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The Complexities of Supervisory Arrangements: Evaluating the Performance of General Education and Special Education Co-Teachers

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The Complexities of Supervisory Arrangements: Evaluating the Performance of General Education and Special Education Co-teachers

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

Abstract

Co-teaching, the collaboration between a general education teacher and a special education teacher, is an option that is being perceived by many educators as the means to ensure that special education students have access to the same curriculum as their non-disabled peers as well as the specialized instructional strategies necessary to nurture their learning. While the interest in co-teaching has increased considerably, the presence of two teachers in one classroom presents a supervisory challenge for principals and special education supervisors. Therefore, an investigation of the supervisory roles and practices used among administrators, principals and special education supervisors when evaluating the performance of the special education and general education teachers who co-teach was relevant and timely.

A survey entitled Co-Teaching Supervision Protocol Instrument was used to determine the methods administrators, principals and special education supervisors used, when evaluating the performance of the special education and general education teachers who co-teach. The study specifically addressed what supervisors of special education or the highest ranking administrator responsible for special education from the southeast region of the Commonwealth of Pennsylvania said were their administrative responsibilities for supervising co-teaching situations, and whether they believed that these supervisory arrangements were successful in providing guidance to teachers in serving both general education and special education students.

Results were based upon data from 51 participants from the targeted population and analyzed using descriptive statistics. About one in four participants used

collaboration throughout the process for supervising and evaluating co-teaching, while most did not. Significant discrepancies were found in the importance of tasks associated with the collaborative supervision of co-teachers. Most participants rated the tasks as very important/important, but they did not always include these tasks in the observation process. Two tasks displayed significant disparities in terms of perceived importance and execution of supervisory tasks: the pre-conference and the post-conference meetings with the co-teachers being evaluated. Participants also recognized the supervisory model of the general education administrator supervising both the GET and SET as the most frequently mentioned positive influence on co-teaching evaluation as well as the most frequently mentioned negative reason. Additionally, administrative collaboration, differentiated supervision, and evaluation criteria all were identified skills needing attention for improvement. The results suggested that while an increase in collaborative supervisory arrangements may ensure co-teachers receive more specific and evaluative feedback, school districts must make a commitment to providing policies and structure for conducting co-teaching supervision as well as professional development experiences to support administrators who may use collaborative supervisory arrangements.

CHAPTER I

Introduction and Literature Review

Prior to 1975, special education students were routinely placed in segregated learning environments apart from the general education school population. Even recess periods were periods of isolation for students assigned to special education classes. Attempts to change to more inclusive classroom settings for special education students have taken over 30 years. Although the movement to provide a more inclusive service delivery option has been slow, steady progress has been made to gain the support of parents and educators for models such as co-teaching. Co-teaching occurs when a general education teacher (GET) and a special education teacher (SET) collaborate to plan lessons and share instructional responsibilities for one classroom in which a specified number of special education students are included.

The popularity of the co-teaching model represents a supervisory challenge for administrators, principals and special-education supervisors. Who assumes ultimate responsibility for the supervision of teachers assigned to co-taught classrooms, because the presence of two teachers in one classroom may lead to an overlap in instructional duties and responsibilities for students with special needs? Two teachers assigned to the same classroom may also embrace different belief systems that may impede planning and negatively influence the instructional presentation. Administrators, principals and special education supervisors face these and other challenges when evaluating the effectiveness of individual teachers in the co-taught classrooms, including how to evaluate the level of

lesson preparation, instructional presentation, classroom management and assessment strategies for each teacher in reference to all students in the co-taught classroom.

History of Special Education

Legislation Recognizing Students with Disabilities

Before 1950, little legislation existed to protect the rights of children with special education needs. "The *Brown v. Board of Education of Topeka* decision in 1954 heralded the onset of the civil rights movement that the Eisenhower, Kennedy, and Johnson administrations supported through various means" (Osgood, 2008, p. 101). *Brown v. Board of Education of Topeka* became a turning point in the United States for minorities because the decision stipulated that segregated facilities are inherently unequal. As a result, schools became racially integrated. Although President Dwight D. Eisenhower (1956) wrote, "There must be no second class citizens in this country," following the Supreme Court's ruling, his administration neglected to seriously consider the educational needs of disabled children, resulting in their treatment as second-class citizens. *Brown v. Board of Education of Topeka* though presaged the era that expanded the rights of the disabled in school and society. The election of President John F. Kennedy in 1960 awakened the interest of the U.S. government in the lives of children with disabilities. President Kennedy's family had publicly acknowledged having a special needs child which may have provoked public advocacy concerning the marginal treatment of special needs citizens.

President Kennedy formed a Presidential Panel on Mental Retardation and charged them to study the issues of people with *Intellectual Disabilities/Developmental Disabilities (ID/DD)*. Based on the Panel's work, two significant pieces of legislation regarding mental health were enacted: the Maternal and Child Health and Mental Retardation Planning Act PL 88-156 and Mental Retardation Facilities and Community Mental Health Construction Act PL 88-164.

The first Act, PL 88-156, provided funding for many new programs directed at providing improved prenatal care for women and improved health care for young children. In addition to the goal of lowering the incidence of mental retardation and other birth defects, PL 88-156 assisted many women and children who lived in poverty. PL 88-164, designated funding for research related to special education. As a result, funding became available for developmental research centers in university-affiliated facilities and community facilities for people with mental retardation.

Building on Kennedy's initiative, President Lyndon Johnson's vision of a "Great Society" engendered support for and assured passage of the Civil Rights Act of 1964 and PL 89-10, the Elementary and Secondary Education Act of 1965 (ESEA). These Acts represented landmark Congressional actions supporting human rights and the rights of students with special needs.

President Johnson believed that equal access to education was vital to a child's ability to lead a productive life. Thus, ESEA was designed to address the inequalities in education that were not addressed by the Civil Rights Act of 1964. As the most expansive federal education bill passed to date, ESEA was tremendously important to

persons with disabilities because it lent momentum to the legislation that produced the revision of PL 93-112 the Vocational Rehabilitation Act (VRA), section 504 which defined the terms "handicapped person" and "appropriate education." Section 504 prohibited discrimination against students with disabilities in federally funded programs. Finally, PL 93-112 also addressed educational and vocational issues related to disabilities.

Public Policies and Funding for Special Education

In 1974, during the Nixon administration, PL 93-380, the Educational Amendments Act (EAA) granted the first federal funds to states in order to provide programs for exceptional learners, those identified as gifted and talented. The EAA also granted students and families the right of due process in special education placements. *PARC v. Pennsylvania, Lau v. Nichols, Wyatt v. Stickney, Larry P. v. Riles, Diana v. State Board of Education, and Mills v. Board of Education of the District of Columbia* were high-profile decisions from the early 1970s that cemented the established civil rights of disabled children in schools and mandated equal treatment in normalized settings (Osgood, 2008).

By 1975, the federal government's efforts to establish public policies and federal funding for special education culminated with the passage of Public Law 94-142, the Education for All Handicapped Citizens Act (EAHCA) dubbed the *Mainstreaming Law*. PL94-142 provided students with disabilities the opportunity to participate in general education classes to the extent necessary to meet their needs (Vaughn, Bos, & Schumm, 2000). Mainstreaming refers to the placement (from part-time to full-time) of students

with disabilities in the general education classroom. Though not required by law, mainstreaming is a popular term to capture the concept of placing students in the least restrictive learning environment (LRE) possible. The essential element of mainstreaming promotes shared responsibility among all educators for students with disabilities regardless of which classrooms students are placed within the school.

Although the EAHCA mandated that students with special education needs be educated in LRE, enacting this principle in practice was slow to occur and often controversial (Bauer & Shea, 1999). Some parents believed that their children would receive more individualized professional support in pull-out programs that offered more segregated placements (Bauer & Shea, 1999).

In1990, PL 94-142 was amended and subsequently reconstituted as the Individuals with Disabilities Education Act of 1990 (IDEA). The IDEA required school administrators, regular and special education alike, to participate actively in Individualized Education Program (IEP) meetings, in order to safeguard students' and parents' rights. According to the definition provided by IDEA, placing the student in the least restrictive environment meant:

> To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education

and regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. [IDEA Section 612 (a) (5) (A)].

IDEA was amended in 1997 (IDEA, PL 105-17) and reauthorized in 2004 as the Individuals with Disabilities Education Improvement Act (IDEIA). The IDEA amendments of 1997 pertained to the transition of students from high school to adult life. IDEIA of 2004 concentrated on the IEP process, due process, and discipline provisions. Each amendment reflected a greater emphasis on placing special education students in the least restrictive environment with their non-disabled peers (Vaughn, et al, 2000).

Increased Attention to Educating Special Education Students

Similar to PL 94-142, the ESEA, now known as The No Child Left Behind Act (NCLB) of 2001 was also amended. The main objective of the NCLB was for schools to adopt higher academic standards, to provide a rigorous curriculum that is selected using scientifically-based research and to provide instruction to students that would afford them the skills to meet high academic standards by 2014 (U.S. Department of Education, 2001). Both IDEA and NCLB emphasized the importance of providing educational opportunities for students with special needs in the general education setting whenever possible. Schools must offer students LRE in the setting most like that of their non-disabled peers, while also meeting each child's educational needs. The principle behind LRE is that special education students are best served in settings most like those of their non-disabled peers where they can learn and ideally move towards less and less restriction.

According to IDEA, a continuum of special educational services ranges from

providing the least restrictive to the most restrictive learning environment. The least restrictive environment is the setting in which the student participates and functions fully academically and socially in the regular education classroom without support. The next level is a regular classroom placement but with specialists who provide consultative services within that classroom setting. Next, the general education classroom provides opportunity for co-operative teaching or co-teaching. The special education teacher (SET) and the general education teacher (GET) co-plan or co-teach for part of the school day. The fourth service option in the continuum is part-time placement in the special education classroom. The student is included in the general education class where support services are provided for the entire school day or the student is in the general education class for part of the day and in the special education class, usually the resource room, for a certain number of hours. The fifth service option is the full-time special education classroom in the general education school. The student is assigned to a special education classroom within the general education school. The student will have contact with his or her general education peers for activities such as physical education, art, music, and lunch. The most restrictive placements on the continuum are those in schools that operate publicly or privately as residential schools. Students are usually transported to and from those schools each day. Students assigned to the residential school remain at the school beyond the school day often for the duration of their education. Educators often search for the most effective service delivery options within regular education settings that provide support and, incidentally, limit expenses (Case, 1992).

In its most recent report to Congress on the implementation of the Individuals with Disabilities Education Act (IDEA), the U.S. Department of Education noted a shift

in the placement of students with disabilities over the course of the twelve year period from 1992-2004. According to the 17th Annual Report to Congress, in the 1992-93 school year, 40.5% students with disabilities in the United States were served in regular classrooms (U.S. Department of Education, 1995). In the 22nd Annual Report to Congress, 47.0% of all students with disabilities spent less than 21% of their school time outside the general education classroom (U.S. Department of Education, 2000) and in the 28th Annual Report to Congress, 52.1% of all students with disabilities spent less than 21% of their school time outside of the general education classroom, the most inclusive category reported (U. S. Department of Education, 2006). The gradual increase in the number of special education students spending more time within the general education classroom is a direct result of the requirements established by IDEA and NCLB as well as the expectation that schools offer special education students educational opportunities in settings most like those of their non-disabled peers.

During the same twelve year period, the number of students aged six through twenty-one receiving special education and related services under IDEA grew from 4,778,939 to 6,046,051, an increase of 26.5%. To address this growth, schools have restructured their service delivery options so that educators move with their students (Weiss & Lloyd, 2003). Hence, the service delivery option that is gaining in popularity and is being viewed as providing the best possible learning experience for children with special needs is co-teaching within the regular classroom (Davis-Wiley & Cozart, 1998; Rea & Connell, 2005a; Rea & Connell, 2005b; Scruggs, Mastropieri, & McDuffie, 2007; Weiss & Lloyd, 2003).

Co-Teaching

Distinguishing Between Team Teaching and Co-teaching

Co-teaching is the collaboration between a general education teacher and a special education teacher on all of the teaching responsibilities for all students assigned to a classroom (Gately & Gately, 2001). Co-teaching started under the term "team teaching" as a pedagogical approach mentioned in the regular education initiative (REI) (Friend & Reising, 1993). Team teaching is characterized by two general education teachers (GET) who team and share instructional responsibilities for the students from their two classes (Cook, 2004; Friend & Reising, 1993). Team teaching requires sharing planning but not instruction (Cook, 2004). As the impetus to educate students with special needs in the regular education setting increased, special educators adopted and modified the team teaching model and re-named it co-teaching. First, a co-teaching team consists of a general education teacher and a special education teacher. Two distinctly different teaching approaches are blended in this model. Second, the teacher-student ratio is considerably improved because two teachers share the instructional responsibilities for students who are assigned to one classroom (Austin, 2001). Finally, co-teaching requires both teachers to plan interdisciplinary lessons and share instruction within one classroom (Austin, 2001).

Co-teaching gradually became the preferred instructional model in the elementary schools when integrating special education students in to the regular education classroom (Friend & Reising, 1993). The co-teaching model also quickly became the service delivery option of choice at the secondary level (Austin, 2001). Co-teaching is an

appealing service delivery option because students who are not identified as special education students are able to receive additional attention along with their special education and regular education peers without being labeled as disabled (Austin, 2001). Finally, both the SET and GET can share their expertise for planning, instructing, managing, and evaluating the students (Austin, 2001; Friend & Reising, 1993; Villa & Thousand, 2005).

