachers were scored as one of the following: unsatisfactory, developing/needs improvement, effective, or highly effective. The selected co-teaching teams and teachers not co-teaching who had been rated as effective or highly effective received an email invitation to participate in the study. Permission from each principal to survey teachers was secured prior to commencing principal interviews in order to facilitate the participation of four co-teachers and four teachers not co-teaching from each of the participating principals' schools.

Instrumentation and Data Collection

Development of the Principal Interview Template

The primary instrument used for data collection for this qualitative, phenomenological study was the researcher, as the main tool for data collection,

conducting the principals' interviews in person. As a safeguard of reliability, the interview questions were prepared in advance, using a panel of experts through a Delphi technique, and asked in the same order, verbatim. The researcher drafted a list of 31 principal interview questions with corresponding probing questions that supported the three research questions for the study. The interview questions reflected current research on leadership, support of co-teaching teams, and pairing of co-teachers.

An expert panel of six professionals, not involved with this study, was assembled to assist with the development of open-ended guiding questions. The expert panel included a former superintendent of schools, a college professor of leadership studies with experience in co-teaching, an principal with extensive experience in co-teaching, a former special education teacher trainer with experience in inclusive settings, and a peer reviewer with extensive experience in teaching students with disabilities within inclusive special education settings. All participants on the panel of experts held doctoral or specialist degrees in the field of special education or leadership. The experts participated in a Delphi technique to develop the principal interview questions. They evaluated the questions for content, suitability, and validity.

The researcher contacted the individuals selected to participate in the expert panel via email and in person, inviting them to participate in the Delphi process. Once individuals agreed to participate, they were sent an outline explaining the general purpose of the study, along with a description of the Delphi process. The researcher followed the outline created by Pfeiffer (1968) delineating three rounds for the Delphi process.

The panel of experts participated in three rounds during which time they offered

feedback on the types of questions the researcher should include in the principal interviews. In Round 1 of the Delphi technique, the experts received background information on the study and instructions. They were asked to evaluate the questions for content, suitability and validity, rate them as “appropriate” or “not appropriate,” and provide possible rewording or pertinent comments (Appendix B). The results of Round 1 were used to create Round 2 where only questions rated as not appropriate along with a version reflecting the recommended modifications were included. In Round 2 the experts selected the version of each question they believed was appropriate and suggested additional modifications or provided comments. In the third and final round, the experts were sent all interview questions and suggested modifications with corresponding ratings from the previous rounds. They were asked to indicate their agreement with the majority vote on each individual question and provide a rationale for any existing dissent. The results of Round 3 reflected an agreement of 80% or higher on each individual question, and the principal interview protocol was finalized (Appendix C).

Principal Interviews

After obtaining principals’ agreement to participate in the study, the researcher scheduled a face-to-face, semi-structured interview with each of the participating principals via telephone. On the request of each of the principals, the interviews were conducted at their respective schools in the principal’s office. Each principal was provided with a Summary Explanation for Exempt Research. The researcher used open-ended guiding questions created with the help of the expert panel. The researcher

reviewed the information contained in the Summary Explanation for Exempt Research (Appendix D), and read the interview protocol (Appendix E), delineating the purpose for the research, expected length of the interview, and participant rights. The interviews were recorded using two different methods, a digital audio recording device, and a voice recorder application on a smartphone. Additionally, the researcher recorded hand written field notes regarding observations during the interviews.

The researcher turned on and placed both audio recording devices on the desk and continued with the question portion of the interview. All main questions were asked verbatim and utilized probing questions when necessary. Upon completion of the interview, the researcher thanked the principal and turned off the recording devices. During and after the interviews, the researcher took field notes regarding the overall demeanor of the interviewee and any other information that would not be captured in the audio recording. The interviews took approximately 45 minutes and addressed the principals' lived experiences relating to co-teaching, the procedures they utilized for the selection and pairing of co-teachers, and leadership characteristics that exemplified shared, ethical, and transformational leadership styles.

The researcher transcribed the interviews, including field notes. A member of the expert panel was used to verify the accuracy of all transcriptions. All interview transcriptions were printed and have been saved in a locked cabinet. After three years, all data will be destroyed.

Development of the Teacher Survey

Upon completion and analysis of the data collected in the interviews with principals, the researcher drafted a list of 39 questions derived from the principal interview findings to serve as triangulation of data. The expert panel was reconvened and received the Likert-type teacher survey questions derived from the findings that surfaced based on the principals' interviews. In Round 1, the panel was asked to evaluate questions for content, suitability, and validity and to rate them as "appropriate" or "not appropriate," and to provide possible rewording or pertinent comments (Appendix F). In Round 2, the experts were provided with a list of questions that received a rating of not appropriate or had suggested modifications. They selected the version of each question they felt was appropriate and suggested additional modifications or provided comments. In the third and final round the experts were sent all interview questions and suggested modifications with corresponding ratings from the previous rounds. They were asked to indicate their agreement on each individual question and provide a rationale for any dissent. The results of Round 3 were used to finalize the construction of the teacher survey (Appendix G).

The final survey included questions pertaining to the two groups surveyed, co-teachers and teachers not co-teaching. The first eight questions elicited multiple-choice responses and addressed basic demographic information and criteria to determine the path of questions the participants would receive. Five questions addressing the participants' experience in their current co-teaching assignments were skipped for teachers who identified themselves as not currently co-teaching. One question was

skipped for teachers who identified themselves as currently co-teaching. Teachers not co-teaching received a total of 33 questions. Depending on how they responded to a question addressing their selection, co-teachers responded to 37 or 38 questions. The additional question was intended to further clarify how the teacher entered into co-teaching

Teacher Survey

Upon the conclusion of the teacher survey Delphi technique, the researcher notified the principals at each school that the survey would be distributed to teachers. In order to encourage participation, the principal at each school was asked to notify the entire staff that they might receive a survey. The researcher randomly selected eight teachers and co-teachers identified as effective or highly effective by the administration to participate in the survey. The list of specific teachers selected was not disclosed to the principals. The survey was conducted using the password protected, online data collection survey tool Qualtrics. The survey began with the Summary Explanation for Exempt Research (Appendix H) for the teacher survey (Appendix I) and was followed by 39 questions addressing demographic information and correlating to the findings from the principal interviews.

One week after emailing the survey, teachers who had not completed it were sent a reminder email generated by the online survey tool. Another email was sent at the two-week mark and again at the one-month mark. The principal at each school also sent a reminder email to the entire staff at the two-week mark. Six weeks after initial

dissemination, the survey was closed for participation. The responses provided by the teachers and co-teachers surveyed were kept confidential through the use of coding. All survey reports generated in Qualtrics and used for the analysis of data were printed and have been saved in a locked cabinet for three years. After three years all data will be destroyed.

Validity and Reliability

Establishing validity and reliability in qualitative research studies is essential in order to adequately represent the phenomenon in question and obtain meaningful and useful data (Fraenkel & Wallen, 2006; Hycner, 1985). Validity and reliability are tied to the responses received and observations made by the researchers conducting the qualitative study (Ary et al., 2012; Fraenkel & Wallen, 2006). A number of techniques and procedures were used in this research to enhance the validity and reliability of the study.

In order to increase validity and reliability of the research study, structural corroboration, which consists of using varied data sources and methods, were employed (Ary et al., 2012). The researcher collected data from three different participant groups: elementary school principals, co-teachers, and teachers not co-teaching. The primary source of data was interviews with principals on their leadership practices and co-teacher selection process. The researcher addressed reliability by repeatedly listening to the interview audio recordings during the transcription and data analysis phases. Reliability

of the research was also addressed by having members of the Delphi expert panel validate the accuracy of the interview transcriptions and interview and survey data analysis.

Triangulation

The Likert-type scale survey based on the interview findings that was developed and administered to co-teachers and teachers not co-teaching provided triangulation of the data, i.e, the ability to cross-check through the use of multiple data-collection procedures and sources (Ary et al., 2012; Creswell & Miller, 2000; Fraenkel & Wallen, 2006).

Triangulation is a method used by qualitative researchers to check and establish validity in their studies by examining and analyzing the phenomenon from multiple perspectives (Ary et al., 2012; Creswell & Miller, 2000). Researchers have suggested that school administrators present the entire staff with information about co-teaching, creating a pool of teachers for possible co-teaching, and allowing those interested to volunteer (Friend, 2007; Murawski & Dieker, 2013; Nichols et al., 2010; Villa et al., 2013). Administering a survey to both co-teachers and teachers not co-teaching provides two different perspectives of the co-teaching selection process at their respective schools, allowing the researcher the ability to triangulate by searching “for convergence among multiple and different sources of information” (Creswell & Miller, 2000, p. 126).

The researcher surveyed 10 co-teachers and seven teachers not currently co-teaching at the three principals’ schools via email. The survey was created to allow for

the differentiation of responses provided by each group of teachers at each of the three schools.

Data Analysis

Analysis of Interview Data

The data collected via the interviews were examined using Hycner's guidelines for phenomenological analysis. The guidelines bring attention to issues that must be addressed in the analysis of interview data (Hycner, 1985). The steps used in analyzing the interview data are as follows:

1. Transcription. This step is the written recording of literal statements, non-verbal observations. The researcher transcribed the data obtained from audio recording of the principals' interviews (Appendix J). The researcher also transcribed the corresponding field notes obtained during the interviews. A member of the expert panel verified the accuracy of the interview transcriptions.
2. Bracketing and phenomenological reduction. This step entails the suspension of personal presumptions or beliefs to arrive at a description of the overall significance of the experience. The researcher intentionally set aside personal presumptions relating to the principals and teachers participating in the study in order to suspend personal interpretations and meanings. This practice

enhanced the researcher's ability to interpret the data through the unique lens of the person interviewed.

3. Listening to the interview for a sense of the whole. After bracketing personal interpretations, the researcher listened to the audio recordings and read the transcripts repeatedly, in order to get a holistic sense of the interview. The researcher repeated this process multiple times.
4. Delineating units of general meaning. This step is a rigorous process whereby the researcher examines every word and detail of the interview to obtain the essence of what the individual interviewed has expressed. The researcher reviewed each transcript, line by line, to identify units of meaning.
5. Delineating units of meaning relevant to the research question. Following the delineation of units, the researcher examined each unit of meaning in order to determine if it responded to a research question. The researcher identified meaning statements that responded directly to the research questions and categorized them by themes.
6. Eliminating redundancies. Redundancies became apparent when the researcher looked over the list of units of meaning. Those that emerged as clear redundancies were eliminated. The researcher reexamined redundancies prior to removal as a safeguard to prevent the elimination of units with similar or identical words, yet different meanings. The researcher also noted statements or phrases that were repeated numerous times, possibly signaling level of significance.

7. Clustering units of relevant meaning. This step searches for natural clustering, or commonalities in themes or essence, that identify discrete units of relevant meaning as belonging in the same group. The researcher combined meaning statements into clusters and created a title for each identified cluster.
8. Determining themes from clusters of meaning. The researcher examined all clusters of meaning in an attempt to identify central themes that captured the overall essence.
9. Writing a summary for each individual interview. This step provided the researcher with a summary of the whole and the contextual platform from which to build the themes that emerged from the analysis of data. The researcher wrote a summary for each individual interview (Appendix K).
10. Returning to the participant with the summary and themes. This step, also referred to as member checking, served as a way of inspecting validity. It called for the summary and themes to be shared with the individuals interviewed, checking for agreement and allowing them to contribute additional information. The researcher shared the interview summaries with the corresponding principal for review. All principals were asked to review the data and contact the researcher if they had any questions or concerns regarding the content of the summary. They were informed that additional interviews could be scheduled if so desired. Additional interviews were not requested or needed.

11. Modifying themes and summary. The researcher did not need to collect additional data from principals. Additional interviews were not necessary because no principal requested a follow-up interview.
12. Identifying general and unique themes for all the interviews. After each of the individual interviews had been subjected to analysis using all of the previous steps, the researcher reviewed all data, searching for common themes among them. Themes from individual interviews that clustered together formed overarching themes. Themes that surfaced as individual or specific to a particular interview were considered outliers.
13. Contextualization of themes. Each unique theme was described within the context of the research question addressed. Doing so enabled the researcher to determine the meaning of the phenomenon.
14. Composite summary. The composite summary depicted the investigated phenomenon's essence, describing the world as experienced by the participants of the study (Hycner, 1985, p. 280-294).

A summary of each theme was created and organized in tabular form to assist in the identification of commonalities that addressed each research question. The table served as a tool to identify themes that were considered outliers and also to facilitate the comparison of principal interview results and the respective teacher survey responses.

Analysis of Teacher Survey Data

Following the analysis of the interviews and the identification of themes, the Likert-type scale survey administered to the co-teachers and teachers not co-teaching was examined. The survey elicited responses to questions derived from the findings that surfaced during the principals' interviews and research recommendations for the selection of co-teaching participants. The survey data collected using the Likert-type scale were disaggregated and analyzed using descriptive statistics. Frequencies were calculated and placed in rank order from high to low in an attempt to further identify themes. Complete survey data are available for review in Appendix L.

Summary

The methodology employed to conduct this qualitative phenomenological study has been described in this chapter. The study was conducted to examine the lived experiences of urban elementary school principals in relation to co-teaching and the co-teacher selection process they utilize. This chapter included the demographics of the large urban school district where the study was conducted, the demographics of the school where each of the principals worked, the research questions addressed, and a description of the procedures used to conduct the study. The development of instrumentation using the Delphi technique was explained, and the procedures used to collect data through interviews with principals and the survey of teachers were described. Validity and reliability considerations and triangulation of data were discussed. Data analysis procedures were detailed.

CHAPTER 4 PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this qualitative phenomenological study was to gain insight into the lived experiences of elementary school principals and their support of co-teaching teams. Three subject groups served as sources of data: (a) elementary school principals, (b) co-teachers, (c) teachers not currently co-teaching.

The first major section of this chapter contains initial background information to provide a context for the subsequent analysis of interview and survey data. This is accomplished through the presentation of tabular data and brief summaries of each of the principal interviews to provide participant and school background information. Next, the analysis of the data resulting from three principal interviews is presented followed by the results of the survey of the 17 teacher participants. These analyses permitted a comparison of the data resulting from the principal interviews and teacher survey and a summary of the findings with identified commonalities and themes.

Principal Participant Background Information

The researcher met in person with the three principals who agreed to participate in the research, be recorded during the interview, and allow teachers to be surveyed at their respective schools. Of the three participating principals, two were females, and one was male. Table 1 displays personal and professional demographic characteristics of the participating principals.

Table 1

Demographic Characteristics of Principals

Principal	Gender	Ethnicity	Education	Type of School	Experience as Principal	
					Overall	Current School
P1	Female	Hispanic	Ed. Specialist in Leadership	PK-5	5 years	5 years
P2	Male	Hispanic	Ed. Specialist in Leadership	PK-5	5 years	5 years
P3	Female	Hispanic	Ed. Specialist in Leadership	PK-5	17 years	12 years

As reflected in Table 2, all three principals interviewed worked at schools that demonstrated growth in the reading proficiency of the students with disabilities (SWD) subgroup on the State School Grades Report. Table 2 shows the percentage of SWD scoring at or above proficiency for 2012, 2013, and 2014 and the percentage of change at each of the schools.

Table 2

Percentage of Students With Disabilities Scoring Satisfactory in Reading: State School Grade Report

School	2012	2013	2014	Change
P1	50%	62%	69%	+19 pts.
P2	25%	26%	33%	+8 pts.
P3	27%	33%	45%	+18 pts.

The following sections contain brief summaries of the interviews conducted with the three principals who agreed to participate in the study, their school demographics, and a description of the settings in which the three interviews were conducted. Also included are some of the key points stressed by the principals regarding their schools, their leadership styles, and their lived experiences regarding co-teaching. Complete transcripts of the interviews and accompanying highlight summaries which were used in the analysis of the data can be reviewed in Appendices K and L.

Principal 1 (P1)

P1 was an elementary school classroom teacher and assistant principal prior to becoming a principal. She has been principal of her current school for five years. The school had 729 students enrolled in Pre-kindergarten through Grade 5. The school population was comprised of 60% Hispanic, 28% black, 10% white, and 1% two or more races, was a Title I school with 84% of students participating in a free or reduced lunch program. A total of 18% of the students were English language learners. The school offered before and after school care programs, had a Parent Teacher Organization, and was a mandatory uniform school. The school earned a grade of A in the school grades report for the 2013-2014 school year.

The interview with P1 was conducted after school, and the dismissal activity had already subsided when I arrived. The principal asked me to wait while she met with a teacher. Once she had concluded her meeting, she invited me into her office located off of the main office. Her office was being painted at the time of the interview; thus,

shelves, boxes, and other items were in the middle of the room. The principal's desk was situated at one end of the room away from the area being painted. The painter worked quietly in the background and was discreetly in and out of the room during the interview. P1 was friendly and outgoing, with an assertive and vibrant personality. She spoke with pride about her students, teachers, and school. Her office was decorated with personal items and photos on the wall behind her desk and to the left. The other walls were bare due to the painting going on. Though the office appeared chaotic, the section with her desk was comfortable and suitable for our conversation. She sat behind her desk, often leaning forward, and I sat directly in front of her on one of two chairs. P1 appeared relaxed and comfortable throughout the interview, responding with enthusiasm and providing details. When she spoke, she used hand motions to emphasize the points she was making. The conversation flowed easily, at times generating laughter, as P1 candidly responded to the questions posed.

Key points made by P1 were related to her leadership style and practices, and the co-teaching selection and pairing procedures implemented at her school. P1 described her leadership style as one that encourages open communication with staff through an open door policy, eliciting input from teachers, and encouraging them to problem solve. P1 explained that she aims to foster a family environment for staff, students, and parents, and welcomes parents into the classroom. She expressed the belief that there was a positive morale at her school. P1 explained that she promotes teacher leadership and includes teachers in decision-making.

P1 expressed a strong belief in co-teaching as a service delivery model, stating that it ended the stigma associated with pullout programs at her school. She promotes co-teaching throughout all grade levels, selects volunteers for co-teaching, and allows them to choose their co-teaching partner. She explained that she asks successful co-teachers to offer testimonials and explain of co-teaching prior to recruiting teachers to co-teach. The complete interview and interview summary can be reviewed in Appendices K and L.

Principal 2 (P2)

P2 had experience ranging from counseling to district administrator, assistant principal, and principal. In addition to a specialist degree in educational leadership, he had earned a master's degree in counseling and psychology. He had served as principal at his current school for five years. A total of 1,049 students were enrolled in Pre-kindergarten through Grade 5. The school population was 86% Hispanic, 11% black, and 2% white; was a Title I school, with 90% of students participating in a free or reduced lunch program. A total of 40% of the student population were English language learners. The school offered before and after school care programs, had a Parent Teacher Organization, and was a mandatory uniform school. The school earned a grade of A in the school grades report for the 2013-2014 school year.

The interview with P2 was conducted late morning during the school day. P2 indicated this was a good time to meet as the very busy early morning activity was over, allowing for a calmer time for the interview. There was light activity in the main office as the staff addressed a parent and two teachers who walked in with inquiries. The

principal introduced me to the office staff and cheerfully welcomed me into his office, located at the back of the main office. P2 was friendly, welcoming, and very engaging. We spoke about our families and current jobs for a few minutes prior to beginning the interview. He showed me pictures of his family and shared stories about his children. The office was small, with a desk in the center and shelving on the walls. It was decorated with personal items and family photos. As we spoke casually a teacher walked by his office stopping to greet him with what appeared to be affection. He paused our conversation, stood up and proudly introduced the teacher to me, stating that she was an excellent teacher.

The interview took place at his desk. He sat behind the desk, and I sat directly across from him. P2 appeared comfortable and relaxed, sharing his experiences. He spoke with pride about his teachers, students, and school as a whole. His demeanor appeared to be one of pride and enthusiasm for his school and position as a principal. He smiled often and gave the very appearance of an approachable individual.

Significant comments made by P2 described his leadership style as one that seeks the opinions of experts in staff, empowers others, and focuses on curriculum and support for the teaching staff. He expressed his view of morale as low for the industry, but not associated with his school. He explained that he has a positive relationship with his staff, and encouraged parental involvement. He stated that he views teachers as the experts in their field, supports their professional growth, encourages them to take on leadership roles, and utilizes a team approach to decision-making.

P2 indicated that he believes in the inclusion of SWD to the fullest extent possible. He has promoted co-teaching in Grades 3-5 and was involved in the selection and pairing procedures for co-teachers. He reported recruiting strong teachers to co-teach based on their personalities and compatibility and stated that he generally does not place reluctant teachers in co-teaching. P2 stated that he has been fairly well satisfied with the co-teaching model implemented at his school. The complete interview and interview summary for P2 can be viewed in Appendices K and L.

Principal 3 (P3)

P3 has worked in various capacities within the field of education. She was an elementary school classroom teacher and assistant principal prior to becoming a principal. She was principal of another school for five years before being assigned to her current school for the last 12 years. The school had 529 students enrolled in Pre-kindergarten through Grade 5 with 98% of students being Hispanic and 2% white. It was a Title I school with 91% of students participating in a free or reduced lunch program. A total of 53% of the students were English language learners. The school offered before and after school care programs, had a Parent Teacher Organization, and was a mandatory uniform school. The school earned a grade of C in the school grades report for the 2013-2014 school year.

The interview with P3 was conducted immediately after school. There was a lot of activity in the main office with parents, students, and staff going in and out. The principal asked me to wait until she had attended to dismissal. Once the activity

subsided, she invited me into her office located behind the main office connected by a small hallway. The office was adjacent to another room where I could hear someone working on construction or repair of a bathroom. P3 was friendly and easy to talk to. She spoke of her school, students, and teachers with enthusiasm and pride. Her demeanor was calm and professional. The office was decorated with family photos and created a welcoming environment. The interview took place with the principal sitting behind her desk and me sitting directly in front of her on one of two chairs. She appeared comfortable speaking. She seldom hesitated, providing answers almost immediately after the question was posed. She smiled often and appeared confident as she spoke.

Statements made by P3 addressed her leadership practices, and co-teacher selection and pairing procedures. P3 stated that she believes in empowering teachers. She viewed her teachers as the experts and elicited constant feedback from them. She stated that she maintains an open line of communication with special education teachers and encourages them to brainstorm solutions. She encourages professional growth and feels morale is high at her school. She stated that having teachers take on leadership roles is key to the school's success. She believes that when teachers are empowered to be part of the decision-making it results in greater buy-in.

P3 reported promoting co-teaching throughout all grade levels, selecting volunteers for co-teaching and eliciting feedback from teachers regarding co-teacher pairing. She is personally involved in the selection and pairing process, taking into consideration teaching styles, personalities, ability to collaborate, and willingness to

collaborate. The complete interview transcript and interview summary for P3 can be reviewed in Appendices K and L.

Analysis of Principal Interview Data

Three research questions were used to guide the study, and each question was addressed through the principal interview protocol which was the primary source of data. An expert panel participating in a Delphi technique was used to validate the interview protocol. The results of the interviews were used to create a teacher survey to administer to co-teachers and teachers not co-teaching as a means of triangulating the data and increasing reliability. The Delphi technique was also used to validate the teacher survey. Additionally, members of the Delphi expert panel were used to validate the accuracy of the interview transcriptions and interview and survey data analysis.

A review of the interview transcriptions revealed commonalities among the responses provided by the interviewed principals. Further examination of the commonalities resulted in identification of themes. Outliers also were identified. The field notes collected by the researcher served as descriptors for the setting, atmosphere, and paralinguistic messages communicated by each subject. The identified commonalities, supporting data in the form of direct quotations, identified themes, and outliers have been organized around each of the research questions and are presented in the following sections:

Data Analysis for Research Question 1

What are the lived experiences of urban elementary school principals in relation to support of co-teaching teams?

The three principals interviewed for this study provided similar support to their entire staffs. They did not reserve a specific or unique style for co-teaching. They encouraged open communication, shared decision-making, and encouraged teacher leadership, without differentiating co-teachers from the rest of the faculty. Given that Research Question 3 addressed the support of co-teaching teams, the following analysis was focused on the principals' statements as they pertained to co-teaching.

An analysis of the data obtained from the principal interview responses revealed that principals interviewed provided support of co-teaching teams in a variety of ways. Six themes that address Research Question 1 emerged: (a) open communication with staff, (b) team approach to decision-making, (c) teacher leadership, (d) parental involvement, (e) positive relationship with staff, and (f) professional growth. These themes are discussed in the following sections:

Open Communication With Staff

The commonalities among the responses of the three principals interviewed suggested the theme, open communication with staff. Table 3 contains brief summaries of principals' comments that support this theme.

Table 3

Principals' Responses Supporting Theme: Open Communication With Staff

P1	P2	P3
Fosters communication regarding student needs.	Encourages teachers to come to him with frustrations in order to address them.	Encourages teachers to contribute their input.
Encourages teachers to elicit specific support from the principal.	Conducts individual, informal conversations with teachers to address performance concerns.	Conducts individual conversations with teachers to discuss concerns.
Participates in assessment data debriefing conversations with staff.	Encourages teachers to request support.	Views teacher input as essential to the success of the school.
Conducts individual conversations with teachers to discuss student progress.		
Open door policy.		
Conducts informal meetings with individual or groups of teachers to address concerns.		

During the interviews principals explained that open communication with teachers was essential. They expressed the belief that by encouraging open communication they were able to gain a greater understanding of individual needs and thereby provide greater support to teachers.

P1 stated that communicating openly with her teachers and discussing the needs of each individual allows her to provide them with the support they need.

. . . that's why it's important to have that open line of communication with my special ed teachers. Where is that child progressing in the setting that he or she is in? And if they are not, then what else do we need to do?

P2 stated that keeping an open line of communication with his teachers gives him insight into their morale and allows him to provide tailored support.

But every once in a while they will tell me, "You know what, we are just frustrated because this is something you guys asked us to do and we don't agree with it." And we'll talk to them about it. "What can we do to help? How can we support you?" So, I think. . . . I like to keep an open line of communication with my teachers because I need to know how their morale is.

P3 stated that communication was essential. She seeks out teachers' input as a way of gaging the needs of her staff.

I like to get their [the teachers'] input and, they can come and talk to me about things that they don't feel is right and then we talk about it. And when they come with a problem I usually say well what is your solution to this problem? Let's talk about what you think should be done. I find that that works better and everyone's happy, because they get their input.

Team Approach to Decision-Making

The commonalities among the responses of the three principals surveyed suggested the theme, team approach to decision-making. Table 4 contains brief summaries of principals' comments that support this theme.

Table 4

Principals' Responses Supporting Team Approach to Decision-making

P1	P2	P3
Solicits input from others when making decisions.	Solicits input from others when making decisions.	Solicits input from others when making decisions.
Has a leadership team that includes teachers.	Has a leadership team that includes teachers.	Has a leadership team that includes teachers.

Each of the principals utilized a team approach to decision-making. They recalled experiences where they met with individuals and groups to discuss issues, or encouraged teachers' input. They identified collaborative decision-making as a strategy that empowers teachers and increases buy-in.

P1 stressed the importance of including teachers in the decision-making process in order to empower the staff.

So I believe that while the principal has to take charge, and eventually their decision is the one that goes, I like to bounce those ideas off of first my immediate group, which involves myself, my assistant principal, and my curriculum coaches, and then my grade level chairs. And I believe that when you empower those experts to help in the decision-making, there's more of a buy in in what's going on in terms of instruction.

P2 reported involving his leadership team and grade level chairpersons in his decision-making process and may involve other classroom teachers when needed. He indicated a strong belief in making decisions as a team.

If it's a curriculum issue, I'll invite my curriculum leaders, whether it's math, science, reading, I'll invite them to the table. But for the most part, the decisions that I make are made as a team."

P3 expressed that decision-making is best done in a group. She stated that teachers and other experts offer insight, resulting in making the best decision for students.

I try to include everyone that I can in decisions that are being made. My counselor is very important when it comes to children with disabilities. She gives me a lot of input. The teachers themselves. I asked them what would you like to see happening? And we have very dedicated and wonderful teachers here. So, their input is very important to me. And they're. . . , bottom line, they're the specialists in their careers. So, they know what's best for their children and what kind of children they have too.

Teacher Leadership Encouraged

The commonalities among the responses of the three principals surveyed suggested the theme, teacher leadership encouraged. Table 5 contains brief summaries of principals' comments that support this theme.

Table 5

Principals' Responses Supporting Theme: Teacher Leadership Encouraged

P1	P2	P3
Encourages teachers to take on leadership roles.	Encourages teachers to take on leadership roles.	Encourages teachers to take on leadership roles.
Provides opportunities for teacher leadership.	Provides opportunities for teacher leadership.	Provides opportunities for teacher leadership.
Would like to see it expand.	Has experienced success with teacher leadership.	

The principals interviewed made an effort to encourage teachers to take on leadership roles. They provided opportunities for members of their staff to lead in areas of interest as a way of involving and empowering teachers.

P1 encouraged her teachers to take on leadership roles. She expressed a desire to see more individuals taking on leadership roles as she believed it was beneficial to the overall school community: “I think I would like to see more of it [teacher leadership] to be honest with you.”

P2 stated that teachers taking on leadership roles have helped his school improve various programs. He regarded it as a tool for empowering teachers and helping them have a sense of adding value to the organization.

She took this lead 4 years ago and our numbers have more than doubled. So that’s one example of how important I feel it is to give teachers leadership roles within the school.

P3 stressed the importance of teachers taking on leadership roles as a way of staying involved: “There’re leadership roles in every aspect of our schools that all teachers participate in.”

Parental Involvement Encouraged

The commonalities among the responses of the three principals surveyed suggested the theme, parental involvement encouraged. Table 6 contains brief summaries of principals’ comments that support this theme.

Table 6

Principals’ Responses Supporting Theme: Parental Involvement

P2	P3
Views parents as an integral part of the school.	Views parents as an integral part of the school.
Significantly increased parental involvement.	Significantly increased parental involvement.
Uses parents as classroom volunteers.	Provides training to parents to support their children.

Two of the principals interviewed explained that fostering collaboration between parents and teachers promotes a more supportive environment for both staff and students. These principals believed that one of their greatest achievements at their schools was increasing parental involvement. They reported utilizing parental involvement as an additional resource to support teachers.

P2 focused strongly on parental involvement, bringing parents into the school as volunteers. These parents serve as additional help to teachers, providing support while staying involved in their child's education.

But right now, we have on any given day, 10 to 15 volunteers who come and they help out in the front office. They help out in the classrooms. They help out in the cafeteria. They're room moms. They're teachers' aides.

P3 expressed her belief that parental involvement benefits the school as a whole. She viewed the increase in parent volunteers as a positive for the entire school community: "And I think that now I'm very proud to say that we have a lot of parents that are involved."

Positive Relationship With Staff

The commonalities among the responses of the three principals surveyed suggested the theme, positive relationship with staff. Table 7 contains brief summaries of principals' comments that support this theme.

Table 7

Principals' Responses Supporting Theme: Positive Relationship With Staff

P1	P2	P3
Overall positive relationship with teachers.	Overall positive relationship with teachers.	Overall positive relationship with teachers.
Views teacher support as essential to principal's job.	Prioritizes taking "care" or teachers so they take "care" of students.	Views mutual respect as essential.
Communicates appreciation to staff.	Communicates appreciation to staff.	Communicates appreciation to staff.
Views fairness and mutual respect as essential.	Connects on a personal level with staff.	Surveys teachers to get a sense of how they feel.
Connects on a personal level with staff.	Views mutual respect as essential.	

During the interviews, all of the three principals stated that overall they had a positive relationship with their teaching staffs. They indicated that administrators and teachers were mutually respectful and treated each other as professionals.

P1 focused on building a rapport with her teachers and saw herself as their cheerleader. She stressed respect and fairness.

So it's my belief that the way you treat others is the way they are going to treat you. I try to establish a, just a relationship of mutual respect.

P2 believed that it was part of his job to build a connection with his staff. He reported taking time to speak with them and get a feel for how they were doing. He called this "pulse checking."

It's through the connections we make in our everyday lives where we feel that we are important and connected and valuable and valued and respected. So, I feel like I have a pretty good relationship with most of my staff here.

P3 also stressed the importance of establishing a positive rapport with her teachers. She explained that the results of the anonymous climate survey completed by teachers helped her to know she had a positive relationship with her staff.

Sometimes I feel like I'm a counselor or a psychologist, or. . . I have so many different roles because people come and talk to me about their problems, personal problems or classroom problems.

Professional Growth Encouraged

The commonalities among the responses of the three principals interviewed suggested the theme, professional growth encouraged. Table 8 contains brief summaries of principals' comments that support this theme.

Table 8

Principals' Responses Supporting Theme: Professional Growth Encouraged

P1	P2	P3
Encourages collaborative professional growth activities.	Stresses the importance of continual professional growth.	Stresses the importance of continual professional growth.
Solicits assistance from the staff to provide professional growth activities	Encourages collaborative professional growth activities.	Encourages teachers to be self-reflective regarding their teaching practice.
Allots times for professional development or professional growth activities.		
Assess staff needs to determine areas where professional development would be most beneficial.		

The importance of professional growth for teachers was expressed by each of the interviewed principals. During the interviews, principals stated that they provided opportunities for professional development and collaborative professional growth experiences to their staff.

P1 encouraged individuals to participate in collaborative professional growth experiences and share their expertise with others.

I told her, “Now you have to help the reading coach because you’re the expert in writing. Assist that fifth grade team.” And so she took it on with a little trepidation. But then she flourished.

P2 offered professional development at his school site and encouraged teachers to lead presentations. He stressed the importance of participating in professional growth to his staff.

We do have several PDs that we offer throughout the year here. And when we do offer those PDs, on PD days and sometimes during our teacher faculty-meeting days, they are presenting with them. I try to make it a point that they know it's important to us as a school to continue growing.

P3 explained that she stressed the importance of continuous growth and encouraged teachers to continue learning and developing their skills.

PD is a very important part of their professional careers. And there's always something new going on that they always have to have training on.

Data Analysis for Research Question 2

What were the principals' selection procedures for pairing co-teachers?

The analysis of the principal interview responses resulted in the identification of the following five themes regarding the principals' selection procedures for pairing co-teachers. Themes that emerged were: (a) volunteers selected for co-teaching, (b) co-teachers select partners, (c) co-teaching option presented to entire teaching staff, (d) personal involvement in co-teaching selection process, (e) multifaceted selection criteria.

Volunteers Selected for Co-teaching

The commonalities among the responses of the three principals surveyed suggested the theme, volunteers selected for co-teaching. Table 9 contains brief summaries of principals' comments that support this theme.

Table 9

Principals' Responses Supporting Theme: Volunteers Selected for Co-teaching

P1	P2	P3
Looks for willingness to co-teach among other criteria.	Does not assign teachers to co-teach against their will.	Does not keep teachers in co-teaching against their will.
Seeks expressed desire to work with SWD in co-taught setting.	Selects teachers who expressed a desire to work with SWD in co-taught settings.	Seeks input on teachers' willingness to work in co-teaching.

Regarding procedures for the selection of co-teachers, principals strongly supported selecting volunteers from the staff to co-teach rather than assigning individuals who were not interested or motivated to participate in the service delivery model. All three principals stated that choice, among other criteria, was essential in selecting co-teachers.

P1 stressed the importance of selecting individuals that wanted to co-teach over all other criteria: "First of all they have to be willing to do it. That's the bottom line."

P2 held that participating in co-teaching must be voluntary. He believed that selecting teachers to co-teach who were unwilling to do so would be detrimental to the

co-teaching model and students: “I mean, the bottom line is they’re not going to do well if they really don’t want to be in there.”

P3 stated that a desire to work in co-teaching was the first step in selecting co-teachers. She stressed the need for teacher input and desire to volunteer as prerequisites to selecting teachers for co-teaching: “Well first of all, I ask the teachers who would like to do it. Because some teachers, like I said, they don’t want to do it.”

Co-teachers Select Partners

The commonalities among the responses of the three principals surveyed suggested the theme, co-teachers select partners. Table 10 contains brief summaries of principals’ comments that support this theme.

Table 10

Principals’ Responses Supporting Theme: Co-teachers Select Partners

P1	P2	P3
Looks for the expressed interest in working with each other.	Will not pair teachers who don’t want to co-teach.	Lets teachers decide who they want to co-teach with.
Seeks teachers’ agreement on pairings suggested by the administration.	Seeks teachers’ agreement on pairings suggested by the administration.	Seeks teachers’ agreement on pairings suggested by the administration.

Principals’ responses regarding procedures for pairing co-teachers reflected commonalities. All three principals indicated that they believed in obtaining the teachers’ input when selecting co-teaching partners.

P1 stated that asking teachers to select the teacher with whom they want to co-teach should be part of the co-teaching selection procedures: “So, I put it out there. Who’s open? Who’s open to working with who?”

P2 also stressed the importance of getting teachers’ input when pairing them with a co-teacher in order to facilitate the creation of an effective team.

When I mentioned it to both of them, “Hey, how do you guys feel about working together next year?” last May, [the response was]“Oh that would be great. We talk on the weekends anyway so it would be great.” Their class is amazing now.

P3 stated that seeking the input of teachers regarding partnering was essential in determining pairs that work well together as well as preventing the pairing of teachers who may already have conflicts.

So, we kind of get their input as well. And I think that’s working better than I decide these two people I’m going to put together. That way, if I get their input, or maybe there’re things that have happened that I don’t know about, they tell me, “Oh no, please don’t put me with this teacher, because I’ve already had a problem once with her before” and I said, “Okay forget it. Pick somebody else.” And that seems to work.

Co-teaching Option Presented to Entire Staff

The commonalities among the responses of the three principals surveyed suggested the theme, co-teaching option presented to entire staff. Table 11 contains brief summaries of principals’ comments that supported this theme.

Table 11

Principals' Responses Supporting Theme: Co-teaching Option Presented to Entire Staff

P1	P2	P3
Offers staff opportunity to co-teach every year.	Surveys teachers on their desire to teach in a co-taught setting.	Asks successful teams to speak at faculty meetings regarding their experience in co-teaching. Opens the option to co-teach to all during faculty meeting.

Providing the entire staff with the option to co-teach was part of the principals' selection procedures. Extending an invitation to co-teach to the staff helped each principal create a pool of teachers from which to choose.

P1 stated that she solicited interested teachers from the entire staff:

Every year I throw out there if there's anybody who's willing to be open to teaching in an inclusive setting.

P2 surveyed his staff to determine those that would be interested in co-teaching prior to making a selection in order to ensure that the teachers selected were willing to work in a co-teaching setting.

I like to poll the teachers. Last year, I had to make two adjustments and the teachers were excited from the start.

P3 elicited the help of teachers currently co-teaching to present at faculty meetings as a way of recruiting additional teachers to co-teach.

Like in a faculty meeting I said, "Share your experience with co-teaching with the others." Like if I have two that are working successful[ly] and I need somebody

else, then they'll talk to the staff. They tell them how they work together, how they do it. And then if anyone would like to do it, they volunteer.

Personal Involvement of Principals in the Co-teaching Selection Process

The commonalities among the responses of the three principals surveyed suggested the theme, personal involvement of principals in the co-teaching selection process. Table 12 contains brief summaries of principals' comments that supported this theme.

Table 12

Principals' Responses Supporting Theme: Principals' Personal Involvement in the Co-teaching Selection Process

P1	P2	P3
Provides co-teaching explanation/training.	Involved in the recruitment of volunteers.	Involved in explaining co-teaching and providing training.
Conducts conversations with volunteers.	Personally selects and pairs co-teachers.	Personally selects and pairs co-teachers.
Personally selects and pairs co-teachers.	Makes modifications to co-teaching teams when needed.	Makes modifications to co-teaching teams when needed.
Makes modifications to co-teaching teams when needed.		

All principals interviewed were personally involved in the selection procedures for co-teaching teams. They described the process from recruitment to selection and monitoring.

P1 was personally involved in the pairing process. She spoke to potential pairs personally and explained the model: “. . . and when I choose who’s going to go with who, I tell them it’s like a marriage.”

P2 was personally involved in the selection and modification of teams. He analyzed how the team would work together prior to assigning them to partner in a co-teaching setting: “I try and look at the combination of personalities, how they’ll work well together.”

P3 was personally involved in the selection procedures from recruitment to selection: “Sometimes I have too many that want to do it, and then I have to decide which one I’m going to pick because I have more than I need.”

Multifaceted Selection Criteria

The commonalities among the responses of the three principals surveyed suggested the theme, multifaceted selection criteria. Table 13 contains brief summaries of principals’ comments that supported this theme.

Table 13

Principals' Responses Supporting Theme: Multifaceted Selection Criteria

P1	P2	P3
Seeks expressed interest in co-teaching.	Looks for volunteers.	Looks for volunteers.
Looks for willingness to work in inclusive setting.	Seeks accomplished, “strong” teachers.	Looks at teachers’ personalities/compatibility.
Seeks willingness to work with each other.	Looks at teachers’ personalities/compatibility.	Seeks teachers who like to collaborate.
Looks at data.	Looks for teachers with an existing strong relationship.	Seeks willingness to work with each other.
Looks at grade levels teachers do well with.	Looks for openness to working with SWD.	Looks for desire to continue working in co-taught classes.
Looks at teachers’ experience and strengths.	Looks for desire to continue working in co-taught classes.	
Looks at teachers’ personalities/compatibility.	Seeks teachers that believe in co-teaching as a service delivery model.	
Looks for teachers who want to work together for reasons beyond a friendship.	Seeks willingness to work with each other.	

All principals interviewed implemented a multifaceted approach to selecting co-teachers. They looked at a variety of criteria beyond volunteerism when making their selections. Expressing a desire to co-teach emerged as a prerequisite from the principals’ responses, but it was not the only determining factor. Principals took into consideration additional factors to determine which individuals would be a good fit in a co-taught classroom.

P1 explained that she utilized several different criteria for the selection and pairing of co-teachers.

So I think when I pair them together, I take a lot of things into consideration. I look at their data, how they do, the grade levels that I think they would do well with, but also in the expression, “Am I willing to be somebody that works in inclusion?” Because, and sometimes I will try to pair a stronger teacher with a teacher that might learn a little bit from this one or she might learn a little bit over here.

P2 explained that in addition to soliciting volunteers, he paired teachers based on a variety of traits such as compatibility, and teaching experience or strength.

You obviously want strong teachers but it’s just a feeling with, you get to know your staff and you get to know who would work well together. I try and combine teachers who seem to have a relationship, a strong relationship. Because I think they’ll work better together.

P3 reported looking closely at personality and compatibility when pairing co-teachers. She sought individuals who were comfortable planning with others and could share the space.

One very important factor is that the teachers have to get along. When you pair teachers to work together, you kind of have to see their personalities. You can’t make a [teacher] a co-teaching teacher that doesn’t like to share, that doesn’t like to plan with anybody else. Those kinds of personalities, they want to work on

their own. They don't like people coming in. They don't like to have somebody in the back teaching something else when they're trying to teach.

Data Analysis for Research Question 3

What is the relationship, if any, between the principals' pairing procedures and best practices recommended in literature?

An analysis of the principal interview responses revealed agreement by all three principals with five of the six recommendations for pairing found in the literature; (a) select volunteers, (b) allow teachers to select co-teaching partners, (c) refrain from forcing unwilling teachers to co-teach, (d) present co-teaching option to entire staff, (e) ask specific teachers if they would partner to co-teach, (f) elicit the help of successful co-teachers to present information on co-teaching to the entire staff (Friend, 2007; Murawski & Dieker, 2013; Nichols et al., 2010; Villa et al., 2013). Only one principal made meaningful statements supporting agreement with the recommendation of utilizing successful co-teaching teams to recruit co-teachers. Data supporting agreement with the identified general recommendations resulted in the emergence of two themes: (a) principals involved teachers in the pairing procedures and (b) recruitment procedures were aligned with best practices.

The first three general recommendations or best practices emerging from the literature for pairing of co-teaching partners were: select volunteers, allow teachers to select co-teaching partners, and refrain from forcing unwilling teachers to co-teach. The commonalities that were identified from the interview data resulted in the emergence of

the following theme: principals involved teachers in the pairing procedure. Supportive data for each of the general recommendations analyzed leading to this theme are presented in Table 14 and discussed.

Table 14

Principals' Agreement with General Recommendations in the Literature Supporting Theme: Principals Involved Teachers in the Pairing Process

General Recommendations	P1	P2	P3
Select volunteers.	Looks for willingness to co-teach among other criteria.	Does not assign teachers to co-teach against their will.	Does not keep teachers in co-teaching against their will.
	Seeks expressed desire to work with SWD in co-taught setting.	Selects teachers who expressed a desire to work with SWD in co-taught settings.	Seeks input on teachers' willingness to work in co-teaching.
Allow teachers to select co-teaching partners.	Looks for the expressed interest in working with each other.	Will not pair teachers who don't want to co-teach.	Lets teachers decide who they want to co-teach with.
	Seeks teachers' agreement on pairings suggested by the administration.	Seeks teachers' agreement on pairings suggested by the administration.	Seeks teachers' agreement on pairings suggested by the administration.
Refrain from forcing unwilling teachers to co-teach.	Moves teachers out of co-taught setting if requested.	Recognizes that some teachers may need a change from co-teaching due to burnout.	Recognizes that some teachers may need a change from co-teaching due to incompatibility with co-teacher.
	Recognizes that some teachers work better alone rather than in co-taught settings.		Recognizes that some teachers may need a change from co-teaching due to burnout.

The commonalities in principal interview responses indicated agreement with the general recommendation found in the literature to select volunteers. All three of the principals interviewed stated that they solicited volunteers to co-teach.

The commonalities in principal interview responses indicated agreement with the recommendation to allow teachers to select co-teaching partners. All three principals indicated that they allowed teachers to select their co-teaching partners.

The commonalities among the responses of the three principals interviewed suggested agreement with the general recommendation found in the literature to refrain from forcing unwilling teachers to co-teach. None of the principals interviewed indicated that they had assigned teachers to co-teach or to a co-teaching partner unwillingly. They did not pair teachers who resisted partnering in a co-teaching setting.

P1 explained that she would not want to have individuals working in co-taught settings unwillingly.

If teachers do not want to be in co-teaching, or want to leave, I would grant that.

At the end of the school year, one person was adamant: "I just don't feel comfortable. I know my personality. I would like to be alone." Then I didn't put them back in that situation.

P2 stated that he would not place reluctant teachers in co-teaching because it would ultimately affect their performance in the classroom.

I didn't put them as co-teachers. I mean, the bottom line is they're not going to do well if they really don't want to be in there."

P3 did not assign reluctant teachers to co-teach, and moved teachers out of co-teaching if they expressed a desire to return to work alone.

Sometimes I rotate. . . like the following year. . . like sometimes the teachers will say “Ok, I’ve done co-teaching for two years. I want to try the regular class.”

Because they get burned. . . It’s a lot of work, they do. . . they like it sometimes a lot and they want to stay, but sometimes you’ll get teachers that will want to change, so if they do and that’s fine. . . I let them change.”

The theme, principals involved teachers in the pairing procedure, emerged from meaningful statements regarding selecting volunteers, allowing teachers to select their co-teaching partners, and refraining from forcing unwilling teachers to co-teach. All three principals interviewed stated that they implemented these recommendations as part of their pairing procedures.

The analysis of the fourth and fifth general recommendations (i.e., best practices) identified in the literature (present co-teaching option to entire staff and ask specific teachers if they would partner to co-teach) resulted in the emergence of the theme, recruitment procedures were aligned with best practices. Supportive data for each of the general recommendations analyzed leading to this theme are presented in Table 15 and discussed. Though an outlier, the sixth general recommendation in the literature (elicit the help of successful co-teachers to present information on co-teaching to the entire staff) also supported this theme and is also discussed in this section.

Table 15

Principals' Agreement With General Recommendations in the Literature Supporting Theme: Recruitment Procedures Were Aligned with Best Practices

General Recommendations	P1	P2	P3
Present co-teaching option to entire staff.	Offers staff opportunity to co-teach every year.	Surveys teachers on their desire to teach in a co-taught setting.	Asks successful teams to speak at faculty meetings regarding their experience in co-teaching. Opens the option to co-teach to all during faculty meeting.
Ask specific teachers if they would partner to co-teach.	Suggests partnering for mentoring purposes.	Suggests partnering based on observed relationship and compatible personality. Suggests pairing based on complementing styles.	Meets individually with teachers to explain co-teaching and gauge willingness to participate.

The commonalities among the principal interview responses indicated agreement with the recommendation to present co-teaching option to entire staff. Each of the three principals interviewed indicated that the option to co-teach was available to all staff members.

The commonalities among the principal interview responses indicated agreement with the recommendation to ask specific co-teachers if they would partner to co-teach.

The interviewed principals indicated that they would approach specific individuals and ask them if they would consider co-teaching, or suggest teachers with whom they could co-teach.

P1 stated that she sometimes paired teachers to co-teach based on factors such as mentoring potential or compatibility. She often suggested the teaming, seeking agreement from the potential co-teachers.

Sometimes I may pair up somebody with somebody that I see potential with that needs maybe a mentor and that this one will rise to that occasion. Or if I see that they're both very good teachers but personality wise one may be too harsh. . . .
First of all, they have to be willing to do it.

P2 observed the teaching staff and approached those individuals who he believed had a good relationship and would work well together. He gave an example of a team he created by suggesting they work together.

When I mentioned it to both of them, "Hey, how do you guys feel about working together next year?" last May, [the response was] "Oh, that would be great."

P3 discussed asking specific teachers if they would partner with another. She stated that getting the teacher's input on her suggestions was very valuable.

This is how it is and we explained it to them. And then we let them decide, "Well, I think I can work really well with this person because we worked together before on this committee and we really worked well together." So we kind of get their input as well.

The theme, recruitment procedures were aligned with best practices, emerged from meaningful statements regarding presenting the option to co-teach to the entire staff, and asking specific teachers if they would partner to co-teach. All three principals interviewed stated that they implemented these recommendations as part of their recruitment procedures for pairing co-teachers.

The analysis of the interview data revealed an outlier agreement. In her interview, P3 indicated agreement with the general recommendation identified in the literature: elicit the help of successful co-teachers to present information on co-teaching to the entire staff. She utilized a current co-teaching team to explain the co-teaching model and their roles within the partnership.

P3 utilized her current co-teacher as a way to recruit new individuals into co-teaching. She took time from faculty meetings to have successful co-teachers present, explaining what the co-teaching model entailed, and the benefits associated with co-teaching.

Like I said, I pull in somebody who's successful and who's doing it and they like it and they usually come in and talk about what they do, and how they do it, and what activities they do, and the benefits of co-teaching, and then you always find two [more who are interested]. . . .

The interview responses of P1 and P2 did not indicate agreement with this recommendation. Although P1 and P2 indicated that the option to co-teach was available to all teachers, and that they recruited from the entire staff, they did not report utilizing

successful teams to speak at faculty meetings or other open forums regarding their experiences with co-teaching.

Though the recommendation to elicit the help of successful co-teachers to present information on co-teaching to the entire staff was expressed by only one of the interviewed principals, it supports the theme, recruitment procedures were aligned with best practices. P3 implemented this recommendation as a tool for recruitment.

In summary, the analysis of principal interview data regarding the first three general recommendations for pairing of co-teaching partners (select volunteers, allow teachers to select co-teaching partners, and refrain from forcing unwilling teachers to co-teach) for the three principals interviewed resulted in the emergence of the theme, principals involved teachers in the pairing procedure. The analysis of the fourth and fifth general recommendations in the literature (present co-teaching option to entire staff and ask specific teachers if they would partner to co-teach) resulted in the emergence of the theme, recruitment procedures were aligned with best practices. Though an outlier, the sixth general recommendation in the literature (elicit the help of successful co-teachers to present information on co-teaching to the entire staff) supported this theme.

Comparative Analysis of Teacher Survey Data and Principal Interview Data

A survey was administered to co-teachers and teachers not co-teaching to elicit responses to questions derived from the findings that surfaced during the principals' interviews and in the review of general recommendations identified in the literature regarding the selection of co-teaching participants. The co-teachers and teachers not co-

teaching who participated in the survey at each school were selected randomly from a list of effective or highly effective teachers provided by each participating principal. A total of 24 teachers were emailed an electronic Likert-type survey using the online data collection survey tool Qualtrics. Of the 24 teachers receiving the survey, a total of 17 individuals responded. Table 16 provides the frequencies and percentages for the participating co-teachers and teachers not co-teaching who responded to the survey.

Table 16

Teacher Survey: Frequencies and Percentages of Respondents (N = 17)

School	Teachers Completing Surveys		Total Teachers <i>f</i> (%)
	Co-teachers <i>f</i> (%)	Teachers Not Co-teaching <i>f</i> (%)	
P1	2 (40.0)	3 (60.0)	5 (100.0)
P2	4 (66.7)	2 (33.3)	6 (100.0)
P3	4 (66.7)	2 (33.3)	6 (100.0)
Total	10 (58.8)	7 (41.2)	17 (100.0)

Teacher survey data were disaggregated to examine the results for each school and teacher group. Frequencies and percentages of agreement for each survey response were calculated, and the disaggregated data were then compared to each individual principal's responses. The presentation of these data by item has been color coded to represent items addressing principal leadership or co-teaching procedures and organized into one table identifying responses from co-teachers and teachers not co-teaching. Results are compared with principal responses and discussed around the three research

questions that guided the study. Table 17 provides the frequencies of agreement of responses by school and teacher group for survey items 7 and 8.

Table 17

Teacher Survey Items 7 and 8: Frequencies of Respondents by Type (N = 17)

Survey Items (#)	Type	Teachers Co-teaching		
		P1School	P2 School	P3 School
How were you selected to co-teach (7)	Volunteered	0	0	2
	Assigned	2	4	2
How were you assigned to co-teach? (8)	Willingly	2	4	2
	Unwillingly	0	0	0

Note. Green = Leadership item; Blue = Co-teaching item.

Table 18 provides the frequencies of agreement of responses by school and teacher group for survey items 9 through 39. The frequencies of disagreement and neutral responses are also included in Table 18.

Table 18

Teacher Survey Items 9-39: Responses of Co-teaching (Co-t) and Not Co-teaching (Not Co-t) Teachers (N = 17)

Survey Item (#)	P1 School		P2 School		P3 School	
	Co-t	Not Co-t	Co-t	Not Co-t	Co-t	Not Co-t
Administrative team or member of staff explained the model of co-teaching implemented at this school. (9)						
Disagree	0	2	0	1	0	0
Neutral	1	1	1	0	1	0
Agree	1	0	3	1	3	2
The option to co-teach is made available to everyone at this school. (10)						
Disagree	0	0	0	1	0	1
Neutral	0	1	1	0	1	0
Agree	2	2	3	1	3	3
My input was considered when selecting my co-teacher. (11)						
Disagree	0	N/A	1	N/A	1	N/A
Neutral	2	N/A	1	N/A	1	N/A
Agree	0	N/A	2	N/A	2	N/A
I have a good relationship with my co-teacher. (12)						
Disagree	0	N/A	0	N/A	0	N/A
Neutral	0	N/A	0	N/A	0	N/A
Agree	2	N/A	4	N/A	4	N/A
I agree with co-teaching as a service delivery model for educating students with disabilities. (13)						
Disagree	0	0	0	1	1	1
Neutral	0	1	0	0	1	0
Agree	2	2	4	1	2	1

Survey Item (#)	P1 School		P2 School		P3 School	
	Co-t	Not Co-t	Co-t	Not Co-t	Co-t	Not Co-t
I agree with the way co-teaching is implemented at my school. (14)						
Disagree	0	1	0	1	1	1
Neutral	0	1	2	0	1	1
Agree	2	1	2	1	2	0
I have expressed an interest in co-teaching at this school. (15)						
Disagree	N/A	1	N/A	2	N/A	2
Neutral	N/A	0	N/A	0	N/A	0
Agree	N/A	2	N/A	0	N/A	0
I received professional development on co-teaching within the last 5 years. (16)						
Disagree	0	3	3	1	3	0
Neutral	0	0	0	1	0	0
Agree	2	0	1	0	1	2
My co-teacher and I plan jointly. (17)						
Disagree	0	N/A	0	N/A	1	N/A
Neutral	0	N/A	0	N/A	1	N/A
Agree	2	N/A	4	N/A	2	N/A
Co-teachers are selected on a voluntary basis. (18)						
Disagree	0	0	1	0	2	1
Neutral	2	2	1	1	1	0
Agree	0	1	2	1	1	1
I plan with other teachers (grade level, subject area, PLCs). (19)						
Disagree						
Neutral						
Agree						

Survey Item (#)	P1 School		P2 School		P3 School	
	Co-t	Not Co-t	Co-t	Not Co-t	Co-t	Not Co-t
I am involved in the decision-making process at my school. (20)						
Disagree	0	1	0	0	1	1
Neutral	2	2	2	1	1	0
Agree	0	0	2	1	2	1
My feedback is elicited by the administration. (21)						
Disagree	0	0	0	0	1	0
Neutral	2	2	3	1	0	1
Agree	0	1	1	1	3	1
My principal supports co-teaching at my school. (22)						
Disagree	0	0	0	0	0	0
Neutral	1	0	0	1	2	0
Agree	1	3	4	1	2	2
My professional growth is supported by my administration. (23)						
Disagree	0	0	0	0	0	0
Neutral	1	1	0	1	1	0
Agree	1	2	4	1	3	2
My principal is approachable. (24)						
Disagree	0	0	0	0	0	0
Neutral	0	0	0	0	0	0
Agree	2	3	4	2	4	2
I have a good relationship with my principal. (25)						
Disagree	0	0	0	0	0	0
Neutral	0	0	1	0	0	0
Agree	2	3	3	2	4	2

Survey Item (#)	P1 School		P2 School		P3 School	
	Co-t	Not Co-t	Co-t	Not Co-t	Co-t	Not Co-t
My principal makes curriculum a priority. (26)						
Disagree	0	0	0	0	0	0
Neutral	0	0	1	0	1	0
Agree	2	3	3	2	3	2
My principal makes the education of students with disabilities a priority. (27)						
Disagree	0	0	0	0	1	0
Neutral	0	1	1	1	2	0
Agree	2	2	3	1	1	2
My principal has high expectations for students at this school. (28)						
Disagree	0	0	0	0	0	0
Neutral	0	0	0	0	1	0
Agree	2	3	4	2	3	2
My principal has high expectations for teachers at this school. (29)						
Disagree	0	0	0	0	0	0
Neutral	0	0	0	0	0	0
Agree	2	3	4	2	4	2
My principal encourages me to reflect on my teaching practice. (30)						
Disagree	0	0	0	0	0	0
Neutral	0	1	2	1	1	0
Agree	2	2	2	1	3	2
My principal values my work as a teaching professional. (31)						
Disagree	0	0	0	0	0	0
Neutral	0	1	0	0	0	0
Agree	2	2	4	2	4	2

Survey Item (#)	P1 School		P2 School		P3 School	
	Co-t	Not Co-t	Co-t	Not Co-t	Co-t	Not Co-t
I meet with the administration at least four times during the school year. (32)						
Disagree	0	0	0	0	0	0
Neutral	0	0	0	0	1	0
Agree	2	3	4	2	3	2
My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible. (33)						
Disagree	0	0	0	0	0	0
Neutral	0	0	0	0	2	0
Agree	2	3	4	2	2	2
My principal encourages me to take on teacher leadership roles within the school. (34)						
Disagree	0	0	0	1	0	0
Neutral	0	1	2	0	2	1
Agree	2	2	2	1	2	1
My principal focuses on assessment data to monitor progress. (35)						
Disagree	0	0	0	0	0	0
Neutral	0	0	0	0	1	0
Agree	2	3	4	2	3	2
I meet with my administration to discuss data. (36)						
Disagree	0	0	0	0	0	0
Neutral	1	0	0	0	0	0
Agree	1	3	4	2	4	2
My principal supports parental involvement. (37)						
Disagree	0	0	0	0	0	0
Neutral	0	0	1	0	1	0
Agree	2	3	3	2	3	2

Survey Item (#)	P1 School		P2 School		P3 School	
	Co-t	Not Co-t	Co-t	Not Co-t	Co-t	Not Co-t
There is a positive morale among the teaching staff at my school. (38)						
Disagree	0	2	1	1	0	0
Neutral	0	0	0	0	1	0
Agree	2	1	3	1	3	2
I consider my principal a good leader for this school. (39)						
Disagree	0	0	1	0	0	0
Neutral	0	1	0	1	0	0
Agree	2	2	3	1	4	2

Comparative Analysis for Research Question 1

What are the lived experiences of urban elementary school principals in relation to support of co-teaching teams?

Theme: Open Communication With Staff

Co-teachers and teachers not co-teaching were surveyed regarding communication with the administration. They were asked in item 21 if their feedback was elicited by the administration. The comparison of data from the principal interviews and teacher surveys revealed little agreement between P1 and her staff and P2 and his staff. Teacher survey data revealed, however, that four of P3's six staff members agreed that their feedback was elicited by the administration. Although the survey data revealed low frequency of agreement by staff, it also indicated low or no frequency of disagreement with the statements made by P1 and P2 principals. Neutral responses for

this question were indicated by nine of the 17 teachers surveyed. In P1 School, both co-teachers surveyed were neutral in responding to this survey item. In P2 School, three of the four co-teachers surveyed were neutral. They neither agreed nor disagreed that their feedback was elicited by the administration.

Participants were asked two additional questions addressing the frequency and purpose of communication with the administration. The survey data revealed that all participants at P1 School indicated having met with their administration four or more times, and four of the five met to discuss data. At P2 School, all participants indicated having met with the administration four or more times and met to discuss data. Of the participants at P3 School, five of the six indicated having met four or more times, and all participants met to discuss data. Although the frequencies of agreement were high, the two additional questions focused on the type of communication between the administration and staff and did not directly address the theme regarding open communication.

Theme: Team Approach to Decision-Making

The survey asked co-teachers and teachers not co-teaching if they were involved in decision-making at their schools. Half of the participants surveyed at P2 and P3 Schools agreed with their principals that they were involved in a team approach to decision-making in their schools. Survey participants at P1 School did not indicate agreement, and four of five respondents were neutral in their responses. There were one

or two respondents at each of the three schools who disagreed with their principals, indicating that they were not involved in decision-making at their schools.

Theme: Teacher Leadership Encouraged

A comparison of principal interview responses and teacher survey responses indicated that four of the five teachers surveyed at P1 School agreed with the statements made by their principal that teacher leadership was encouraged at their schools (item 34). As shown in Table 18, half of all teachers surveyed at both P2 and P3 Schools indicated agreement. Responses indicating disagreement were minimal at each of the three schools.

Theme: Parental Involvement Encouraged

As shown in Table 18, the comparison of teacher survey and principal interview responses indicated a majority of agreement at each of the three schools. Teachers agreed with principals that parental involvement was encouraged (item 37). None of the survey participants indicated disagreement with the identified theme, parental involvement encouraged, that emerged from the principal interviews.

Theme: Positive Relationship With Staff

Co-teachers and teachers not co-teaching indicated agreement with their principals regarding the existence of a positive relationship between the principal and the teacher surveyed (item 25). The great majority of co-teachers and all of the teachers not

co-teaching surveyed indicated agreement with the identified theme. Only one teacher in P2 School was neutral in responding.

One additional survey item addressed the relationship between the principal and the staff. In item 24, participants were asked to indicate whether or not their principal was approachable. All participants from each of the three schools agreed that their principals were approachable.

Theme: Professional Growth Encouraged

A comparison of principal interview responses and teacher survey data indicated that the majority of participants surveyed agreed that their professional growth was encouraged by the administration (item 23). The majority of participants from all three schools agreed that their principals encouraged their professional growth. No participants surveyed believed that their principals did not encourage their professional growth.

An additional item related to the support of professional growth was included in the survey. In item 30, participants were asked to indicate agreement that their principals encouraged them to reflect on their teaching practice. Of the respondents, four of five respondents from P1 School, three respondents of the six from P2 School, and five of six teachers from P3 School indicated that their principals encouraged them to reflect on their teaching practice. None of the participants surveyed indicated disagreement.

Comparative Analysis for Research Question 2

What were the principals' selection procedures for pairing co-teachers?

Theme: Volunteers Selected for Co-Teaching

A comparison of the statements made by principals during the interview and the survey responses of co-teachers and teachers not co-teaching indicate a low frequency of agreement with the theme that volunteers were selected for co-teaching. Though only one of the teachers in P1 School indicated agreement, teachers did not indicate disagreement. Of the P1 School participants, four of 5 took a neutral stance, indicating neither agreement or disagreement.

Half of the teachers in P2 School indicated agreement with the theme, and two indicated disagreement. Upon closer analysis of the data, the frequency of disagreement was derived solely from the co-teachers subgroup.

Of the P3 School participants, two of the six respondents indicated agreement that volunteers were selected for co-teaching. Upon closer analysis of the data, two of four co-teachers and one of the two teachers not co-teaching were found to have expressed disagreement with the identified theme.

Two other items addressing the selection of volunteers were included in the teacher survey and were posed only to co-teachers at each of the schools. Item 7 asked how the teacher was selected to co-teach. Item 8 asked participants who indicated having been assigned if they were assigned willingly or unwillingly. All of the teachers surveyed in P1 and P2 Schools indicated having been willingly assigned. At P3 School,

half of the teachers surveyed indicated they had volunteered, and the other half were assigned. All of the teachers who were assigned, however, indicated that they were willingly assigned.

Theme: Co-teachers Select Partners

Co-teachers at each of the schools were asked to indicate if their input was taken into consideration when co-teaching partners were selected (item 11). Co-teachers at P1 School did not indicate agreement or disagreement, selecting instead a neutral response. Of the co-teachers surveyed at P2 and P3 School, four of eight indicated agreement with the theme, and two of eight were neutral, neither agreeing or disagreeing.