Characteristics of Co-teaching

In order to implement co-teaching, teachers must commit themselves to parity. Villa, Thousand, and Nevin (2004) described behaviors that demonstrate parity. For example, teachers must develop mutual respect for one another's perspective allowing them to accept constructive criticism from each other as well as their being able to generate an objective climate for offering suggestions on any issue affecting the classroom. Partners must be comfortable enough to be able to exchange knowledge, skills, attitudes, or position. Cook (2004) also suggested other examples of parity in which both teachers share space that is traditionally assigned to one teacher, share discipline responsibilities in the classroom, and share teacher chores such as grading, duplicating, and preparing assignments. The teachers must clearly communicate to students and parents that both teachers have the same status and participate equally in student evaluations including grading and have equal access to parents at open house and parent-teacher conferences. Both teachers have equal access to materials, supplies and books, and must agree upon the arrangement of the physical classroom space (Cook, 2004; Kohler-Evans, 2006).

Parity also highlights the teachers' ability to use interpersonal skills effectively, including use of verbal and nonverbal communication and social skills. These skills are constantly used to focus on what is occurring in the classroom (Dyck, Sundbye, & Pemberton, 1997). Because the success of co-teaching depends on the established relationship between the SET and GET, co-teachers must determine co-teaching goals, agree to use a common conceptual framework, facilitate a collaborative culture, and meet to discuss whether or not instruction is meeting the needs of all students during classroom time (Davis-Wiley & Cozart, 1998; Keefe, Moore & Duff, 2004; Villa et al, 2004).

Dieker and Murawski (2003) noted the importance of varying the co-teaching approaches during instruction. They asserted co-teachers must recognize the importance of varying instruction based on the subject, what is being taught, the students involved and the goals of instruction. Cook (2004) elaborated on the significance of varying instruction and identified four factors that co-teachers must consider when selecting approaches such as recognizing student characteristics and needs, teacher characteristics and needs, curriculum (including content and instructional strategies), and pragmatic considerations.

Co-teaching Structures

Although the ideal co-teaching arrangement argues for parity between teachers, the literature acknowledged six structures designed for co-teaching to meet the diverse needs of the students. The following six structures which are described by various terms define the roles and relationship between the SET and GET: (a) one teach/ one observe; (b) one teaching/one assisting; (c) teaming; (d) alternate teaching; (e) parallel teaching;

and (f) station teaching. The essence of the roles the SET and GET play in the co-teaching structures is depicted in Figure 1.

The first structure, one teach/ one observe, is demonstrated when one teacher takes the primary responsibility for planning and delivering instruction, and the other teacher shares in monitoring and evaluating students (Cook, 2004; Dieker, 1998; Murawski & Dieker, 2004: Davis-Wiley & Cozart, 1998; Vaughn, Schumm & Arguelles, 1997). Examples of support include gathering academic, behavioral, or social data on specific students.

The second structure, one teach/one assist occurs when one teacher takes primary responsibility for planning and delivering instruction and the other teacher essentially functions as her aide (Cook, 2004; Kloo & Zigmond, 2008). The teacher who functions as the aide assists students with materials and organization, uses teacher proximity to focus student attention, and acknowledges and addresses student concerns. Although the one teach/ one assist structure has its merits, Cook (2004) revealed that this structure is often overused because teachers are not forced to change from their traditional style of teaching in which one person is in control of what happens in a classroom. The literature also uses the terms speak and add, speak and chart, one teach/one drift, one lead teacher/one teacher "teaching on purpose," one teaching/ one supporting, lead and support or grazing to describe this co-teaching structure.

Teaming, the third structure, is best used when the teachers are supporting or reinforcing new skills with one another. Both teachers are responsible for planning and delivering instruction. The teachers take turns teaching various aspects of the lesson

(Cook, 2004; Kloo & Zigmond, 2008; Murawski & Dieker, 2004; Vaughn et al, 1997; Davis-Wiley & Cozart, 1998; Wischnowski, Salmon & Eaton, 2004). While one teacher delivers instruction, the other adds to or supplements the lesson by asking prompted or unprompted questions to students, adding anecdotes or examples, restating important information or using the "think aloud strategy" to provide clarification to significant points made during a lesson (Cook, 2004). In this structure, both teachers need sufficient knowledge in the subject matter. Duet, one brain in two bodies in which, two teachers teach the same content to one group, interactive teaching, and tag team teaching are used interchangeably for this co-teaching structure.

The fourth structure, alternative teaching divides students into groups based on instructional need. One teacher works with a small group of students to pre-teach, re-teach, supplement or enrich while the other teacher instructs the remaining students (Cook, 2004; Dieker & Barnett, 1996; Friend & Reising, 1993; Kloo & Zigmond, 2008; Murawski & Dieker, 2004; Vaughn et al, 1996; Davis-Wiley & Cozart, 1998; Wischnowski et al, 2004). Each teacher takes responsibility for the instruction of students in the class. Alternative teaching is ideally used when groups may be easily switched from teacher to teacher. One teacher reteaches/one teaches alternative information and skill group are also terms used to identify this co-teaching structure.

The fifth structure is parallel teaching. In parallel teaching, both teachers share in the planning and delivery of instruction, but each delivers it to half of the class (Cook, 2004; Dieker & Barnett, 1996; Friend & Reising, 1993; Kloo & Zigmond, 2008). For example, the teachers may decide that one of them focuses on the auditory and visual modality of instruction while the other focuses on the tactile/kinesthetic modality. The

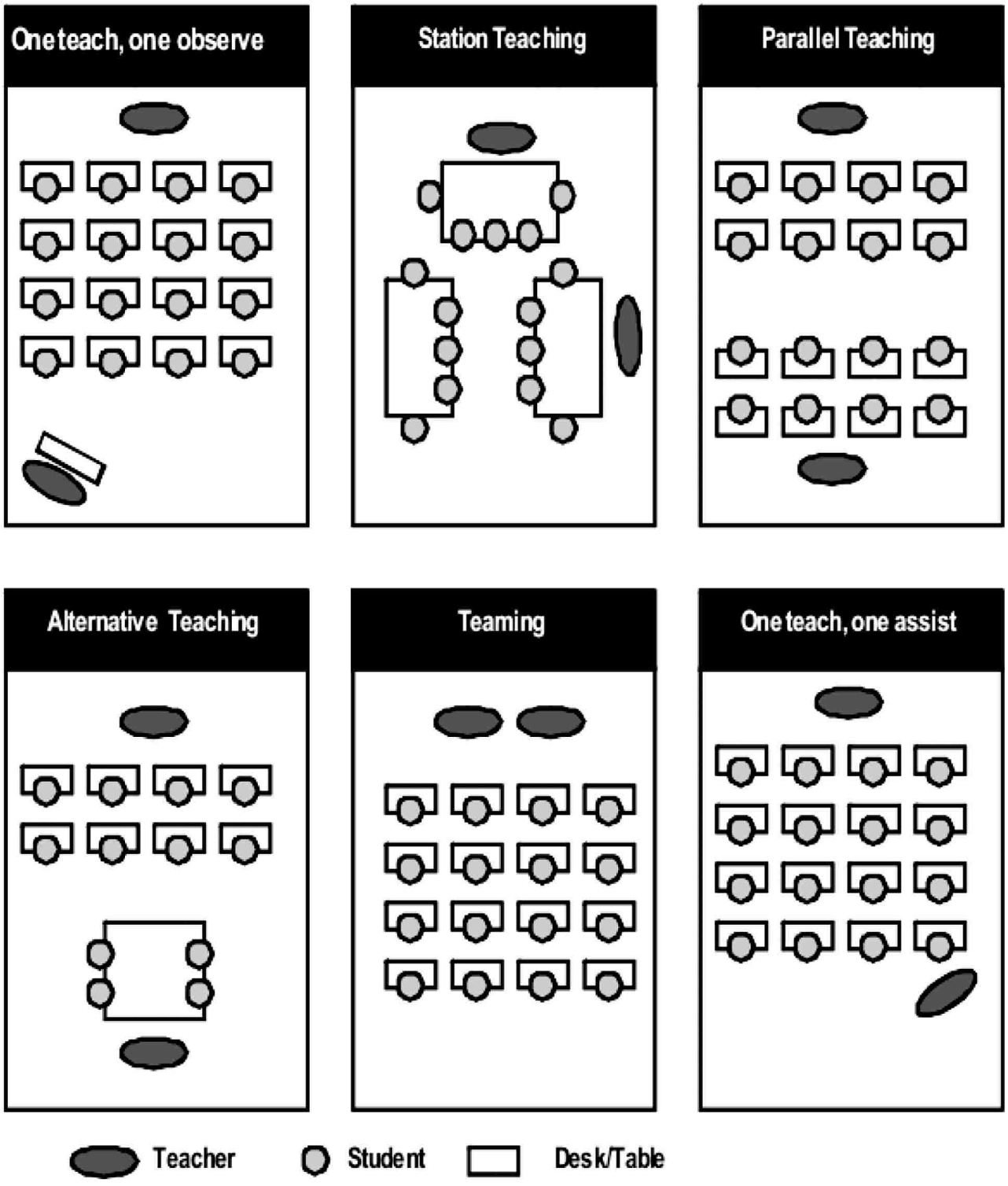

Figure 1. Co-Teaching Structures. From M. Friend & W. D. Bursuck, 2009, Including Students With Special Needs: A Practical Guide for Classroom Teachers (5th ed., p. 92). Upper Saddle River, NJ: Merrill.

literature also identifies two teachers teach the same content to two groups and learning style teaching as terms that describe this co-teaching structure.

Station teaching is the sixth structure. Station teaching occurs when the class is divided into heterogeneous groups, centers or stations (Dieker, 1998; Friend & Reising, 1993; Kloo & Zigmond, 2008; Wischnowski et al, 2004). In station teaching, three groups, centers, or stations are usually organized for instruction. Both teachers monitor a group center or station and the third group, center or station is organized to allow students to work independently. During station teaching, students move from station to station. Station teaching offers a way to extend the learning for students who have mastered the content area. It may also help those students who have not mastered the skills, but may profit from interacting with material available at the stations.

The educational literature predominantly reports anecdotal experiences as well as suggestions for implementation and guidelines for establishing co-teaching structures (Cook & Friend, 1995). Although a variety of co-teaching structures have been suggested, the impact of such instructional strategies on student outcomes is unclear. Murawski and Swanson (2001) conducted a *meta-analysis* of co-teaching research. After reviewing 89 articles, Murawski and Swanson (2001) determined that limited empirical research exists to support the use of co-teaching in classrooms that included students with disabilities as an appropriate and effective intervention. They identified only six of 89 articles that provided sufficient quantitative information. The effect size on the magnitude of the relationship between co-teaching and student achievement for each study varied from 0.08 to 0.95, with an overall standardized mean difference of .40, suggesting a moderate effect size for co-teaching. The articles that met the criteria for

use in the meta-analysis indicated the use of a variety of effective co-teaching arrangements. However, no specific data were gathered on the co-teaching structures used within the classrooms. The limited empirical research in the area of co-teaching suggests that further research is needed to substantiate what co-teaching structures are used and how those structures can best meet the needs of students with disabilities.

Supervision

Principals' Attitudes Towards Inclusion

Although current research points to the promise of co-teaching for enhancing student learning, it provides limited information about what kind of supervisory support co-teaching requires (Morocco & Aquilar, 2002). The typical form of supervision incorporates a line-staff chain of command perspective that is expressed as policies, mandates, directives, and memoranda orders (Jerich, 1990). Recent school reform initiatives coupled with the pressure from educational policy makers for school improvement have made principals responsible for school change and improvement and, ultimately, schooling.

Principals lead through a shared vision. Incumbent on the principal is the involvement of faculty members in the school's decision-making processes. While staff members must feel empowered to act, they should be provided with the information, training and parameters needed for decision-making or decisions made by the learning community. Principals establish credibility by modeling behavior that is congruent with the vision and values of the school (Austin, 2001). Principals establish the overall climate within a school and influence the kinds of instructional practices that teachers

use. Thus, principals' attitudes toward special education also influence the success of the special education programs including those that involve co-teaching (Gately & Gately, 2001; Rea, & Connell, 2005a; Scruggs, Mastropieri & McDuffie, 2007; Vaughn et al, 1997).

Domencic (2001) found principals' experiences with special needs students were directly related to their attitudes, which, in turn, were related to inclusive placements. Similarly, Praisner (2000) suggested that principals' professional experiences with students with disabilities might be related to more inclusive placements. Because principals are becoming more responsible for the instruction of special education students, principals must determine the appropriateness of instruction for special education students that occurs in the general education setting (Broyles, 2004). Yet, Praisner's (2000), Praisner's (2003), Horrocks (2006), and Horrocks, White, and Roberts's (2008) studies found that the principals' personal experiences with students with disabilities had no significant relationship in their attitudes towards inclusion.