Theme: Co-teaching Option Presented to Entire Staff

The comparison of data from the principal interview responses and the teacher survey responses indicated a majority of agreement between the two groups that the option to co-teach was made available to everyone at the school (item 10). The majority of respondents at all three schools indicated that the option of co-teaching was presented to the entire staff. Three teachers were neutral, and only two teachers disagreed that the option was presented to all.

Theme: Personal Involvement In Co-Teaching Selection Process

A comparison of data from principal interviews and teacher survey was not applicable to this identified theme. The theme relied on the principals' recalled lived experiences regarding personal involvement in the procedures.

Theme: Multifaceted Selection Criteria

A comparison of data from principal interviews and teacher survey was not applicable to this identified theme. The theme relied on the principals' recalled lived experiences regarding criteria considered in the selection procedures.

Comparative Analysis for Research Question 3

What is the relationship, if any, between the principals' pairing procedures and best practices recommended in literature?

Theme: Principals Involve Teachers In the Pairing Procedures

This theme emerged after a comparison of data from principal interviews and teacher surveys. The involvement of teachers in the pairing procedures was addressed in the comparison of data for Research Question 2 and the theme, co-teachers select partners, as presented in item 11, "My input was considered when selecting my co-teacher," in Table 18. Four co-teachers agreed that they had been involved in the pairing procedures, two disagreed, and four were neutral, neither agreeing or disagreeing that their input had been considered when selecting their co-teachers.

Theme: Recruitment Procedures Aligned With Best Practices

The comparison of data from principal interviews and teacher survey regarding selecting volunteers as part of the recruitment procedures was addressed in the comparison of data for Research Question 2, theme: volunteers selected for co-teaching. The data indicated a low frequency of agreement with the identified theme.

Closer examination of the survey data revealed that all of the co-teachers in P1 and P2 Schools, and half of the co-teachers in P3 School were assigned to co-teach. All of the participants who were assigned to co-teach indicated that they were willingly assigned.

As a result of the analysis of the interview data, one recommendation emerged as an outlier: elicit the help of successful co-teachers to present information on co-teaching to the entire staff. Only one of the three interviewed principals described implementing this recommendation. A direct comparison of the principal interview responses and teacher survey on this recommendation could not be made because teachers were not directly asked if successful co-teachers presented information to the staff. Two survey items provide insight into teachers' receiving information regarding co-teaching from a member of the staff or the administration, and from professional development. Survey item 9, "The administrative team or a member of the staff explained the model of co-teaching implemented at this school," and survey item 16, "I received professional development on co-teaching within the last five years," were answered by the six participating teachers at P3 school. Of the four co-teachers surveyed, three indicated agreement with survey item 9 and one indicated agreement with survey item 16. The two teachers not co-teaching who were surveyed indicated agreement with survey items 9 and 16. A total of five co-teachers and teachers not co-teaching at P3 School indicated agreement with survey item 9, and a total of three co-teachers and teachers not co-teaching at P3 school indicated agreement with survey item 16.

Summary

In this chapter, background information and analysis of interview and survey data have been reviewed through the presentation of tabular data and brief summaries of each of the principal interviews. The analysis of the data resulting from three principal interviews was presented followed by the results of the survey of the 17 teacher participants. A comparison of the data resulting from the principal interviews and teacher survey and a summary of the findings with identified commonalities and themes were presented. In the following chapter, the summary of findings are interpreted and discussed, and recommendations are presented.

CHAPTER 5 SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Introduction

The purpose of this study was to explore the lived experiences of elementary school principals, their support of co-teaching teams, and their co-teacher selection procedures. Three subject groups served as sources of data: (a) elementary school principals, (b) co-teachers, (c) teachers not currently co-teaching.

This chapter includes a summary of the research and interpretation of findings for each of the three research questions that guided the study. Implications for educational policy and practice and recommendations for future research also are addressed.

Synopsis of Research

The researcher elicited a district administrator's nominations of elementary school principals who exemplified leadership characteristics that aligned with shared, ethical, and transformational leadership, and demonstrated gains in reading proficiency by the students with disabilities (SWD) subgroup on the State School Grades Report for the last three years. Three of the nominated principals who met the criteria for participation agreed to be interviewed and gave permission for the researcher to survey co-teachers and teachers not co-teaching at their respective schools.

The researcher utilized a Delphi technique to develop and validate principal interview questions and survey questions administered to co-teachers and teachers not co-teaching at each of the principals' schools. The survey served as a means of triangulating

data obtained from the principals' interviews. The researcher conducted three interviews and analyzed them using Hycner's guidelines for phenomenological analysis. Commonalities in the interviews and ancillary data that were identified led to the emergence of themes addressing each of the three research questions.

Summary and Interpretation of Findings

Research Question 1

What are the lived experiences of urban elementary school principals in relation to support of co-teaching teams?

Leaders who provide support for co-teachers facilitate teacher collaboration aimed at creating an environment where students with disabilities can benefit from the additional attention afforded by the co-teaching model (Nichols et al., 2010; Scruggs et al., 2007; Villa et al., 2013). Upon analysis of the interview data, six themes that addressed Research Question 1 emerged.

The first theme that emerged from the interview data addressed principals' open communication with staff. Effective leaders are aware of the happenings of the organization and understand their staff's needs (Murphy et al., 2007). In this study, all three principals interviewed led their co-teaching models similarly for their schools and implemented leadership styles uniformly with all staff. They emphasized that open communication with staff was essential in gaining a greater understanding of teachers' needs, thereby enabling them to provide greater support to their co-teaching staffs.

Teacher survey responses addressing this theme ranged from neutral to agreement but reflected minimal or no disagreement at each of the schools.

The second theme addressed the principals' team approach to decision-making. According to Vann (2000), the implementation of shared leadership and shared decision-making are strong tools for improving the quality of education. Leaders who implement shared leadership encourage stakeholder collaboration in the decision-making process, enabling all members to influence the organization within the scope of the overall mission (Ishmaru, 2013; Lindahl, 2008). In this study, the principals interviewed stated that they had leadership teams in place and solicited input from staff when making decisions. The teacher survey data indicated varying levels of agreement, neutrality, and disagreement. Overall, three of the 17 teachers surveyed indicated they were not involved in the decision-making process at their schools. This survey question only addressed the specific teacher's involvement in the decision-making process, providing limited data on a small sample size.

The third theme addressed teacher leadership. Principals who implement shared leadership encourage members of the organization to influence the practice, motivation, and knowledge of others within the scope of the organizational mission (Lindahl, 2008). Transformational leaders focus on the development of followers' leadership capacity (Bass & Riggo, 2006; Burns, 1978), encouraging them to share knowledge and expertise through leadership roles and moving the organization towards effective change (Knapp et al., 2010; Lezotte & McKee, 2006). In this study, all three principals stated that they encouraged leadership and provided opportunities for teachers to take on leadership roles.

The teacher survey data reflected similar responses, with the majority of teachers indicating agreement.

The fourth theme emerged from the principals' encouragement of parental involvement. According to Murphy et al. (2007), effective leaders are committed to all stakeholders. Highly effective leaders communicate with and encourage the participation of all stakeholders in the organization. According to Mukuria and Obiakor (2006), they view collaboration as key to implementing improvement efforts and reaching the school's goals. Pearl et al. (2012) recommended the involvement of all stakeholders in the creation and maintenance of an effective co-teaching model. Statements made by two of the principals (P2 and P3) indicated that they viewed parents as an integral part of the school and encouraged parents to become involved. Teacher survey data indicated a high percentage of agreement with the principals' support of parental involvement. The interview data for the third principal (P1) did not include comments supporting the encouragement of parental involvement, but teacher survey data revealed 100% agreement with the theme.

The fifth theme addressed the principals' positive relationship with staff. Ethical leaders are responsible for creating and maintaining authentic working relationships (Starratt, 2004). They must take into consideration the self-worth of the individuals they lead in order to obtain authentic commitment and involvement (Bass & Riggio, 2006). In this study, all three principals interviewed expressed having an overall positive relationship with teachers. The teacher survey data indicated a high percentage of agreement with this theme.

The sixth theme involved professional growth. Effective leaders promote professional development, encourage the growth of communities of learning, and build capacity (Murphy et al., 2007). Pearl et al. (2012) found that professional development focused on co-teaching had a positive effect on implementation of the model. According to Ishimaru (2013), leaders who promote shared leadership encourage teachers to participate in professional development and other professional growth activities. All three principals stated that they encouraged participation in professional growth activities. The teacher survey data indicated a high percentage of agreement with this theme.

Research Question 2

What were the principals' selection procedures for pairing co-teachers?

Strategic selection and pairing of co-teachers can have a positive effect on the success of co-teaching (Friend & Cook, 2007; Murawski & Dieker, 2013; Nichols et al., 2010). Upon analysis of the interview data, five themes that addressed Research Question 2 emerged.

The first theme that emerged from the interview data addressed the selection of volunteers for co-teaching. Assigning reluctant teachers to co-teach may create teacher dissatisfaction, negatively impacting the success of the co-teaching model (Friend & Cook, 2007; Murawski & Dieker, 2008; Nichols et al., 2010; Villa et al., 2013). The responses provided by each of the three principals interviewed described the procedures they implemented as part of their selection process and stressed the importance of

selecting volunteers for co-teaching. The response to the teacher survey item addressing the selection of volunteers indicated less than 50% overall agreement. The survey item addressing the teachers' willingness to be placed in co-teaching showed that all teachers assigned to co-teach were willingly assigned. The survey data indicated that although some teachers did not volunteer to co-teach, they were willingly assigned.

The second theme addressed co-teachers selection of their partners. Allowing teachers input in the process of selecting co-teaching partners was recommended in the literature as a strategy that supports greater rapport and increased collaboration between partners (Friend & Cook, 2007; Murawski & Dieker, 2013; Villa et al., 2013). All three of the principals interviewed stated that they involved teachers in the selection of their co-teaching partners by taking their suggestions or by ensuring that teachers agreed with the suggestions made by the administration. The teacher survey data indicated minimal disagreement when asked if teachers' input was considered when selecting a co-teaching partner. The two co-teachers surveyed in P1 School were neutral in their responses to this question. Although the exact reason for the answer could not be deciphered from the survey data, it is possible that though teachers did not specifically select their partners, they had the opportunity to express a willingness to work with co-teaching partners.

The third emerging theme addressed the option of co-teaching presented to the entire staff. Literature recommendations include presenting co-teaching information to the staff and surveying teachers about the teaching assignment they prefer in order to generate enthusiasm and encourage volunteers (Friend & Cook, 2007; Murawski & Dieker, 2013). The three principals interviewed stated that they presented the

opportunity to co-teach to the entire staff, eliciting volunteers. The majority of teachers surveyed indicated agreement when asked if the co-teaching option was presented to the entire staff.

The fourth theme that emerged from the interview data addressed the principal's personal involvement in the co-teaching selection process. Fullan (2001) stressed the importance of leaders building relationships and being involved. Through personal involvement in the day-to-day happenings of the school the leader cultivates relationships that influence the culture of the organization (Fullan, 2001). The principals interviewed shared various examples of their involvement in the co-teaching selection process. They made selections, and modifications to co-teaching partnerships when needed and were personally involved in the process.

The fifth theme addressed the implementation of a multifaceted approach to selecting co-teachers. According to Murawski and Dieker (2012), "strong administrative leaders create ways in which they can select team members strategically and thoughtfully" (p. 20). The school leaders interviewed cited examples of the various criteria they considered when selecting and pairing co-teachers. In addition to volunteerism, principals sought out strong teachers who were willing to collaborate and work with students with disabilities. They also considered individual personalities and compatibility prior to pairing co-teachers.

Research Question 3

What is the relationship, if any, between the principals' pairing procedures and best practices recommended in literature?

A review of the literature resulted in the identification of two themes. One outlier agreement was also identified that coincided with recommended best practices.

The first theme that emerged supporting best practices addressed principals involving teachers in the co-teacher pairing process. Recommendations found in the literature reviewed stressed that teachers should be allowed input in the selection of their co-teachers, enhancing the chances of success in the implementation of a co-taught model (Friend & Cook, 2007; Murawski & Dieker, 2013; Nichols et al., 2010). All three principals interviewed selected volunteers, did not force unwilling teachers to co-teach, and allowed teachers input in the selection of their co-teaching partners. Although the teacher survey data from two schools (P1 and P2) indicated agreement with this theme, half of the teachers at the third school (P3) indicated disagreement when asked if co-teachers were selected on a voluntary basis. On further examination, the survey results for teachers at the third school indicated that half of the co-teachers surveyed had volunteered to co-teach, and the other half were assigned willingly. None of the four co-teachers surveyed at P3 school had been unwillingly assigned to co-teach. The survey data suggested that the P3 principal followed the best practice of recruiting specific teachers by asking them if they would co-teach (Murawski & Dieker, 2013) and assigning only willing volunteers.

According to Villa et al., (2013), teachers have a legal and ethical responsibility to educate SWD in the least restricted environment. In this study all three principals indicated they did not select unwilling teachers to co-teach, or pair teachers who resisted partnering. Allowing teachers the choice to opt out of educating SWD within a co-taught classroom would go against ethical and legal mandates. The principals interviewed did not address this issue, as they appeared to have a pool of competent, willing teachers at their schools allowing them to focus on those who demonstrated buy-in, rather than addressing reticent teachers. None of the principals made significant comments regarding their approach if faced with a lack of teachers willing to co-teach.

The second theme addressed the alignment of principals' recruitment procedures with best practices recommended in the literature. Presenting the option to co-teach to the entire staff encourages individuals to volunteer (Friend & Cook, 2007; Murawski & Dieker, 2013; Villa et al., 2013) and creates a pool of candidates from which selections can be made. Inviting specific teachers to co-teach is another strategy for building a strong co-teaching team (Murawski & Dieker, 2013, p. 20). The three principals interviewed recruited co-teachers from their entire staffs by presenting the option to co-teach to all teachers. Furthermore, they invited, or asked, specific teachers they considered good candidates to co-teach. They were proactive in their recruitment of strong teachers into the co-teaching model.

Eliciting the help of successful co-teachers to present information on co-teaching to the entire staff emerged as an outlier agreement with recommended best practices. Murawski and Dieker, (2013) suggested selecting dynamic and successful co-teachers to

present information on co-teaching. In this research, P3 was the only principal who made meaningful statements supporting agreement with this recommendation. The three principals were fairly similar in the implementation of strategies for the selection and pairing of co-teachers, educational background, and community they served. They did, however, differ in their years of experience. P1 and P2 had five years of experience as a principal, all at the same school. They also indicated having had co-taught classes at their respective schools for five years. P3 had a total of 17 years of experience as a principal with the last 12 at her current school. She stated that co-taught classes had been present in her school for almost 10 years. The analysis of these data led the researcher to suggest a possible link between years of experience as a principal with co-taught classes and the implementation of a greater number of diverse strategies when recruiting co-teachers. Cautions have been put forth, however, due to the possibility of participant responses being outliers due to the small sample size and limited data.

Discussion of Findings

Leadership is a vital component contributing to student learning (Leithwood et al., 2004) and is intricately linked to organizational performance (Murphy et al., 2007). Understanding the role of a school leader and the impact of good leadership skills are essential in creating highly productive schools. The responses provided by the principals in this study emphasize aspects of shared, ethical, and transformational leadership.

The principals interviewed modeled shared leadership by implementing collaborative decision-making, encouraging involvement of all stakeholders, and

fostering an environment where members of the organization participated in professional growth activities (Ishmaru, 2013; Lindahl, 2008). They encouraged teachers to take on leadership roles within the school, broadening the staff's influence on the organization's overall mission. Principals in this study demonstrated the implementation of ethical leadership practices as they sought to maintain open communication with the staff in an attempt to identify and address possible issues. According to Starratt (2004), ethical leaders embody the virtues of responsibility, authenticity, and presence. The principals in this study were viewed as authentic and present as they maintained a positive relationship with staff. Each of the three principals demonstrated transformational leadership practices as they encouraged the participation of all stakeholders, elicited buy-in, and encouraged others to develop leadership capacity as they led the organization towards a shared vision (Bass & Riggo, 2006; Burns, 1978).

When examining the practices of the three principals interviewed in light of the increase in performance by students with disabilities, the data suggested a positive relationship between this increase and the implementation of best practices for the support and pairing of co-teaching teams recommended in literature. As a result of data analysis, the researcher also suggested a symbiotic existence of recommended co-teacher selection procedures and effective leadership practices.

The themes emerging from the principals' selection procedures for the pairing of co-teachers were aligned with best practice recommendations in the literature, suggesting the existence of a knowledge base on co-teaching best practices on the part of the principals. Each of the principals demonstrated knowledge of current research on

supporting co-teaching teams and utilized effective research-based leadership practices to implement these strategies. Through their personal involvement in the selection process and multifaceted selection criteria, the three principals also demonstrated a vested interest in co-teaching. The principals in this study treated their staffs as professionals and encouraged their involvement in the co-teacher selection process by utilizing shared, ethical, and transformational leadership principles to create a successful co-teaching model for their students with disabilities. According to Murphy et al. (2007), organizational performance is linked to leadership styles. The implementation of best leadership practices appear to have influenced the principals' abilities to support their co-teaching teams and establish strategic and effective procedures for the selection and pairing of co-teachers.

The principals' personal involvement in monitoring, encouraging, and redirecting teachers is a strategy recommended in effective leadership literature (Fullan, 2001). Although having a strategic plan was recommended by Friend (2007), Murawski & Dieker (2013), and Nichols et al. (2010), a specific recommendation of personal involvement on the part of the principal was not explicitly identified in the co-teaching literature reviewed. The three principals interviewed stated that they were personally involved in the co-teacher selection process, revealing an additional strategy that appears to contribute to a successful co-teacher selection process.

High levels of neutral responses emerged from the teacher survey regarding teacher involvement in decision-making, eliciting teacher feedback, and the co-teacher selection process. The majority of teachers at P1 and P2 schools provided neutral

responses when asked if their feedback was elicited by the administration and if they were involved in the decision-making process at their schools. Although a definitive reason could not be identified based on the available data, the lack of agreement may signal teachers' limited involvement coupled with their desire to increase their participation in decision-making.

When asked if co-teachers were selected on a voluntary basis, teachers surveyed at P1 school provided neutral responses but indicated having volunteered or been assigned willingly to co-teach. The neutral responses paired with the willingness to be assigned may indicate that co-teachers at P1 were selected from a pool of volunteers as well as having been invited to participate, a strategy recommended in co-teaching literature.

Co-teachers at P1 school also indicated neutral responses when asked if their input was considered when selecting their co-teacher. The reasons behind the neutral responses could not be clearly determined. However, the absence of disagreement may indicate that though teachers may not have selected their partners, they were not opposed to working with the co-teachers with whom they had been paired. P1 school had only two co-teachers participate in the survey, limiting the available data and ability to draw conclusions from the results.

Implications for Educational Policy and Practice

The revelation of this research regarding co-teaching and effective leadership is an interesting finding. The data collected by the researcher offers additional evidence

strengthening best practices identified in the literature and supported the link between effective leadership practices and the support of co-teaching teams and co-teacher selection processes.

The principals interviewed implemented best practices identified in co-teaching literature while also implementing positive leadership practices. When addressing co-teaching pairing procedures, principals need to ensure that they implement shared decision-making as a way to facilitate the development of a strategic co-teacher selection process while encouraging teacher ownership. Principals must stay abreast of the current literature in co-teaching, implementing strategies supported by research.

The researcher in this study illuminated the importance of a multifaceted approach to co-teacher selection and pairing. Personal and professional characteristics and teacher preferences were essential components of the selection criteria utilized by the participating principals. To implement such an approach, school leaders must be familiar with their staffs and have open lines of communication that allow teachers the freedom to provide feedback and share their thoughts with the school administrative team. Principals must remain aware of the staff's strengths, limitations, and needs. Getting to know their staffs enables principals to make informed, strategic decisions regarding the support, selection, and pairing of co-teachers.

Recommendations for Future Research

Recommendations for future research address the areas of (a) principal experience, (b) length of co-teaching model, (c) principal personal involvement, (d) study

participant size, and (e) study subjects. This study has contributed additional evidence supportive of best practices in co-teaching and leadership. Additional research may further clarify areas not deeply explored in the study and areas where the data supported the emergence of a theme.

The possibility of a link between years of experience as a principal with co-taught classes emerged from this study. Future researchers might consider examining the possibility of this link further, investigating the potential influence or effect of years of experience as a school leader and strategies implemented when recruiting and pairing co-teachers. Furthermore, future researchers should examine the selection and pairing procedures implemented at schools where co-teaching has been practiced for more than five years.

The principals interviewed for this study were personally involved in the co-teacher selection process. Literature on effective leadership supports personal involvement as a desirable strategy (Fullan, 2001). Future research is needed to investigate whether the principal's personal involvement has a significant influence in the selection process.

The researcher in this study focused on the lived experiences of three principals. It resulted in various common themes and only one outlier with recommended best practices. Future research might include a greater number of participants. By studying a larger group, researchers will have a broader range of experiences to examine.

The focus of this study centered on principals who were school leaders with co-taught classes at their schools. Although teachers were surveyed, the primary source of

data did not include co-teachers' lived experiences. Future research on the lived experiences of co-teachers regarding the co-teacher selection process may provide researchers with a different perspective.

Concluding Thoughts

Through the findings of this research, support from current literature on co-teaching and leadership theories, and my own experience, I can see the impact of effective leadership practices and the utilization of recommended best practices for the support and pairing of co-teaching teams. Dedicated principals, who are personally involved in the co-teacher support and selection process and encourage teacher input, demonstrate a high level of commitment toward this service delivery model for educating SWD. Their example and dedication can influence the culture of the organization and transform their schools. Given the opportunity to select a principal for a school implementing co-teaching, I would search for an individual who (a) is well versed in co-teaching best practices and effective leadership theories, (b) is committed to becoming personally involved in the co-teaching selection process, and (c) values the input of teachers when making decisions regarding pairing of co-teaching teams.

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

Approval of Exempt Human Research

From: **UCF Institutional Review
Board #1 FWA00000351,
IRB00001138**

To: **Jeannette R. Tejada:**

Date: **February 26, 2015**

Dear Researcher:

On 02/26/2015, the IRB approved the following activity as human participant research that is exempt from regulation:

Type of Review: Exempt Determination
Project Title: Examining Practices of Elementary School Principals: Selection
of Co-Teaching Teams
Investigator: Jeannette R. Tejada
IRB Number: SBE-15-11017
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 Dziegielewska, Ph.D., L.C.S.W., UCF IRB Chair, this letter is signed by:

A handwritten signature in black ink that reads "Kanielle Chapman".

IRB Coordinator

APPENDIX B
PRINCIPAL INTERVIEW DELPHI TECHNIQUE INVITATION LETTER,
INSTRUCTIONS, BACKGROUND INFORMATION, AND INITIAL QUESTIONS

Invitation Letter

Date: _____

Dear: _____

I am writing to request your assistance in collecting information for my doctoral dissertation by participating in a panel of experts. I am a doctoral candidate with the National Urban Special Education Leadership Initiative at the University of Central Florida, currently working on my Urban Special Education Leadership doctorate. My study will be a qualitative phenomenological study addressing the co-teacher selection process.

I will be using a Delphi technique to develop a set of interview questions for elementary school administrators. The Delphi technique is a process by which a researcher and a group of experts on a particular topic interact through a series of questionnaires with the goal of obtaining informed judgment, through expert opinion (Linstone and Turoff, 1975). My expert panel will consist of five participants who are kept anonymous. Members of the panel of experts will participate in three rounds where they will be offering feedback on the types of questions I should include in my principals' interview.

In round one members of the panel will receive a list of questions to examine. They will be asked to evaluate the questions for appropriateness, contributing additional questions, ideas, or areas for consideration.

In round two, the experts will receive a copy of the collective results of the first round of responses from the entire expert panel. They will be asked to rank the individual items based on importance, validity, and alignment with the research questions.

In round three, the final step, the panel will receive a list and corresponding ratings from the previous round, identifying any existing consensus. Panel members will then be asked to make any revisions to their previous opinions or provide a rationale for their dissent.

Thank you. It is my hope that you will agree to participate by responding to this email. Your leadership expertise would be of great value to my study. I look forward to your response.

Sincerely,

Jeannette R Tejada
Doctoral Candidate
University of Central Florida

Introduction

The purpose of this study is to explore the lived experiences of urban elementary school principals in relation to support of co-teaching partnerships. Examining the principals' lived experiences and the selection procedures they utilize for pairing co-teachers may contribute to the body of knowledge of best practices in the selection of personnel for co-taught elementary classrooms in urban settings. A summary of the conceptual framework for the research is attached for your review.

Elementary school principals who exemplify characteristics of shared, ethical, and transformational leadership will be interviewed to address the following research questions:

1. What are the lived experiences of urban elementary school principals in relation to co-teaching?
1. What are the principals' selection procedures for co-teachers?
2. What is the relationship, if any, between the principals' selection procedures and researchers' recommended practices?

As a member of the panel of experts you will participate in three rounds offering feedback on the types of questions I should include in my principal interview protocol. The process (three rounds) will repeat to develop the survey questions I will administer to teachers and co-teachers. Essentially, you will serve in two Delphi Expert Panels.

This is round one of the principal interview protocol. Attached, is a list of principal interview questions. Please examine the questions and:

1. rate each for appropriateness
2. if applicable, offer possible rewording
3. if applicable, contribute additional questions that you feel should be addressed in the interview protocol
4. return the completed round one questionnaire via email to jmartarena@knights.ucf.edu

In round two you will receive a copy of the collective results of the first round of responses from the entire expert panel to rate once more. This step will only include the items where panel members made suggestions or rated as not appropriate.

In round three, the final step, you will receive a list and corresponding ratings from the previous round, identifying any existing consensus. You will be asked to make any final revisions or provide a rationale for not reaching consensus.

Thank you very much for agreeing to serve on the panel. Your expert opinion will be extremely valuable to the success of this study.

Sincerely,

Jeannette Martiarena Tejada
Doctoral Candidate
University of Central Florida

Background Information: Conceptual Framework Summary

According to Murphy, Elliott, Goldring, & Porter (2007), leadership styles are associated with an organization's performance. Leaders who can elicit the support of all stakeholders for a vision of co-teaching, focus on the development of teachers' confidence and skills, allocate human and other resources, and offer incentives while keeping the focus on student success can bring about positive change and create a school culture that supports co-teaching (Villa, Thousand, & Nevin, 2013). Shared, ethical, and transformational leadership styles exemplify many of the characteristics identified in literature for the development of a school culture that supports co-teaching.

Leaders who implement shared leadership encourage collaboration from stakeholders in the decision-making process, encouraging all members to influence the organization within the scope of the overall mission. These leaders also understand that shared leadership does not translate into shared administrative duties. Instead, staff members are encouraged, through shared leadership, to participate in professional growth activities and join in the conversation of leadership topics (Ishmaru, 2013; Lindahl, 2008).

Ethical leaders are individuals who personify responsibility, authenticity, and presence (Starratt, 2004). They are self-critical of their practice and analyze dilemmas through an ethical lens, reflecting on their decision-making processes (Kidder, 2009; Murphy, et al. 2007). Kidder (2009) offered steps as a guide for ethical decision-making. After identifying an issue in need of attention, the leader must determine if the matter involves a right-versus-wrong issue or a right-versus-right dilemma. In analyzing the

decision-making process, Kidder (2009) recommended three principals: (a) ends-based thinking, (b) rule-based thinking, and (c) care-based thinking. The three principles allow individuals to focus on the essence of the problem, keeping ethics as the basis for decision-making.

Transformational leadership, introduced by Burns in the 1970s, is an ongoing process of mutual elevation between leaders and followers, resulting in positive organizational change (Bass & Riggo, 2006; Burns, 1978). Transformational leaders are charismatic individuals who elicit buy-in and encourage the participation of all stakeholders, effectively leading the organization towards a shared vision and the achievement of goals. They encourage innovative problem solving and focus on the development of followers' leadership capacity by mentoring, challenging, and supporting their professional growth. The principals selected to participate in this study will be those whose personal philosophy of leadership aligns with the transformational leadership theory.

Transformational leaders employ (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration as four core components of essential behaviors. These components enable the leader to move the organization toward positive change, and obtain the desired results (Bass & Riggo, 2006).

Initial Principal Interview Questions

The following questions will address basic preliminary information.	
1. What is your highest level of education?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate
Possible rewording:	
2. How many years have you been a school principal at this and other schools?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate
Possible rewording:	
3. How many years have you been a principal at this school?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate
Possible rewording:	
4. Have you worked in other supervisory roles prior to becoming a principal?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate
Possible rewording:	
• Probing questions: Have you worked as an assistant principal? How long? What other leadership position have you held? In what setting? High school, middle school, or elementary school?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate
Possible wording:	
5. How many co-taught classes do you have at this school?	<input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate
Possible rewording:	

6. How many years have you had co-taught classes at this school?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		

The following questions will address leadership style.

7. Please describe your leadership style.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
---	--------------------------------------	--

Possible rewording:

8. What is your main focus as a school leader?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
--	--------------------------------------	--

Possible rewording:

<ul style="list-style-type: none"> • Can you give some examples? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
---	--------------------------------------	--

Possible rewording:

9. What do you consider your primary roles as the principal as it relates to students with disabilities?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
--	--------------------------------------	--

Possible rewording:

10. Are there specific leadership behaviors or practices you have implemented that you feel have benefited your school?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
---	--------------------------------------	--

Possible rewording:

<ul style="list-style-type: none"> • Can you elaborate? How do you think your teaching staff has benefited from this/these behaviors? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
--	--------------------------------------	--

Possible rewording:

11. How would you describe the morale of your school?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
12. How do you feel about your staff taking on leadership roles within the school?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> Probing questions: To what extent do member of your teaching staff take on leadership roles? Can you give some examples? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
13. Describe your relationship with your staff?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> Probing questions: Do you feel you have their trust? Do you feel they admire you? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
14. Are you involved in the professional growth of your teaching staff?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> Probing questions: Why or why not? How? Can you give some examples? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		

15. Describe your decision-making process.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> Probing questions: Do you involve others in the decision-making process? Who? Are teachers involved in the decision-making process? To what extent? Can you give some examples? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
16. When making decisions, what do you feel is your highest priority?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> Probing questions: Do you side with the greatest beneficiaries, stick to rules, or resolve in a manner that applies the golden rule? Can you elaborate? Can you give some examples? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
17. What do you feel has been your greatest contribution to this school so far?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> Probing questions: Can you elaborate? Can you give some examples? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
18. What is your philosophy of education as it relates to students with disabilities?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate

Possible rewording:

The following questions will address co-teaching at your school.

19. What do you consider your primary roles as the principal as it relates to students with disabilities?

Appropriate

Not Appropriate

Possible rewording:

20. To what do you attribute the success of your students with disabilities subgroup in reading?

Appropriate

Not Appropriate

Possible rewording:

21. How would you describe the co-teaching model at your school?

Appropriate

Not Appropriate

Possible rewording:

22. Do you promote co-teaching throughout?

Appropriate

Not Appropriate

Possible rewording:

- Probing question: Why? Why not? How?