Preparation for Supervising Co-Teaching Situations

The challenge for principals is that current thinking about their role suggests that principals' actions have indirect effects on school outcomes, mainly through activities that coordinate, monitor, and enable teachers to work more effectively with students (Heck, 1993). Principals have training and experience with administration of school buildings and supervision of instruction. However, this background usually does not include comprehensive knowledge of the characteristics of special education students and the educational models that will be effective in helping them achieve. Principals report

their lack of training and competency that may have an impact upon their confidence in working with special education students (Farkas, Johnson, Duffett, Foleno & Foley, 2001; Stevenson, 2002; Wigle & Wilcox, 1999). As a result, the principals report their decision making ability to facilitate inclusive placements may be affected (Cypress, 2003; Goor & Schwenn, 1997).

Goor and Schwenn (1997) found that principals were often unaware of the extent of their responsibilities in the administration of special programs in their schools and thus felt ill-prepared for their role. Dyal, Flynt, and Bennett-Walker (1996) reported that only 3.5% of the 118 elementary and secondary principals surveyed in Alabama felt they had excellent training in inclusive practices; 54% responded their training was adequate and 44.5% responded their training was inadequate. Additionally, Sirotnik and Kimball (1994) conducted a national study that surveyed 457 aspiring principals, enrolled in pre-service programs. All but two respondents indicated that the principal preparation program did not prepare them for the challenges of providing appropriate programming for special education students. Cypress (2003) also found that the respondents to his survey believed that their training did not prepare them for the policies and procedures necessary to actualize an effective special education program. Other studies have also shown that principals do not feel prepared to work with special education students because their administrator training programs and professional development experiences have not fully addressed special education (Doyle, 2001; Sirotnik & Kimball, 1994).

Current administrative training programs do not seem to address the challenges of special-education, particularly inclusion (Cypress, 2003; Dyal et al, 1996; Sirotnik and Kimball, 1994). Attention is needed to develop effective principal preparation programs

that address the area of special education programming. The establishment of more extensive formal teacher and leadership coursework is one way to gain knowledge in the areas of special-education. It is not surprising that staff development models have emerged to prepare principals to be more effective in leading instructional programs that have the best interest of regular education students as well as special education students in mind.

In addition to the challenges principals are faced with in making decisions for special education students, the role of the special education administrator is also changing (Lashley & Boscardin, 2003). Special-education administrators now must provide appropriate accommodations and modifications to the general education curriculum while promoting collaboration between SETs and GETs. Principals have the same responsibility as well (Boscardin, 2005b). Murphy (2001) identified four elements that are integral to transforming the roles of these practicing administrators: developing caring and supportive behaviors and dispositions; acquiring knowledge of variables influencing change; encouraging collegiality and collaboration; and understanding the ethical and moral foundations of leadership. Flexibility, collegiality, and collaboration among all teachers and staff members in school buildings are also essential.

Similarly, Crockett (2002) examined the special education preparation program's role in preparing instructional leaders for inclusive schools. She acknowledged the importance of the role of the special education administrator in insuring compliance, providing leadership in the use of effective practices for a diversity of learners, and developing positive working relationships with parents and external agencies. Crockett also criticized the manner in which administrative practices have changed over time,

citing the decreasing attention paid to providing special-education preparation or experiences that might enhance the abilities of contemporary administrators to respond meaningfully to specialized concerns within these domains. Crockett (2002) suggested, "It is time to use multiple strategies to rekindle cooperative leadership preparation efforts and to reconstruct the guiding narratives of special-education, clarifying the roles and responsibilities of its leaders and a new era" (p. 159).

The Interstate School Leaders Licensure Consortium (ISLLC;1996), organized by the Council of Chief State School Officers, acknowledged that school administrators' roles, whether regular or special education, foster corresponding differences in leadership, authority, and responsibility. Yet, the ISLLC standards identified no specific expectations for administrators beyond serving all students. Nor has the National Council of Accreditation in Teacher Education (NCATE) established guidelines for the specific administrative roles (NCATE, 1995). The Educational Leadership Policy Standards: ISLLC 2008 (ISLLC, 2008), reinforced the proposition that all school administrators obtain general licensure in leadership that was stated in the original ISLLC standards regarding administrators' responsibilities. Using the revised policy standards as a foundation, school districts can create a common language, in order to bring consistency to educational leadership and encourage clear expectations about what leaders need to know and do to improve instruction. The same foundation could be used to establish a basis for holding co-teachers accountable.

Focusing Supervision on Co-Teaching Situations

No single definition or description of supervision is universally accepted. The main thrust of supervision must result in improvement of student learning by means of formative and summative assessments of teacher performance (Pfeiffer & Dunlap, 1982). Administrators, principals and supervisors of special education alike, must develop a comprehensive set of criteria for supervising co-teachers that includes three types of measures: non-instructional aspects of all performance; essential instructional skills that are not always observable, such as developing valid tests; and essential instructional skills that are observable such as maintaining a desirable learning environment (Glatthorn, 1987). Fraenkel (1992) also identified additional criteria, including classroom management, individual student learning problems, content organization (long-term planning), daily lesson planning, accuracy of subject matter presented in lessons, subject matter selection, evaluation of student achievement, teaching methods and techniques as considerations for supervising co-teachers. Other factors included resource identification, classroom learning environment and its effect on instruction, individual student behavior problems and the relationship with co-teacher. Teacher evaluation must match the goals, management style, and administrative commitment to effective instruction. The evaluation instrument used must be valid and reliable. Glatthorn (1987) suggested that two or more observers participate in making several observations followed by a conference to discuss the teachers' strengths and professional development needs.

Kaplan and Owings (2001) emphasized a need for principals to visit classrooms frequently. They urged principals to make observations of instruction a priority in order to determine their staff members' effectiveness. DuFour and Eaker (1998) cautioned that

principals, within their supervisory role, must know what to look for during teacher observations. Rather than focusing on what the teachers are teaching, they argued that principals should focus on student learning. They noted that the most effective principals facilitate a shift in focus from teaching to learning, thereby, substantially changing the culture of the schooling process. In addition, as learning leaders, principals use assessment results to develop strategies for improving the instructional programs for individual students. Analyzing assessments can also assist the principal in planning meaningful staff development. Simple monitoring is not enough. Principals must be willing to confront those teachers who fail to fulfill their responsibilities (DuFour & Eaker, 1998).

Glickman (2002) indicated that the process for determining which behaviors to evaluate in teacher performance is as important as the structures and formats used to communicate feedback and improvement plans to them. What is essential is that both parties, the administrator and the teacher, understand the purpose of the observation, how the observation will be conducted, what data will be collected at each particular phase, and how this observation fits into a larger year-long or multi-year plan for continuous individual improvement or student growth.

Crockett's (2002) suggestion to develop responsive educational leaders assigns the responsibility to administrator preparation programs and school districts. Both must establish multidimensional professional development that combines the conceptual and practical principles of educational leadership with specific issues concerning special education. In this way, principals and special education supervisors become better prepared to evaluate effectiveness of co-teaching. By preparing both the principal and

the special education supervisor, either administrator can evaluate the SET or the GET. The observations of the SET and GET can be done independently by either administrator or conjointly. Therefore, the new challenge will be for school districts to transform the traditional model of supervision to a distributed system of supervision that collaboratively supports the use of proven practices to achieve school-wide improvement for all students, including those with disabilities (Boscardin, 2005a). The collaborative effort should culminate in the sharing of a common language, theories of action, and skills used to make decisions about learning outcomes.

Sheehy (2007) also proposed a distributive perspective as a conceptual framework of leadership for co-teaching. She conducted a qualitative study that explored the instructional leadership practices related to co-teaching. The leadership responsibilities were distributed among teachers and administrators - the principals and the special education supervisors. Although Sheehy's research study (2007) revealed that a single administrator should not manage the service delivery option of co-teaching, the focus of her study was not on the supervision and evaluation of effective co-teaching practices.

Supervisory Models

In short, demands for instructional improvement for both labeled special education and general education students are forcing school districts to re-examine the effectiveness of instructional supervision. The literature suggests several models of supervision including clinical supervision, individual development, which has various components that are included, informal observations, focused team supervision, peer coaching, and mentoring.

The first supervisory model, clinical supervision, consists of four components: pre-observation conference, classroom observation, analysis of the observation, and a post-observation conference (Goldhammer, Anderson, & Krajewski, 1980; Holifield & Cline, 1997). The pre-observation conference involves the teacher and the administrator. The purpose of the pre-observation conference is to identify the teachers' instructional concerns, which results in the specification of the focus of the observation, the selection of data collection methods, and an agreement as to when to conduct the observation. Possible topics of the pre-observation conference include: characteristics of student/class, unit objectives, background from previous lessons, lesson objectives, materials and strategies to be used, measure for student learning, the lesson in relationship to future objectives, possible alternatives for improvement, and any other pertinent topics (Peters, 1989). During the classroom observation which follows the pre-observation conference, data are gathered objectively. The administrator then analyzes the data for the post-conference, which includes the teacher, principal, supervisor, or other administrator. At this time, the collected information is reviewed and an instructional improvement plan developed. Glickman (1990) proposed an analysis and critique of the entire clinical supervisory experience as a fifth component to the clinical supervision model. The analysis and critique would provide immediate feedback to the administrator regarding the effectiveness of the supervision process.

The second supervisory model, individual development, consists of several options whose purpose is to aid in professional growth: administrative directed, cooperative, and self-directed options. The first option enables the administrator to focus attention on those teachers who need support rather than providing perfunctory visits to

all teachers (Glatthorn, 1997). The principal, supervisor or other administrator works closely with an individual teacher during an intensive professional development process. This option is typically used with non-tenured teachers or tenured teachers who have serious instructional problems. One benefit of intensive development is that it allows for significant improvement in the essential skills of teaching. Intensive development may include planning conferences, student assessment conferences, diagnostic observations and feedback, focused observations and feedback, videotape analysis, coaching, descriptive student feedback, and direct observations by a colleague.

The second option within the individual development model is cooperative development which encourages experienced teachers to work together for mutual growth with administrator participation. Teachers may participate in cooperative dialogues, cooperative planning, cooperative observations, and cooperative research. The cooperative development approach is teacher centered and directed. It respects the professionalism of competent teachers. This option takes little administrative time with the caveat that administrators have limited involvement.

The final option within the individual development is self-directed. The self-directed option provides experienced and competent teachers opportunities to work independently. The individual teacher identifies one or two professional growth goals. Given the independent nature of this model, teachers feel they are respected as professionals because administrators are usually not involved. Since the literature infers that it is virtually impossible to capture the essence of instruction in an objective manner unless the observer and the teacher share at least part of the instructional context, Dudney (2002) asserted the necessity for both the administrator and teacher to determine the

teacher's long-term objectives and day-to-day teaching decisions. Further, administrators have an obligation to build synergistic relationships that encourage teacher commitment to improve performance, quality, and increase productivity (Gilley & Callahan, 2000).

The third supervisory model uses informal observations that are brief, unannounced classroom visits, lasting from five to 15 minutes (Glatthorn, 1986). This supervisory technique allows the principal, supervisor, or other administrator to become more visible while reducing teacher isolation. The walk-through is one form of informal observation. Protheroe (2009) describes the walk-through as part of the principal's daily routine that has a specific purpose. The principal visits the classroom and reflects after the walk-through. Walk-throughs should be frequent and numerous and the administrator should provide immediate feedback to teachers. The benefits of walk-throughs include: administrators become more familiar with the teachers' instructional practices; administrators can gauge the climate within the building; a team atmosphere develops; and students see that instruction and learning is valued by both administrators and teachers. In addition, walkthroughs provide excellent opportunities for administrators to reinforce and praise good teaching and to gather data regarding the implementation of curriculum. The administrator stays well-informed and alerted to instructional problems.

The fourth model is focused team supervision. Bickel and Artz (1984) proposed that districts develop supervisory teams composed of principals, supervisors, and other administrators that can concentrate their efforts in specific areas. They asserted that focused team supervision will concentrate the team's time and attention on priority areas determined by their data reviews. The success of focused team supervision is dependent on the extent to which supervisory teams concentrate on four basic behaviors (Bickel and

Artz, 1984). Administrators must build a common language and define goals to guide the work for each school. They must also use a common data base and develop a joint action plan to promote a coordinated viewpoint within and among schools in their districts. Administrators must develop a set of compatible instructional skills and work from broad long-range instructional objectives. As a result, both supervisors and principals will be able to implement the action plans for each teacher effectively because all parties are clear about the goals to be accomplished and how to accomplish them.

Peer coaching is another supervisory model in which teachers conduct cycles of clinical supervision with each other under the guidance of an administrator (Glickman, 2002). Teachers must be trained to understand the purpose and procedures of peer coaching: conducting pre-conferences to determine the focus of the observations; conducting and analyzing an observation; and conducting post-conferences with different approaches for developing action plans. Even though teachers are guided by administrators throughout the process, the supervisory process rests with the teachers. Access to resources needed as a result of recommended action plans becomes an additional administrative responsibility for the administrator.

Mentoring, a final option for supervision occurs when principals, supervisors, and other administrators share their personal and professional experiences in an effort to help teachers grow and develop. Administrators and supervisors must be conscious of the purpose and goals of mentoring. To accomplish this, administrators must participate in orientation and training to better understand and support mentoring. This knowledge can serve to encourage teachers to adopt a positive attitude and offer help when appropriate. In addition, administrators must help teachers establish realistic goals, develop

appropriate action plans, foster relationships and establish a climate of open communication. Gilley and Boughton (1996) identified the benefits of mentoring. Mentoring provides many benefits to teachers such as developing a political awareness and savvy; understanding and appreciating the special nature of the organization's culture; creating a personal network within the organization; committing to the organizational goals, guiding principles and values; advancing their personal concerns; and enhancing their personal growth and development. The limitations to mentoring include negative public perceptions of the relationship between the administrator and teacher and organizational enmity based on perceptions of favoritism. The one on one nature of mentoring between the mentor and teacher may lead staff members to make assumptions about the legitimacy of their professional relationship. As a result, the relationship between the teacher and mentor may become compromised.

A comprehensive review of the teacher education literature over the past three decades has revealed only a few reports of joint or shared supervision. Unfortunately, most of the attempts were descriptions of what might be done rather than empirical studies of what happened when teachers have two supervisors. The supervision of co-teachers presents a new challenge in many school districts. Co-teaching can look very different depending on what structure is being used within the classroom. Identifying the most effective strategy for supervising co-teachers is essential to learning the effectiveness of this service delivery option. The responsibility for the SET usually fall under the organizational framework of Pupil Services, more specifically the special education supervisor, while the principal takes supervisory responsibility for GETs. The principal and the special education supervisor share several common functions of

supervision. Both the principal and the special education supervisor have administrative responsibilities, and must monitor, supervise and mentor teachers. Therefore, it is unclear how the supervision of co-teaching should be structured. Figure 2 presents a visual representation of the various supervisory models for co-teaching.

A case study conducted by Weiss and Lloyd (2003), also found that empirical research was limited in the area of supervision of co-teaching. They used a qualitative research design to document the roles and influences on the roles of secondary special educators who co-teach. Weiss and Lloyd (2003) identified the special education teacher's role in the co-taught classroom, what influences the roles, and why special educators participate in co-teaching. The purpose of their research was to identify the contextual conditions and definitions that influence the implementation of co-teaching. One of the conclusions drawn from the information gathered was that appropriate professional preparation and administrative support for co-teachers is necessary so that resources are used efficiently. However, the results of the research have limitations. All participants were chosen using a purposive sampling method composed of only six participants. The data described the behaviors of each teacher separately which eliminated comparisons across classrooms. Anyone concerned with the supervision of co-teaching would do well to consider Weiss and Lloyd's (2003) timely and provocative question: "How could administrators evaluate the implementation or effectiveness of co-

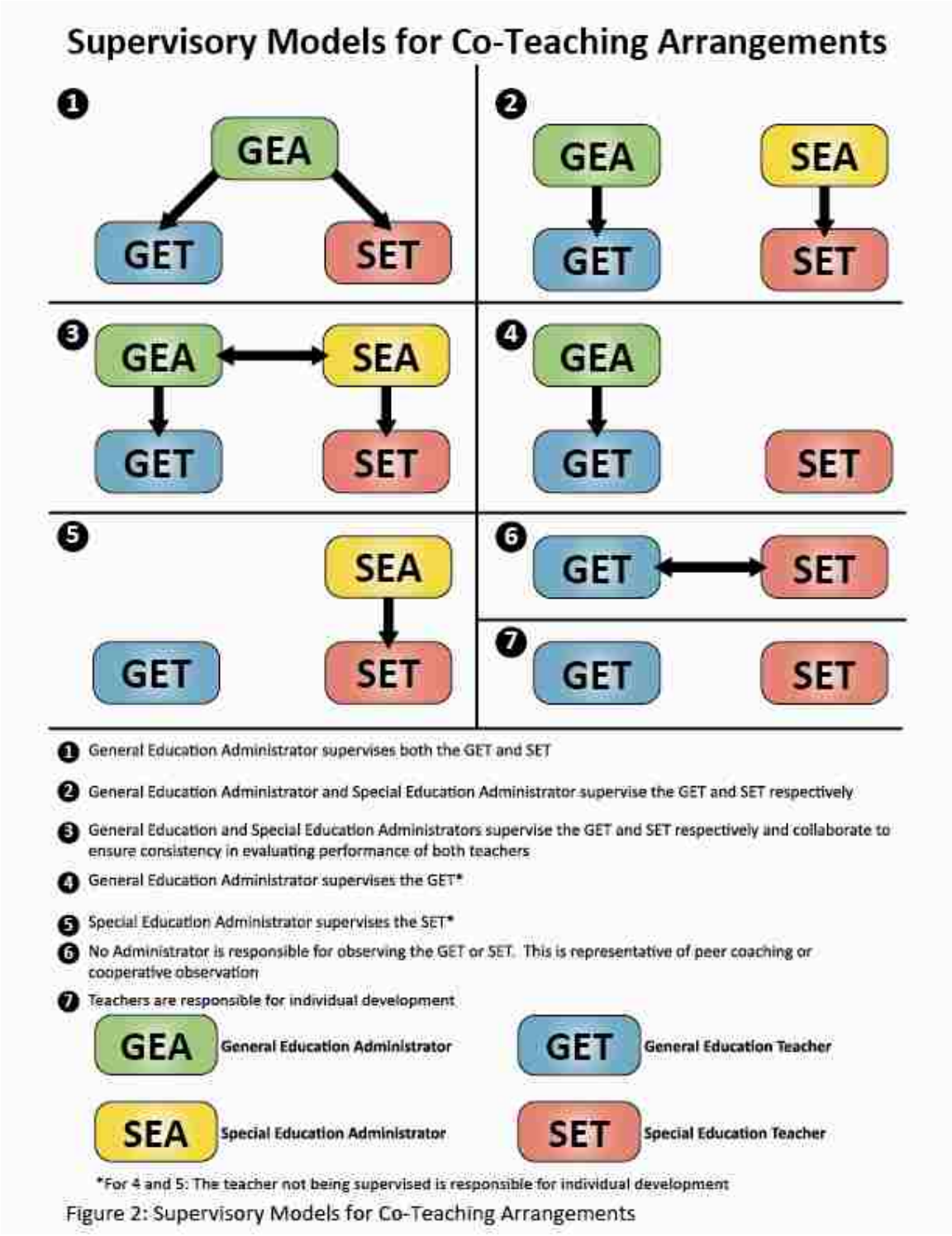

Figure 2: Supervisory Models for Co-Teaching Arrangements

teaching when there was no clear definition of what was expected from the teachers' relationships during instruction?" (p. 39). Therefore, Weiss and Lloyd (2003) concluded that school districts must initiate efforts to determine the expectations for co-teaching, establish guidelines for implementation, and develop a system for evaluation. These are viewed as important aspects for determining the effectiveness of co-teaching.

Purpose of the Study

The purpose of this study is to investigate the supervisory roles and practices used among administrators, principals and special education supervisors when evaluating the performance of the special education and general education teachers who co-teach. A survey will be used to determine what methods are used. The study will specifically address what supervisors of special education or the highest ranking administrator responsible for special education say are their administrative responsibilities for supervising co-teaching situations, and whether they believe that these supervisory arrangements are successful in providing guidance to teachers in serving both general education and special education students.

Research Questions

The overall research questions that will guide this study are:

1. What are the supervisory and/ or evaluation processes that administrators, principals and supervisors of special education use for co-teaching? Is

evaluation done independently or conjointly? What practices do they evaluate?

2. Are the supervisors of special education satisfied with the supervisory arrangements for co-teaching? In their opinion, what makes the arrangements work? What hinders the effectiveness of their arrangements?

3. What would the supervisors of special education suggest to improve the supervisory arrangements for co-teaching?

Definition of Terms

The following definitions are provided to clarify the terminology used for this study:

Co-teaching - An educational approach in which a general education teacher and a special education teacher partner for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs, assigned to a general education classroom and in a manner which meets the learning needs of all students.

Evaluation - Both formative and summative evaluation is the process by which the supervisor determines the significance, worth, or quality of teacher performance.

Least Restrictive Environment - To the maximum extent appropriate, children with disabilities including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or

other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.[IDEA Section 612 (a) (5) (A)].

Mainstreaming - Is used to refer to the selective placement of special-education students in one or more regular education classes. Proponents of mainstreaming generally assumed that a student must earn his or her opportunity to be placed in regular classes by demonstrating an ability to keep up with the work assigned by the regular classroom teacher.

Observation - “Is the activity through which a supervisor becomes aware of events, interactions, physical elements, and other phenomena in a particular place during a particular period of time” (Goldhammer, Anderson, & Krajewski, 1980, p.70).

Supervision – “Includes all the activities, functions, maneuvers, and nurturing conditions that are intended to help teachers and various other educational workers to upgrade their performance” (Goldhammer, Anderson, & Krajewski, 1980, p.22).

CHAPTER II

Method

Sample

The target population for this study consisted of special education supervisors or the highest-ranking administrator within each school district who were responsible for special education services from 106 districts located within seven intermediate units within the Philadelphia and the Allentown-Bethlehem-Easton metropolitan areas of the Commonwealth of Pennsylvania. The intermediate units in Berks, Bucks, Carbon-Lehigh, Chester, Colonial Northampton, Delaware, and Montgomery Counties were selected because their public schools represented a range in terms of academic achievement, district enrollment, ethnic diversity, and identified special education students.

Tables A – G in Appendix A present the number of school districts each intermediate unit serves, as well as the characteristics of each school district. The total enrollment of the school districts identified in the target population ranged from 583 students to 20,264 students. The number of identified special education students ranged from 69 students to 2,986 students and the percentage of special education students who were in regular education classes 80% or more of the school day ranged from 36.2% to 89.7% (Pennsylvania Department of Education, 2010). Table 1 shows that the range of special education administrators responding to the survey by intermediate unit ranged from 40.9% (Montgomery County IU) to 69.2% (Bucks County IU). Other than Bucks County, the percentages were similar and ranged between 40.9% and 53.8%.

Table 1
Intermediate Unit Participation Rate (*n*=51)

Intermediate Units	**Number of Districts the Intermediate Unit Serves**	**Number of Districts that Responded**	**Percentage of Districts Responding**
Berks County IU # 14	18	8	44.4
Bucks County IU # 22	13	9	69.2
Carbon-Lehigh IU # 21	14	6	42.9
Chester County IU # 24	12	5	41.6
Colonial Northampton IU # 20	13	7	53.8
Delaware County IU # 25	15	7	46.6
Montgomery County IU # 23	22	9	40.9

The School District of Philadelphia was excluded because the level of bureaucracy made it impossible for an individual researcher to administer a survey to the district's target population and adhere to the timeline of this study. Attempts by previous individual researchers to complete forms for the School District of Philadelphia's Internal Review Board (IRB) met with timelines as long as three months. Even if IRB approvals were granted, administering the survey during the spring when school districts were preparing for the Pennsylvania State System Assessment (PSSA) would have probably resulted in an extremely low response rate. Also, given the complexity of administering special education programs in the district, identifying the best informant was judged to be

very difficult. Since the benefit of including the supervisors was expected to be minimal, the decision was made to exclude the School District of Philadelphia.

In order to be selected to participate in this study, the supervisor of special education or the highest-ranking administrator as noted above needed to supervise special education programs and teachers. From this pool, all supervisors of special education were invited to participate in the survey. Superintendents were contacted for their permission to invite the participation of their supervisors of special education. A record was kept of whether or not the district had a co-teaching arrangement.

An invitation to participate in the co-teaching survey was mailed on December 9, 2011 to 101 superintendents in the southeast region of the Commonwealth of Pennsylvania. The initial mailing resulted in 40 yes responses and 18 responses that indicated they would not participate. An e-mail invitation was then sent to the non-respondents on January 15, 2012 and an additional 7 responses were received. Of these responses, 4 indicated they would participate and 3 indicated they would not participate. Two other requests for survey participants were e-mailed in January. The final number of valid respondents was 51 or 50.5% of the survey sample.

From the 50.5% who responded, 27.1% were male and 72.9% were female. The years in the current position ranged from one year to 25 years and years of experience ranged from 10 years to 42 years. 16.7% of the respondents indicated they had a Masters degree; 29.2% a Masters +30 credits; 37.5% a Masters +60 credits; 4.2% of the respondents indicated they achieved and educational specialist's degree; 10.4% a doctorate; and 2.1% a doctorate +30 credits. 14.6% of respondents work in urban school districts, 68.8% in

suburban school districts, and 16.7% in rural school districts. The number of people the respondents supervised ranged from 1 to 208. 64.6% of the participants supervise at the elementary level, 72.9% the middle level, and 79.2% the high school level. The total percentages for level do not equal exactly 100% because many of the respondents have supervisory responsibilities over multiple levels. The special education administrator participants in the study identified themselves with the following position/title: 62.7% special education supervisors, 1.9% supervisors, 13.7% directors of pupil services, 11.7% directors of special education, 1.9% assistant superintendent for special education, 1.9% assistants to the superintendent, and 5.8% did not provide a position/title. Of the respondents, 95.8% indicate that their district uses co-teaching. Table 2 shows the means and the standard deviations for the continuous variables years in current position, years in education and the number of teachers the special education administrator supervises.