Appropriate

Not Appropriate

Possible rewording:

23. What changes have you had to make to improve the quality of the co-teaching program for students with disabilities?

Appropriate

Not Appropriate

Possible rewording:

24. Have you faced any difficulties with co-teaching?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> • Probing question: If so, how have you dealt with it? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
25. How do you select teachers for co-teaching?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
26. Have you ever encountered a situation where teachers are reluctant to co-teach?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> • Probing questions: If so, how have you dealt with it? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
27. How do you select co-teaching partners?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<ul style="list-style-type: none"> • Probing questions: How do you determine who will co-teach together? 	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
28. Do you elicit feedback from co-teaching teams?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate

Possible rewording:		
• Probing questions: If so, how?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
29. Have your co-teachers remained the same, or has there been turnover in co-teaching?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
• Probing questions: Why do you think that is? Can you elaborate?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
30. How do you monitor progress?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
31. Are you satisfied with the model of co-teaching implemented at this school?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
• Probing questions: Why or why not? How would you change/modify it? What do you like best about it?	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
Suggested additional questions:		

APPENDIX C
PRINCIPAL INTERVIEW DELPHI TECHNIQUE FINAL RATINGS

Interview Questions Delphi Technique Results

PRINCIPAL INTERVIEW QUESTIONS	Expert Panel Agreement
1. What is your highest level of education?	100%
2. How many years of experience do you have as a principal?	100%
3. How many years of experience as a principal do you have at your current school?	100%
4. Have you worked in other supervisory roles prior to becoming a principal? <ul style="list-style-type: none"> • Have you worked as an assistant principal? • How long? • What other leadership position have you held? • In what setting? • High school, middle school, or elementary school? • Can you give some examples? 	100%
5. How many co-taught classes do you have at your current school?	100%
6. How many years have you had co-taught classes at current school?	100%
7. Please describe your leadership style.	100%
8. What is your main focus or focuses as a school leader? <ul style="list-style-type: none"> • Can you give some examples? 	80%
9. What do you consider your primary responsibilities or duties as the principal as it relates to students with disabilities?	100%
10. Are there specific leadership practices you have implemented that you feel have benefited your school as it relates to students with disabilities and co-teaching? <ul style="list-style-type: none"> • Can you elaborate? • How do you think your teaching staff has benefited from this/these practices? 	80%

11. How would you describe the morale of your school? <ul style="list-style-type: none"> • What evidence do you have to support this view? 	100%
12. How do you feel about your staff taking on leadership roles within the school? <ul style="list-style-type: none"> • To what extent do member of your teaching staff take on leadership roles? • Can you give some examples? 	100%
13. Describe your relationship with your staff? <ul style="list-style-type: none"> • Do you feel you have their trust? • Do you feel they respect you? • What evidence do you have for your response? 	100%
14. Are you involved in the professional growth of your teaching staff? <ul style="list-style-type: none"> • Why or why not? • How? • Can you give some examples? 	100%
15. Describe your decision-making process. <ul style="list-style-type: none"> • Do you involve others in the decision-making process? • Who? • Are teachers involved in the decision-making process? • To what extent? • Can you give some examples? 	100%
16. When making decisions, what do you feel is your highest priority? <ul style="list-style-type: none"> • Do you side with the greatest number of individuals impacted, stick to rules, or resolve in a manner that applies the golden rule? • Can you elaborate? • Can you give some examples? 	100%
17. What do you feel has been your greatest contribution to your current school so far? <ul style="list-style-type: none"> • Can you elaborate? • Can you give some examples? 	100%
18. What is your philosophy of education as it relates to students with	100%

disabilities?	
19. To what do you attribute the success of your students with disabilities subgroup in reading?	100%
20. How would you describe the co-teaching model at your school?	100%
21. Do you promote co-teaching throughout? <ul style="list-style-type: none"> • Why? Why not? • How? 	100%
22. What changes have you had to make to improve the quality of the co-teaching program for students with disabilities?	100%
23. What have been your greatest successes with co-teaching?	100%
24. What have been your greatest challenges with co-teaching? <ul style="list-style-type: none"> • How have you dealt with it/them? 	100%
25. How do you select teachers for co-teaching?	100%
26. Have you ever encountered a situation where teachers are reluctant to co-teach? <ul style="list-style-type: none"> • If so, how have you dealt with it? 	100%
27. How do you select co-teaching partners? <ul style="list-style-type: none"> • How do you determine who will co-teach together? 	100%
28. Do you elicit feedback from co-teaching teams? <ul style="list-style-type: none"> • If so, how? 	100%
29. Have your co-teachers remained the same, or has there been turnover in co-teaching? <ul style="list-style-type: none"> • Why do you think that is? • Can you elaborate? 	100%
30. How do you monitor progress?	100%

<p>31. Are you satisfied with the model of co-teaching implemented at this school?</p> <ul style="list-style-type: none">• Why or why not?• How would you change/modify it?• What do you like best about it?	100%
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APPENDIX D
SUMMARY EXPLANATION FOR EXEMPT RESEARCH:
PRINCIPAL INTERVIEW



EXPLANATION OF RESEARCH

Title of Project: Examining Practices of Elementary School Principals: Selection of Co-teaching Teams

Principal Investigator: Jeannette Tejeda

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 explore the lived experiences of urban elementary school principals in relation to their support of co-teaching partnerships. The study will examine the principals' selection procedures utilized for pairing co-teachers.
- You have been asked to take part in this research study because you are an elementary school principal with three or more years at your current school, you were nominated for participation by a district administrator, you have experience leading two or more established co-taught inclusive classrooms for three or more years, and your school has demonstrated growth on the Florida School Grades Report for the last three or more years. 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 one hour, and will be scheduled at your convenience at an agreed upon location. The principal investigator, Jeannette Tejeda, will conduct the interview using open-ended guiding questions.
- The interview will be audio recorded to ensure that your contributions are adequately captured. 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 will not be able to be 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 teachers and co-teachers at your school.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints: Jeannette Tejada, Graduate Student, College of Education and Human Performance, (786) 294-2798 or Dr. Suzanne Martin, Faculty Supervisor, Department of Child, Family, and Community Sciences, by email at 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 E
PRINCIPAL INTERVIEW PROTOCOL

PRINCIPALS INTERVIEW QUESTIONS

Interview Protocol

Hello. Thank you for agreeing to participate in this interview. My name is Jeannette Tejada. I am a doctoral student at the University of Central Florida. I'd like to speak with you about your experience as a school leader regarding co-teaching and your co-teaching selection procedures. The format of this interview requires me to read a script, so my language might seem somewhat awkward.

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

I really appreciate that you have taken time out of your busy schedule to talk to me about your experiences regarding co-teaching and the selection procedures you utilize for pairing co-teachers.

An in-depth investigation of the "lived experiences" of principals responsible for the selection and pairing of co-teaching teams may help identify criteria to assist principals in determining potential co-teaching candidates and lead to the creation of sustainable co-teaching teams. Information from this interview will be combined with other data and used in my dissertation.

My questions will focus on your lived experiences as an elementary school leader, regarding co-teaching and the process you utilize to select and pair co-teaching teams. I will also ask questions regarding your leadership style.

There are no right or wrong answers. Feel free to express your opinions and share experiences openly. There are no anticipated risks associated with participating in this interview. Measures will be taken to maintain 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 Jeannette Tejada. 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?

Interview questions:

1) PRINCIPAL INTERVIEW QUESTIONS
2) What is your highest level of education?
3) How many years of experience do you have as a principal?
4) How many years of experience as a principal do you have at your current school?
5) Have you worked in other supervisory roles prior to becoming a principal? <ul style="list-style-type: none">• Have you worked as an assistant principal?• How long?• What other leadership position have you held?• In what setting?• High school, middle school, or elementary school?• Can you give some examples?
6) How many co-taught classes do you have at your current school?
7) How many years have you had co-taught classes at current school?
8) Please describe your leadership style.
9) What is your main focus or focuses as a school leader? <ul style="list-style-type: none">• Can you give some examples?
10) What do you consider your primary responsibilities or duties as the principal as it relates to students with disabilities?

<p>11) Are there specific leadership practices you have implemented that you feel have benefited your school as it relates to students with disabilities and co-teaching?</p> <ul style="list-style-type: none"> • Can you elaborate? • How do you think your teaching staff has benefited from this/these practices?
<p>12) How would you describe the morale of your school?</p> <ul style="list-style-type: none"> • What evidence do you have to support this view?
<p>13) How do you feel about your staff taking on leadership roles within the school?</p> <ul style="list-style-type: none"> • To what extent do member of your teaching staff take on leadership roles? • Can you give some examples?
<p>14) Describe your relationship with your staff?</p> <ul style="list-style-type: none"> • Do you feel you have their trust? • Do you feel they respect you? • What evidence do you have for your response?
<p>15) Are you involved in the professional growth of your teaching staff?</p> <ul style="list-style-type: none"> • Why or why not? • How? • Can you give some examples?
<p>16) Describe your decision-making process.</p> <ul style="list-style-type: none"> • Do you involve others in the decision-making process? • Who? • Are teachers involved in the decision-making process? • To what extent? • Can you give some examples?
<p>17) When making decisions, what do you feel is your highest priority?</p> <ul style="list-style-type: none"> • Do you side with the greatest number of individuals impacted, stick to rules, or resolve in a manner that applies the golden rule? • Can you elaborate? • Can you give some examples?
<p>18) What do you feel has been your greatest contribution to your current school so far?</p> <ul style="list-style-type: none"> • Can you elaborate? • Can you give some examples?
<p>19) What is your philosophy of education as it relates to students with disabilities?</p>

20) To what do you attribute the success of your students with disabilities subgroup in reading?
21) How would you describe the co-teaching model at your school?
22) Do you promote co-teaching throughout? <ul style="list-style-type: none"> • Why? Why not? • How?
23) What changes have you had to make to improve the quality of the co-teaching program for students with disabilities?
24) What have been your greatest successes with co-teaching?
25) What have been your greatest challenges with co-teaching? <ul style="list-style-type: none"> • How have you dealt with it/them?
26) How do you select teachers for co-teaching?
27) Have you ever encountered a situation where teachers are reluctant to co-teach? <ul style="list-style-type: none"> • If so, how have you dealt with it?
28) How do you select co-teaching partners? <ul style="list-style-type: none"> • How do you determine who will co-teach together?
29) Do you elicit feedback from co-teaching teams? <ul style="list-style-type: none"> • If so, how?
30) Have your co-teachers remained the same, or has there been turnover in co-teaching? <ul style="list-style-type: none"> • Why do you think that is? • Can you elaborate?
31) How do you monitor progress?
32) Are you satisfied with the model of co-teaching implemented at this school? <ul style="list-style-type: none"> • Why or why not? • How would you change/modify it? • What do you like best about it?

APPENDIX F
TEACHER SURVEY DELPHI TECHNIQUE INSTRUCTIONS
AND INITIAL QUESTIONS

Introduction

The purpose of this study is to explore the lived experiences of urban elementary school principals in relation to support of co-teaching partnerships. Examining the principals' lived experiences and the selection procedures they utilize for pairing co-teachers may contribute to the body of knowledge of best practices in the selection of personnel for co-taught elementary classrooms in urban settings.

Elementary school principals who exemplify characteristics of shared, ethical, and transformational leadership were interviewed to address the following research questions:

3. What are the lived experiences of urban elementary school principals in relation to co-teaching?
4. What are the principals' selection procedures for co-teachers?
5. What is the relationship, if any, between the principals' selection procedures and researchers' recommended practices?

A summary of the principals' interviews is attached for your review.

As a member of the panel of experts you will participate in three rounds where you will be offering feedback on the types of questions I should include in my teacher survey. The survey will be administered to teachers co-teaching and teachers not co-teaching at the same schools as the interviewed principals.

This is round one of the teacher survey Delphi. Attached, is a list teacher survey questions. Please examine the questions and:

1. rate each for appropriateness
2. if applicable, offer possible rewording
3. if applicable, contribute additional questions that you feel should be addressed in the survey
4. return the completed round one questionnaire via email to jmartiarena@knights.ucf.edu

In round two you will receive a copy of the collective results of the first round of responses from the entire expert panel to rate once more. This step will only include the items where panel members made suggestions or rated as not appropriate.

In round three, the final step, you will receive a list and corresponding ratings from the previous round, identifying any existing consensus. You will be asked to make any final revisions or provide a rationale for not reaching consensus.

Thank you very much for agreeing to serve on the panel. Your expert opinion is extremely valuable to the success of this study.

Sincerely,

Jeannette R Tejada
Doctoral Candidate
University of Central Florida

Initial Teacher Survey Questions

<u>Teacher Survey Questions</u>		
The following questions will address basic preliminary information.		
1. What is your gender? <input type="checkbox"/> Male <input type="checkbox"/> Female	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
2. What is your highest level of education? <input type="checkbox"/> Bachelors <input type="checkbox"/> Masters <input type="checkbox"/> Specialist <input type="checkbox"/> Doctorate	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
3. How many years have you taught at this school? <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
4. How many years have you taught overall? <input type="checkbox"/> 1-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
5. Are you currently co-teaching? <input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
6. What is your role in the co-teaching	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not

<p>partnership? Appropriate</p> <p>(This question will be skipped for participants who respond NO to question 5)</p> <p><input type="checkbox"/> General Education Teacher</p> <p><input type="checkbox"/> Special Education Teacher</p>
Possible rewording:
<p>7. How were you selected to co-teach? <input type="checkbox"/> Appropriate <input type="checkbox"/> Not Appropriate</p> <p>(This question will be skipped for participants who respond NO to question 5)</p> <p><input type="checkbox"/> I volunteered <input type="checkbox"/> I was reluctantly assigned</p> <p><input type="checkbox"/> I was willingly assigned</p>
Possible rewording:

<p>The following statements will include a Likert-scale rating.</p> <p>(Rating: Strongly agree, Agree, Neutral, Disagree, Strongly disagree)</p>		
<p>8. The option to co-teach is made available to everyone at this school.</p>	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<p>9. Co-teaching, as it is implemented at this school, was explained to me.</p>	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
<p>10. My input was considered when selecting my co-teacher.</p> <p>(This question will be skipped for participants</p>	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate

who respond NO to question 5)		
Possible rewording:		
11. I have a good relationship with my co-teacher. (This question will be skipped for participants who respond NO to question 5)	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
12. I have expressed an interest in co-teaching at this school. (This question will be skipped for participants who respond YES to question 5)	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
13. I agree with co-teaching as a service delivery model for educating students with disabilities.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
14. I agree with the way co-teaching is implemented at my school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
15. I received professional development on co-teaching within the last 5 years.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
16. My co-teacher and I plan together	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not

regularly. (This question will be skipped for participants who respond NO to question 5)		Appropriate
Possible rewording:		
17. Co-teachers are selected on a voluntary basis only.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
18. I regularly plan with other teachers (grade level, subject area, PLCs).	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
19. I am involved in the decision-making process at my school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
20. My feedback is elicited by the administration.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
21. My principal supports co-teaching at my school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
22. My professional growth is supported by my administration.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate

Possible rewording:		
23. There is good morale among the teaching staff at my school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
24. I have a good relationship with my principal.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
25. My principal is approachable.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
26. I consider my principal a good leader for this school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
27. My principal makes curriculum a priority.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
28. My principal makes the education of students with disabilities a priority.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
29. My principal has high expectations for teachers at this school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate

Possible rewording:		
30. My principal has high expectations for students at this school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
31. My principal encourages me to reflect on my teaching practice.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
32. My principal values my work as a teaching professional.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
33. I meet regularly with my administration.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
34. I met with the administration for a data chat.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
35. My principal encourages me to take on teacher leadership roles within the school.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
36. My principal supports parental	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not

involvement.		Appropriate
Possible rewording:		
37. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		
38. My principal focuses on assessment data to monitor progress.	<input type="checkbox"/> Appropriate	<input type="checkbox"/> Not Appropriate
Possible rewording:		

APPENDIX G
TEACHER SURVEY DELPHI TECHNIQUE FINAL RATINGS

10. My input was considered when selecting my co-teacher. (This question will be skipped for participants who respond NO to question 5)	100%
11. I have a good relationship with my co-teacher. (This question will be skipped for participants who respond NO to question 5)	100%
12. I have expressed an interest in co-teaching at this school. (This question will be skipped for participants who respond YES to question 5)	100%
13. I agree with co-teaching as a service delivery model for educating students with disabilities.	100%
14. I agree with the way co-teaching is implemented at my school.	100%
15. I received professional development on co-teaching within the last 5 years.	100%
16. My co-teacher and I plan jointly. (This question will be skipped for participants who respond NO to question 5)	60%
17. Co-teachers are selected on a voluntary basis.	100%
18. I plan with other teachers (grade level, subject area, PLCs).	80%
19. I am involved in the decision-making process at my school.	100%
20. My feedback is elicited by the administration.	100%
21. My principal supports co-teaching at my school.	100%
22. My professional growth is supported by my administration.	100%
23. There is a positive morale among the teaching staff at my school.	100%
24. I have a good relationship with my principal.	100%

25. My principal is approachable.	100%
26. I consider my principal a good leader for this school.	100%
27. My principal makes curriculum a priority.	100%
28. My principal makes the education of students with disabilities a priority.	100%
29. My principal has high expectations for teachers at this school.	100%
30. My principal has high expectations for students at this school.	100%
31. My principal encourages me to reflect on my teaching practice.	100%
32. My principal values my work as a teaching professional.	100%
33. I meet with the administration at least four times during the school year.	100%
34. I meet with the administration to discuss data.	100%
35. My principal encourages me to take on teacher leadership roles within the school.	100%
36. My principal supports parental involvement.	100%
37. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.	100%
38. My principal focuses on assessment data to monitor progress.	100%

APPENDIX H
SUMMARY EXPLANATION FOR EXEMPT RESEARCH- TEACHER SURVEY



EXPLANATION OF RESEARCH

Title of Project: Examining Practices of Elementary School Principals: Selection of Co-teaching Teams

Principal Investigator: Jeannette Tejada

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 explore the lived experiences of urban elementary school principals in relation to their support of co-teaching partnerships. The study will examine the principals' selection procedures utilized for pairing co-teachers.
- You have been asked to participate in an electronic Likert-type scale survey regarding co-teaching at your school. The survey is expected to take approximately ten 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: Jeannette Tejada, Graduate Student, College of Education and Human Performance, (786) 294-2798 or Dr. Suzanne Martin, Faculty Supervisor, Department of Child, Family, and Community Sciences, by email at 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 I
TEACHER SURVEY

Teacher Survey

Questions and answer choices
<p>Q1 Please select your school location number.</p> <ul style="list-style-type: none"><input type="radio"/> 2321<input type="radio"/> 3261<input type="radio"/> 4091
<p>Q2 How many years have you taught at this school?</p> <ul style="list-style-type: none"><input type="radio"/> 1-2<input type="radio"/> 3-4<input type="radio"/> 5+
<p>Q3 How many years have you taught overall?</p> <ul style="list-style-type: none"><input type="radio"/> 1-2<input type="radio"/> 3-4<input type="radio"/> 5+
<p>Q4 What is your highest level of education?</p> <ul style="list-style-type: none"><input type="radio"/> Bachelor's<input type="radio"/> Master's<input type="radio"/> Specialist<input type="radio"/> Doctorate
<p>Q5 Are you currently co-teaching?</p> <ul style="list-style-type: none"><input type="radio"/> Yes<input type="radio"/> No

Answer If “Are you currently co-teaching?” Yes Is Selected

Q6 What is your role in the co-teaching partnership?

- General Education Teacher
- Special Education Teacher

Answer If “Are you currently co-teaching?” Yes Is Selected

Q7 How were you selected to co-teach?

- I volunteered
- I was assigned

Answer If How were you selected to co-teach? I was assigned Is Selected

Q8 How were you assigned to co-teach?

- Willingly
- Unwillingly

Q9 The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q10 The option to co-teach is made available to everyone at this school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Answer If “Are you currently co-teaching?” Yes Is Selected

Q11 My input was considered when selecting my co-teacher.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Answer If “Are you currently co-teaching?” Yes Is Selected

Q12 I have a good relationship with my co-teacher.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q13 I agree with co-teaching as a service delivery model for educating students with disabilities.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q14 I agree with the way co-teaching is implemented at my school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q18 Co-teachers are selected on a voluntary basis.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Answer If "Are you currently co-teaching?" No Is Selected

Q15 I have expressed an interest in co-teaching at this school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q16 I received professional development on co-teaching within the last 5 years.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Answer If "Are you currently co-teaching?" Yes Is Selected

Q17 My co-teacher and I plan jointly.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q19 I plan with other teachers (grade level, subject area, PLCs).

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q20 I am involved in the decision-making process at my school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q21 My feedback is elicited by the administration.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q22 My principal supports co-teaching at my school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q23 My professional growth is supported by my administration.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q24 My principal is approachable.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q25 I have a good relationship with my principal.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q26 My principal makes curriculum a priority.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q27 My principal makes the education of students with disabilities a priority.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q28 My principal has high expectations for students at this school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q29 My principal has high expectations for teachers at this school.

- Strongly Disagree
- Disagree

<ul style="list-style-type: none"><input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Agree<input type="radio"/> Strongly Agree
<p>Q30 My principal encourages me to reflect on my teaching practice.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Agree<input type="radio"/> Strongly Agree
<p>Q31 My principal values my work as a teaching professional.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Agree<input type="radio"/> Strongly Agree
<p>Q34 My principal encourages me to take on teacher leadership roles within the school.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Agree<input type="radio"/> Strongly Agree
<p>Q32 I meet with the administration at least four times during the school year.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Agree<input type="radio"/> Strongly Agree
<p>Q33 My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.</p> <ul style="list-style-type: none"><input type="radio"/> Strongly Disagree<input type="radio"/> Disagree<input type="radio"/> Neither Agree nor Disagree<input type="radio"/> Agree

Strongly Agree

Q35 My principal focuses on assessment data to monitor progress.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q36 I meet with my administration to discuss data.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q37 My principal supports parental involvement.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q38 There is a positive morale among the teaching staff at my school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

Q39 I consider my principal a good leader for this school.

- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

APPENDIX J
TRANSCRIPTIONS OF PRINCIPAL INTERVIEWS

PRINCIPAL P1 INTERVIEW TRANSCRIPTION

Interviewer: Again, my name is Jeannette Tejada. Today is March 30, 2015, and I am speaking with Ms. XXXX, principal of XXXX Elementary School. This interview is being recorded. Do I have your permission to record our conversation?

Yes.

Interviewer: Do you have any questions before we begin our conversation? ?

No.

Interviewer: What is your highest level of education?

I have an educational Specialist degree in leadership, educational leadership.

Interviewer: How many years of experience do you have as a principal?

Five.

Interviewer: How many years of experience as a principal do you have at your current school?

Five.

Interviewer: Have you worked in other supervisory roles prior to becoming a principal?

Yes. I worked as an assistant principal.

Interviewer: How long?

For six years.

Interviewer: Any other leadership positions have you held?

I was grade level chairperson.

Interviewer: In high school, middle school, or elementary school?

Elementary school.

Interviewer: How many co-taught classes do you have at your current school?

Six.

Interviewer: How many years have you had co-taught classes at your current school?

At this particular school, at XXXX? Five years.

Interviewer: Please describe your leadership style.

Okay, that's a little convoluted, but I as a school principal I believe that my role is first and foremost to guide instruction and to guide the curriculum, okay. I believe in empowering a team. So the way that I lead is I have a core team that involves myself, my assistant principal, my reading and my math coach. I have two curriculum coaches. We meet on a weekly basis to discuss basically everything that, you know, mainly the curriculum, but also we talk about the strengths and weaknesses of the teachers, and of the children. We talk about what goes on a weekly basis in terms of the instruction in the building. So, there I meet weekly. I also have grade level chairs with which I meet once a month with because I believe that they are the next level. That they guide their own grade levels. While I believe that my strength has always been curriculum, me particularly because I love curriculum, I also know that my soldiers in the field, because those are my teachers, are the experts, because I've been out of the classroom for 11 years. So I have a vision. I know how to look at data. I know how to disaggregate data. But I like to have the conversations with, I call them—I'm the general, but I call them my soldiers in the field—to constantly get feedback. This is my view, what do you guys think? So I believe that while the principal has to take charge, and eventually their decision is the one that goes, I like to bounce those ideas off of first my immediate group,

which involves myself, my assistant principal, and my curriculum coaches, and then my grade level chairs. And I believe that when you empower those experts to help in the decision-making, there's more of a buy in in what's going on in terms of instruction.

Interviewer: What is your main focus or focuses as a school leader?

My main focus is instruction. Making sure that everybody in the building is doing what they need to do in order to support that instruction. The children are the most important thing for me in this building. So whether it's the secretaries that are helping with the paperwork that needs to happen so those teachers can do their job for those children. So really I oversee that everybody is doing what needs to happen under their job descriptions to be able to support the instruction of those children.

Interviewer: What do you consider your primary responsibilities or duties as a principal as it relates to students with disabilities?

Okay, I... In my building since I have such a large special needs population I have what they call a Sped program specialist. That is a teacher that is released, she is on special—it's like a teacher on special assignment—where she makes sure that she oversees the Sped program. That IEPs are in compliance, that all the special education teachers—besides our faculty meetings—we have Sped department meetings once a month.

Whether it's the children that are modified—you know, teachers that do the modified curriculum or the standard curriculum, to ensure that they are up to date with all the guidelines, all the state and federal guidelines. I make sure that my teachers understand that what's on that IEP is being addressed as well as whatever curriculum they are on. Standard curriculum students, the Sped teachers for standard curriculum attend the

regular grade level meetings because we also have grade level meetings once a week. So, the structure here is we meet, I meet with my AP and my coaches. Those coaches and either my AP or I, because sometimes I can't attend all the grade level meetings and sometimes the AP can't attend the weekly grade level meetings where they discuss curriculum. The special education teachers attend those meeting with the general education teachers also attend because they have to teach to that standard curriculum. So, I think what my job is, because I know I'm going around, what my job is ensuring that those special education teachers understand the curriculum that they are teaching, whether it's standard curriculum or modified curriculum, that they understand that that IEP is a driving force in the accommodations that need to be provided for the children and in the curriculum that needs to be proffered for those children. So that's why we constantly have grade level meetings and department meetings to ensure that they are aware of all the guidelines and that they know their children. They know the specific needs of those kids and the accommodations that need to be made for those children. For myself as well, when I—it's not just at the beginning of the year, but constantly throughout the year I'm evaluating how are those special needs children—that's why it's important to have that open line of communication with my special ed teachers. Where is that child progressing in the setting that he or she is in? And if they are not, then what else do we need to do? So it's also making decisions about the placement of those children. So when I place them in specific classrooms, because I try to group my children by their needs and their abilities, if something isn't working for them, what else can we do? What else can I do to assist that teacher. If a teacher comes and tells me I

need this, whether it's a specific supplemental materials, "I need this to help my children," then It's my job to look at my resources, to look at what's available to me so that I can put it in their hands. To make sure that they can proffer the curriculum for those children.

Interviewer: Are there specific leadership practices you have implemented that you feel have benefited your school as it relates to students with disabilities and co-teaching?

I think that one of the things that I believe that sets me apart, or at least that I believe is very important, is when you look at your special needs children that are accessing that standard curriculum, you have to make sure that they are getting the exact same things that your general ed children are getting. So just because it's in a co-teaching inclusion setting doesn't mean that, because they might struggle a little more, I'm not going to hold them to the same standards, or say like if I give you this set of supplemental materials for my gen ed class, I'm going to give it to my sped children as well. I think another thing is that those Sped teachers, which I think it is critical, are an integral part of that team. It's not because you teach the Sped children, you're going to water down the curriculum. No, you need to teach them the same way you would teach the gen ed children. Obviously, with maybe additional strategies, with more accommodations, but your expectations can't be any less than they would be of that general education child. So, I think what I try to instill in all my teachers, which is my view, is that all children can learn. And we're going to hold the same standards for all children regardless. We're going to meet you where you are, but we're going to make sure that we are always pushing you, to the best that you can be. And I think that that's critical in success, because if you believe in them

and you make them believe in themselves, they're going to give you that much more.

One of the other things that I do with my special education teachers that I also do with my gen ed, general education teachers, is we give progress monitoring assessments every so often, at least once every nine weeks, so that we can monitor the progress of the children. Every time that we give a progress monitoring assessment we sit as a grade level to discuss the data as a grade level. Where are we as a grade level? We look very strategically, not only as a whole group as to—they are not doing well in phonics, or they're not—we're looking at the specific standards that they are not doing well in. And then we address those as a grade level or as a class. I also sit individually with each teacher and we look individually at children. Not only at her class—first, we look at the commonalities as a grade level. Now what are the commonalities of the group that you have? Now let's look individually at children. Why is this child deficient in these areas while this child is deficient in these areas? Because you find a commonality in my class. 50% are low in, let's say... context clues—just to have an example. But specifically with this child where? You understand? What do I need done for this child? So we're not looking just as a class, as a whole, but individually, how can I help this child take it to the next level? So you're going from the global as a grade level, to a class, to specifically individual children. What is it about this particular child? Why can't I reach him? We look at the whole child. Is something going on at home? How can we help that? So it's really looking at the whole child and looking at individual children strategically to see where we can best meet them where they are at that point to help them continue to move forward. I don't know if I'm making myself clear. But to me I think that that is what sets

it apart. When you start looking not just in general at a class, but okay, this is a generality. I'm going to teach in general, but specifically how can I help them exactly where they are. How can I individualize it even more to each individual child?

Interviewer: How do you think your teaching staff have benefited from these practices?

I think that it has helped them to think a little more... what's the word I'm looking for...?

I think to be a little more analytical of even their own teaching practices. It makes them think about their teaching. Why is this child not getting it? Or why did they not get this concept? What was it I may have done or not done...? 'Cause what I try to have them reflect on is, okay, this child is having difficulty, but what else can I do? It's always about what can the teacher, what can the principal, what can we do to help them move forward? It's just not about "hey, he's just a low reader. He doesn't understand that."

Okay, we got that. What else can I do to help that child? And I think that these practices have helped teachers become a little more self reflective and analytical about the data and what they can do to help that child. Not just okay, this is the data and it's because this child comes from a low socioeconomic, he doesn't get support at home... Okay, we get all that. What can I do? Which is what I tell them. You can only control what we can do. So what else do we have to do for them? And again, I think that one of the things that I tell them is tell me what you need. I will give it to you. But once I give it to you, now you have to go with it. So, what are you going to tell your principal if they're actually giving you what you're saying you need? So, that's the role that I see myself in. I'm here to support you. Let me help you help them do their job. And I do feel that the teachers feel that too. They know that I will believe in them as long as they are giving

that hundred percent. And that I will do—and I'll back them up and I'll do whatever they need as long as they're giving that hundred percent. One of the other things that I also do with them is I have—I hire a lot of hourly assistants, where in the two hour block of the reading language arts and the writing, for 50% of that time, for an hour of that two hour block they have a second person in there helping with the small group differentiated instruction which I think they really appreciate it because when you have such a wide range of needs, it's always good to have a second person there just after you do your whole group, to pull back and to help. And in math I do the same thing. It depends, sometimes I have them there the full hour of math, sometimes I have them at least the thirty minutes which is when they can pull back and do differentiated instruction. So that's another support that I know that a lot of the teachers feel good about. That they have that extra help in there.

Interviewer: How would you describe the morale of your school?

I think the morale is high. I mean, like in every building you have—people tend—I noticed it a lot this year especially with the new [state] standards, there's a lot of anxiety, I think is what it is. But I think that for me, I believe my job is to be their cheerleader. And I'm constantly sending them thoughts of the day. I used to do it every day. It gets so busy that I try to do it at least twice a week. We send them a reflection with just daily reminders, you know, things that they need to do. But, along with the daily reminders, remember there's a faculty—remember we're covering this topic. Besides the nitty-gritty, I try to send them inspirational thoughts that feed their minds and their souls so that it inspires them to continue to move forward. At every faculty meeting I thank them

for the job they are doing. Because I know... you know it's tough. So I do think that overall it's high. It's like you said. The profession in and of itself brings a lot of stresses. But I do believe that in this building we are very positive with them, and I know that they feel that. And they appreciate that. Every once in a while I might buy doughnuts, and okay everybody has coffee and doughnuts. Or I might treat them to a breakfast, or to things like that. Just little things to let them know that they are appreciated. Also in my building since I have such a wide range of staff because I do have—my building is 50% of it is special needs children, the other 50% are general education children, but out of my 675 students I have about 320 that have IEPs. So that's a large number of children with IEPs. Sometimes there tends to be a "oh, you favor this side," or "you favor that side." So I always tell them we are a team. And we are not two schools in one. We are one school. So it's that constant team building and cheerleading for the teachers that I try to do for them. So I think that in general teachers do feel, you feel... you know...

Interviewer: What evidence do you have to support your view?

About the morale? I think some teachers when I send—I can see because when I send the daily thoughts, you always get a couple back that say, "Thank you, this hit the spot." Or, you get that response back so you know that it is reaching people just by little comments. Also, when I sit at the grade level meetings, they are not afraid to be open and to say, "This is what we need." There is always that caution when the principal walks in, but when I tell them, "Tell me, this is your time. Speak now or forever hold your peace," Somebody will always pipe up and say, "well..." in a respectful manner. And I think that—also my door is always open. So, anybody can walk in here and, by the amount of

people that walk in here on a daily basis, I know they have to feel that they can come and share what they—what they want to say. Some of them it's funny... because some of them will say, "I know you might say no..." but because I always tell them I can give you what I can give you. What you want may not always be what we can give you. But I think that I tend to be very open with them, and very candid. In the faculty meetings too, I tell them here it is. I don't hide the money we have, the money we don't have. I believe the more open you are... it is what it is. I'm here to help you, but we are all in the same boat. So I tend to—so, and again, some people, like in every staff, will feel it more than others. But I think everybody knows that if they really needed to come in here they could. I think the evidence is the amount of people that walk through this door every day.

Interviewer: How do you feel about your staff taking on leadership roles within the school?

Like I mentioned before, I think it's key. I think if they are allowed to take on leadership roles in decision-making, always within parameters, obviously, and within guidelines and within—just like with your students. But I believe that there's more buy in in what needs to happen if you are empowering them to be a part of that decision-making.

Interviewer: Can you give some examples?

Well, for example, with—I mean, throughout the five years I've always had this philosophy, but this year more than ever and even a couple of years back when we started with the common core in the lower grades, it was very important for me to ensure that they weren't just getting it from myself, the AP, the reading coach, the math coach, that

those grade level chairs, which really is their colleague, was also telling them “this is what we need to do.” One example, I had a kindergarten teacher come the other day and—because for whatever reason, you don’t have to site this in the study—that particular grade level it was hard to get them to mesh. You know, some grade levels will mesh better than others. My third and fourth grade teams are like glue. I mean, they’re [interlocks fingers to signal tight] and second grade is becoming more messy, but there are some grade levels that it just doesn’t click completely. And one of the younger kindergarten teachers came in and she said, “you know what Ms. Santana, Ms. So-and-so who has been here for so many years”—you know sometimes they become very entrenched in what they want to do—“She finally took one of my ideas.” And so that—what I’m trying to build in the sense of you guys have to share with each other. I allow you to share with me. Share with each other. It was funny to see that a first year teacher was feeling validated because a thirty year teacher was saying “Oooh I like what you’re doing, now I’m going to try it”—she herself was supporting her. So... I don’t know if I went away from the question. Tell me the question again.

Interviewer: How do you feel about your staff taking on leadership roles? And you were giving me some examples.

Okay, one of the other things we did is we established professional learning communities this year. So while the coaches had always been the ones that would deliver the professional development, in these professional learning communities the –we’re very small on the standard curriculum side in the sense that I only have three kindergarten classes, four first grade classes. There are some that are larger. So, it was difficult

because what we tried to do was a K, 1, 2 PLC because it was primary, and a 3, 4, 5. But you had limited amount of teachers. We also departmentalize so we had a cohort for reading and a cohort for math. So we had about 6 or 7 for reading and about 6 or 7 for math. But each of those teachers had to take on one of—we're discussing the gradual release. Like different strategies for gradual release. The gradual release model, where you are releasing, not just all teacher led, but strategies so that the kids can also guide their own instruction. Each teacher had to lead one of the one hour sessions and talk about what they are doing in their class and, and get feedback from the other teachers. It was very exciting to see them, teaching each other and how easily they took on the role and felt empowered, wow! You know, I can do this. The other thing was—the other example I saw this year was, every year fourth grade has been the one that does the writing. I have two fourth grade teachers that are excellent in teaching the writing. We were third in the district last year, which is huge knowing our population as well as the amount of special needs children that we have. So this year fifth grade had to take the writing test. But these fifth grade teachers weren't used to what you needed to do. So the fourth grade—she's not the grade level chairperson this year, she was the grade level person last year but she's my guru in writing—I told her now you have to help the reading coach because you're the expert in writing. Assist that fifth grade team. And so she took it on with a little trepidation. But then she flourished. She planned all the lessons for our Saturday writing academies. I facilitated time where the fourth and fifth not only—also with that fourth grade teacher I facilitated time for not only during the fourth grade meeting the fourth grade teachers met and talked, but I facilitated time with

fourth and fifth to kind of plan vertically in terms of the writing. So they—she helped with—this fourth grade teacher took on that leadership in the writing, and so that's just an example.

Interviewer: So, to what extent do members of your staff take on leadership roles?

Percentage wise or to what extent? I think it depends first on the grade level. Like I was telling you before, and in their own comfort level. So I can tell you that in third and fourth grade everybody wants to be a leader. But they, they'll say okay you take the lead in math, I'll take the lead in reading language arts. It's just the nature of that group. And it also could be in the way I've grouped them strategically because of the assessments and because of what has to happen in those grade levels. I think I would like to see more of it to be honest with you. I think it's always the same people. I don't know that it's any different at this school than at other schools that I've been at. It's always a group of people that are chomping at the bit to be those leaders, but those that take on the leadership roles will always tell you yes for whatever you ask of them. So, if I had to say what percentage of the staff takes on leadership roles, probably 25% of the staff really chomps at the bit to take on leadership roles. But I could say that another 25% would say, if you ask them, would you help me on this particular task, would also take on that leadership role. So it's about 25% that will always be front line. But there's a total of 50 that might say, you need help with this, I'll take it on. They're not always willing to offer their service, but if asked, they will stand up and take the lead.

Interviewer: Describe your relationship with your staff.

Uhhh... [facial expression indicates some confusion]

Interviewer: For instance, do you feel they have your trust? Do you feel they respect you?

I believe so. Respect was the first thing that came to mind. I try to make sure that I am fair with all of them. Everybody has the same expectations. Sometimes some of them will say “oh because they’re like your kids and you favor this one more than that...” It’s whether you may feel more drawn to certain people than others because of personality. I believe that the job of the principal is to be respectful and to be fair of everybody. And the same in return. So it’s my belief that the way you treat others is the way they are going to treat you. I try to establish a—just a relationship of mutual respect, like you said, and trust. And trust in the sense of the professional part of the job. Like if I’m telling you that I’m going to follow through with something, then I’m going to do it. And vice-a-versa. And I do believe that that exists.

Interviewer: And what evidence do you have for your response?

Well, again I think it’s—in the fact that—I just see it. If something needs to be done. If I ask them “this is what needs to be done,” they know that it’s not just coming out of the blue. That it is something that must be done because I follow the rules of the district. I follow protocol. And if I’m asking you to do this, it needs to be done. I think the other thing is, I’ve always told them I’m going to lead you up that hill. I’m not going to ask you to do something that I’m not going to be there to support you in completing. So if I’m asking you to make sure that these children have learning gains and that is what I’m asking you to do, I know there is that trust that if they feel uneasy about accomplishing that task because they don’t have something they need, they will come and tell me. And

that has happened many times. They'll come and they'll tell me "look this is happening. Can we do this? We think this is going to be better this way. Can we try it?" Yes, go ahead and try it. And so, that trust that I place in them, I think they're also trusting that they can come to me and be open with what they feel needs to happen and that they'll be supported.

Interviewer: Are you involved in the professional growth of your teaching staff? Why or why not?

Yes.

I am in the sense that when—and I know test scores aren't always everything; however, I think they are indicative of what is happening in that classroom. And also through my walkthroughs. Through just what I see. In my conversations with them at grade level meetings; in my observations in the classrooms, in looking at data. Student data. I look to see where the needs are. And then we plan professional development based on all of that put together. On test scores, on what I'm actually seeing in the classrooms, on what my coaches are telling me they are seeing when they go to assist, on what my assistant principal is telling me. Even we conduct surveys all the time with the staff, what are the areas that you feel you need support in, or you need professional development in. And we try to either have mini presentations at faculty meetings or actually hold professional development for master plan points for that.

Interviewer: Describe your decision-making process. For instance, do you involve others in your decision-making process?

Yes. I always involve people in my decision-making process. It also depends on the decision. If it's an administrative managerial decision, I will involve my assistant principal and many times my Sped program specialist. My Sped program specialist, while she is a teacher on a special assignment, she carries a lot of administrative decision-making as it relates to the Sped population. So those are really my two key people where it comes to administrative managerial types of decisions. Ultimately, I make the final decision. But I always seek input to make sure that I'm making a well-rounded decision. It's not just only what I see. When it comes to curriculum as it relates to the standard curriculum side, it's my assistant principal, my reading coach, my math coach. My Sped program specialist is more well versed on the modified curriculum, so I talk to her about the modified side, but when it comes to the standard curriculum side, it's more my assistant principal and my instructional coaches. From there, after we've talked about it, then I engage my grade level chairs. And we talk about decisions, things that we are thinking of and bounce it off those that are in the classroom. They are grade level chairs, but they are in the classroom. So we may have an idea as to what we think, then we tell them how do you think this would work out, before sending it out to the rest of the staff.

Interviewer: When making decisions what do you feel is your highest priority? Do you side with the greatest number of individuals impacted, do you stick to rules, or do you resolve in a manner that applies the golden rule-doing unto others as you would have them do unto you?

Well, I think it's a little bit of two of them. I really think you have to think of who's being impacted. You always have to have in mind the effect that it's going to have on the

group you are making the decision about. You also have to keep in mind do unto others, because you're not going to impose something on somebody that you yourself are not going to be comfortable with. For me, it's a little bit of a combination of the first and the last. The thing is that it's—for me, I don't just go down one route. I take the best of everything, in reality, if I'm going to be honest. I will follow rules. I will never throw rules out the door. Now, there may be some rules that you need to bend a little bit to still get to where those rules want you to get because you are dealing with a population that you have to go in this way instead of going straight. I don't know if I'm making myself clear. So I tend to think that I analyze all aspects before arriving at a final decision. So, first and foremost, I look at the rules. I look at the people that are going to be affected by that rule. Okay, so yeah... let's look at the rule. Let's look at the guidelines. Where is it that we need to go? Because I am a person that likes to be—that likes to follow the protocol and do what's right. But then I look at this group. How is it going to affect? I have to follow this rule, but if this group needs me to go a little bit out then I'm going to make sure that I'm making some accommodations so that they can get to where they need to get to, and also taking the emotional part of it as well. I hope I answered that, I know I went roundabout, but it's a little bit of everything. You can't just be black and white. Not when you're dealing with human beings.

Interviewer: What do you feel has been your greatest contribution to your current school so far?

I don't know. I think the fact that—now some people may disagree—I know that I am a person, and I'll be honest with you, that is very—I drive myself very hard because I strive

for perfection. But I do it on behalf of children. I think of these kids as my own kids, so if I want them to be here, what does it take for me to give them to be here. So since I set such high expectations, I think some people may be afraid that if they don't meet that expectation, that I'm intimidating in that sense. They may think that because, wow, because she wants to be so perfect we don't want to disappoint her. But by the same token, I think that a lot of people have seen we all make mistakes. And I say this all the time. I have fallen many times because I'm human. But I'm going to learn from it. I'm going to pick myself back up. So, I don't know, I think—and I'm going to go by feedback that people have given me. Some people will tell me that they like the way that I'm fair. That I follow through on what I say I'm going to do. So, I think in—the other day I had a teacher tell me you know what you're very by the book, but you also have that open side and that you wear your heart on your sleeve. I like the way she said that. You wear your heart on your sleeve and you say it like it is, but you also, make us feel like it's okay to come to you. And I think another thing that some of the teachers feel is that I trust them to do what they need to do. As long as they're doing their job. That it doesn't have to be just my way. You have to get over here, but they don't all have to go down this road. You can be creative within... [she outlines an area on her desk] and I think I've brought that to them. I've empowered them to be a little more self-autonomous. Listen, these are my expectations. You know where you need to go. I'm not going to micro manage you every step of the way. I'm going to allow you to make the decisions as long as you are making the appropriate decisions for children.

Interviewer: What is your philosophy of education as it relates to students with disabilities?

I may have answered that in another question, but I believe that... everybody... you can find a strength in everybody and maximize on that strength and help them move forward. I believe that all children can learn. That's my philosophy. All children can learn. And you need to—we, as educators, need to find a way of meeting them where they are at and giving them what they need to maximize on that potential.

Interviewer: To what do you attribute the success of your students with disabilities subgroup in reading?

First and foremost, I attribute it to that strategic analysis of the data and of what their needs are. And in challenging those student's teachers to self reflect on what is or is not happening in that classroom in order to make sure that those children make gains. And my emphasis to them has always been—and they'll tell you that, I'm not expecting you to get—let's talk about the FCAT levels, right? You have to be a 3 to be proficient. I'm not expecting you that all of these children reach proficiency, but I'm expecting every single one to make a learning gain. And so, again, the strategic focus, that looking at the individual child, not just children in general in that category, but individually at each student, meeting them where they are at, self-reflecting on what you can do to make sure that that child moves forward.

Interviewer: How would you describe the co-teaching model at your school?

The co-teaching model... we're very fortunate at XXXX. Because we have so many Sped children, so many different varying exceptionalities, that we—the funding

allocation of teachers to student ratio is lower with certain exceptionalities than with others. We have a lot of ASD students, the autistic population that we service in inclusion, in the co-teaching models, so that generates a little more staff than you would at a regular school that has a lot of maybe specific learning disabilities because it's a larger teacher-student ratio. So we are very fortunate that I'm able to have full co-teaching the entire day. Not just during the reading language arts block, or during the math block, which I have been at other schools but that's what I've had to revert to, is only during the reading language arts block and the math block because then those teacher maybe also have to do resource or assist in other areas. Here we're very fortunate that we are allocated personnel based on the exceptionalities that we service. So, is unique in that we can do that. So at my school, it is full co-teaching the entire day. And I think that is very beneficial because then both teachers feel fully vested in that class. And the kids don't see one over the other. They see them both as equal partners in that classroom.

Interviewer: Do you promote co-teaching throughout?

Throughout all the grade levels? Yes.

Interviewer: Why?

Because—and again, it is... what I tell my teachers in co-teaching, and when I choose who's going to go with who, I tell them it's like a marriage. They have to be able—it's difficult, it is very difficult because there's always one that wants to take maybe a little more control than the other person, but I'm constantly telling them it is co-teaching, co-planning, it's co-everything. You have to feel like you are the one that's going to do the

planning. It can't be one teacher did it and you just follow along. So co-teaching in an inclusion setting, since you have children that require more support, because a certain percentage of your class does have an IEP, I believe that that full inclusion is very important because you get—what is it I'm trying to say... you just, you don't feel disenfranchised. You feel that you are a part of that class the whole time. You are not just there just to support, you're actually teaching. I don't know if I'm making myself clear. You're not an aide. You are an equal partner in that classroom. And I think it's very important too because one of my... and it's something that I instill in all my inclusion teachers, the Sped and the Gen Ed both, those ESE children are in that class because the team has made the choice that they can be with Gen Ed peers the whole day. So I tell them, I don't want—I want to walk into an inclusion class and not know who is ESE because everybody should be—that's really what inclusion is—everybody needs to be doing the same thing. Obviously differentiated instruction, but sometimes some of those ESE kids may be higher than some of those Gen Ed kids in there, or may be stronger in this area than others and visa versa. So, I think that's why it's so important to have full inclusion because it has to be seamless. I don't know if I'm making myself clear, but it has to be seamless.

Interviewer: What changes have you had to make to improve the quality of the co-teaching program for students with disabilities?

I think we've had conversations as, within the two teachers, within the special ed department. Conversations about the role that each one of them plays in the classroom. And again, it's always coming back to the Gen Ed teacher doesn't just touch the general

education kids. The Sped teacher doesn't just touch the special needs kids. These kids are everybody's kids. So, I think it's just in conversation, in keeping people in check with what roles are in the classroom and making sure that they truly understand their roles. It's difficult because there's always going to be the alpha male. The person who wants to be the one that takes charge. And I get that. That's just in personalities. And it's—and that's okay too. If they are both in agreement and there is no arguing... sometimes it works that way. Sometimes this one says, "you know what, I'm taking on the reading. That's my love and I'm better than you at it and..." And they'll do that. For example, my favorite class this year I have a woman and a man. A female teacher and a male teacher. The male is excellent and very comfortable in math, while the female teacher is good in math, she says, "you know, I'm going to let him do the whole group." They both co-plan. Because I tell them even though one is going to take more of the lead, you both—it's always bringing them back to you both have to know exactly what's going on. It's not that I plan the lesson because I'm taking charge, because if he's absent you need to step right in. So there's always going to be that preference. Just like teachers that departmentalize. But I don't know... I think that this—and again, there's another group that I put together this year that I'm not too happy with. I thought they would mesh better. So I'm always looking at, again when I pair teachers together, I'm looking at what their strengths are as well. The third grader was great. I knew the female teacher is strong throughout. The male teacher is very strong in math. Brilliant in math, but the connection with the kids sometimes wasn't quite there. So in this particular case—and it's funny they knew each other from another school. They never co-taught,

but they knew each other. So they felt they had—they were both new to the building last year. They were in separate classrooms. They had expressed an interest. I also looked at expressing an interest in working with each other. So I think when I pair them together, I take a lot of things into consideration. I look at their data, how they do, the grade levels that I think they would do well with, but also in the expression “am I willing to be somebody that works in inclusion.” Because—and sometimes I will try to pair a stronger teacher with a teacher that might learn a little bit from this one or she might learn a little bit over here. So while you may be very strict and very good with keeping structure in the classroom, this one just wants to be their friend. But then they can somehow meet together, you know what I mean? Sometimes they’re both great, but, like in this particular case of the third grade team, sometimes she would scare the kids because she’s so [signals keeping straight path with her hands] and he was all over the place. They’re both great teachers, but there needed to be that middle ground. And it’s been working beautifully. The kids are doing great, so...

Interviewer: What have been your greatest successes with co-teaching?

Well, I just... I think the successes are... you have happy children that thrive because what better than to have two full time teachers in that classroom the entire time who are both on the same page. Obviously that has—so my greatest success is when you find a pair of teachers that can work together to support those kids equally. That create an environment in there that if they go to one and they go to the other, they are going to hear the same things. I just, I feel that they thrive. And I’m telling you, this third grade team I’m very happy with this year, so that’s a team I’m probably going to keep together.

Interviewer: And, what have been your greatest challenges with co-teaching? And How have you dealt with them?

I think my greatest challenge with co-teaching has been the mindset that I'm the Sped teacher so I deal with the Sped kids, I'm the GenEd teacher so the GenEd kids are mine. It's the challenge of understanding that the two of you, that there's not one that takes over the other. I think that's the biggest challenge, and I don't think that it's just me. I think it's throughout, because I've had conversations. It's ensuring that they understand their role. And their role is they're equals and they both have to put in the same amount of effort, the same amount of time, for all the children in that classroom. How have I dealt with that? Through a lot of conversations, through a lot of walkthroughs and feedback in the sense of what I see or don't see, and what I want to see happening.

Interviewer: How do you select teachers for co-teaching?

Well, again, a lot of factors. Every year I throw out there if there's anybody who's willing to be open to teaching in an inclusive setting. I also take "I'd love to work with this teacher," then I tell them and why? Why do you think that would work? Because again, you are not just going to work with a teacher because they're your friend. It's got to be, tell me what you would do together that would convince me. So, I put it out there. Who's open? Who's open to working with who? I will also make the decision based on who I feel will maybe—sometimes I may pair up somebody with somebody that I see potential with that needs maybe a mentor and that this one will rise to that occasion. Or if I see that they're both very good teachers but personality wise one may be too harsh on—so it's... First of all they have to be willing to do it. That's the bottom line. But I

also look at if the personalities will fit together and what is going to be best for those kids. And if I can somehow put a teacher that I see has potential but maybe just lacking maybe in classroom management and then I put this teacher that can help them, [claps with hands as if laying down the law] what better because they're with that teacher the whole time.

Interviewer: Have you ever encountered a situation where teachers are reluctant to co-teach?

Yes, I have.

Interviewer: How have you dealt with it?

Well, for that particular year that it occurred there was a lot of conversations, individually and together. People express "this is what's happening, this is what's happening [signaling from one side to the other]." I try to speak to them individually and then bring them together and kind of say, "look, this is how this person is feeling. This is how this person is feeling. How can we meet in the middle?" So again, I think it was facilitating what needed to happen for that year because I couldn't make a change. At the end of the school year, one person was adamant about, "I just don't feel comfortable. I know my personality. I would like to be alone." Then I didn't put them back in that situation, but once you are in that situation it's kind of like with children. You need to mediate. You need to say, "this is what we need to get to. What can you live with? What can you live with? This is what needs to happen. How are we going to, move forward for the sake of the kids?" And it fixed it. It does fix itself because they were both professionals. But I just realize that there are some people that just want to work by themselves and it was an

excellent teacher so I wasn't going to penalize her in any way. When she was by herself, excellent job. I thought she could have been a mentor, but that's not her nature. So... but at least for that year, it needed to work. And one ended up giving in to the other one taking a little bit more control, but they came up with what was going to work in that classroom on behalf of children. Again, I kept telling them, "you have to focus on what this class needs." And so it's just a lot of conversations.

Interviewer: How do you select co-teaching partners?

Again, it has to be—I look at teaching styles. I look at their personalities, their ability to collaborate, because there needs to be a lot of collaboration. And I also take into consideration those that are open to being in that setting, and in explaining to me why they see themselves being able to operate in that setting.

Interviewer: Do you elicit feedback from your co-teaching teams? If so, how?

I do through just informal conversations. I don't have anything formal on paper. But I do talk to them together and I do talk to individuals, for the sake of confidentiality. Just so that I can get their most, candid responses. So when I talk to them, together, we really talk more about just the kids and how they saw the classroom functioning. And then individually we dig a little deeper. How you feel about it? What would you like to see? Can you work with this person? And then we'll get together again. Really it's through conversations.

Interviewer: Have your co-teachers remained the same, or has there been turnover in co-teaching?

Well, I had one team that my first four years were together, but one retired and the other one took a leave of absence. She was pregnant. But that one remained together for four years. That was a very consistent group. In the others, in kindergarten I've had one for three years. The kindergarten team had a rough first year, but they've been together for two more after, so, they kind of worked it out, which was nice. They thought they could work together because they were friends. They saw that they were both very "I want it my way," but they've—they're both very seasoned veteran teachers. So they saw that friendship wasn't always... So they kind of learned to look at each other in a different light. Not just as friends, but now we are coworkers. How can we meet on behalf of these children? But that's been a success story because that was one where they wanted to [makes choking sign]. So that one's been three years. We had that other one that was four years. I have a new team this year in second grade, but they are two brand new teachers to the building. They have never co-taught. So we are having a little growing pains there, but they're making it work. I think the turnover has been because I've had teachers going on maternity leave so I've had to put different teachers in. But not... in the other grade levels, in third fourth and fifth—see my third grade teacher last year went on maternity leave this year, so I had to put somebody else in there. But I would say 50-50. Fifty percent of them have been for more than the two years, and the others are just because of different circumstances I've had to make changes.

Interviewer: How do you monitor progress?

In terms of student growth, in terms of...

Interviewer: Whichever way you'd like to discuss it.

Well, again whenever we do any progress monitoring assessments that the district gives, school base progress monitoring assessments, during weekly grade level meetings we have informal progress monitoring. How are the kids doing. Even with the writing. We don't have a formal, other than the pretest and the midyear test that we gave in January, in between it was really on a weekly basis. How are the kids doing? How are they progressing with their opinion based, with their...

Interviewer: How do you monitor progress in co-teaching?

In co-teaching, again, looking at the data. Looking how the children are doing. Having conversation with the teachers, individually, about the class and about the individual children.

Interviewer: Are you satisfied with the model of co-teaching implemented at this school?

Yes.

Interviewer: Would you change anything or modify it?

No.

Interviewer: What do you like best about it?

Well, what I like again about the co-teaching at this school is that it is full inclusion all day. So the children are getting that support, not only in the reading and math that their IEP states they need special, education assistance in, but they are also getting it in the science, in the social studies, and in their social and emotional growth because they have two people all the time that they can rely on.

Interviewer: Thank you.

Interview length: 1:07:13

Field notes:

The interview was conducted after school. The dismissal activity had already subsided when I arrived. The principal asked me to wait while she met with a teacher. Once she was done, she took me into her office that was located off of the main office. Her office was being painted at the time of the interview so shelves, boxes, and other items were piled up in the middle of the room. The principal's desk was towards one end of the room away from the area being painted. The painter worked quietly in the background and was discreetly in and out of the room during the interview. P1 was friendly and outgoing, with an assertive and vibrant personality. She spoke with pride about her students, teachers, and school. Her office was decorated with personal items and photos on the wall behind her desk and to the left. The other walls were bare due to the painting going on. While the office appeared chaotic, the section with her desk was comfortable and suitable for our conversation. She sat behind her desk, often leaning forward, while I sat directly in front of her on one of two chairs. P1 appeared relaxed and comfortable throughout the interview, responding with enthusiasm and providing details. While she spoke she used hand motions to emphasize the points she was making. The conversation flowed easily, at times generating laughter, as P1 candidly responded to the questions posed.

PRINCIPAL P2 INTERVIEW TRANSCRIPTION

Interviewer: Again, my name is Jeannette Tejada. Today is March 19 2015, and I am speaking with Mr. XXXX, principal of XXXX Elementary. This interview is being recorded. Do I have your permission to record our conversation?

Yes

Interviewer: Do you have any questions before I begin?

No

Interviewer: What is your highest level of education?

I have a Masters in counseling, psychology. And I have a modified Specialist in Ed Leadership.

Interviewer: How many years of experience do you have as a principal?

5 years as a principal.

Interviewer: How many years of experience as a principal do you have at your current school?

5 years.

Interviewer: Have you worked in other supervisory roles prior to becoming a principal?

Yes.

Interviewer: Can you give some examples?

Sure, I was an assistant principal at Homestead Senior High School before I was a principal here. Before that I was a district administrator. I was in the district office for four years and my position there was senior high school and adult education student services administrator. So I was over all the college admissions, graduation, Bright

Futures, Student Progression Plan for the high school. Anything that involved guidance and counseling, trust positions, CAP advising positions. I did all their trainings. I met with a lot of school teams and administrators. And worked with them on the details of having a strong counseling program.

Interviewer: And how many co-taught classes do you have at your current school?

Three.

Interviewer: And how many years have you had co-taught classes at your current school?

Since I've been here, we've had them every year. Five years that I know of.

Interviewer: Please describe your leadership style.

It changes. Year to year depending on what our needs are as a school. The last couple of years I've had to be more of a visionary type of leader where I feel I have to... I had to change direction. One of the things about education is that tests change. Changes often. The expectations change. And, the grades for the school, unless you're a really high performing school or a very low performing school, it's going to fluctuate. A couple of years ago when the, umm, criteria changed for the states... expectations for the results... we had a dip in our grade. So I felt that I really had to be the visionary leader of the school and talk about changes and talk about moving in a new direction. Change the culture a little bit more to a culture of learning. So, the last couple of years I've been doing that. I've been more of a visionary, but democratic style leader where I incorporate expertise into every decision. I'm not the militarily trained leader where I command and I preach all day long. You know, I know I'm not the expert at everything. So I incorporate a lot of conversations with those who are experts. I empower people. I give

people tasks and then I don't micromanage them while they are doing their tasks. I just spot check on them to make sure they are moving through our deadlines and ask them if they need any support.

Interviewer: What is your main focus or focuses as a school leader?

Well, definitely to be the academic leader. I believe curriculum drives everything. If you have strong curriculum in the school and you have strong academic results I think the majority of the other issues will take care of themselves. If the focus is on that, it minimizes the importance of a lot of the other details that sometimes hurt a school. But not at the expense of... not paying attention to the workers, the employees. You can have an organization where the... Give me one second (answers a 5 second call). So you can have a... you can have a school where the principal, his main objective is to increase the students' results, the performance of the school and forget about the most valuable asset that you have in the school, which is your employees. And we all hear those stories about those schools where they're all drowning in morale issues and nobody cares about their needs or how they feel about things. Everything is just crammed down their throats. "This is what you need to do and I don't care..." and it's all about student achievement. I feel that student achievement is the most important thing, but how I go about it as a leader is different than... not all... I mean, I'm sure there are a lot of other principals who have my approach, but some that you hear about. And those, we know who they are, right? And it's probably because of my counseling background, because before I was a downtown administrator I was a school counselor for 6 years at a high school, and before that I was a high school teacher for ten years. So I have 27 years in the system. I've

been around for a long time and I've worked for a lot of different kinds of leaders. And I feel the ones I always responded to the best were the ones where I felt least threatened by. So my style and what I think is the most important thing in an organization is if I take care of my people, they are going to take care of the kids. So that's the way I lead. You know, I do a lot of what I call pulse checking. When I do my walkthroughs I always check on the teachers to see how you're doing. It's not just to come in, and a "gotcha" moment: I'm here to watch you and make sure you're doing the right thing, and very stoically I leave the room. And then I call them later like in some school... and no I didn't see this... I always start out with pointing out the positives. I always pat the employees on the shoulders. How are you doing? How's the family? Because I really do feel that that's the most important thing. So, I may have a few teachers here who are frustrated. And those I always say, "I don't know how I can help you because I can't do more than what I already do to support you guys." But the majority of the staff here I feel really knows I have their back and that I support them. And I feel that that's, as a leaders, that's one of the most important things. If I have their backs, then they are going to have the kids' backs.

Interviewer: What do you consider your primary responsibilities or duties as the principal as it relates to students with disabilities?

Well, they are our most fragile students. Most of the time they are our lowest performing students with the greatest amount of needs. Not only educationally, but emotionally. So what I try and do is provide them as much support as I can as a principal by ensuring that they have the best teachers teaching them. And I don't mean the best data wise, but the

best all-around teachers. Because there are some teachers I have that are really strong with their data, but maybe aren't that nurturing. So I try and find the right balance of someone who is a really strong teacher curriculum wise and data wise, but has a really good heart and big heart. Because these kids generally are your most volatile. They're the ones who get the most frustrated. Because they're struggling with learning. And... the last thing that they need is a teacher standing over them giving them a hard time because they're not doing it right. And when I first got here I experienced that. There was a co-teaching group, two teachers who were probably two of my most militant teachers and I broke them up. I observed for a few months and when I realized it wasn't working, I broke them up. One of them is still teaching, but I pair her off with a really strong nurturing so that there's that balance in there. So I do feel that these students, need that to be successful.

Interviewer: Are there specific leadership practices that you have implemented that you feel have benefited your school as it relates to students with disabilities and co-teaching? Everything we do is covertly; it's behind the scenes. So I think just the combination of teachers that we have... the support structures we have in place to support these teachers... the meetings that we have... the counseling support that these kids have... the intervention support, we hire hourly interventionists every year to push in and provide support in the classrooms. In most classrooms, you'll have one teacher and then during the differentiated instruction time, which is usually the last 30 minutes of the reading or math block, or the first 30 minutes of the reading or math block, the teacher will break the kids up into three or four learning groups based on data. They'll do a round type,

circle type of routine where they'll meet with each group for maybe 5, 10, 15 minutes and then meet with the other group and then all the other groups are doing... one is doing the computer led center, the other is doing maybe a student led center... What I do is when I hire these interventionists, we focus on those general ed classes. So not only do you have the general ed teacher running a group, and the inclusion teacher running a group, but you also have an interventionist running a group. So, in these classes that's one of the structures we have, where the students are in there—I mean, the teachers are in there and the interventionist is in there all at the same time. You can walk into these classes and there's there three teachers in there, in those classrooms. So I think that's one of the support structures we have in place to support these students that I find works really well. Three teacher led centers going on at the same time.

Interviewer: How would you describe the morale of your school?

Morale is an interesting topic in most schools right now because I think morale is low in education all over the country. I think that teachers feel underappreciated. They get a lot of blame. When schools fail, it's the school that's failing, it's the administrator that's failing, it's the teacher that's failing. No one wants to talk about the community that that school is located in. You hear the news, you hear the politicians. Teachers are under attack. Schools are under attack. So, I think in general morale is low everywhere. So when I hear teachers talk about morale issues in the school I always ask them "well, is it the profession in general, or is it the administrative team that you are referring to, or why are you feeling this way?" And, most of the times they'll be honest with me and they'll say it's the general times that we live in in education. But every once in a while they will

tell me, “you know what, we are just frustrated because this is something you guys asked us to do and we don’t agree with it.” And we’ll talk to them about it. “What can we do to help? How can we support you?” So, I think.... I like to keep an open line of communication with my teachers because I need to know how their morale is. And I need them to know that morale is something that I feel is a priority. Because if they are happy, they are going to work well, and they’re going to want to come to work. We had, not to brag a little bit, but we had one of the highest performing schools a couple of years ago. We had one of the biggest jumps and not one person was on a support dialogue. A support dialogue’s an IPEGS function where you take your low performing teachers and you observe them, you put them on a support dialogue, and you support them for 21 days. And if that doesn’t work, then you move them to an instructional plan. It’s a process. And we were able to accomplish this without writing one teacher up all year. And I feel very proud about that. I don’t share this with too many people. Because I don’t know if people appreciate that because in this business a lot of the principals, especially region and downtown people, it’s almost as if there’s a push to write people up. And I’m of the opinion that I’m going to get more out of a teacher if I call them in and say, “look I don’t want to write you up, but this has to change. This is what I need from you...” Have conversations with them. And I always end by telling them “I want you to do these things not because you’re afraid that you’re going to get in trouble, but because you want to. So how can we get there? And you know, we have conversations. Because I think morale is really important. And I think morale kills a lot of these low performing schools. You have a lot of low performing schools where teachers hate their jobs. I

mean, Teach for America is an example, a lot of these teachers don't go into the profession because they see how the teachers are treated and micromanaged, and I don't think that's healthy. So morale is very important.

Interviewer: How do you feel about your staff taking on leadership roles within the school?

I encourage it. I encourage it. I need—I don't know everything. Like I said. So I really need them to take the lead on different things. I have reading experts who take on the lead with the reading curriculum. I have math experts, science experts. I have a teacher who when I first got here was a first grade teacher, and her dream was always to teach gifted. And she had gotten her gifted certificate and really wanted a chance. So I moved her into a gifted position and she did really well. But she was frustrated because we didn't have that many gifted students. We had 20 at the time. So I encouraged her to take the lead in our school to help bring up the gifted number. And she started talking to all the teachers. Started going into their grade level meetings. She started presenting at our faculty meetings about how to identify these students at an earlier age. And now we have about 55 gifted students in our school. And I always give the credit to her. She took this lead 4 years ago and our numbers have more than doubled. So that's one example of how important I feel it is to give teachers leadership roles within the school. I mean, at the end of the day, we all want to feel like we are adding value to the organization. So I always encourage it.

Interviewer: Describe your relationship with your staff.

That's interesting because it depends on when.

Interviewer: Do you feel that you have their trust? Do you feel that they respect you?