Table 2

Current Position, Years of Experience, and Number Supervised (*n* = 48)

	Minimum	*Maximum*	*Mean*	*SD*
Years in current position	1	25	5.43	4.643
Total years of education experience	10	42	20.57	8.481
Number of teachers you supervise	1	208	44.27	45.309

Instrument

Questionnaire Development. An extensive review of the literature showed that no previous instruments had been developed to identify the supervisory arrangements used to evaluate co-teaching. Thus, the researcher developed a co-teaching supervision

Table 3
Research Basis for Co-Teaching Supervision Survey Questions

Survey Items	**Corresponding Research**
Models of Supervision	(Glickman, 2002)
Attitudes and Training	(ISLLC, 1996)
Defining Criteria	(Glatthorn, 1987)
Awareness of Responsibilities	(Gorr & Schwenn, 1997)
Two or more observers	(Bickel & Artz, 1984; Boscardin, 2005a; Glatthorn, 1987; Sheehy, 2007)
Individual Development	(Glatthorn, 1997)
Cooperative Observation	(Glatthorn, 1997)
Pre-observation Conference	(Glickman, 1990; Goldhammer, Anderson, & Krajewski, 1980; and Holifield & Cline, 1997)
Common Language	(Boscardin, 2005a; ISLLC, 2008)
Collaboration	(Glatthorn, 1987; Lashley & Boscardin, 2003; and Murphy, 2001)
Post-observation Conference	(Glickman, 1990; and Goldhammer, Anderson, & Krajewski, 1980)
Purpose of Observation	(Glickman, 2002)
Conducting Observation	(Glickman, 2002)
Professional Development	(Crockett, 2002; and DuFour & Eaker, 1998)
Differentiating Supervision	(Glatthorn, 1997)
Assessing District Needs	(DuFour & Eaker, 1998)
Using Assessments	(Pfeiffer & Dunlap, 1982)
Providing Leadership	(Crockett, 2002; and Dyal, Flynt, & Bennett-Walker, 1996)
Recommendations for Accommodations	(Lashley & Boscardin, 2003)

protocol instrument that incorporated information from the literature. Table 3 provided the research basis for the survey questions.

The co-teaching supervision survey instrument was divided into three sections (see Appendix B). The first section consisted of six open-ended questions (1-6) that focused on supervisory arrangements. I designed the questions to collect specific information that was relevant to the supervisory arrangements for evaluating co-teachers in each school district. The questions were as follows: (1) Can you please describe your supervision model or models for co-teaching in your school district? (2) How do administrators within your school district supervise and evaluate teachers who co-teach? (3) Who determines the criteria for evaluation? (4) What are the positive aspects of the current supervisory arrangements for co-teaching within your school district? (5) What aspects of the current supervisory arrangement impede the efforts to evaluate co-teaching within your district? (6) If you were given the opportunity to make improvements to the current supervisory arrangements for co-teaching, what would these recommendations include?

The second section focused on district practices (questions 7-10) and used a Likert-type scale to indicate the frequency of use of the various supervisory arrangements. I designed the questions to not only determine the frequency of the use of the various models within each school district, but to also measure the administrators' level of comfort in using the various models. In their research, Goor and Schwenn (1997) found that principals were often unaware of the extent of their responsibilities in the administration of special programs in their schools and thus felt ill-prepared for their role. Questions 7-10, sought to determine if administrators were able to articulate the

strengths and weaknesses of the supervisory arrangements for co-teaching within their school district and if their responses revealed any concerns relevant to their preparation for supervising co-teachers.

I included question seven because Glickman (2002) asserted that both parties, the administrator and the teacher, must understand the purpose of the observation, how the observation would be conducted, what data would be collected at each particular phase, and how the observation fits into a larger year-long or multi-year plan for continuous individual improvement or student growth. The question sought to determine the level to which administrators' believed that both parties understood the purpose for supervision of co-teaching arrangements and how observations were conducted in those situations.

Question eight had implications for attitudes and training. The Interstate School Leaders Licensure Consortium (ISLLC, 1996) acknowledged that school administrators' roles, whether for regular or special education, foster corresponding differences in leadership, authority, and responsibility. The variability in administrators' attitudes and understandings may have had an effect on the nature of their observation and evaluation practices. The ISLLC indicated that the roles may be different. Empirical data does not exist to support the assertion. Therefore, it is important to learn how administrators supervise and evaluate teachers who co-teach.

Questions nine and ten were included because the review of the literature indicated that administrators, principals and supervisors of special education alike, must develop a comprehensive set of criteria for supervising co-teachers (Glatthorn, 1987).

The third section consisted of nine questions (11- 19) designed to collect demographic information on the backgrounds of the supervisors of special education who participated in the study. Questions 11-19 were intended to collect demographic data on the participants including gender, position/title, years in current position, years in education, education status, type of district, district size, number of teachers they supervise, and supervisory level. Question 20 provided each participant with an opportunity to enter an incentive drawing.

Instrument Validity. I used the Delphi method to determine the wording of the questions based on the review of the literature. A panel of five experts in educational leadership, special education, supervision and co-teaching reviewed the initial questions. The panel members were: Dr. Leslie Djang, Assistant Principal for Curriculum and Instruction of Upper Moreland Middle School; Dr. Carol Etlen, Special Education Consultant, Independent Charter Schools, Philadelphia, PA; Dr. Rachel A. Holler, Director of Educational Programs for Quakertown Community School District; Dr. Lisa Dieker, Professor and Lockheed Martin Eminent Scholar Chair, Department of Child, Family and Community Sciences, University of Central Florida; and Dr. Wendy W. Murawski, Professor, Department of Special Education, Faculty President, Michael D. Eisner College of Education Endowed Chair, Center for Teaching and Learning California State University, Northridge. I emailed each of the panelists to ascertain their willingness to serve on the Delphi panel for this research and to explain the study and consent for participation (Appendix C). I also provided them with links to the draft co-teaching survey (Appendix D), and a panelist feedback form (Appendix E). The panelists reviewed and provided feedback on the survey questions.

The panelists provided numerous recommendations, all of which I incorporated. In the first section, perceptions of supervisory practices, they suggested that I avoid using the word "can" and consider using the term "model(s)" instead of "model and models" in question one. The next recommendation was to divide question two into two separate questions; one that focused on supervision and the other on evaluation. They also suggested that question three precede question two, and that it be expanded to determine whether the different criteria for general education and special education teachers differ. The question was re-worded as follows," What are the differences in criteria?". In question four, I included the definition for supervision to eliminate any confusion between evaluation and supervision. I included the definition of evaluation in question five, and based on their recommendation, altered the question to read, "impede efforts" rather than "impede the efforts." No changes were recommended for or made to question six, or to the second section, current supervisory practices, questions seven through ten. However, a technology glitch made it difficult for the panelists to vary their responses to the subcategories of questions seven through ten. This problem was repaired for the second round of review. The panelists offered three recommendations for section three, demographic data, that have been incorporated as follows: question thirteen was expanded to include a question regarding other positions the survey participants have held; education specialist was added to the education status in question fifteen; and question nineteen was expanded to inquire the degree to which co-teaching is used and how established it is in the school district. After all these changes were made to the survey protocol instrument, the five panelists scrutinized the survey again and reached 100% consensus on the survey questions.

Pilot Study. A small group of special education supervisors then received the survey as a pilot study, in order to refine directions and to determine if the questions were worded correctly and properly to assure content validity. The pilot study also evaluated the length of time necessary to complete the survey, and determined if the survey protocol was of reasonable length. I randomly selected five qualified individuals from five school districts within the seven intermediate units that comprise the target population to participate in the pilot study. I sent a Letter of Invitation to request their participation (see Appendix F). I then contacted the pilot participants in order to answer any questions about the pilot study and to determine whether they would participate. If a person declined to participate, I randomly selected a replacement from the list of 106 school districts. I asked all pilot volunteers to respond via postcard (see Appendix G) or email. I excluded all pilot participants from the research sample. The response from the first pilot participant indicated difficulty with entering the amount of time it took to complete the survey. I addressed this technology glitch and modified questions to correct typing errors.

Procedure

Prior to distributing the edited survey protocol instrument to the target population, I sent a Letter of Invitation (see Appendix H) to the superintendents of the selected school districts. The letter of invitation described the purpose and design of the study as well as the benefits of and directions for participating in the study. The letter instructed superintendents to respond by postcard or email (see Appendix I). Superintendents who responded positively forwarded a Letter of Invitation (see Appendix J) to the supervisors of special education or the highest-ranking administrator within the school district who is

responsible for special education services in their school districts. The letter to the target population also included an incentive offer for participants, along with directions for participation, a statement of informed consent, and an explanation of their voluntary participation in an online survey. After this initial contact, members of the target population received a follow-up email requesting that those who had not yet responded to the survey do so.

Data Analysis

Coding Survey Questions. According to Maxwell (2005), the primary goal of using codes in quantitative research is to generate frequency counts of the items in each category. Therefore, it was necessary to apply a pre-established set of codes to the data according to explicit and unambiguous rules. To organize the data for analysis, Creswell (2005) recommends creating a codebook. The draft codebook contained a brief definition of the question with codes to indicate how the researcher coded the responses from the survey for questions one through eight and question twenty two. The coders followed the procedure presented in the instrument section.

Two coders coded the open-ended questions according to the developed codebook. The codebook was modified to reflect the recommendations of the Delphi committee. Figure 3 presents the codebook that contained a brief definition of the open-ended questions with codes. The codebook indicates how I began coding the responses from the survey for questions one through eight and questions thirteen through twenty-two. I trained the coders. The coders first reviewed and then coded a set of three responses to the open-ended questions. The coders were expected to reach 80%

agreement on their codes. If they did not, they met with me and discussed areas of disagreement and resolved them. The coders then coded another set of three responses to determine whether they reached 80% agreement; when that criterion was met, they proceeded to code all responses.

Figure 3. Codebook for Co-Teaching Protocol Instrument

Question 1	Supervisory Models;
	1a = general education administrators supervises both the GET and SET, 1b = general education administrator and special education administrator supervises the GET and SET respectively,
	1c = general education and special education administrators supervise the GET and SET respectively and collaborate to ensure consistency in evaluating the performance of both teachers
	1d = general education administrator supervises the SET
	1e = special education administrator supervises the GET
	1f = No administrator is responsible for observing the GET or SET. This is representative of peer coaching or cooperative observation.
	1g = Teachers are responsible for individual development.
	1h = non-response
Question 2	Criteria for evaluation;
	The coders may record more than one response and may include other responses that may not have been anticipated.
	2a = superintendent,
	2b = human resources,
	2c = special education administrators, or
	2d = principals
	2e = collaboration
	2f = other
	2g = non-response
Question 3	Different Criteria;
	3a = yes
	3b = no

3c = no response

Question 4 Supervisory Arrangements;

The coders may record more than one response and may include other responses that may not have been anticipated.

4a = independently,

4b = collaboratively,

4c = supervision is not required

4d = non-response

Question 5 Evaluation Arrangements;

The coders may record more than one response and may include other responses that may not have been anticipated.

5a = independently,

5b = collaboratively

5c = non-response

Question 6 Positive aspects of supervision;

The coders may record more than one response and may include other responses that may not have been anticipated.

6a = professional development,

6b = pre-determined criteria,

6c = supervision model,

6d = level of independence

6e = other

6f = non-response

Question 7 Aspects that impede supervision;

The coders may record more than one response and may include other responses that may not have been anticipated.

7a = lack of professional development,

7b = no pre-determined criteria,

7c = supervisory models,

7d = no consistency

7e = other

7f = non-response

Question 8 Suggestions for improvement;

	The coders may record more than one response and may include other responses that may not have been anticipated.
	8a = increased professional development for administration,
	8b = define criteria,
	8c = differentiate supervision by increasing supervisory models,
	8d = increase involvement of the special education administrator,
	8e = increase collaboration among general
	and special education administrator,
	8f = develop instrument specifically to evaluate co-teachers,
	8g = assess district needs in the area of supervision and instruction to better improve training for teachers
	8h = other
	8i = non-response
Question 22	Co-teaching;
	22a = yes,
	22b = no,
	22c = no response
	22d = 1 year,
	22e = 2 – 5 years,
	22f = institutionalized,
	22g = non-response

Descriptive Statistics for Reporting Results. The presentation of data for this study consisted of descriptive statistics on demographic variables on the supervisors of special education, including gender, position/title, years in current position, years in education, education status, type of district, district size, number of teachers they supervise, and supervisory level. I presented the data on supervisory arrangements and preferences in a tabular form to reveal the general tendencies in the data, the spread of scores, and a comparison of how one score related to the others. I reported the

frequencies and percents for categorical variables such as gender, position, and supervisory level as descriptive data. I reported means and standard deviations for continuous variables such as years in current position and years in education. In addition to the descriptive statistics on demographic variables, I reported the data findings of section two of the survey protocol instrument using percentages and frequencies.

CHAPTER III

Results

Introduction

The purpose of this study was to examine the supervisory arrangements used within school districts to evaluate co-teachers. This study gathered data from supervisors of special education or the highest-ranking administrator within the school district responsible for special education. Data to address the research questions came from a survey created and entitled the *Co-teaching Supervision Protocol Instrument*. In accordance with the required ethical practices, in order to protect the anonymity of the participants, no information was gathered that might indicate the school name or district in which participants were employed. However, supervisors of special education or the highest-ranking administrators within the school district responsible for special education were invited to enter a prize drawing by submitting their email addresses.

Perceptions of Supervisory Practices

Section I: Perceptions of Supervisory Practices of the *Co-teaching Supervision Protocol Instrument* included eight questions that directly related to supervision and evaluation of co-teachers. The first research question asked special education administrators to select the supervisory arrangements that best described the one used for co-teaching in their school districts. Table 4 presents the frequency and percentage data for the supervisory arrangements. Participant responses indicated that most GE administrators were solely responsible for both the GET and SET. In cases which GE administrators and SE administrators were responsible for the separate supervision of the

GET and SET respectively, very few instances of collaboration were found between the GE administrator and the SE administrator. Models one, two, and three in Table 4 respectively represented the supervisory arrangements that the school districts used most frequently.

Table 4
Supervision Models: Question 1 (*n* = 51)

Supervision Models	*f*	*%*
1 GE Administrator/ Both Teachers	28	54.9
2 Separate Supervision -GE Administrator/ GET Only and -SE Administrator/ SET Only	10	19.6
3 Separate but Collaborate -GE Administrator/ GET Only and -SE Administrator/ SET Only	7	13.7
4 SE Administrator solely/ SET	2	3.9
5 GE Administrator solely/ GET	1	1.9
6 Teacher Independent	2	3.9
7 Teacher Option to Participate	1	1.9
Non response[2]	2	3.9

Note. [1]Respondent may have provided more than one supervisory model in their response. [2]Respondent did provide a response or did not answer the question asked. GE = General Education; SE = Special Education; GET = General Education Teacher; SET = Special Education Teacher

While gathering data on supervisory arrangements, respondents were asked what criteria were used to evaluate co-teachers. Table 5 represents the results of responses to questions two and three on the co-teaching survey asked who in the school district determines the criteria for evaluation and whether those criteria were different for the general education and special education co-teachers. A larger percentage of districts used

a top-down approach, delegating to a single administrator the responsibility to determine the criteria used to evaluate co-teachers (33 or 64.6%). Participants indicated that the following administrators had sole responsibility for determining the criteria for evaluating teachers within their school districts: superintendents, principals, and special education administrators. The percentages for each person or group responsible for determining the criteria used to evaluate co-teachers are found in Table 5 shown under the column labeled "Role." Only 17 or 33.3% of the school districts used a committee approach to identify criteria for evaluating co-teachers. Districts that used a committee approach were coded

Table 5
Person Responsible for Evaluation Criteria and Criteria for Evaluation: Questions 2 and 3 (*n* = 51)

Questions	Role	*f*	*%*
Person Responsible for Evaluation Criteria[1]	Superintendent	19	37.2
	Collaboration	17	33.3
	Non-Response[2]	8	15.6
	Special Education Administrators	7	13.7
	Principals	7	13.7
	Human Resources	0	0.0
Same criteria for GET and SET	Yes	40	78.4
	No	10	19.6
	Non-Response[2]	1	1.9

Note. [1]Respondent may have provided more than one response. [2]Respondent did not respond or did not answer the question asked. GET = General Education Teacher; and SET = Special Education Teacher

under the column labeled “Role” as “collaboration” because several arrangements included more than one person who was responsible for determining the criteria for evaluating co-teachers. Of the 17 responses coded collaboration, nine respondents stated that an administrative team developed the criteria and eight indicated that a district committee that included teachers did so. 15.6% of respondents provided a response to question two, but did not address the question asked. For example, one respondent stated, “We have three levels for our teachers. All new teachers and a third of the teaching staff are on the direct mode, one third of the tenured teachers are on the self-directed mode and one third is [sic] on a collaboration mode. The teachers rotate through these modes on a yearly cycle so every teacher falls into one of the modes every three years.” This description is just one example of a response from a participant who did not indicate the position or title of the person or people responsible for developing the criteria for evaluating co-teachers. Because the response did not address who determines the criteria, it was difficult to identify who was responsible for determining the criteria to evaluate co-teachers. In such cases, the responses were placed in the “Non-Response” category.

Table 6 shows that, when participants were asked whether the criteria for GET and SET were different, most respondents, 78.4%, stated the GET and SET were evaluated using the same criteria whereas different criteria represented 19.6%. One participant did not respond to the question.

Questions four and five were designed to explore the dynamics within the school district regarding the relationship the special education administrator may have with the general education administrator in terms of supervising and evaluating co-teachers.

Table 6 shows that the majority of the respondents, 72.5%, indicated they independently supervised co-teachers whereas 25.4% selected collaboratively to describe their district's supervision arrangements. However, when addressing the evaluation function in question 5, the vast majority of the respondents, 86.2%, indicated that independent arrangements were used. Only 11.7% indicated the use of collaborative arrangements.

Table 6
Supervision and Evaluation Arrangements: Questions 4 and 5 (*n* = 51)

Questions	Supervision Arrangements	*f*	*%*
Supervision Arrangements	Independently	37	72.5
	Collaboratively	13	25.4
	Supervision is not required	0	0.0
	Non-response[1]	1	1.9
Evaluation Arrangements	Independently	44	86.2
	Collaboratively	6	11.7
	Non-Response[1]	1	1.9

Note. [1]Respondent did respond or did not answer the question asked.

Survey questions six and seven provided an opportunity to record the strengths and areas needing improvement regarding supervisory arrangements for co-teachers. Table 7 represents the responses to those questions. Respondents rated positive several areas including the amount of professional development provided by the school district to prepare administrators and teachers for the expectations related to the supervision process, the criteria for evaluation, the type of supervision model used, and the level of independence in the supervision arrangement. 54.9% of respondents cited anticipated

strengths such as supervision models. The 28 supervisory models that led to positive aspects of evaluating co-teachers included: the general education administrator supervises both the GET and SET (*n*=11), the general education administrator and special education administrator supervise the GET and SET respectively (*n*=7), and the general education and special education administrator supervise the GET and SET respectively and collaborate to ensure consistency in evaluating the performance of both teachers (*n*=10).

Table 7
Positive Aspects and Aspects that Impede: Questions 6 and 7 (*n* = 51)

Questions	Aspects	*f*	*%*
Positive aspects of supervisory arrangements [1]	Type of Model	28	54.9
	Other[2]	8	15.6
	Non-Response[3]	8	15.6
	Pre-determined Criteria	7	13.7
	Professional Development	4	7.8
	Level of Independence	3	5.8
Aspects of supervisory arrangements that impede [1]	No Pre-determined Criteria	15	29.4
	Type of Model	15	29.4
	Other[2]	12	23.5
	Non-Response[3]	8	15.6
	Lack of Professional Development	4	7.8
	No Consistency	0	0.0

Note. [1]Respondent may have provided more than one response. [2]Respondent provided an unanticipated response. [3]Respondent did provide a response or did not answer the question asked.

15.6% of the responses were unanticipated. Anticipated options were given in the survey because they were derived from the literature whereas an unanticipated option was a response that was respondent generated. Unanticipated responses coded as "Other" included evaluation of the process, responsiveness to the needs of the co-teachers, and administrator collaboration. Collaboration represented 11.7% of the other responses for positive aspects. Collaboration was not listed as a separate option because it was anticipated that respondents would have associated collaboration with a supervisory model.

When asked to identify aspects that impede the supervisory arrangements for co-teachers, 58.8% of the respondents cited anticipated impeding factors such as no pre-determined evaluation criteria and the type of supervisory models. Supervisory models that respondents indicated that impeded efforts to evaluate co-teachers included: Supervisory models that respondents indicated impeded efforts to evaluate co-teachers included: the general education administrator supervised both the GET and SET (*n*=5), the general education administrator and special education administrator supervised the GET and SET separately (*n*=5), the general education and special education administrator supervised the GET and SET respectively and collaborated to ensure consistency in evaluating the performance of both teachers (*n*=1). In other responses, no specific supervisory model was identified, but it was implied (*n*=3), and no administrator was identified as responsible for observing the GET or SET because such a response represents peer coaching or cooperative observation (*n*=1).

Other response options for impediments included: lack of professional development opportunities, lack of predetermined evaluation criteria, the type of

supervision model, and lack of consistency in terms of supervising co-teachers as a team. 23.5% of the responses were unanticipated; they included lack of time for administrators to support co-teachers through the observation process by meeting with teachers, mentoring and writing observation reports, resistance by the teachers association to allow changes to the supervision model to support co-teaching, and limited funding to provide additional administrators for supervising co-teachers. Time for administrators to support co-teachers represented 19.6% of the other responses for aspects that impede. 15.6% of the participants chose not to respond to questions six and seven.

Table 8 presents the results for question eight that examined the suggested recommendations for improving current supervisory arrangements for co-teaching.

Table 8
Recommendations for Improvement: Question 8 (n = 51)

Suggestions[1]	*f*	*%*
Increase collaboration among GE and SE administrators	14	27.4
Differentiate supervision by increasing number of supervisory options	13	25.4
Increased professional development for administration	7	13.7
Develop instrument specifically to evaluate co-teachers	6	11.7
Non-Response[3]	6	11.7
Define criteria	5	9.8
Other[2]	4	7.8
Assess needs in area of supervision and instruction to improve training for teachers	1	1.9
Increase involvement of the SE administrator	0	0.0

Note. [1]Respondent may have provided more than one response. [2]Respondent provided an unanticipated response. [3]Respondent did provide a response or did not answer the question asked. GE = General Education; SE = Special Education

Seven response options were given: increase professional development for administrators, define evaluation criteria, differentiate supervision by increasing supervisory models, increase involvement of the special education administrator, increase collaboration among general education and special education administrators, develop an instrument specifically to evaluate co-teachers, and assess district needs in the area of supervision and instruction to improve training for teachers. The two most frequent responses were increase collaboration among general and special education administrators (27.4%) and differentiate supervision by increasing number of supervisory options (25.4%). Four or 7.8% of the participants in the "Other" category indicated that the following would improve supervisory arrangements: schedule time to support co-teachers, increase time for planning and collaboration for administrators, allow more time for administrators to observe and train teachers, and provide more funding to support co-teaching and to allow more supervision to occur.

Current Supervisory Practices

Responses to the individual items in Section II: Current Supervisory Practices varied concerning the expectations for GE and SE administrators. Using a Likert-type rating scale that listed five areas for participants to rate frequencies, their personal effectiveness and the importance of the inclusion of tasks in the evaluation process, participants were given scales that presented descriptors such as always, very effective, and very important that were assigned values of 5 and descriptors such as never, very ineffective, and very unimportant that were assigned values of 1. An odd- numbered scale was used to provide participants with a neutral option of the midpoint. The data

were organized with the most frequent responses for components that were always/often included in the observation process.

The majority of the districts did not solely rely on the components of the clinical supervision model as described by Goldhammer, Anderson, & Krajewski (1998). Table 9 shows frequencies and percentages of the responses for the components included in the observation rated as "always/often" by participants. With the exception of the post-conference with teachers, all other components were rated "always/often" by less than 50% of the participants. The majority of respondents, 28 or 58.3% indicated that holding a post-conference with co-teachers, is always/often included in the observation process followed by 25 or 52.1%, communicating with co-teachers about how the observation will be conducted; 22 or 45.9%, communicating with co-teachers about the purpose of

Table 9
Components included in the observation process: Question 10 (*n* = 48)

Observation Components	Always/ Often		Sometimes		Seldom/ Never	
	f	*%*	*f*	*%*	*f*	*%*
Post-conference with co-teachers	28	58.3	7	14.6	13	27.1
Communication with co-teachers about how the observation will be conducted	25	52.1	4	8.3	19	39.6
Communication with co-teachers about purpose of the observation	22	45.9	8	16.7	18	37.5
Pre-conference with co-teachers	20	41.7	9	18.8	19	39.6
Collaboration between GE and SE administrator before observations	10	20.8	20	41.7	18	37.5

Note. GE = General Education; SE = Special Education

the observation; 20 or 41.7%, holding a pre-conference with co-teacher; 17 or 47.4%, collaborating between GE and SE administrators after observations; and finally, 10 or 20.8% collaborating between GE and SE before observations.

Table 10 presents the combined responses of the ratings "very effective/effective" and "ineffective/very ineffective" of the special education administrators' self evaluation

Table 10
Rating of self-effectiveness: Question 11 (*n* =48)

	Very Effective/ Effective		Neither Effective nor Ineffective		Ineffective/ Very Ineffective	
	f	*%*	*f*	*%*	*f*	*%*
Providing recommendations for the GE curriculum	40	83.4	6	12.5	2	4.2
Using assessment for improving instruction	38	79.2	7	14.6	3	6.3
Providing leadership	37	77.2	8	16.7	3	6.3
Facilitating professional development	32	66.6	12	25.0	4	8.3
Identifying needs to improve training for co-teachers	30	62.5	13	27.1	5	10.4
Collaborating with GE administrators when observing and evaluating co-teachers	26	54.1	17	35.4	5	10.4
Differentiating supervision	20	41.8	18	37.5	10	20.9
Defining criteria	20	41.7	17	35.4	11	23.0

Note. GE = General Education

of tasks performed for co-teaching. The data are organized with the most frequent responses for "very effective/effective." The majority of the respondents, 40 or 83.4%,

rated themselves as very effective/effective in providing recommendations for the GE curriculum followed by 38 or 79.2%, using assessments for improving instruction; 37 or 77.2%, providing leadership; 32 or 66.6%, facilitating professional development; 30 or 62.5%, identifying needs to improve training for co-teachers; 26 or 54.1%, collaborating with GE administrators when observing and evaluating co-teachers; 20 or 41.8%, differentiating instruction; and finally, 20 or 41.8% defining criteria.