I'd like to think so. I leave here every day knowing that I did the right thing and that's important to me. And then in the evening I reflect on my day and how it went. And I recognize sometimes that maybe I have said something that I shouldn't have. Maybe I treated somebody incorrectly. Then the next day I always make it a point to catch them sometime throughout the day and talk to them about it. So, I do think that most teachers here feel that I respect them and I feel that they respect me. Because I think it goes both ways. In every school you are going to have a few who are frustrated. Maybe about several things. Maybe they didn't get their grade level assignment, and then maybe we have to have that tough talk with them. So they're going to be frustrated. But I think generally I built a rapport with them. I built trust with them. And to me, the most important thing I can do is build relationships with my staff. I'm not one of those disconnected type of individuals. You know me already and we kind of—I just met you and I just feel like we've shared about our families and I think that's important because I think at the end of the day, as human beings, we need—it's through the connections we make in our everyday lives where we feel that we are important and connected and valuable and valued and respected. So, I feel like I have a pretty good relationship with most of my staff here. There are some of those who don't want to have a relationship with me and I've picked up on that really early. Ok you know, they just want to have that business. Which is fine. I'm okay with that. But I do feel like I respect them. Do they respect me? I'd like to think so, but that's kind of hard to tell.

Interviewer: And what evidence do you have for your response?

Well, something like that is really hard to put on paper. Our data is one example. I think our school performs well because of the support that they get from us and how much we value them. The trust and the respect that is mutual between the administrative team and the staff. If you see our interactions... I mean, for me, I see it. Teachers come to the office here and they always make it a point to talk to myself or the assistant principals. You know, spend a couple of minutes connecting. Whether it's something that happened in their classroom or something that is happening in their home, we have that relationship with our staff, so it's hard to connotate it, but the evidence is something you know when it's there. And I know it's there, I mean I feel it with them.

Interviewer: Are you involved in the professional growth of your teaching staff?

Yes. We do have several PDs that we offer throughout the year here. And when we do offer those PDs, on PD days and sometimes during our teacher faculty-meeting days, they are presenting with them. I try to make it a point that they know it's important to us as a school to continue growing. And that it's important to myself and the assistant principals to be there when they are going through these trainings.

Interviewer: Describe your decision-making process.

(P2's facial expression shows confusion)

Interviewer: For instance, do you invite others to the decision-making process? Who?

Most of the time I do. Unless is something that... I'll invite—depending on what it is—if it's a budget issue, personnel issues, for the most part I make those decisions, although sometimes I'll consult with my A.P.s over budget issues just to make sure we're all on the same page with what we want to do with our hourly dollars or, a personnel decision,

if we want to hire somebody. If it's a curriculum issue, I'll invite my curriculum leaders, whether it's math, science, reading, I'll invite them to the table. But for the most part, the decisions that I make are made as a team.

Interviewer: Are teachers involved in the decision-making process and to what extent? To the extent that I don't pull them from the classrooms when they are teaching to help us make a decision. If it's something that we really need their involvement, we'll do it during the grade level meetings. We do it during faculty meetings. But for the most part, I have a pretty strong leadership team which consists of my two assistant principals, my curriculum coaches, which is my math and reading coach, and my counselors. So when we meet, we meet as a leadership team. We meet every Friday to reflect on how the week went and to talk about what we want to focus on for the next week. And in there, certain decisions are made, we'll discuss certain things we need to decide on.

Interviewer: When making decisions, what do you feel is your highest priority? For instance, do you side with the greatest number of individuals impacted, do you stick to rules, or do you resolve in a manner that applies the golden rule?

What do you mean the golden rule?

Interviewer: Such as do unto others...

Yeah, I mean I, you know I think it depends. Ask the question again, just to make sure I (makes hand motions)

Interviewer: When making decisions what do you feel is your highest priority?

Okay, number one, I definitely need to do things by the book. Because I don't want to get in trouble and I don't want—I love my job and I don't want to put anyone else in the

position where they are going to get in trouble, so I would never ask somebody to do something that's illegal or unethical. Number two, I do believe, from a spiritual sense, in karma. I do believe that, we are all interconnected and the decisions we make impact everybody and everything. We have to be careful how we make these decisions and what's the impact—to the child, the individual, the employee, the parent, the budget. You know, whatever it is. Everything is connected.

Interviewer: What do you feel has been your greatest contribution to your current school so far?

That's a tough question. Because this has always been a pretty good school. So I'm not going to sit here and act like I've changed the world here. I think just keep the ship going in the right direction and adjust when necessary. Put things in place. Address issues that I feel were lacking. When I got here, we didn't have a PTA. And I believe the community is very important to a successful school. We had a PTA, but it was a teacher who ran the PTA and organized the collections, which you know, there are some issues around that that are not appropriate. So I had to address those issues and now we have a PTA, full board, president, we have volunteers. When I got here parents weren't allowed in the building. I was really surprised because I have a kid who is now in elementary school and I know my wife sometimes goes on Friday and becomes the room mom, and helps out, and helps the teacher, or goes and sits and has lunch with my son. And I was really surprised when I got here—I think a lot of people overreacted with the Jessica Lunsford Act and they locked down the schools. We can't treat our school's like prison. I think at the end of the day, it's not really our school. It's the community's school. And

the parents really are the most important assets that we have here and if we alienate them, we are sending the wrong message. So I opened the access to the parent to come in, to volunteer. Of course, we did it by the book. We made sure that they had all the necessary clearances. But right now, we have on any given day, 10 to 15 volunteers who come and they help out in the front office. They help out in the classrooms. They help out in the cafeteria. They're room moms. They're teachers' aides. They help them out with the photocopies and different things. And I know the parents appreciated that because they've shared that with me. They feel like they are part of the school now again. So I think that's important. And then the other thing is just to keep the focus on student achievement. To prioritize student achievement and ensure that we keep moving forward with all the changes that come to us every year.

Interviewer: What is your philosophy of education as it relates to students with disabilities?

I think that they are in a position now where their disability has been identified at an early age and in an educational setting and our goal is to ensure that when they leave school, they're able to mainstream into society. So we need to give them the necessary tools so that they can be successful. Because the world isn't a resource, closed setting. I heard one of the presenters say we don't have SPED gas stations, you know, or SPED work places. They need to be able to integrate into society. And, our philosophy here is to provide as much inclusion as possible. One of the changes I made when I got here was to remove resource in grades 3, 4, and 5. We don't have resource setting in 3, 4, and 5. And that was met with a lot of resistance at first. My SPED chairperson, who is also my

union chairperson was not very happy about that and wrote all kinds of letters and emails to a lot of people downtown and at the SPED offices. “How could we not provide resource to these kids? They need resource.” But we’ve been able to—we provide resource at an early age, k, 1, and 2. Which is the foundation. We feel that’s important to have these students and really just work with them on a smaller group. But as they move to grades 3, 4, and 5, since the majority of all of these students are going to count for all of our test results, we need them to perform just like everybody else. And we need to prepare them for middle school. So we—my opinion is that we would be doing them a disservice if we alienate them from the rest of the school. So we integrate them as much as possible. They are in an inclusion classroom where I try to keep my numbers low. I have co-teaching in there and the numbers rarely get over 25, 27 kids. I keep it low. And it works well. I have a general ed teacher and a SPED teacher in there. And, the SPED students don’t know who the general ed students are and the general ed students don’t know who the SPED students are. They’re all together. And even in the differentiated instruction time frame where the students are grouped by data, we use a lot of different data points to group them so it isn’t just their exceptionalities. And that helps because these students, as they get into middle school they are going to have to deal with a lot of inclusion classroom in middle school as well. So we prepare them. And they get their— one of the battles we fought at the beginning was, well how are we going to give them the needs that they need as resource students where they need more individualized attention? And we do that because we keep the numbers low. Because we provide interventionist to go into the room and run small groups. We have three teacher led centers at the same

time going on for a big part of the day. So they get their resource needs met. And the SPED office came and visited our school and wanted to know what was going on... And you know, we had to go in this direction because, of a lot of the testing changes and budget changes. Philosophically I felt it was the right move and it worked out great. And now we get used as a model sometimes when the SPED experts present to other schools. They say well XXXX school can make it work, you guys should be able to And I think that the kids flourish in that type of an environment.

Interviewer: Ok. What do you attribute the success of your students with disabilities subgroup in reading?

The extra intervention, push in support. I feel that made a big difference. Those students—We use a model, I'm sure you've heard before, called the gradual release model where right when the students arrive they have a bellringer, exercise, or benchwarmer, however you want to call it. They do an exercise right away that's up on the board and then they move into the teacher teaching a whole group lesson while one teacher is walking around ensuring everyone is on task. But then they quickly break off into smaller groups and they—what we call the release time where the teachers are working—one teacher's working with a group of students of 5, 6. The other teacher is with the other group and they are rotating. And the last 20, 30 minutes when they break off into their DI time the interventionist comes in and they push in and then they run an extra group. So I think the smaller group interaction works well. Of course, we use, like all the other schools, we pay attention to the data, how they're progressing. We analyze their mid year, we analyze their iReady data now, which is popular in the district to see

how they are progressing. And during the differentiated instruction timeframe they are actually not doing anything related to the whole group lesson or the release lesson. It's more on a previous lesson they didn't get. So they are being reinforced that lesson during that time frame. That way as we progress through the curriculum, they don't miss out on previous lesson and they are able to spend that extra time catching up.

Interviewer: How would you describe the co-teaching model at your school?

How would I describe it? Well, It's an inclusion setting, officially. I would describe it as a model that should be a model for other schools. We keep the numbers small. We have strong teachers in the room and we provide push in support. We pay attention to the details, the data details. And... I just think it works. I mean, I don't know how to better describe that.

Interviewer: Do you promote co-teaching throughout?

In the non SPED classrooms, no. I don't necessarily think that that's a good thing?

Interviewer: Do you promote it throughout your building in the sense of co-teaching as we described...?

Oh, do you mean the inclusion type of co-teaching, do we promote it? Like celebrate it?

Interviewer: Are you hoping to spread it, or...

If needed, but you know, we have all of our—like when the students move from second to third grade, and they leave—K, 1, and 2 we don't do inclusion. We don't do the co-teaching. We do the pull out resource model. We either do the pull out resource model, or the students do the consultation model where they are mainstreamed already and they are really just monitored by the SPED K, 1, 2 teacher who teaches the resource

classrooms. But when they move from 2nd to 3rd, we adjust their IEPs. Make sure that we meet the guidelines of the law, and they move either into a consult setting where they are mainstreamed and just consult in the regular general ed classroom with a general ed teacher and no co-teaching model, or they are in that inclusion classroom. So we adjust their IEP to move them from resource to inclusion. And that's usually the year where a lot of parents are concerned. "My child is not going to be able to be successful," but it seems to work here. So I don't think it really need to go on into another grade. I think the model we have is working.

Interviewer: What changes have you had to make to improve the quality of the co-teaching program for students with disabilities?

I've adjusted the teachers through the years. I think that good teaching makes all the difference. And the right teacher makes all the difference. As I mentioned to you a situation when I first got here where I had two very strong personality teachers in the classroom, and I saw the results of that. If you read the research, there is a connection between how comfortable students feel in the classroom, how safe they feel to ask the dumb questions, to be themselves, to connect with the teachers. I think that's important for the students. And I had one grade where I had two very strong personalities, military type teachers, in the classroom where at any time you walked in, the students sometimes where turning around facing the wall. They couldn't even talk. It was really uncomfortable. I would go in there and my knees would shake. It was that tense in there. And you saw the data. The data was weak every year. So, I broke that partnership up. The general ed teacher is now teaching another grade. General ed. She's not in the

inclusion model any more. The other teacher was one of my special ed teachers who's only certified special ed, so I had to keep her in special ed. But I paired her up with somebody who they balance well— very strong teacher but very nurturing former, kindergarten teacher, who really went in there and took care of the social emotional needs of the kids. She's rubbed off on the other one because the other one has soften up now. Between the two of them, it's just a great partnership. I had a couple of retirees in the last year that were SPED teachers also. So I've replaced them with a teacher from the staff who I just felt would work well with that group. It's not always a perfect science; It's sometimes, it's just a guessing game. But you kind of get to know your staff after a few years and you get a feeling of what would work well together as far as the partnership. Right now I feel we have good partners.

Interviewer: What have been your greatest successes with co-teaching?

Well, I think the first instinct would be to say data, right?, because our data looks good, but I like to also look at something that has no data points which is parent involvement, and parent complaints. In my first year here it seemed like every other meeting in my office was a parent concerned about their child in an inclusion class where the teachers weren't meeting their needs. And I rarely have those any more. I have maybe three a year now, with the parents. AT first also the parents didn't want their kids in the classroom with special ed students if they were general ed students. And they would come in and fight, "no I don't want my child around those kids." I don't get those anymore either because it's just been... it's an environment where the special ed students

are not really highlighted. So everyone kind of blends in together, and it's a high performing class. You don't get the parents coming in complaining about their child being... they don't even realize it for the most part that their child is in that class. They just know that they have two great teachers and they're working with their kid.

Interviewer: And, what have been your greatest challenges with co-teaching?

As I mentioned, at first it was moving from the resource in grades 3, 4, and 5. We had a resource class and an inclusion class and we eliminated the resource class. So my biggest challenge was trying to convince the special education teachers that these kids will perform well in an inclusion setting and buy in to the fact that this is the right thing for the child.

Interviewer: How do you select teachers for co-teaching?

It's a feeling. There is no other way to really explain it. You obviously want strong teachers but it's just a feeling with, you get to know your staff and you get to know who would work well together. I try and combine teachers who seem to have a relationship, a strong relationship. Because I think they'll work better together. My fourth and fifth grade this year are different than last year because my fifth grade teacher retired and my fourth grade teacher is teaching a different subject this year. So I paired them up in a way that I feel it would work better because they have a relationship outside of the school. When I mentioned it to both of them, "hey, how do you guys feel about working together next year?" last May, "oh that would be great. We talk on the weekends anyway so it would be great." Their class is amazing now. You walk in and those kids are happy.

Parents are happy. They are really learning well together. The teachers are happy. It's just a good environment. And then my fifth grade, I had a retiree who retired this past year. So then I brought up a kindergarten teacher who has SPED on her certificate, who had taught SPED resource the first year I was here and, when I eliminated the resource, she became a kindergarten teacher. She's glad to be back in special education. She's the special ed teacher in that fifth grade class. She gets along really well with that fifth grade general ed teacher. The connection there you can see and it just—it works well. And the other thing is, I don't know if you've asked that question, but I probably should mention this. The way we have our inclusion class is it's not a self contained class all day long inclusion class with... these kids are with the same two co-teachers all day long. It's a little different where the special ed teacher teaches with a general ed teacher for reading, language arts and writing, in the morning. And then that group goes to a different teacher for math, science, and social studies in the afternoon. And the special education teacher travels with those kids. So we really don't just have the two partners in each classroom. We really have three because there's two different groups of teachers that they work with. And they are able to plan better that way. Now with Common Core, I felt it was better to departmentalize that group, as opposed to just have them self contained all day.

Interviewer: Have you ever encountered a situation where teachers are reluctant to co-teach?

Yeah.

Interviewer: How did you deal with it?

I didn't put them as co-teachers. I mean, the bottom line is they're not going to do well if they really don't want to be in there. So, unless I felt really strongly about them doing it and try to convince them, which I think I did with one teacher about three or four years ago, I just didn't do it. I like to poll the teachers. Last year, I had to make two adjustments and the teachers were excited from the start.

Interviewer: How do you select co-teaching partners?

Well, you know, as I said it's just a feeling. When we look at the schedule we are fortunate and unfortunate that we have such a large school. So I have in every grade level 8 to 10 teachers to choose from.

Interviewer: How do you determine who will co-teach together?

I try and look at the combination of personalities, how they'll work well together. And I look at their openness to working with these kids, in this type of a setting. Which is different. Not a lot of teachers want to co-teach. And not a lot of teachers want to be the general ed teacher with a special education class. It's sad, but so you try and find your group that will work together well and wants to work with those kids because they'll pick up on it right away if the teacher doesn't want to work with them. And I wouldn't want to do that to those kids.

Interviewer: Do you elicit feedback from your co-teaching teams?

Yeah. We have SPED meetings here. Not routinely, but as issues come up, and we talk to them. We had an inclusion trainer came in last year from the district and came in and worked with them to strengthen the team. To strengthen the delivery of instruction. She came in and we had a—during teacher's work days and faculty meetings times we met as

a team. All general education teachers and the special education inclusion teachers, we all met as a team and we round tabled about what's working in one room and what's not working in the other room. I had them do a lesson study. I don't know if you are familiar with lesson study. I feel my strongest team is my fourth grade team right now. So I had my third grade team, they all put together this lesson study group and then I had them observe each other to see how it worked.

Interviewer: Have your co-teachers remained the same, or has there been turnover in co-teaching?

Yeah, there's been turnover. Not many. Retirement was one of the turnovers, and the other one was burnout. One of the teachers expressed burnout to me and wanted to go back into a general setting. So we did. So we probably had, I guess, a normal amount of turnover.

Interviewer: How do you monitor progress?

Data.

Interviewer: Are you satisfied with the model of co-teaching implemented at this school?

I am, yeah. I'm not satisfied with the results of all of them, and I'm not completely satisfied with all of my grade levels. I mean, there's one in particular, third grade, that I'm concerned about.

Interviewer: How would you modify it?

I'm considering—I haven't shared this with anyone yet, except my assistant principals—but I'm considering making a switch next year. I'm considering having my third grade special education teacher who's in that model, that inclusion model, next year do k, 1,

and 2 resource. Because she's the one who has always said resource is better and we should do resource. But she doesn't want to work with the younger kids. So I may have to make that decision. You don't like this model but you want resource so you're going to have to work with the younger kids. And then my k, 1, and 2 resource which you met a little while ago who has a bubbly personality, great lady, great teacher, phenomenal, kids love her, parents love her, really pushes these kids to greatness... She wants to go into a general ed—I mean third grade inclusion. So I think I'm going to flip them next year. So we are just constantly tweaking and adjusting as necessary, when necessary.

Interviewer: Thank you very, very much for participating in this interview. It was a pleasure.

Interview length: 45:27

Field notes:

The interview was conducted late morning during the school day. P2 indicated that it was a good time because the morning activity dies down, allowing for a calmer time for the interview. There was light activity in the main office as the staff addressed a parent and two teachers that walked in with inquiries. The principal introduced me to the office staff and cheerfully welcomed me into his office, located at the back of the main office. P2 was friendly, welcoming, and very engaging. We spoke about our families and current jobs for a few minutes prior to beginning the interview. He showed me pictures of his family and shared stories about his children. The office was small, with a desk in

the center and shelving on the walls. It was decorated with personal items and family photos. As we spoke casually a teacher walked by his office stopping to greet him with what appeared to be affection. He paused our conversation, stood up and proudly introduced the teacher to me, stating that she was an excellent teacher. The interview took place at his desk. He sat behind the desk while I sat directly across from him. P2 appeared comfortable and relaxed sharing his experiences. He spoke with pride about his teachers, students, and school as a whole. His demeanor appeared to be one of pride and enthusiasm for his school and position as a principal. He smiled often and gave the very appearance of an approachable individual.

PRINCIPAL P3 INTERVIEW TRANSCRIPTION

Interviewer: Again my name is Jeanette Tejeda. Today is March 18, 2015 and I am speaking with Ms. XXXX, principal of XXXX Elementary. This interview is being recorded. Do I have your permission to record our conversation?

Yes.

Interviewer: Do you have any questions before we begin?

No, it's fine.

Interviewer: What is your highest level of education?

Ed Leadership at the University of Nova.

Interviewer: How many years of experience do you have as a principal?

I was a principal for five years at another school and I've been here for 12 years. It's like 17 and almost 18 years as a principal.

Interviewer: And have you worked in other supervisory roles prior to becoming a principal?

I was an assistant principal before that and then, as a teacher, I had different roles that they always assigned me to. But as principal, committees that they asked me to be in, Title I task force, and those kinds of things.

Interviewer: Teacher leadership was in high school, middle school or elementary?

Elementary school.

Interviewer: And how many co-taught classes to you have at your current school?

Co-teaching? We have one per grade level, in every grade from kindergarten to fifth grade.

Interviewer: And how many years have you had co-taught classes at your current school?

We've had it approximately maybe 8, 9 years.

Interviewer: Please describe your leadership style.

My leadership style...well I have an open door policy. Usually I don't take appointments if... if I have a problem going on, I try to deal with it as soon as possible. I like to turn off the fires as soon as I can before it gets worse, so my teachers know that unless I'm very busy they can always request to see me. If there's a parent that needs me, they know that they can come in and request and If I'm available or if they have to wait a few minutes I ask them if they can come back later so that they won't have to wait. But, usually it is just an open door policy. You come in when you need me.

Interviewer: What is your main focus or focuses as a school leader?

I think as a school leader you have to be visible. You have to be in the classrooms. You have to be out in the entrance of the building when your parents are coming in with the kids. I mean, you have to be available. You can't be someone that is in your office all day doing paperwork. Because, as a leader, you have to be out there dealing with the public and letting the kids see you and letting the children know that they can come with any problems at any time to talk to me. They don't need to be afraid to come and talk to me or share something that's happening in their lives or in school or wherever. I like to get their input and they like that. So, every week I have kids coming to give me suggestions of what we should do and things that we should do to the curriculum or just whatever they want to. They know that their input is important. Whether it might seem silly to us. But I try to make it seem important to them as well as the teachers. I like to

get their [the teachers] input and, they can come and talk to me about things that they don't feel is right and then we talk about it. And when they come with a problem I usually say well what is your solution to this problem. Let's talk about what you think should be done. I find that that works better and everyone's happy, because they get their input. It's not a dictatorship. This is how it is. That's not my style.

Interviewer: What do you consider your primary responsibilities or duties as the principal as it relates to students with disabilities?

Well, I want to make sure first of all that they get equal rights to everything that the regular kids get. So, whatever activities go on, they're included. If there's honor roll they're in the front seat, waiting to be called as well. We call them up and include them in every activity that happens in the school. We have children in wheelchairs playing ball outside. I mean, if they can do it and they want to do it, they are allowed to do it. We have... if the teachers feel that they can go in to a regular classroom and work with the regular kids certain times of the day even if they're TMH, or whatever, they can do that. So, we like to get them involved and let them feel that they're important. And, no matter what their disability is, we make them feel that they can always do better. It's part of the self-esteem. We work on their self-esteem. And, it seems to work. When they believe in themselves and that they can do something it's usually a positive outcome for them.

Interviewer: Are there specific leadership practices that you have implemented that you feel have benefited your school as it relates to students with disabilities and co-teaching?

Is there... [she motions for clarification]

Interviewer: ...Specific leadership practices that you have implemented.

Like I said, I like to get input from the children, from the teachers, from the district, get ideas from other principals of what is going on in their schools. I mean, I like input from all over. I don't think I know it all. And, it's difficult sometimes when you try to do things on your own. So, I get input from specialist, from parents, from the teachers themselves, and they come and we work together in committees. I try to include everyone that I can in decisions that are being made. My counselor is very important when it comes to children with disabilities. She gives me a lot of input. The teachers themselves. I asked them what would you like to see happening? And we have very dedicated and wonderful teachers here. So, their input is very important to me. And they're, bottom line, they're the specialists in their careers. So, they know what's best for their children and what kind of children they have too. So, they like to give their input and we work together on that. I think that's what makes it successful.

Interviewer: How do you feel that your teaching staff has benefited from these practices? I think that we're like a family-oriented kind of school. People that come here always tell me, "When we come in here it seems like, we feel so comfortable. We feel like we're right at home." We have parents that want to visit classrooms with children with disabilities because they have concerns and they're worried about their child. We let the teachers know they're always opening their doors to parents to come and visit and come and see what we're doing. I have other principals calling me. "What are you doing over there that everyone wants to go to your school? You're stealing my kids." So, I think that that makes it positive. When they feel that they're being successful, and then it rubs off to the children. Because then they feel that they can be successful as well.

Interviewer: How would you describe the morale of your school?

I think we have a very positive environment. Like I said, teachers help each other. They work like for example... The regular Ed. teacher invites to children for...with disabilities to come and do activities in their classrooms. And they make artwork together. The Art teacher includes them with their regular classes, and they work together. We have children helping them. We have Future Teachers of America kids. And they go in there and we have activities. When we do a show, they get up there to dance and we have regular kids dancing with them in the same show. So we include them in everything. And we work together with everything. And even the regular kids here, they are, I think, they have the exposure of being around kids with disabilities and for them it so normal because they are everywhere. They're in the lunchroom; they're in the playground with them; they're in art with them. They see them as just somebody else that just needs some help. You know what I mean, we have children with wheelchairs in our classrooms. And we have kids who need help and we get a partner to help them. We have a lot of ESOL students too, so the disability children and the ESOL students, they work together too. I don't know English, but you know English... maybe you're not so good in your work but you can help me with my English. That kind of thing. And they feel good about themselves. It's the one thing that they're good, they can communicate and help somebody else learn to communicate. That's the program that we like to use.

Interviewer: How do you feel about your staff taking on leadership roles within the school?

Well, we have leadership committees, we have all different kinds of committees going on with where there's a lot of teachers that have leadership roles. They sign up for the committees they want do, or the projects that they want to work on, or the grants that they want to write. There're leadership roles in every aspect of our schools that all teachers participate in. They like that because they are involved.

Interviewer: Describe your relationship with your staff.

With my staff, I think that I'm a family-oriented person and I think that they are not afraid. They've told me, "I've worked in other schools and, if I need to leave because my child has a fever I get frowned upon and I get... they make me all upset because I'm missing. And, you're very understanding. I think because I had four kids of my own when I was the teacher, and I know all the struggles I went through, that I understand a lot of the family problems that teachers can have. And they know they can come to me and... I think that my role as a leadership could be even sometimes I feel like I'm a counselor or a psychologist, or... I have so many different roles because people come and talk to me about their problems, personal problems or classroom problems. Because, bottom line, if the teacher has a lot of personal problems sometimes they bring them into the classroom. So if I can help them in anyway solve some of their other problems, they are going to be better teachers. So that's how I feel. And they know that. And we work very closely together with teachers to help each other.

Interviewer: So, do you feel that they respect you?

Yes, definitely.

Interviewer: And what evidence do you have for your response?

Well first of all, the survey that they do. It's anonymous. Always comes out very good. Besides that, I get along very well with my UTD Steward. We have a wonderful relationship and I worked together with her also making sure that everyone is happy and satisfied. Sometimes she'll come and tell me, "well, this is going on and a few teachers are a little bit worried about this or upset about this," and then we bring it out in a faculty meeting and we work it out and, we talk about things. So we try... sometimes you can't please everyone. But, basically they know that if there's a concern and they bring it up, we work on it. My assistant principal has the same philosophy that I do. We are people persons. And, we not only work with our community very well of parents, but we also work very well with our teachers. And, I think that it shows by the positiveness and the aura that the people that come in here perceive. And, we have people from the district that come and work with our teachers in math for example, and she'll walk the building and she'll say, "You can tell everyone helps each other and they share their lessons and they work together and they plan together." Even though each teacher is unique in their classroom with their children, they plan together and then they adapt their plans to their own students, which I think is important. Because you can't have one plan for every single classroom because they're all different. Some might be an ESOL class, some have the gifted, some have the children with disabilities, co-teaching. So even though they plan together the same activities, then they modify the plans according to the kids that they have in the classroom. In order to be successful.

Interviewer: Are you involved in the professional growth of your teaching staff?

PD is a very important part of their professional careers. And there's always something new going on that they always have to have training on. Now with the new test and the new way of doing everything, the teachers I think in every school are so concerned of the new tests and the way that they have to test the children. Now a lot of things are online. And they are concerned about the kids knowing how to go on the computer and taking the test correctly. It's always something that they can always improve. No teacher can say, "I don't need to take PD" because there's always something new and personal growth, for them, is always so important. Especially now that their salaries are going to, in the future, be tied into their student achievement. And it's very important that their students do the best that they can. For their own careers, that's important.

Interviewer: Describe your decision-making process.

Like I said, there are times where I have to make a decision myself. But, most of the time, I would say, I include my staff, or I include committee, or I include different important people from the community. So, I like to get the input from everyone before I make a decision. That way they can't say it's your fault, you made this decision by yourself. This way we all decided to try this. And if it didn't work out, it's a learning experience. We will try something new. We'll see if it didn't work out. Like we have different activities, like tutoring that we used to do on Saturdays, or certain programs that we use for tutoring. And a committee would get together and decide which materials to use for the tutoring. If it didn't work out, well, it wasn't one person that picked out the materials. We all decided that we liked it. If it didn't work out, or if it did work out that's great, but it's not the one person making the decision. Bottom line, the last

decision, the last person to decide whether or not to do something would be the principal. But I think that in a leadership style when you include the people that are going to be affected by your decision, I think it works out better.

Interviewer: When making decisions what do you feel is your highest priority? For instance, do you side with the greatest number of individuals impacted, do you stick to rules, or do you resolve in a manner that applies the golden rule-do unto others?

I think that, in making decisions did you say?

Interviewer: When making decisions, what do you feel is your highest priority?

I think that it's important, bottom line...sometimes you have to think of...I think of my students, what's going to benefit them. Sometimes I want to try things and the teachers don't want to try it. There's one teacher that doesn't want to try it... like looping... or keeping—we have a program that we've tried where we've kept the children with the same teacher for two years in a row and there's also teachers that we've tried that will teach like...one teacher will teach the math and another teacher likes reading so she'll teach that. Some teachers don't like that. They want to teach you everything themselves. Bottom line, I have to make the decision on what's best for the students. I have to think first of them, and also make sure everybody is happy. Like I said, you can't always make everybody happy in your decision-making. So you have to think of what's best for your kids.

Interviewer: What do you feel has been your greatest contribution to your current school so far?

Let's see, I've been here for 12 years and I've seen how the community has changed. And when I first got here, there was practically one percent parent involvement. And I think that now I'm very proud to say that we have a lot of parents that are involved. We have parent trainings. We have all kinds of activities going on for them that they participate in with my CIS, which is a Title I person in charge of dealing with parents. But, I used to have an evening of some kind of parent activity and I would have five parents show up. And now we have Cuban crackers and cream cheese, and cafecito Cubano, and we have 50 people, 60 people, so that is good for the school. So we're very happy. We have all kinds of rewards for parents, volunteers, people from the community that come. So I think that that's one thing that I've seen change. And a lot of our parents don't have a lot of English, so we have programs for them in Spanish. We have like testing training for them in their own language, or we have classes to learn English. And we invite them to come and learn English and it's for free. And the Title I program is excellent because it gives us the funds sometimes for those activities.

Interviewer: What is your philosophy of education as it relates to students with disabilities?

Like I said, with students with disabilities they have to believe in themselves. And I have a very positive environment for them that they all can improve and they all can do something. Like I had a little boy that last year was walking and this year he is in a wheelchair. And he was shutting down. And... I had a talk with him. Because the teachers...the teachers treat them like they were any other child. They don't care if he's in a wheelchair, he still has to do his homework. And so I called him in and I said,

“What’s going on with you? You’re not doing your work. Your teacher reported that you’re not doing your work.” They sent him down with two others that didn’t do work. When they left and I asked him, he said “I went on the Internet and I saw that people that have what I have only lived on until they’re around 25 or 30. So what’s the point of doing homework?” And so I looked at him and I said, “Because, you just said it. How old are you now? Nine? Well, if they live until 30, or 25 or 30, look how many more years you have for somebody to research and find a cure for what you have. And then they’re going to find a cure for what you have 10 years from now and you’re not even going to have an education because you quit. So that’s why you need to keep working hard. Because you never know. They can find a cure for what you have and then you’ll be one of the smartest kids. Because your brain is fine right?” “Yes...” “You have a better brain than a lot of kids that are around, right?” “Yes.” “Okay so let’s get to work and do your work.” He’s a straight A student. He’s trying hard. He’s very smart. He went in the computer for real and he looked up all his, what he has and everything, without telling his parents. So those are the kinds of things that if you can make them feel that they can achieve, they will achieve. And they will do better. And we have our teachers, when you go in there, even the TMH kids, the educationally challenged kids that we have, when we go in there, it’s incredible. The teachers will teach them like they are going to learn. And they do. Because if you treat them like, “Oh, they can’t learn this,” and just give them the easiest thing because they won’t be able to do it, then they won’t do it. And they won’t improve. And it won’t be a challenge for them.

Interviewer: To what do you attribute the success of your students with disabilities subgroup in reading?

Years ago, we had a program where it was called pullout. Those children would be pulled out, the children with disabilities from the regular classrooms. And they would go with the teacher. And the teacher would have two and three different grade levels together in one group and they would teach them there. And then they were...from there... the regular classroom kids would, “oh, the LD kids, they’re going to their LD class, the dumb kids” and this and that. So, to me, the inclusion, where they will stay, the co-teaching, and they would stay in the classroom, and the co-teaching teacher would come in and work with them in the classroom, with the teacher there teaching. And they would work with the kids without pulling them out. And, if they had a question right there and then, they could be helped. And also, the teacher in that center, she pulls out not only those kids, but some of the other kids that are not learning disabled children that need help. So she pulls them together. And they work with each other. You have the gifted kids that are smarter working with the children who need a little more help. So it’s not like the dumb kids, it’s like for all working together to improve and doing the best that we can. I think that they feel that they are part of the class. They are not being pulled out to go to a class because they are not smart, or they don’t know how to read, or whatever. I think that works better, keeping them there and making them feel positive about it.