The responses for "neither effective nor ineffective" ranged from 18 or 37.5%, differentiating supervision; 17 or 35.4%, collaborating with the GE administrators when observing and evaluating co-teachers and defining criteria; 13 or 27.1%, identifying the needs to improve training for co-teachers; 12 or 25.0%, facilitating professional development; 8 or 16.7%,, providing leadership; and finally, 6 or 12.5%, providing recommendations for the GE curriculum. Table 10 exhibits the frequencies and percentages for the ranges of respondents' perceived effectiveness for seven tasks.

Table 11 presents how respondents rated the level of importance of specific supervision tasks when evaluating the performance of co-teachers. The majority of the respondents indicated the components were either important or very important. When very important and important were combined, the following percentages represent what tasks the majority of the respondents indicated are "very important/important": focusing on student learning (97.9%), using assessment results to improve instruction (95.8%), ensuring the GE and SE administrator use of a common language (87.5%), communicating how the observation will be conducted (83.4%), and communicating the purpose of the observation (77.1%). Respondents selected communication with co-

teachers about the purpose of the observation 37 times or 77.1% to rate the importance of the supervision task in evaluating co-teachers.

Table 11
Ratings of supervision tasks according to importance in evaluating co-teachers: Question 12 (*n* = 48)

	Very Important/ Important		Neither Important or Unimportant		Unimportant/ Very Unimportant	
	f	%	*f*	%	*f*	%
Focusing on student learning	47	97.9	1	2.1	0	0.0
Using assessment results improving instruction	46	95.8	2	4.2	0	0.0
Ensuring the GE and SE administrator use a common language	42	87.5	3	6.3	3	6.3
Communicating how the observation will be conducted	40	83.4	6	12.5	2	4.2
Communicating the purpose of the observation	37	77.1	8	16.7	3	6.3

Note. GE = General Education; SE = Special Education

CHAPTER IV

Discussion and Implications

Important Findings

Models Used in Co-Teaching Supervision. The three most frequently used supervision models were found to be as follows: sole supervision in which the general education administrator alone was responsible for supervising both the GET and SET, separate supervision in which the general education administrator was responsible for the GET and the special education administrator was responsible for the SET, and separate but collaborative supervision in which the general education administrator was responsible for the GET and the special education administrator was responsible for the SET with the general education administrator's collaboration.

The results showed that supervision of co-teaching arrangements were done by either one person or separately by administrators who are responsible for their area of expertise. The most frequent model reported was the sole supervision model in which GE administrators took sole responsibility for supervising and evaluating co-teachers. Although GE administrators have training and experience with supervision and instruction, this training probably does not include comprehensive knowledge of the education models that will be effective in helping special-education students achieve (Cypress, 2003; Dyal et al, 1996; Sirotnik & Kimball, 1994). As a result, the GE administrators' decision-making ability to facilitate inclusive placements may be affected (Cypress, 2003; Goor & Schwenn, 1997). In order to prevent such situations from occurring, school districts should review their current supervision and evaluation

practices to determine if they include options to increase the involvement of the SE administrators in co-teaching supervision. The first step in the process might be the appointment of a district-wide committee whose purpose is to identify what GE and SE administrators can do to be more effective and collaborative in supervising and evaluating co-teachers.

One model that has been discussed in the literature as appropriate for co-teaching supervision is one in which the GE and SE administrators collaborate throughout the process when supervising and evaluating co-teachers. However, in this study, collaboration was stated to be operating at varying frequencies in the sample from 25.4% of the respondents on question four of the survey to 13.7% on question one. Perhaps the different wording of these questions led to these differences. An alternative explanation may be that the way in which supervision for co-teaching operates in some districts is inconsistent in terms of what behaviors are expected of each administrator. Hence, the term collaboration may be a term with multiple meanings to school personnel thus resulting in different responses even though the survey items appeared to ask the same question.

If school districts commit themselves to a collaborative model of supervision, then GE and SE administrators must have clear expectations about what they will do separately and together. However, people working relationships in an organizational context hold formal and informal role expectations. As such, incumbents in their appointed positions may interpret and behave in ways that they have done in their past performance of their jobs in order to achieve goals (Bolman & Deal, 2003). Issues of power, authority, and professional pride may affect the extent which formal expectations

for collaboration are met. For example, GE and SE administrators may have concerns about relinquishing their power and authority if they submit to a collaborative model. A collaborative relationship necessarily alerts the relative power relationships, real or perceived, between the two administrators (Bolman & Deal, 2003). Professional pride may also become an issue when you have two people working together. Accomplished professionals are often passionate about their past contributions to their area of expertise. The nature of meaningful collaboration requires acceptance of other viewpoints that may conflict with the professionals' past ways of thinking about issues (Pfeffer, 1992). They may feel that sharing responsibility may not recognize the status of their positions or their meritorious work. When introducing the expectations of sharing authority and responsibility, the persons making the decision for collaboration should be aware of these personal dynamics that may affect the acceptance of the new relationships and their subsequent success. Finally, the strengths and weaknesses of the administrators who will be involved in a collaborative relationship must be considered. A strong SE administrator may be reluctant to collaborate or yield authority to a GE administrator whom they perceive as less capable regarding special education needs. In short, implementing a collaborative model has pitfalls that must be addressed in order for supervising administrators, teachers, and ultimately students to succeed (Bolman & Deal, 2003).

Importance and Execution of Supervisory Tasks. The majority of the participants rated the inclusion of the following supervisory tasks in evaluating co-teachers as very important/important: focusing on student learning, using assessment results to improve instruction, ensuring the GE and SE administrator use a common language, and

communicating the purpose of the observation and how it will be conducted. However, this reported importance of performing these tasks is not reflected in actual practice, according to participants' ratings of the components that are actually included in the observation process. Two specific tasks or components displayed significant disparities in terms of perceived importance and actual inclusion in the observation process. For the supervisory task of communicating how the observations of the co-teachers were conducted, 83.4% rated this task as very important/ important, whereas only 42.1% of the respondents indicated that this communication was done always or often. Similarly, 77.1% of the participants stated that the supervisory task of communicating the purpose of the evaluation was very important/important whereas, 45.9% stated that it was performed always or often.

Several reasons may account for these discrepancies in response to the questions. Perhaps the supervisory practices used within the school districts could warrant some careful thought. Although it may not be the ideal practice for supervising co-teachers, some school districts may not require the clinical supervision model that has several suggested steps such as the pre-conference, the observation, the analysis of the observation and the post-conference (Goldhammer, Anderson, & Krajewski, 1980; Holifield & Cline, 1997). These steps were those asked in the survey. These school districts may employ minimal requirements. The administrators may only be required to observe a lesson and hold a post-conference. Another reason for the discrepancy could be that some school districts permit unannounced observations. When unannounced observations are conducted, the teachers are unaware they will be observed. Hence, no pre-conference is held with the teachers. The practice of conducting unannounced

observations is contradictory to the importance placed on the administrators to communicate the purpose of the observation and how the observation will be conducted as a clinical supervision model would recommend. Unannounced visits often leads to distrusting relationships among teachers and administrators. Lastly, the administrators may not have a specific purpose for conducting the observation other than simply completing the required observations for each teacher.

In order to assure that important tasks are done in the co-teaching supervisory model, school districts must develop a framework for administrators to follow that includes a comprehensive set of procedures and criteria for assessing the quality of supervision (Glatthorn, 1987) including an evaluation instrument that is valid and reliable.

First, the procedures should define the purpose of the supervising co-teaching arrangement that will specify how the observations will be conducted, what data will be collected and how the observation will fit into the plan for continuous individual improvement or student growth (Glickman, 2002). For example, the district may want to include a pre-conference for all co-teachers with the GE administrators and SE administrators conducting the evaluation process. In addition to learning about what the administrator expects to see during the observation, the pre-conference may serve as a vehicle for communicating the purpose of the observation and how the observation of co-teachers will be conducted. In terms of clarity of expectations, districts currently may lack specific observation guidelines for administrators to follow or may not clearly emphasize the importance of including particular components in the observation process.

Next, school districts could consider having district-wide committees establish criteria to determine if co-teaching and supervisory models are functioning effectively. The GE administrators, SE administrators, GETs, and SETs who are involved with co-teaching should collaborate and generate shared criteria that can be used to supervise and evaluate co-teachers. The criteria can be a listing of essential components to be completed and met during the observation process. Criteria development entails a commitment on the part of the school district. When developing criteria to judge teacher performance in the co-taught classroom, organizing a four phase approach may be beneficial (Wilson, 2005). Within the development portion, each phase should address an essential question related specifically to co-teaching. The following may be considered in developing criteria: the components of an effective co-taught lesson; the unique perspective needed in the evaluation of the co-taught lessons; and the essential components needed in an observation tool for co-taught lessons.

Once procedures and criteria are established, the district-wide committee should address the usefulness of the observation tool developed (Wilson, 2005). The district-wide committee must determine if the evaluation instrument is valid and reliable. Efforts must continue through this phase to develop an instrument that is based on a series of questions to assess the views of teachers and administrators regarding the evaluation instrument's usefulness. Focus groups, face-to-face interviews, and surveys may be used to determine the appropriateness of the evaluation instrument.

Supervisory Models. The sampled SE administrators identified several variables that appeared to have affected positively or negatively the evaluation of co-teachers. When asked to identify the positive aspects of supervisory arrangements in evaluating co-

teachers, 54.9% of the respondents selected type of supervisory model. Supervisory models that were recognized as positive aspects of evaluating co-teachers included: the general education administrator supervises both the GET and SET (*n*=11), the general education administrator and special education administrator supervise the GET and SET separately (*n*=7), and the general education and special education administrator supervise the GET and SET respectively and collaborate to ensure consistency in evaluating the performance of both teachers (*n*=10).

When asked to identify aspects of supervisory arrangements that impede efforts to evaluate co-teachers, 29.4% selected type of supervisory model. Supervisory models that respondents indicated were aspects that impede efforts to evaluate co-teachers included: the general education administrator supervises both the GET and SET (*n*=5), the general education administrator and special education administrator supervise the GET and SET respectively (*n*=5), the general education and special education administrator supervise the GET and SET respectively and collaborate to ensure consistency in evaluating the performance of both teachers (*n*=1). In other responses, no specific supervisory model was identified, but it was implied (*n*=3), and no administrator was identified as responsible for observing the GET and SET. One model was selected that had no administrative supervision. Although no additional information was given, the response may represent peer coaching or cooperative observation (*n*=1).

The three most frequent supervision models participants noted as being positive were also the three models that the participants rated as negative though in fewer instances than they were positively rated. These contradictory findings may be attributed

to several factors such as current supervisory practices within the organization, the culture within the organization, and personal ideologies.

First, traditional models of supervision typically rely on a sole administrator to observe and evaluate co-teachers and may be in place for co-teaching within the school districts. Although school districts may have embraced co-teaching as a service delivery option, considerations for the fundamental procedures and nuances of observing co-teachers may have been overlooked. The SE administrators may have observed that the current supervisory practices as working and rated the model as positive.

Another explanation for the differences in responses may be that particular supervisors may take responsibility for observing and evaluating SETs. The culture within the school district may be such that it encourages the SE administrator to use their specialized skills to observe and evaluate SETs. Therefore, the GE administrator and the SE administrator may not be afforded opportunities to collaborate during the observation process. The SE administrator may have selected this choice as a positive model for supervision whereas others may have decided there could be a more appropriate model for supervising and evaluating co-teachers.

A third alternative to consider is that the SE administrator may not know how to collaborate. Co-teaching assumes that certain fundamentals are in place. One assumption is in school districts that use co-teaching as a service delivery option is that administrators know how to collaborate. Unfortunately, administrators may not have access to specific training in the nuances of observing co-teachers and may not have had opportunities to collaborate with their administrator colleagues (Wilson, 2005). In such

instances, the respondents may have represented the collaborative model being used within their school district and a single respondent may have rated this model as an impediment because the collaborative relationship is not working.

Opportunities for Improvement. When analyzing the data, three areas stood out as needing improvement: administrative collaboration, differentiated supervision, and evaluation criteria. These areas have significant disparities in responses when the SE makes recommendations for improvement and rating their effectiveness. In addition, comparisons and data were made in supervisory models, aspects that assist and impede evaluation, supervision and evaluation arrangements, and identification of who is responsible for developing criteria for evaluation.

First, seven or 13.7% of the respondents rated administrator collaboration as the supervisory model used within the school district for evaluating co-teachers. Although respondents preferred a collaborative model, only 13 or 25.4% of the participants indicated that their district used a collaborative supervision arrangement and 6 or 11.7% collaborative evaluation arrangement. Additionally, 10 or 20.9% indicated supervisory models had positive aspects: 1.9% felt the supervisory model used impeded the success of the arrangement. These differences may be attributed to the district organizational structure. The organizational structure may have the GE administrator and the SE administrator collaborating regarding supervisory tasks, but when it comes to evaluating co-teachers, this responsibility may be left to the GE administrator. Because SE administrators may not be responsible for evaluating co-teachers they may not have opportunities to collaborate with the GE administrator. This organizational model could account for the 22 or 45.8% of special education administrators who rated themselves as

neither effective nor ineffective and ineffective/very ineffective in collaborating with the GE administrator. If the SE administrators were not given the opportunity to collaborate, they were unable to rate themselves as active. Hence, 14 or 27.4% of the participants recommend increase collaboration among the GE and SE administrators as a need.