Interviewer: How would you describe the co-teaching model at your school?

Okay well, I think I just described. The children stay in the classroom and, for example, I would put the learning disabled children and the gifted children in one class. And then when the gifted children go to their gifted activities, it's a smaller environment, number one, and then you have the two teachers in there helping them with the math and the manipulatives and whatever all the activities, the computer programs that we have for them. So we try to get them to use the computer more often. We have the teacher in the classroom to help them if they have questions. And the regular teacher, we have both teachers working together closely. And we don't have one teacher working with this group and the other teacher working with the other kids. They work together with all the kids that need help. And then we also have the buddy system where they can help each other in the classroom. And if you have a child that needs a little more help they have a role model with them right there that can help them too, and they don't feel so bad that they have to be raising their hand and everybody knows that they don't understand.

Interviewer: Do you promote co-teaching throughout?

We have it in every grade level. In every grade, we have one class where we put the children that need more help in one class for scheduling purposes. And then we have the teacher that can go in and help and give the extra help and support to the teacher as well. And I think that it works better for them.

Interviewer: What changes have you had to make to improve the quality of the co-teaching program for students with disabilities?

One very important factor is that the teachers have to get along. When you pair teachers to work together, you kind of have to see their personalities. You can't make a co-

teaching teacher a teacher that doesn't like to share, that doesn't like to plan with anybody else. Those kinds of personalities, they want to work on their own. They don't like people coming in. They don't like to have somebody in the back teaching something else when they're trying to teach. I had that situation once where I had two teachers and it was a nightmare, because we thought that it was going to work out but sometimes there's personality issues. And one teacher that wants to teach at all and they don't want anybody else coming in and that doesn't help. So we try to work with the teacher and we tell them these are the options. This is how it is and we explained it to them. And then we let them decide, "Well, I think I can work really well with this person because we worked together before on this committee and we really worked well together." So, we kind of get their input as well. And I think that's working better than I decide these two people I'm going to put together. That way, if I get their input, or maybe there're things that have happened that I don't know about, they tell me, "Oh no please, don't put me with this teacher, because I've already had a problem once with her before" and I said, okay forget it. Pick somebody else. And that seems to work. I get their input—remember I'm the input lady. I like to get everyone's input. And finally, I'll make the final decision. But I like to get input from everyone. That way I can say, "Well you told me you can work very well with her, so let's try and make it work." Sometimes it takes a little bit of... for them working and planning together. Because they have to plan together. Not only the teacher have to plan what she's going to teach the kids, but both teachers have to plan together so they can be on the same page. Even the ESOL teachers and the regular teachers plan together so that they make sure that not only the disability

children, as best they can, try to keep up with the other kids in the class. Try to do it as best as we can. Sometimes they get a little behind because they don't get the concept as well and they have to review it again. But then that's good for the other kids too. So, it works that way.

Interviewer: What have been your greatest successes with co-teaching?

I think that for the children it has, like I said, the greatest success would be keeping the kids and not pulling them out. Not changing their environment that they're in. They're with their friends and they stay there. And they get the support and the help they need while being with their regular classroom. I think that's been the success of the program.

Interviewer: And, what have been your greatest challenges with co-teaching?

The challenge is getting—pairing the right people together. It's very important. Like I said, I've had times where I have thought these two we're going to be wonderful together and it didn't work out. So, eventually when you get to people that really work well together, then you want to encourage them to keep on. It takes a while, but finally you get everybody in place. That's important, and the outcome is the success of the kids. It's what you have to think of.

Interviewer: So, how have you dealt with it? With the challenges?

Speaking a lot with them and interacting. And giving them ideas, and giving them support, and letting them go and observe other co-teachers that are successful, and see what they're doing differently than they are. If they're not being successful in certain things, they can go and observe the other groups that are. And get ideas from them and they share activities, or how we do things better, like we plan together before this unit,

and then if it doesn't work out or if I get behind, then I do this. They share their ideas.

And I think that sharing and comparing and observing others, they're successful.

Interviewer: So, how do you select teachers for co-teaching?

Well first of all, I ask the teachers who would like to do it. Because some teachers, like I said, they don't want to do it. They're scared of it. They have all these things, and then sometimes when you explain it to them and you show them what it's like, and then when you have other teachers that are co-teaching talk to them about what it's like. Like in a faculty meeting I said, "Share your experience with co-teaching with the others." Like if I have two that are working successful and I need somebody else, then they'll talk to the staff. They tell them how they work together, how they do it. And then if anyone would like to do it they volunteer. I don't force them to do it. And usually I get people that would want to do it. "Oh I can work with...", you know two that are pals, "oh yeah we work together great, I will do it." And like that. I get their input.

Interviewer: Have you ever encountered a situation where teachers are reluctant to co-teach? And how have you dealt with it?

Yes, there's actually been teachers that have been afraid of working with kids with disabilities. Because they'll tell you, "But I'm not certified ESE, I don't know what I'm going to do with them." And I try to tell them you're going to work with them like you do with all the other kids. Or any other child that may not have disabilities that is having a hard time. The same way, teacher led centers, you work... you plan with the ESE teacher. She'll be there to support them in their needs. And then you work together and

support each other. She can also support you in your program of what you need. And I find that when you get that going it's very successful.

Interviewer: How do you select co-teaching partners? I know you've mentioned it.

Usually I get their input and I get the people who would like to do it. And then I have two teachers that are my learning disabled teachers for the children who need extra help. And then I also have teachers that push in to the program as co-teachers to help. So basically, I ask them who would like to do it. Usually I haven't gotten anybody that didn't. I haven't had a time when, "Who would like to do this?" And nobody wanted to do it. Like I said, I pull in somebody who's successful and who's doing it and they like it and they usually come in and talk about what they do, and how they do it, and what activities they do, and the benefits of co-teaching, and then you always find two...sometimes I have too many that want to do it and then I have to decide which one I'm going to pick because I have more than I need want to do it... "and no, but I'm the UTD steward, I should get picked..." Then they all want to do it once they see how good it is. I think it's positive program because the kids feel good about it. Once they have their self-esteem that they can do this... "I have the teacher right here for my support," they don't feel scared. It used to be that the kids would be crying and they are afraid to come to school because it's too hard for them in the class. We really didn't have a class just for them. They had to be in the regular classroom and pulled out. But the rest of the day, then what happens? They're going to have to be in there for all the other subjects without support. So... the teacher is the teacher for all the kids and she gets support. They get the support that they need, the extra support. And language arts/reading is for

every subject, so they get the support for reading and they also get it for all the other subjects because reading involves every subject. They just try to get every subject that has to do with reading. It's a whole language kind of thing.

Interviewer: Have your co-teachers... I know some of these questions you may have already answered, but... Have your co-teachers remained the same, or has there been turnover in co-teaching?

Sometimes I rotate... like the following year... like sometimes the teachers will say "Ok, I've done co-teaching for two years. I want to try the regular class." Because they get burned ... It's a lot of work, they do... they like it sometimes a lot and they want to stay, but sometimes you'll get teachers that will want to change, so if they do and that's fine... I let them change. But if there's a teacher that really loves the co-teaching model, I let her stay with it. She'll be this year and the next year. I've had maybe one time, like I said, where the teachers didn't really get along or they were frustrated because their styles were different, the teaching styles didn't correlate. So, in that case, I, the following year of course, I don't leave them together. I have had to make modifications.

Interviewer: How do you monitor progress?

Well, nowadays the data that we have, that's the progress right there. That's black and white. I mean, it's not she said it, they're improving... no, no, no... show me the proof. Show me in the test. Show me in the data how they're doing. And you can't just say, "My kids are doing really, really great," without showing the proof when we have so many tests nowadays. I think there are a little bit too many tests, too much data. But the data will show you if they're improving. And, it's good for them to be involved. I

involve my students in the data. I let them see, “I scored a 1 last year. I need to do this year at least a 2 or a 3 to improve.” I get them involved. “And how are you going to do that?” “Well, I’m going to try to do more Reading Plus, or I’m going to come early and do my iReady, or I’m going to work with the teacher after school, or my mother is going to get me a tutor, or I’m going to learn...I’m going to practice my time tables more. They tell me what they are going to do. I get them involved and I think that helps a lot. When they take ownership of what they have to do and what they’re scoring, they see themselves if they’re improving. So I think that’s a positive thing. They see “Oh my gosh, I’m out of the red!” or “Now I’m in the green!” or “I’m in the yellow!” “Next time I’m going to try to be in the green.” And I think that that works for them. Getting the students themselves to take ownership of their data and what they’re doing.

Interviewer: Are you satisfied with the model of co-teaching implemented at this school? Right now I am, yes. Like I said, at first I didn’t like that model of taking them out and I think that now it’s working nicely. You don’t hear the kids as much “he’s calling me dumb because I go to this class.” I don’t hear that as much. I see that they’re all together in the classroom. Sometimes I don’t even know if I go in who has a learning problem or who has slightly autistic tendencies, or who’s this or that. I see it on paper, but when I go in there I see them all working together and I don’t see them isolated in one corner or the class the ESE or anything. I see them all together, sitting all over the place. I think it’s wonderful. I think it’s a positive thing for them.

Interviewer: Thank you.

Interview length: 37:42

Field notes:

The interview was conducted immediately after school. There was a lot of activity in the main office with parents, students, and staff going in and out. The principal asked me to wait while she attended to dismissal. Once the activity subsided, she took me into her office located behind the main office connected by a small hallway. The office was adjacent to another room where I could hear someone working on construction or repair of a bathroom. P1 was friendly and easy to talk to. She spoke of her school, students, and teachers with enthusiasm and pride. Her demeanor was calm and professional. The office was decorated with family photos and felt welcoming. The interview took place with her sitting behind her desk and me sitting directly in front of her on one of two chairs. She appeared comfortable speaking. She seldom hesitated, providing answers almost immediately after the question was posed. She smiled often and appeared confident as she spoke.

APPENDIX K
SUMMARIES OF PRINCIPAL INTERVIEWS

Summary of P-1 Interview

Please review the following summary of the interview I conducted regarding the practices of elementary school principals regarding the selection of co-teaching teams.

Highest level of education:

- Ed. Specialist degree in Leadership

Years of experience as principal:

- Seventeen years in total
- Twelve years at current school

Other supervisory roles prior to becoming a principal:

- Assistant principal
- Teacher leadership in elementary school

Number of co-taught classes at current school:

- Six co-taught classes grades K-5
- Co-teaching at current school for 8 years

Description of leadership style:

- Open door policy for teachers and parents
- Deals with issues quickly before they escalate

Main focus or focuses as a school leader:

- Stay visible to teachers, students and parents
- Makes herself available and approachable
- Elicits input from teachers, students, and parents
- Encourages staff to problem solve

Primary responsibilities or duties as the principal as it relates to students with disabilities:

- Ensure equal rights and inclusion for students with disabilities
- Build self-esteem

Specific leadership practices implemented that have benefited the school as it relates to students with disabilities and co-teaching:

- Elicits input from students, teachers, parents, counselor, district
- Consults with other principals
- Treats teachers as the experts

Benefits to teaching staff as a result of the above practices:

- Fosters family environment for staff, students, and parents
- Welcomes parents into classrooms

- School has good reputation
- Families want to bring their children to this school

School morale:

- Very positive
- Teachers help each other and collaborate
- Inclusive community of students and teachers

View on staff taking on leadership roles within the school (examples included):

- Implements a leadership committee
- Promotes a variety of committees teachers can take part in
- Encourages teacher leadership
- Teachers like being involved

Relationship with staff:

- Principal is viewed by staff as family oriented and understanding of family emergencies
- Principal is viewed as approachable
- Views self as a counselor or psychologist at times
- Has close nit relationship with staff
- Staff climate survey shows positive opinion of principal
- Principal is respected
- Principal has good relationship with union steward
- Received complements on collaborative environment from visiting district personnel working with teachers

Principal's involvement in the professional growth of the teaching staff:

- Views professional development at essential to teachers
- Believes there is always something to learn

Decision-making process:

- Often includes staff, specific committees, and key community members in decision-making
- At times may need to make a decision on her own
- Likes to get input before making decisions
- Principal makes the final decision
- More effective when those affected by the decision are included in the decision-making process

Highest priority when making decisions:

- Benefits to students

Greatest contribution to current school so far:

- Significantly increased parental involvement

Philosophy of education as it relates to students with disabilities:

- Encourages students with disabilities (SWD) to believe in themselves
- Promotes expectation that SWD will learn

Success of your students with disabilities subgroup in reading:

- Co-teaching ended the stigma associated with pull out programs
- Co-teaching provides students with two teachers who can provide assistance on the spot

Co-teaching model at school:

- Students remain in their classroom with two teachers
- Pairs SWD with the gifted
- Gifted are pulled out leaving a smaller class size for part of the day
- Both teachers work in collaboration to address all students needs

Promoting co-teaching throughout:

- Promoted throughout every grade level

Changes made to improve the quality of the co-teaching program for students with disabilities:

- Allows teachers to volunteer for co-teaching
- Allows teachers to select partners
- Principal makes the final decision on co-teaching team selection

Greatest successes with co-teaching:

- Students have been successful in the program
- Keeps students in their regular classroom environment while still providing them with what they need

Greatest challenges with co-teaching:

- Pairing the right teachers

Dealing with challenges:

- Through conversations, providing support, and coaching
- Sending teams to observe successful teams

Selection of teachers for co-teaching:

- Eases teachers' apprehensions by offering testimonials and explanation of co-teaching prior to eliciting volunteers
- Volunteers only

Teachers reluctant to co-teach:

- Some teachers have been apprehensive about working with SWD
- Providing coaching and the support of the ESE teacher has resolved the issue

Selection of co-teaching partners:

- Successful and enthusiastic co-teachers explain the model and the benefits of co-teaching to the staff
- Elicits volunteers
- Selects from a pool of volunteers

Turnover in co-teaching:

- Rotated teachers when they have requested to try something else the following year
- Separated teams that don't work well together

Progress monitoring:

- Data analysis
- Data chats with teachers and students

Satisfaction with the model of co-teaching implemented at this school:

- Satisfied with the co-teaching model implemented at the school
- Reduces stigma and fosters inclusion

Thank you for participating in this research study. If you have any questions regarding the content of this summary, please contact me at jrtejeda@knights.ucf.edu. If necessary we can schedule a follow-up interview.

Summary of P-2 Interview

Please review the following summary of the interview I conducted regarding the practices of elementary school principals regarding the selection of co-teaching teams.

Highest level of education:

- Ed. Specialist degree in Leadership

Years of experience as principal:

- Five years in total
- Five years at current school

Other supervisory roles prior to becoming a principal:

- Assistant principal
- District administrator

Number of co-taught classes at current school:

- Three co-taught classes grades K-5
- Co-teaching at current school for 5 years

Description of leadership style:

- Varies depending on the needs of the school
- Visionary leader
- Democratic leader
- Seeks the opinions of experts in staff
- Empowers others
- Does not micromanage

Main focus or focuses as a school leader:

- Academics/curriculum
- Support for the teaching staff

Primary responsibilities or duties as the principal as it relates to students with disabilities:

- Supports students with disabilities (SWD) academically and emotionally by providing them with the best all-around teachers

Specific leadership practices implemented that have benefited the school as it relates to students with disabilities and co-teaching:

- Careful selection of teaching staff
- Continuously support teachers
- Regular meetings with staff

- Counseling support for students
- Hourly interventionists

Benefits to teaching staff as a result of the above practices:

- Teachers receive support from hourly interventionist

School morale:

- Low in the profession as a whole
- Low morale is seldom related to this school
- Principal views morale as a priority

View on staff taking on leadership roles within the school (examples included):

- Principal encourages teachers to take on leadership roles
- Teachers serve as in-field experts
- Teacher led program expansion

Relationship with staff:

- Principal feels he has the staff's trust
- Mutual respect between principal and teachers
- Principal has a good relationship with the majority of the staff
- Teachers are comfortable visiting the office and communicating openly with the administration

Principal's involvement in the professional growth of the teaching staff:

- Offers professional development throughout the year
- Conveys a message of importance regarding professional development

Decision-making process:

- Leadership team includes curriculum coaches, assistant principal, and counselor
- Decisions are predominantly made as a team
- Teachers are sometimes involved in the decision-making process
- At times the principal may need to make a decision on his own

Highest priority when making decisions:

- Follows rules
- Would not ask staff to do anything illegal or unethical
- Considers the impact the decision has on those affected

Greatest contribution to current school so far:

- Significantly increased parental involvement
- Keeps the focus on student achievement

Philosophy of education as it relates to students with disabilities:

- Believes that it is the educator's responsibility to give SWD the tools to mainstream into society
- Include SWD to the fullest extent possible

Success of your students with disabilities subgroup in reading:

- Hires hourly interventionist to support in the classroom
- Analyzes of data

Co-teaching model at school:

- Small class size
- Strong teachers
- Additional push-in support by hourly interventionists
- Attention to data

Promoting co-teaching throughout:

- Co-teaching is promoted in grades 3-5

Changes made to improve the quality of the co-teaching program for students with disabilities:

- Changed teachers participating in co-teaching
- Creates co-teaching teams with strong, yet nurturing teachers

Greatest successes with co-teaching:

- Significantly reduced parental complaints regarding co-teaching due to high performing classes
- Increased parental involvement

Greatest challenges with co-teaching:

- Obtaining buy-in from special education staff for the implementation of co-teaching

Selection of teachers for co-teaching:

- Strong teachers are invited to co-teach based on teachers' personalities and compatibility

Teachers reluctant to co-teach:

- Reluctant teachers are generally not placed in co-teaching
- Convinced a strong teacher to co-teach

Selection of co-teaching partners:

- Teachers are invited to co-teach as a team based on principal's evaluation of their ability to work together, personality, and desire to work with SWD

Feedback from co-teaching teams:

- Elicits feedback during special education department meetings and when issues arise

Turnover in co-teaching:

- Some turnover due to retirement and teacher burnout

Progress monitoring:

- Data

Satisfaction with the model of co-teaching implemented at this school:

- Mostly satisfied with co-teaching model implemented at the school
- May consider moving a teacher out of co-teaching for next year due to poor buy-in relating to co-teaching model

Thank you for participating in this research study. If you have any questions regarding the content of this summary, please contact me at jrtejeda@knights.ucf.edu. If necessary we can schedule a follow-up interview.

Summary of P-3 Interview

Please review the following summary of the interview I conducted regarding the practices of elementary school principals regarding the selection of co-teaching teams.

Highest level of education:

- Ed. Specialist degree in Leadership.

Years of experience as principal:

- Five years in total.
- Five years at current school.

Other supervisory roles prior to becoming a principal:

- Assistant principal for six years
- Grade level chairperson in elementary school

Number of co-taught classes at current school:

- Six co-taught classes at current school
- Co-teaching at current school for five years

Description of leadership style:

- Guides instruction and curriculum
- Empowers teachers, resulting in more buy-in
- Meets weekly with the assistant principal, and reading and math coaches to discuss teacher and student strengths and weaknesses, curriculum, and instruction
- Meets with grade level chairpersons once per month
- Believes her teachers are the experts
- Disaggregates data and conduct data conversations with teachers
- Elicits constant feedback from teachers
- Vision for the school
- Bounces ideas off of the leadership team and chairpersons
- Principal makes final decisions

Main focus or focuses as a school leader:

- Keeps instruction as the focus
- Children are most important
- Oversees that everyone supports instruction

Primary responsibilities or duties as the principal as it relates to students with disabilities:

- Ensure that state and federal guidelines are followed
- Meets monthly with special education department to discuss student progression

- Meets weekly with grade levels to discuss curriculum
- Ensures that teachers understand curriculum and comply with IEP
- Maintains an open line of communication with special education teachers
- Brainstorms options with leadership team and teachers for supporting students and teachers

Specific leadership practices implemented that have benefited the school as it relates to students with disabilities and co-teaching:

- Ensures equity of education for students in the special education program
- Instills in teachers that all children can learn
- Holds all students to the same standards
- Believes in meeting students at their current levels while pushing them to do the best they can
- Believes in students and help them believe in themselves
- Monitors progress through quarterly assessments for general education and special education students
- Meets with teachers individually and as a grade level to discuss data
- Examines data by individual strands, class, and students
- Brainstorms ways to reach individual students by looking at the whole child; school performance and the home

Benefits to teaching staff as a result of the above practices:

- Teachers become a more self-reflective and analytical about data and what they can do to help each child
- Encourages them to brainstorm solutions
- Teachers are provided with resources they feel they need
- Hires hourly employees to assist in the classroom with differentiated instruction

School morale:

- Morale is high at the school
- There is anxiety due to FSA testing
- Sees her role as that of a cheerleader for teachers
- Implements constant team building

Evidence for opinion on morale:

- Teachers respond positively to inspirational messages
- Teachers speak openly and respectfully at meetings
- Teachers often visit the principal's office demonstrating that they feel at ease with sharing what they feel

View on staff taking on leadership roles within the school (examples included):

- Is key to success

- Believes that when teachers are empowered to be part of decision-making it results in greater buy-in
- Teachers help one another

Examples:

- Professional learning communities, where each teacher has an opportunity to lead
- Teacher assisting the coach and other teachers with writing instruction
- Teacher developing lesson plans for the school's Saturday writing academy

Extent to which members of the staff take on leadership roles:

- Often the same teachers take on leadership roles
- Principal would like to see more teachers take on leadership roles
- About 50% of the staff takes on leadership roles

Relationship with staff:

- The job of the principal is to be respectful and fair
- Believes that the way you treat others is the way they are going to treat you
- Aims to establish a relationship of mutual respect and professional trust
- Teachers are comfortable communicating openly and providing feedback

Principal's involvement in the professional growth of the teaching staff:

- The principal and leadership team plan and provide professional development targeting the identified needs of the staff

Decision-making process:

- Assistant principal and special education program specialist are involved in the decision-making process
- Seeks input from others such as the leadership team, grade level chairpersons, and overall staff
- Principal ultimately makes the final decision

Highest priority when making decisions:

- Focuses on how decisions affect others
- Believes in not imposing something on others you wouldn't do yourself
- Follows rules, but makes accommodations to arrive at what's best for the group
- Takes into consideration people's emotions

Greatest contribution to current school so far:

- Sets an example of high expectations, fairness, reliability, and flexibility
- Encourages creativity and autonomy

Philosophy of education as it relates to students with disabilities:

- All children can learn

- Educators must meet students with disabilities where they are and help them move forward, maximizing their potential

Success of your students with disabilities subgroup in reading:

- Strategically analyzes of data
- Challenges teachers to reflect on their teaching practices

Co-teaching model at school:

- Full day program with two teacher, a general education teacher and a special education teacher
- Teachers are viewed as equals by students

Promoting co-teaching throughout:

- Co-teaching is promoted throughout all grades
- It provides full inclusion
- No visible differentiation between special education and general education students

Changes made to improve the quality of the co-teaching program for students with disabilities:

- No significant changes
- Most difficulties resolved with conversations
- The selection of teachers for co-taught classrooms is based on data, teacher strengths, and an expressed desire to work together supported by concrete reasons

Greatest successes with co-teaching:

- Children are happy and thrive
- Finding a pair of teachers that can work together to support students equally

Greatest challenges with co-teaching:

- Changing the mindset that the general education teacher services students in general education, while the special education teacher services students in special education

Dealing with challenges:

- Through conversations, walkthroughs, and providing feedback the roles of each teacher have been clarified

Selection of teachers for co-teaching:

- Volunteers
- Elicits a rationale for why teachers feel they would work well together
- Principal makes the final decision

Teachers are reluctant to co-teach:

- One team of teachers reluctant to co-teach
- Dealt with the situation by having conversations individually and as a team
- Reluctant teacher was moved from co-teaching the following year

Selection of co-teaching partners:

- Selects co-teaching partners based on teaching styles, personalities, ability to collaborate, willingness to work in a co-taught classroom with each other, and the teachers' rationale for working in co-teaching

Feedback from co-teaching teams:

- Elicits feedback through informal conversations with teachers individually and as a team

Turnover in co-teaching:

- Turnover due to retirement and leave of absence
- Approximately 50% of co-teachers have been co-teaching for more than two years

Progress monitoring:

- Through assessments data and weekly grade level meetings
- Conversations with the co-teachers regarding class and individual progress

Satisfaction with the model of co-teaching implemented at this school:

- Satisfied with the co-teaching model implemented at the school
- Children get support from two teachers all day in all academic areas

Thank you for participating in this research study. If you have any questions regarding the content of this summary, please contact me at jrtejeda@knights.ucf.edu. If necessary we can schedule a follow-up interview.

APPENDIX L
TEACHER SURVEY DATA

Co-teacher and Teacher Not Co-teaching Survey

All Schools Combined

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	5	29%
2	P2 School	6	35%
3	P3 School	6	35%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.06
Variance	0.68
Standard Deviation	0.83
Total Responses	17

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	3	18%
2	3-4	2	12%
3	5+	12	71%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	2.53
Variance	0.64
Standard Deviation	0.80
Total Responses	17

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	1	6%
3	5+	16	94%
	Total	17	100%

Statistic	Value
Min Value	2
Max Value	3
Mean	2.94
Variance	0.06
Standard Deviation	0.24
Total Responses	17

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	4	24%
2	Master's	12	71%
3	Specialist	1	6%
4	Doctorate	0	0%
	Total	17	100%

Statistic	Value
Min Value	1
Max Value	3
Mean	1.82
Variance	0.28
Standard Deviation	0.53
Total Responses	17

5. Are you currently co-teaching?

#	Answer		Response	%
1	Yes		10	59%
2	No		7	41%
	Total		17	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.41
Variance	0.26
Standard Deviation	0.51
Total Responses	17

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

#	Answer		Response	%
1	General Education Teacher		6	60%
2	Special Education Teacher		4	40%
	Total		10	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.40
Variance	0.27
Standard Deviation	0.52
Total Responses	10

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	2	20%
2	I was assigned	8	80%
Total		10	100%






Statistic	Value
Min Value	1
Max Value	2
Mean	1.80
Variance	0.18
Standard Deviation	0.42
Total Responses	10

8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	8	100%
2	Unwillingly	0	0%
Total		8	100%




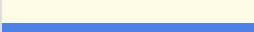

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	8

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	Answer		Response	%
1	Strongly Disagree		1	6%
2	Disagree		2	12%
3	Neither Agree nor Disagree		4	24%
4	Agree		8	47%
5	Strongly Agree		2	12%
	Total		17	100%



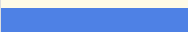


Statistic	Value
Min Value	1
Max Value	5
Mean	3.47
Variance	1.14
Standard Deviation	1.07
Total Responses	17

10. The option to co-teach is made available to everyone at this school.

#	Answer		Response	%
1	Strongly Disagree		1	6%
2	Disagree		2	12%
3	Neither Agree nor Disagree		2	12%
4	Agree		9	53%
5	Strongly Agree		3	18%
	Total		17	100%



Statistic	Value
Min Value	1
Max Value	5
Mean	3.65
Variance	1.24
Standard Deviation	1.11
Total Responses	17

11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		1	10%
2	Disagree		1	10%
13	Neither Agree nor Disagree		4	40%
14	Agree		3	30%
15	Strongly Agree		1	10%
	Total		10	100%






Statistic	Value
Min Value	1
Max Value	15
Mean	11.20
Variance	26.62
Standard Deviation	5.16
Total Responses	10

12. I have a good relationship with my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	20%
5	Strongly Agree		8	80%
	Total		10	100%





Statistic	Value
Min Value	4
Max Value	5
Mean	4.80
Variance	0.18
Standard Deviation	0.42
Total Responses	10

13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	Answer		Response	%
1	Strongly Disagree		2	12%
2	Disagree		1	6%
3	Neither Agree nor Disagree		2	12%
4	Agree		7	41%
5	Strongly Agree		5	29%
	Total		17	100%






Statistic	Value
Min Value	1
Max Value	5
Mean	3.71
Variance	1.72
Standard Deviation	1.31
Total Responses	17

14. I agree with the way co-teaching is implemented at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		4	24%
3	Neither Agree nor Disagree		5	29%
4	Agree		5	29%
5	Strongly Agree		3	18%
	Total		17	100%

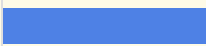
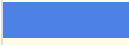


Statistic	Value
Min Value	2
Max Value	5
Mean	3.41
Variance	1.13
Standard Deviation	1.06
Total Responses	17

15. Co-teachers are selected on a voluntary basis.

#	Answer		Response	%
1	Strongly Disagree		3	18%
2	Disagree		1	6%
3	Neither Agree nor Disagree		7	41%
4	Agree		2	12%
5	Strongly Agree		4	24%
	Total		17	100%


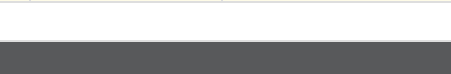



Statistic	Value
Min Value	1
Max Value	5
Mean	3.18
Variance	1.90
Standard Deviation	1.38
Total Responses	17

16. I have expressed an interest in co-teaching at this school.

#	Answer		Response	%
1	Strongly Disagree		3	43%
2	Disagree		2	29%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	14%
5	Strongly Agree		1	14%
	Total		7	100%





Statistic	Value
Min Value	1
Max Value	5
Mean	2.29
Variance	2.57
Standard Deviation	1.60
Total Responses	7

17. I received professional development on co-teaching within the last 5 years.

#	Answer		Response	%
1	Strongly Disagree		2	12%
2	Disagree		8	47%
3	Neither Agree nor Disagree		1	6%
4	Agree		4	24%
5	Strongly Agree		2	12%
	Total		17	100%





Statistic	Value
Min Value	1
Max Value	5
Mean	2.76
Variance	1.69
Standard Deviation	1.30
Total Responses	17

18. My co-teacher and I plan jointly.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	10%
3	Neither Agree nor Disagree		1	10%
4	Agree		2	20%
5	Strongly Agree		6	60%
	Total		10	100%






Statistic	Value
Min Value	2
Max Value	5
Mean	4.30
Variance	1.12
Standard Deviation	1.06
Total Responses	10

19. I plan with other teachers (grade level, subject area, PLCs).

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	6%
3	Neither Agree nor Disagree		1	6%
4	Agree		8	47%
5	Strongly Agree		7	41%
	Total		17	100%





Statistic	Value
Min Value	2
Max Value	5
Mean	4.24
Variance	0.69
Standard Deviation	0.83
Total Responses	17

20. I am involved in the decision-making process at my school.

#	Answer		Response	%
1	Strongly Disagree		1	6%
2	Disagree		2	12%
3	Neither Agree nor Disagree		8	47%
4	Agree		4	24%
5	Strongly Agree		2	12%
	Total		17	100%



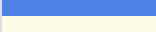
Statistic	Value
Min Value	1
Max Value	5
Mean	3.24
Variance	1.07
Standard Deviation	1.03
Total Responses	17

21. My feedback is elicited by the administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	6%
3	Neither Agree nor Disagree		9	53%
4	Agree		5	29%
5	Strongly Agree		2	12%
	Total		17	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.47
Variance	0.64
Standard Deviation	0.80
Total Responses	17

22. My principal supports co-teaching at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		4	24%
4	Agree		7	41%
5	Strongly Agree		6	35%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.12
Variance	0.61
Standard Deviation	0.78
Total Responses	17

23. My professional growth is supported by my administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		4	24%
4	Agree		6	35%
5	Strongly Agree		7	41%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.18
Variance	0.65
Standard Deviation	0.81
Total Responses	17

24. My principal is approachable.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		6	35%
5	Strongly Agree		11	65%
	Total		17	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.65
Variance	0.24
Standard Deviation	0.49
Total Responses	17

25. I have a good relationship with my principal.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	6%
4	Agree		6	35%
5	Strongly Agree		10	59%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.53
Variance	0.39
Standard Deviation	0.62
Total Responses	17

26. My principal makes curriculum a priority.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	12%
4	Agree		9	53%
5	Strongly Agree		6	35%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.24
Variance	0.44
Standard Deviation	0.66
Total Responses	17

27. My principal makes the education of students with disabilities a priority.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	6%
3	Neither Agree nor Disagree	5	29%
4	Agree	4	24%
5	Strongly Agree	7	41%
	Total	17	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.00
Variance	1.00
Standard Deviation	1.00
Total Responses	17

28. My principal has high expectations for students at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	6%
4	Agree		5	29%
5	Strongly Agree		11	65%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.59
Variance	0.38
Standard Deviation	0.62
Total Responses	17

29. My principal has high expectations for teachers at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		6	35%
5	Strongly Agree		11	65%
	Total		17	100%

Statistic	Value
Min Value	4
Max Value	5
Mean	4.65
Variance	0.24
Standard Deviation	0.49
Total Responses	17

30. My principal encourages me to reflect on my teaching practice.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	5	29%
4	Agree	5	29%
5	Strongly Agree	7	41%
	Total	17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.12
Variance	0.74
Standard Deviation	0.86
Total Responses	17

31. My principal values my work as a teaching professional.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	6%
4	Agree		9	53%
5	Strongly Agree		7	41%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.35
Variance	0.37
Standard Deviation	0.61
Total Responses	17

32. My principal encourages me to take on teacher leadership roles within the school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	6%
3	Neither Agree nor Disagree	6	35%
4	Agree	5	29%
5	Strongly Agree	5	29%
	Total	17	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.82
Variance	0.90
Standard Deviation	0.95
Total Responses	17

33. I meet with the administration at least four times during the school year.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	6%
4	Agree		9	53%
5	Strongly Agree		7	41%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.35
Variance	0.37
Standard Deviation	0.61
Total Responses	17

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	12%
4	Agree		8	47%
5	Strongly Agree		7	41%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.29
Variance	0.47
Standard Deviation	0.69
Total Responses	17

35. My principal focuses on assessment data to monitor progress.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	6%
4	Agree		9	53%
5	Strongly Agree		7	41%
	Total		17	100%

Statistic	Value
Min Value	3
Max Value	5
Mean	4.35
Variance	0.37
Standard Deviation	0.61
Total Responses	17

36. I meet with my administration to discuss data.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	6%
4	Agree		7	41%
5	Strongly Agree		9	53%
	Total		17	100%





Statistic	Value
Min Value	3
Max Value	5
Mean	4.47
Variance	0.39
Standard Deviation	0.62
Total Responses	17

37. My principal supports parental involvement.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	12%
4	Agree		7	41%
5	Strongly Agree		8	47%
	Total		17	100%





Statistic	Value
Min Value	3
Max Value	5
Mean	4.35
Variance	0.49
Standard Deviation	0.70
Total Responses	17

38. There is a positive morale among the teaching staff at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		4	24%
3	Neither Agree nor Disagree		1	6%
4	Agree		7	41%
5	Strongly Agree		5	29%
	Total		17	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	3.76
Variance	1.32
Standard Deviation	1.15
Total Responses	17

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	6%
3	Neither Agree nor Disagree		2	12%
4	Agree		6	35%
5	Strongly Agree		8	47%
	Total		17	100%

Statistic	Value
Min Value	2
Max Value	5
Mean	4.24
Variance	0.82
Standard Deviation	0.90
Total Responses	17

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P1 School

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	5	100%
2	P2 School	0	0%
3	P3 School	0	0%
	Total	5	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	2	40%
2	3-4	1	20%
3	5+	2	40%
	Total	5	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	5	100%
	Total	5	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	2	40%
2	Master's	3	60%
3	Specialist	0	0%
4	Doctorate	0	0%
	Total	5	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	2	40%
2	No	3	60%
	Total	5	100%

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

#	Answer	Response	%
1	General Education Teacher	1	50%
2	Special Education Teacher	1	50%
	Total	2	100%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned	2	100%
	Total	2	100%




8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	2	100%
2	Unwillingly	0	0%
	Total	2	100%


9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	Answer	Response	%
1	Strongly Disagree	1	20%
2	Disagree	1	20%
3	Neither Agree nor Disagree	2	40%
4	Agree	1	20%
5	Strongly Agree	0	0%
	Total	5	100%


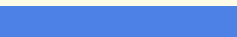
10. The option to co-teach is made available to everyone at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	20%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	60%
5	Strongly Agree		1	20%
	Total		5	100%

11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
13	Neither Agree nor Disagree		2	100%
14	Agree		0	0%
15	Strongly Agree		0	0%
	Total		2	100%

12. I have a good relationship with my co-teacher.

#	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%

13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	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%



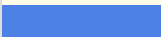
14. I agree with the way co-teaching is implemented at my school.

#	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%


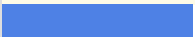
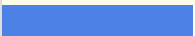
15. Co-teachers are selected on a voluntary basis.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		4	80%
4	Agree		0	0%
5	Strongly Agree		1	20%
	Total		5	100%


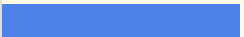
16. I have expressed an interest in co-teaching at this school.

#	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%

17. I received professional development on co-teaching within the last 5 years.

#	Answer		Response	%
1	Strongly Disagree		1	20%
2	Disagree		2	40%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	40%
5	Strongly Agree		0	0%
	Total		5	100%

18. My co-teacher and I plan jointly.

#	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%

19. I plan with other teachers (grade level, subject area, PLCs).

#	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%

20. I am involved in the decision-making process at my school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	20%
3	Neither Agree nor Disagree	4	80%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	5	100%

21. My feedback is elicited by the administration.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	4	80%
4	Agree	1	20%
5	Strongly Agree	0	0%
	Total	5	100%

22. My principal supports co-teaching at my school.

#	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%

23. My professional growth is supported by my administration.

#	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%

24. My principal is approachable.

#	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%

25. I have a good relationship with my principal.

#	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%

26. My principal makes curriculum a priority.

#	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%

27. My principal makes the education of students with disabilities a priority.

#	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%

28. My principal has high expectations for students at this school.

#	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%

29. My principal has high expectations for teachers at this school.

#	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%

30. My principal encourages me to reflect on my teaching practice.

#	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%

31. My principal values my work as a teaching professional.

#	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%

32. My principal encourages me to take on teacher leadership roles within the school.

#	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%

33. I meet with the administration at least four times during the school year.

#	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%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	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%

35. My principal focuses on assessment data to monitor 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%

36. I meet with my administration to discuss data.

#	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%

37. My principal supports parental involvement.

#	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%

38. There is a positive morale among the teaching staff at my school.

#	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%

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	20%
4	Agree		1	20%
5	Strongly Agree		3	60%
	Total		5	100%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P1 Not Co-teaching

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	3	100%
2	P2 School	0	0%
3	P3 School	0	0%
	Total	3	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	1	33%
2	3-4	1	33%
3	5+	1	33%
	Total	3	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	3	100%
	Total	3	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	1	33%
2	Master's	2	67%
3	Specialist	0	0%
4	Doctorate	0	0%
	Total	3	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	0	0%
2	No	3	100%
	Total	3	100%

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

#	Answer	Response	%
1	General Education Teacher	0	0%
2	Special Education Teacher	0	0%
	Total	0	0%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned	0	0%
	Total	0	0%

8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	0	0%
2	Unwillingly	0	0%
	Total	0	0%

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	Answer	Response	%
1	Strongly Disagree	1	33%
2	Disagree	1	33%
3	Neither Agree nor Disagree	1	33%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	3	100%

10. The option to co-teach is made available to everyone at this school.

#	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%

11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
13	Neither Agree nor Disagree		0	0%
14	Agree		0	0%
15	Strongly Agree		0	0%
	Total		0	0%

12. I have a good relationship with my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		0	0%

13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	33%
4	Agree	0	0%
5	Strongly Agree	2	67%
	Total	3	100%




14. I agree with the way co-teaching is implemented at my school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	1	33%
4	Agree	0	0%
5	Strongly Agree	1	33%
	Total	3	100%


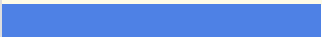
15. Co-teachers are selected on a voluntary basis.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	67%
4	Agree	0	0%
5	Strongly Agree	1	33%
	Total	3	100%

16. I have expressed an interest in co-teaching at this school.

#	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%

17. I received professional development on co-teaching within the last 5 years.

#	Answer		Response	%
1	Strongly Disagree		1	33%
2	Disagree		2	67%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		3	100%

18. My co-teacher and I plan jointly.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		0	0%

19. I plan with other teachers (grade level, subject area, PLCs).

#	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%

20. I am involved in the decision-making process at my school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	33%
3	Neither Agree nor Disagree	2	67%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	3	100%

21. My feedback is elicited by the administration.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	67%
4	Agree	1	33%
5	Strongly Agree	0	0%
	Total	3	100%

22. My principal supports co-teaching at my school.

#	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%

23. My professional growth is supported by my administration.

#	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%

24. My principal is approachable.

#	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%

25. I have a good relationship with my principal.

#	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%

26. My principal makes curriculum a priority.

#	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%

27. My principal makes the education of students with disabilities a priority.

#	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%

28. My principal has high expectations for students at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	3	100%
	Total	3	100%

29. My principal has high expectations for teachers at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	3	100%
	Total	3	100%

30. My principal encourages me to reflect on my teaching practice.

#	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%

31. My principal values my work as a teaching professional.

#	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%

32. My principal encourages me to take on teacher leadership roles within the school.

#	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%

33. I meet with the administration at least four times during the school year.

#	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%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	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%

35. My principal focuses on assessment data to monitor 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%

36. I meet with my administration to discuss data.

#	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%

37. My principal supports parental involvement.

#	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%

38. There is a positive morale among the teaching staff at my school.

#	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%

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	33%
4	Agree		0	0%
5	Strongly Agree		2	67%
	Total		3	100%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P1 Co-teaching

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	2	100%
2	P2 School	0	0%
3	P3 School	0	0%
	Total	2	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	1	50%
2	3-4	0	0%
3	5+	1	50%
	Total	2	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	2	100%
	Total	2	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	1	50%
2	Master's	1	50%
3	Specialist	0	0%
4	Doctorate	0	0%
	Total	2	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	2	100%
2	No	0	0%
	Total	2	100%

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

#	Answer	Response	%
1	General Education Teacher	1	50%
2	Special Education Teacher	1	50%
	Total	2	100%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned	2	100%
	Total	2	100%

8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	2	100%
2	Unwillingly	0	0%
	Total	2	100%

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	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%

10. The option to co-teach is made available to everyone at this school.

#	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%

11. My input was considered when selecting my co-teacher.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	100%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	2	100%

12. I have a good relationship with my co-teacher.

#	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%

13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	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%

14. I agree with the way co-teaching is implemented at my school.

#	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%

15. Co-teachers are selected on a voluntary basis.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	100%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	2	100%

16. I have expressed an interest in co-teaching at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	0	0%

17. I received professional development on co-teaching within the last 5 years.

#	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%

18. My co-teacher and I plan jointly.

#	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%

19. I plan with other teachers (grade level, subject area, PLCs).

#	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%

20. I am involved in the decision-making process at my school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	100%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	2	100%

21. My feedback is elicited by the administration.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	100%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	2	100%

22. My principal supports co-teaching at my school.

#	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%

23. My professional growth is supported by my administration.

#	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%

24. My principal is approachable.

#	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%

25. I have a good relationship with my principal.

#	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%

26. My principal makes curriculum a priority.

#	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%

27. My principal makes the education of students with disabilities a priority.

#	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%

28. My principal has high expectations for students at this school.

#	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%

29. My principal has high expectations for teachers at this school.

#	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%

30. My principal encourages me to reflect on my teaching practice.

#	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%

31. My principal values my work as a teaching professional.

#	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%

32. My principal encourages me to take on teacher leadership roles within the school.

#	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%

33. I meet with the administration at least four times during the school year.

#	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%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	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%

35. My principal focuses on assessment data to monitor progress.

#	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%

36. I meet with my administration to discuss data.

#	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%

37. My principal supports parental involvement.

#	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%

38. There is a positive morale among the teaching staff at my school.

#	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%

39. I consider my principal a good leader for this school.

#	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%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P2 Not Co-Teaching

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	0	0%
2	P2 School	2	100%
3	P3 School	0	0%
	Total	2	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	2	100%
	Total	2	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	2	100%
	Total	2	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	0	0%
2	Master's	2	100%
3	Specialist	0	0%
4	Doctorate	0	0%
	Total	2	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	0	0%
2	No	2	100%
	Total	2	100%

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

#	Answer	Response	%
1	General Education Teacher	0	0%
2	Special Education Teacher	0	0%
	Total	0	0%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned	0	0%
	Total	0	0%



8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	0	0%
2	Unwillingly	0	0%
	Total	0	0%

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	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%

10. The option to co-teach is made available to everyone at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%



11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
13	Neither Agree nor Disagree		0	0%
14	Agree		0	0%
15	Strongly Agree		0	0%
	Total		0	0%


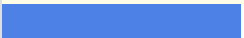
12. I have a good relationship with my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		0	0%


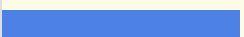
13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	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%

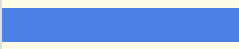
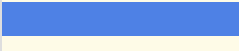
14. I agree with the way co-teaching is implemented at my school.

#	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%

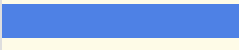
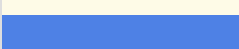
15. Co-teachers are selected on a voluntary basis.

#	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%

16. I have expressed an interest in co-teaching at this school.

#	Answer		Response	%
1	Strongly Disagree		1	50%
2	Disagree		1	50%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		2	100%

17. I received professional development on co-teaching within the last 5 years.

#	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%

18. My co-teacher and I plan jointly.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		0	0%

19. I plan with other teachers (grade level, subject area, PLCs).

#	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%

20. I am involved in the decision-making process at my school.

#	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%

21. My feedback is elicited by the administration.

#	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%

22. My principal supports co-teaching at my school.

#	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%

23. My professional growth is supported by my administration.

#	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%

24. My principal is approachable.

#	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%

25. I have a good relationship with my principal.

#	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%

26. My principal makes curriculum a priority.

#	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%

27. My principal makes the education of students with disabilities a priority.

#	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%

28. My principal has high expectations for students at this school.

#	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%

29. My principal has high expectations for teachers at this school.

#	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%

30. My principal encourages me to reflect on my teaching practice.

#	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%

31. My principal values my work as a teaching professional.

#	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%

32. My principal encourages me to take on teacher leadership roles within the school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%

33. I meet with the administration at least four times during the school year.

#	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%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	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%

35. My principal focuses on assessment data to monitor 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%

36. I meet with my administration to discuss data.

#	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%

37. My principal supports parental involvement.

#	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%

38. There is a positive morale among the teaching staff at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	50%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		1	50%
	Total		2	100%

39. I consider my principal a good leader for this school.

#	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%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P2 Co-teaching

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	0	0%
2	P2 School	4	100%
3	P3 School	0	0%
	Total	4	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	1	25%
2	3-4	0	0%
3	5+	3	75%
	Total	4	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	1	25%
3	5+	3	75%
	Total	4	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	1	25%
2	Master's	3	75%
3	Specialist	0	0%
4	Doctorate	0	0%
	Total	4	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	4	100%
2	No	0	0%
	Total	4	100%

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

#	Answer	Response	%
1	General Education Teacher	3	75%
2	Special Education Teacher	1	25%
	Total	4	100%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned	4	100%
	Total	4	100%

8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	4	100%
2	Unwillingly	0	0%
	Total	4	100%

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	2	50%
5	Strongly Agree	1	25%
	Total	4	100%

10. The option to co-teach is made available to everyone at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	3	75%
5	Strongly Agree	0	0%
	Total	4	100%

11. My input was considered when selecting my co-teacher.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	25%
13	Neither Agree nor Disagree	1	25%
14	Agree	2	50%
15	Strongly Agree	0	0%
	Total	4	100%

12. I have a good relationship with my co-teacher.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	4	100%
	Total	4	100%

13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		2	50%
	Total		4	100%

14. I agree with the way co-teaching is implemented at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	50%
4	Agree		0	0%
5	Strongly Agree		2	50%
	Total		4	100%

15. Co-teachers are selected on a voluntary basis.

#	Answer		Response	%
1	Strongly Disagree		1	25%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		1	25%
	Total		4	100%

16. I have expressed an interest in co-teaching at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	0	0%

17. I received professional development on co-teaching within the last 5 years.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	3	75%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	1	25%
	Total	4	100%

18. My co-teacher and I plan jointly.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	4	100%
	Total	4	100%

19. I plan with other teachers (grade level, subject area, PLCs).

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	25%
5	Strongly Agree		3	75%
	Total		4	100%

20. I am involved in the decision-making process at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	50%
4	Agree		1	25%
5	Strongly Agree		1	25%
	Total		4	100%

21. My feedback is elicited by the administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	75%
4	Agree		1	25%
5	Strongly Agree		0	0%
	Total		4	100%

22. My principal supports co-teaching at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	25%
5	Strongly Agree		3	75%
	Total		4	100%

23. My professional growth is supported by my administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		2	50%
	Total		4	100%

24. My principal is approachable.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		2	50%
	Total		4	100%

25. I have a good relationship with my principal.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	1	25%
5	Strongly Agree	2	50%
	Total	4	100%

26. My principal makes curriculum a priority.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	1	25%
5	Strongly Agree	2	50%
	Total	4	100%

27. My principal makes the education of students with disabilities a priority.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	1	25%
5	Strongly Agree	2	50%
	Total	4	100%

28. My principal has high expectations for students at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	50%
5	Strongly Agree	2	50%
	Total	4	100%

29. My principal has high expectations for teachers at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	50%
5	Strongly Agree	2	50%
	Total	4	100%

30. My principal encourages me to reflect on my teaching practice.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	50%
4	Agree	1	25%
5	Strongly Agree	1	25%
	Total	4	100%

31. My principal values my work as a teaching professional.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	75%
5	Strongly Agree		1	25%
	Total		4	100%

32. My principal encourages me to take on teacher leadership roles within the school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	50%
4	Agree		1	25%
5	Strongly Agree		1	25%
	Total		4	100%

33. I meet with the administration at least four times during the school year.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	25%
5	Strongly Agree		3	75%
	Total		4	100%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	50%
5	Strongly Agree	2	50%
	Total	4	100%

35. My principal focuses on assessment data to monitor progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	50%
5	Strongly Agree	2	50%
	Total	4	100%

36. I meet with my administration to discuss data.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	25%
5	Strongly Agree	3	75%
	Total	4	100%

37. My principal supports parental involvement.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		2	50%
	Total		4	100%

38. There is a positive morale among the teaching staff at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		1	25%
	Total		4	100%

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		1	25%
	Total		4	100%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P3 School

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	0	0%
2	P2 School	0	0%
3	P3 School	6	100%
	Total	6	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	1	17%
3	5+	5	83%
	Total	6	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	6	100%
	Total	6	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	1	17%
2	Master's	4	67%
3	Specialist	1	17%
4	Doctorate	0	0%
	Total	6	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	4	67%
2	No	2	33%
	Total	6	100%

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

#	Answer	Response	%
1	General Education Teacher	2	50%
2	Special Education Teacher	2	50%
	Total	4	100%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	2	50%
2	I was assigned	2	50%
	Total	4	100%






8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	2	100%
2	Unwillingly	0	0%
	Total	2	100%

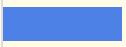

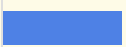
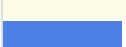
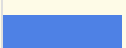
9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	17%
4	Agree	4	67%
5	Strongly Agree	1	17%
	Total	6	100%




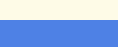
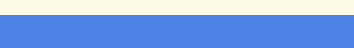
10. The option to co-teach is made available to everyone at this school.

#	Answer		Response	%
1	Strongly Disagree		1	17%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	17%
4	Agree		3	50%
5	Strongly Agree		1	17%
	Total		6	100%

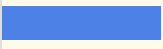

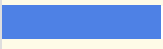

11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		1	25%
2	Disagree		0	0%
13	Neither Agree nor Disagree		1	25%
14	Agree		1	25%
15	Strongly Agree		1	25%
	Total		4	100%

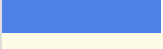
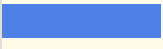
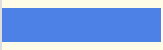
12. I have a good relationship with my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	25%
5	Strongly Agree		3	75%
	Total		4	100%

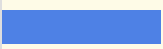




13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	Answer		Response	%
1	Strongly Disagree		2	33%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	17%
4	Agree		2	33%
5	Strongly Agree		1	17%
	Total		6	100%


14. I agree with the way co-teaching is implemented at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		2	33%
3	Neither Agree nor Disagree		2	33%
4	Agree		2	33%
5	Strongly Agree		0	0%
	Total		6	100%



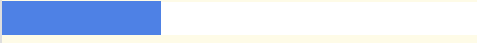

15. Co-teachers are selected on a voluntary basis.

#	Answer		Response	%
1	Strongly Disagree		2	33%
2	Disagree		1	17%
3	Neither Agree nor Disagree		1	17%
4	Agree		1	17%
5	Strongly Agree		1	17%
	Total		6	100%



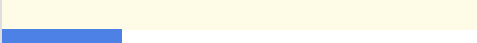

16. I have expressed an interest in co-teaching at this school.

#	Answer		Response	%
1	Strongly Disagree		2	100%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		2	100%





17. I received professional development on co-teaching within the last 5 years.

#	Answer		Response	%
1	Strongly Disagree		1	17%
2	Disagree		2	33%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	33%
5	Strongly Agree		1	17%
	Total		6	100%





18. My co-teacher and I plan jointly.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		1	25%
	Total		4	100%





19. I plan with other teachers (grade level, subject area, PLCs).

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	17%
3	Neither Agree nor Disagree		1	17%
4	Agree		2	33%
5	Strongly Agree		2	33%
	Total		6	100%

20. I am involved in the decision-making process at my school.

#	Answer		Response	%
1	Strongly Disagree		1	17%
2	Disagree		1	17%
3	Neither Agree nor Disagree		1	17%
4	Agree		3	50%
5	Strongly Agree		0	0%
	Total		6	100%

21. My feedback is elicited by the administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	17%
3	Neither Agree nor Disagree		1	17%
4	Agree		3	50%
5	Strongly Agree		1	17%
	Total		6	100%

22. My principal supports co-teaching at my school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	33%
4	Agree	2	33%
5	Strongly Agree	2	33%
	Total	6	100%

23. My professional growth is supported by my administration.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	17%
4	Agree	2	33%
5	Strongly Agree	3	50%
	Total	6	100%

24. My principal is approachable.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	17%
5	Strongly Agree	5	83%
	Total	6	100%

25. I have a good relationship with my principal.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	33%
5	Strongly Agree		4	67%
	Total		6	100%

26. My principal makes curriculum a priority.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	17%
4	Agree		3	50%
5	Strongly Agree		2	33%
	Total		6	100%

27. My principal makes the education of students with disabilities a priority.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	17%
3	Neither Agree nor Disagree		2	33%
4	Agree		0	0%
5	Strongly Agree		3	50%
	Total		6	100%

28. My principal has high expectations for students at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	17%
4	Agree	1	17%
5	Strongly Agree	4	67%
	Total	6	100%

29. My principal has high expectations for teachers at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	33%
5	Strongly Agree	4	67%
	Total	6	100%

30. My principal encourages me to reflect on my teaching practice.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	17%
4	Agree	2	33%
5	Strongly Agree	3	50%
	Total	6	100%

31. My principal values my work as a teaching professional.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	50%
5	Strongly Agree		3	50%
	Total		6	100%

32. My principal encourages me to take on teacher leadership roles within the school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		3	50%
4	Agree		1	17%
5	Strongly Agree		2	33%
	Total		6	100%

33. I meet with the administration at least four times during the school year.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	17%
4	Agree		2	33%
5	Strongly Agree		3	50%
	Total		6	100%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	33%
4	Agree	0	0%
5	Strongly Agree	4	67%
	Total	6	100%

35. My principal focuses on assessment data to monitor progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	17%
4	Agree	2	33%
5	Strongly Agree	3	50%
	Total	6	100%

36. I meet with my administration to discuss data.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	33%
5	Strongly Agree	4	67%
	Total	6	100%

37. My principal supports parental involvement.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	17%
4	Agree		1	17%
5	Strongly Agree		4	67%
	Total		6	100%

38. There is a positive morale among the teaching staff at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	17%
4	Agree		2	33%
5	Strongly Agree		3	50%
	Total		6	100%

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	50%
5	Strongly Agree		3	50%
	Total		6	100%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P3 Not Co-teaching

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	0	0%
2	P2 School	0	0%
3	P3 School	2	100%
	Total	2	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	2	100%
	Total	2	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	2	100%
	Total	2	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	0	0%
2	Master's	2	100%
3	Specialist	0	0%
4	Doctorate	0	0%
	Total	2	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	0	0%
2	No	2	100%
	Total	2	100%

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

#	Answer	Response	%
1	General Education Teacher	0	0%
2	Special Education Teacher	0	0%
	Total	0	0%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	0	0%
2	I was assigned	0	0%
	Total	0	0%

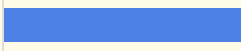
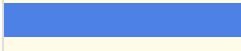
8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	0	0%
2	Unwillingly	0	0%
	Total	0	0%

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	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%

10. The option to co-teach is made available to everyone at this school.

#	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%

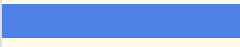
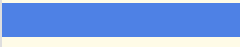
11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
13	Neither Agree nor Disagree		0	0%
14	Agree		0	0%
15	Strongly Agree		0	0%
	Total		0	0%

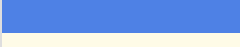
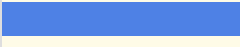
12. I have a good relationship with my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		0	0%

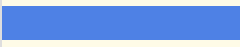
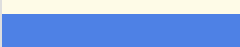
13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	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%


14. I agree with the way co-teaching is implemented at my school.

#	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%

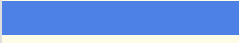
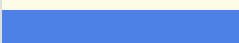
15. Co-teachers are selected on a voluntary basis.

#	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%

16. I have expressed an interest in co-teaching at this school.

#	Answer		Response	%
1	Strongly Disagree		2	100%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		2	100%

17. I received professional development on co-teaching within the last 5 years.

#	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%

18. My co-teacher and I plan jointly.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		0	0%
	Total		0	0%

19. I plan with other teachers (grade level, subject area, PLCs).

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%


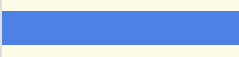
20. I am involved in the decision-making process at my school.

#	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%

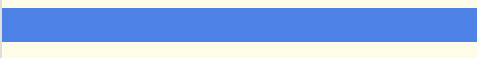
21. My feedback is elicited by the administration.

#	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%

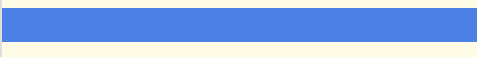
22. My principal supports co-teaching at my school.

#	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%

23. My professional growth is supported by my administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		2	100%
	Total		2	100%

24. My principal is approachable.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		2	100%
	Total		2	100%

25. I have a good relationship with my principal.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

26. My principal makes curriculum a priority.

#	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%

27. My principal makes the education of students with disabilities a priority.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

28. My principal has high expectations for students at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

29. My principal has high expectations for teachers at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

30. My principal encourages me to reflect on my teaching practice.

#	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%

31. My principal values my work as a teaching professional.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

32. My principal encourages me to take on teacher leadership roles within the school.

#	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%

33. I meet with the administration at least four times during the school year.

#	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%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

35. My principal focuses on assessment data to monitor progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

36. I meet with my administration to discuss data.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	2	100%
	Total	2	100%

37. My principal supports parental involvement.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		2	100%
	Total		2	100%

38. There is a positive morale among the teaching staff at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		2	100%
	Total		2	100%

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		0	0%
5	Strongly Agree		2	100%
	Total		2	100%

Co-teacher and Teacher Not Co-teaching Survey

Report Subgroup: P3 Co-teaching

1. Please select your school location number.

#	Answer	Response	%
1	P1 School	0	0%
2	P2 School	0	0%
3	P3 School	4	100%
	Total	4	100%

2. How many years have you taught at this school?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	1	25%
3	5+	3	75%
	Total	4	100%

3. How many years have you taught overall?

#	Answer	Response	%
1	1-2	0	0%
2	3-4	0	0%
3	5+	4	100%
	Total	4	100%

4. What is your highest level of education?

#	Answer	Response	%
1	Bachelor's	1	25%
2	Master's	2	50%
3	Specialist	1	25%
4	Doctorate	0	0%
	Total	4	100%

5. Are you currently co-teaching?

#	Answer	Response	%
1	Yes	4	100%
2	No	0	0%
	Total	4	100%

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

#	Answer	Response	%
1	General Education Teacher	2	50%
2	Special Education Teacher	2	50%
	Total	4	100%

7. How were you selected to co-teach?

#	Answer	Response	%
1	I volunteered	2	50%
2	I was assigned	2	50%
	Total	4	100%

8. How were you assigned to co-teach?

#	Answer	Response	%
1	Willingly	2	100%
2	Unwillingly	0	0%
	Total	2	100%

9. The administrative team or a member of the staff explained the model of co-teaching implemented at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	2	50%
5	Strongly Agree	1	25%
	Total	4	100%

10. The option to co-teach is made available to everyone at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		2	50%
5	Strongly Agree		1	25%
	Total		4	100%

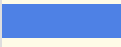




11. My input was considered when selecting my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		1	25%
2	Disagree		0	0%
13	Neither Agree nor Disagree		1	25%
14	Agree		1	25%
15	Strongly Agree		1	25%
	Total		4	100%


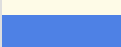


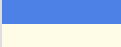
12. I have a good relationship with my co-teacher.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		1	25%
5	Strongly Agree		3	75%
	Total		4	100%


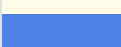
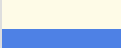
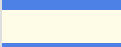
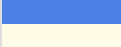
13. I agree with co-teaching as a service delivery model for educating students with disabilities.

#	Answer		Response	%
1	Strongly Disagree		1	25%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		1	25%
	Total		4	100%

14. I agree with the way co-teaching is implemented at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		1	25%
4	Agree		2	50%
5	Strongly Agree		0	0%
	Total		4	100%

15. Co-teachers are selected on a voluntary basis.

#	Answer		Response	%
1	Strongly Disagree		1	25%
2	Disagree		1	25%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		0	0%
	Total		4	100%

16. I have expressed an interest in co-teaching at this school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	0	0%
5	Strongly Agree	0	0%
	Total	0	0%




17. I received professional development on co-teaching within the last 5 years.

#	Answer	Response	%
1	Strongly Disagree	1	25%
2	Disagree	2	50%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	25%
5	Strongly Agree	0	0%
	Total	4	100%


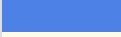

18. My co-teacher and I plan jointly.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	1	25%
3	Neither Agree nor Disagree	1	25%
4	Agree	1	25%
5	Strongly Agree	1	25%
	Total	4	100%



19. I plan with other teachers (grade level, subject area, PLCs).

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		1	25%
4	Agree		2	50%
5	Strongly Agree		0	0%
	Total		4	100%

20. I am involved in the decision-making process at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		1	25%
4	Agree		2	50%
5	Strongly Agree		0	0%
	Total		4	100%

21. My feedback is elicited by the administration.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	75%
5	Strongly Agree		0	0%
	Total		4	100%

22. My principal supports co-teaching at my school.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	50%
4	Agree	1	25%
5	Strongly Agree	1	25%
	Total	4	100%

23. My professional growth is supported by my administration.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	2	50%
5	Strongly Agree	1	25%
	Total	4	100%

24. My principal is approachable.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	1	25%
5	Strongly Agree	3	75%
	Total	4	100%

25. I have a good relationship with my principal.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		2	50%
	Total		4	100%

26. My principal makes curriculum a priority.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		2	50%
5	Strongly Agree		1	25%
	Total		4	100%

27. My principal makes the education of students with disabilities a priority.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		1	25%
3	Neither Agree nor Disagree		2	50%
4	Agree		0	0%
5	Strongly Agree		1	25%
	Total		4	100%

28. My principal has high expectations for students at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		2	50%
	Total		4	100%

29. My principal has high expectations for teachers at this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		2	50%
5	Strongly Agree		2	50%
	Total		4	100%

30. My principal encourages me to reflect on my teaching practice.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		2	50%
	Total		4	100%

31. My principal values my work as a teaching professional.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	75%
5	Strongly Agree		1	25%
	Total		4	100%

32. My principal encourages me to take on teacher leadership roles within the school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		2	50%
4	Agree		0	0%
5	Strongly Agree		2	50%
	Total		4	100%

33. I meet with the administration at least four times during the school year.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		2	50%
	Total		4	100%

34. My principal encourages the inclusion of students with disabilities into the school community to the fullest extent possible.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	2	50%
4	Agree	0	0%
5	Strongly Agree	2	50%
	Total	4	100%

35. My principal focuses on assessment data to monitor progress.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	1	25%
4	Agree	2	50%
5	Strongly Agree	1	25%
	Total	4	100%

36. I meet with my administration to discuss data.

#	Answer	Response	%
1	Strongly Disagree	0	0%
2	Disagree	0	0%
3	Neither Agree nor Disagree	0	0%
4	Agree	2	50%
5	Strongly Agree	2	50%
	Total	4	100%

37. My principal supports parental involvement.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		1	25%
5	Strongly Agree		2	50%
	Total		4	100%

38. There is a positive morale among the teaching staff at my school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		1	25%
4	Agree		2	50%
5	Strongly Agree		1	25%
	Total		4	100%

39. I consider my principal a good leader for this school.

#	Answer		Response	%
1	Strongly Disagree		0	0%
2	Disagree		0	0%
3	Neither Agree nor Disagree		0	0%
4	Agree		3	75%
5	Strongly Agree		1	25%
	Total		4	100%

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