Next, differentiating supervision resulted in significant differences. 28 or 58.4% of participants rated themselves as neither effective nor ineffective and ineffective/very ineffective in this area. Yet, only 25.4% recommend differentiated supervision as an area needing improvement. Perhaps the structure of non-collaborative models and the collaborative model may be too limiting to meet the needs of co-teachers effectively. The traditional model of supervision provides the co-teacher with feedback from one view or perspective (Bickel & Artz, 1984; Fraenkel, 1992). One consideration is that the participants are not trained in collaboration and are seeking opportunities to obtain information to differentiate supervision for co-teachers. While the collaborative model may provide various perspectives, it may pose constraints that may not be forgiving to administrators who face emergencies when collaborative observations are scheduled. A more in-depth investigation on the problems of implementing a collaborative model should be undertaken to determine the real life conditions under which it operates. Results from such a study might help school districts develop a contingency plan to address this concern.

The final area relates to the criteria for evaluating co-teachers. The number of non-responses to the question, who determines the criteria for evaluating co-teachers, leads me to believe that some of the individuals who participated in the survey may not have known how evaluation criteria are determined for co-teachers. Yet, only 9.8% of

respondents identified defining criteria as a recommendation for improvement. Knowing who determines the evaluation criteria and how the evaluation criteria are defined and operationalized are important to understanding the dynamics of the political climate within the district. When questions or concerns arise with regard to the criteria, administrators should be able to identify the person or committee to communicate to regarding questions or concerns. More important to the discussion is that 15.6% of the SE administrators provided no response. The lack of response may mean that the SE administrator is not aware of the criteria. This finding could account for 58.4% of the respondents rating themselves in the categories neither effective nor ineffective and ineffective/very ineffective in defining criteria. The absence of clearly stated criteria can lead to administrators proceeding through the observation process in a haphazard manner, making decisions that may impact co-teachers in negative ways and creating inconsistencies in the evaluation of co-teachers.

School districts should review whether criteria exist and are known to those involved in the evaluation process. Defining such criteria may offer opportunities to have discussions to clarify criteria, to reinforce understandings of criteria, and to offer opportunities to refine criteria in order to meet the needs of co-teachers.

The vast majority of respondents indicated a single administrator had sole responsibility for determining the criteria used for evaluating co-teachers. Having a single administrator assigned to this responsibility can lead to inadequate support for co-teachers (Sheehy, 2007). The criteria may not address all aspects that are important in evaluating co-teachers. Walther-Thomas and Bryant (1996) suggest that rather than employ a line staff chain of command model, districts should institute a more

collaborative practice to develop criteria. When committees develop criteria, there is usually a broad representation of individuals who are able to communicate in a meaningful way. Stakeholders who represent GETs, SETs, GE administrators and SE administrators must form district committees to identify evaluation criteria and to determine if the evaluation criteria will be the same for both the GET and the SET.

Contributions to Practice

No previous research has explored the supervisory arrangements used when evaluating co-teachers. The research findings from the study provide guidance to practitioners in the area of communication and the establishment of a framework to guide effective practices for evaluating co-teachers and training options for administrators.

Communication and Framework for Evaluation. Just as effective co-teaching relationships rely on honest and accurate communication, administrators must also identify means of communication that support co-teaching teams. Recommended practice suggests that the first step is for the school district to create a common language in order to establish clear expectations about what supervisors need to know (ISLLC,2008), what they will accomplish in the co-teaching supervisory arrangement and how they can encourage effective instruction using this model (Glickman, 2002). The framework should establish specific guidelines for the evaluation process, including pre- and post conferences for co-teachers, communicating the purpose of the evaluation and how it will be conducted and the role of the administrators in the process regardless of whether the administrators evaluate the co-teacher separately or in collaboration with one another. The basic principles of communication in this effort will be listening,

responding, working, problem-solving, revising, and celebrating everyone who participates.

Promoting these principles should result in a sense of support and trust that encourages co-teachers to discuss problems that may be encountered during planning, instruction, and management of the classroom (Walther-Thomas & Bryant, 1996). The framework should also include a schedule for administrator/teacher meetings to help support co-teachers identify instructional techniques that they can implement together in the classroom (Walther-Thomas & Bryant, 1996). The intent of the meetings is to galvanize co-teachers to take a deeper look at current instructional problems and develop action plans that offer solutions.

Training Options. GE administrators will continue to be ill-prepared for their administrative responsibilities for special programs such as co-teaching without a formalized supervisory model that includes opportunities for ongoing professional development and requires collaboration with special education administrators for evaluating co-teachers (Crockett, 2002; Goor & Schwenn, 1997). Because GE and SE administrators often do not have access to specific training in the nuances of observing co-teachers, school districts should consider developing a training program for all administrators. The training program should be organized to address the unique instructional structures that may be present in the co-taught classroom and the dynamics that often become obvious when administrators are required to collaborate. School districts must dedicate time to develop training programs to address the deficits administrators have as a result of lack of specialized training offered at colleges and universities (Crockett, 2002). School districts must also establish training guidelines for

the specific administrative roles and supervision of co-teachers. These guidelines can be in the form of checklists to maximize use among administrators (Gawande, 2010). At the completion of the training program, administrators should be able to: define criteria and identify who developed the criteria; determine which behaviors to evaluate in teacher performance for co-teachers; know how to use the evaluation instrument and what protocol to follow in collaborating throughout the observation process. Administrators should also come away with a variety of strategies and techniques to assess the supervision and instruction needs to support teachers in co-teaching. In addition to training, school districts should form committees that include administrators, teacher leaders and related service professionals with a specialized interest or knowledge of how to support co-teachers (Walther-Thomas & Bryant, 1996). Including these individuals in the planning, implementation and evaluation process will help ensure that co-teachers will be successful (Weiss & Lloyd, 2003).

Recommendations for Future Research

The following recommendations for future research are presented given the limitations of the study and insights gained from the results of the present study. This research study collected data from the southeast region of Pennsylvania and thus any findings and conclusions were limited to the sample. The results support the need for replication studies in other regions of the country to determine the generalizability of the findings. The study also focused on the responses from special-education administrators only. Expanding the research to focus on the responses of principals and the co-teachers themselves may provide a different perspective and may broaden the understanding of the dynamics introduced in supervising co-teachers. In addition to the research questions

posed in this study, additional questions that were raised as a result of the study include: Are the roles of each administrator meaningful in the collaborative supervisory model? Are systems in place to support healthy productive communication among administrators? How do collaborative supervisory arrangements operate on a daily basis? What are the nuances in how collaborative relationships operate that school districts should address when implementing the model? These questions can be pursued to determine if collaboration is meaningful and productive.

The low frequency of responses for how often the supervisors included the supervisory task of holding a post-conference is another area to consider for future research. Why did they not follow-up with the post-conference after the observation? Is the practice of having no formal meeting adequate? Pennsylvania is in the process of piloting a new teacher evaluation instrument in which 50% of the teacher's evaluation will be based on student achievement. If the purpose is to improve student achievement, are we taking advantage of the arrangements? Does the practice of having no post-conference give the teacher enough information to improve?

Another area to explore would be to determine if school districts provide professional development for administrators before expecting them to collaborate (Crockett, 2002). Administrator training programs offered at the universities have faced harsh criticism regarding their lack of attention in training GE administrators in dealing with the needs of special education programming. It would be interesting to determine if school districts are creating opportunities for growth in this area. Efforts could also be made to research administrator training programs and how they prepare administrators to

address the challenges of special education. Research in this area was pursued ten years ago, but it would be interesting to see if progress has been made.

Further, research could be pursued regarding co-teaching evaluation instruments (Wilson, 2005). For example, is there a district-wide design specifically for evaluating co-teachers? How do administrators evaluate the use of a variety of co-teaching structures? My research was limited to questions of collaboration. However, other unique supervisory arrangements may exist that districts have identified as appropriate for supervising and evaluating co-teachers. The expectations for administrators in evaluating co-teachers could be identified. Lastly, what is the protocol for handling co-teachers when one teacher performs unsatisfactorily? How are issues addressed? How do administrators communicate strengths and weaknesses? Responses to these questions would expand the current research on supervisory arrangements.

Conclusion

As more school districts embrace co-teaching as a service delivery option, it is imperative that school districts plan comprehensively to facilitate the development and successful implementation of supervision for co-teachers. The inclusion of various stakeholders will ensure deliberate and thoughtful planning efforts take place and that potential consequences are considered before the implementation of new policies, programs, and procedures. Just as co-teachers need to spend time co-planning to ensure instructional effectiveness within the classroom, the GE and SE administrators must be afforded time to meet and collaborate on the supervision of co-teachers.

School districts that use a collaborative model of supervision for co-teachers may benefit from the expertise of the administrators whose areas of training focus on varied and specific skills, but they must be prepared to address any pitfalls that accompany collaborative arrangements. Training programs may be an option for providing professional development for all administrators. School districts must also provide the GE and SE administrators with a differentiated supervision models that allows both administrators to observe co-teachers simultaneously for the purpose of evaluation. Although SE administrators responded more positively to collaborative arrangements than arrangements that had a sole administrator responsible for evaluating co-teachers, many SE administrators did not always collaborate with the GE administrator when evaluating co-teachers. Collaborative supervision provides more specific and evaluative feedback to co-teachers. A collaborative supervisory arrangement would be a significant benefit for co-teachers who teach in unison and would offer an alternative rather than providing independent feedback on separate lessons.

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APPENDIX A

Intermediate Units in the Commonwealth of Pennsylvania that Represent the Target Population

Table A

Demographic Characteristics of the School Districts served by the Berks County Intermediate Unit # 14 (n=18).

	Total Enrollment	**Number of Students in Special Education**	**Percentage of Special Education Students in Regular Education Classes 80% or more of their day**
Antietam	1,070	191	46.5
Boyertown Area	7,013	1,144	64.6
Brandywine Heights Area	1,819	325	50.8
Conrad Weiser Area	3,001	516	45.5
Daniel Boone Area	3,881	541	60.6
Exeter Township	4,449	758	52.6
Fleetwood Area	2,701	403	61.9
Governor Mifflin	4,262	663	64.8
Hamburg Area	2,553	319	49.0
Kutztown Area	1,655	337	47.3
Muhlenberg	3,504	590	37.9
Oley Valley	1,973	299	51.5

	Total Enrollment	Number of Students in Special Education	Percentage of Special Education Students in Regular Education Classes 80% or more of their day
Reading	17,860	2,986	51.7
Schuylkill Valley	1,984	283	39.1
Tulpehoken Area	1,570	243	57.0
Twin Valley	3,446	479	89.7
Wilson	5,765	1,010	60.8
Wyomissing Area	1,821	291	55.1

Table B

Demographic Characteristics of the School Districts served by the Bucks County Intermediate Unit # 22 (n=13).

	Total Enrollment	**Number of Students in Special Education**	**Percentage of Special Education Students in Regular Education Classes 80% or more of their day**
Bensalem	5,997	1,181	49.8
Bristol Borough	1,197	265	47.1
Bristol Township	6,400	1,243	64.5
Centennial	6,059	1,072	71.0
Central Bucks	20,364	2,440	53.2
Council Rock	12,368	1,949	62.7
Morrisville	853	212	67.5
Neshaminy	8,837	1,708	46.7
New Hope – Solebury	1,561	251	52.3
Palisades	2,000	345	70.9
Pennridge	7,260	1,183	69.9
Pennsbury	11,073	1,850	54.8
Quakertown	5,443	663	63.5

Table C

Demographic Characteristics of the School Districts served by the Carbon-Lehigh Intermediate Unit # 21(n=14).

	Total Enrollment	Number of Students in Special Education	Percentage of Special Education Students in Regular Education Classes 80% or more of their day
Allentown City	17,766	2,545	55.5
Catasauqua Area	1,608	274	54.9
East Penn	8,056	982	51.0
Jim Thorpe Area	2,189	419	46.3
Lehighton Area	2,483	362	56.4
Northern Lehigh	1,990	332	52.1
Northwestern Lehigh	2,339	348	49.4
Palmerton Area	1,986	326	65.1
Panther Valley	1,795	300	44.8
Parkland	9,306	1,453	65.4
Salisbury Township	1,719	305	56.6
Southern Lehigh	3,038	375	66.4
Weatherly Area	744	122	44.6
Whitehall – Coplay	4,170	634	62.9

Table D

Demographic Characteristics of the School Districts served by the Chester County Intermediate Unit # 24 (n=12).

	Total Enrollment	**Number of Students in Special Education**	**Percentage of Special Education Students in Regular Education Classes 80% or more of their day**
Avon Grove	5,401	693	44.5
Coatesville Area	6,776	1,233	45.5
Downingtown Area	11,827	1,807	60.4
Great Valley	3,995	609	43.1
Kennett Consolidated	4,075	600	51.4
Octorara Area	2,714	433	71.3
Owen J. Roberts	4,788	863	65.1
Oxford Area	3,678	631	70.8
Phoenixville Area	3,249	641	51.4
Tredyffrin-Easttown	6,132	938	77.1
Unionville – Chadds Ford	4,104	636	71.1
West Chester Area	11,654	1,516	57.2

Table E

Demographic Characteristics of the School Districts served by the Colonial Northampton Intermediate Unit # 20 (n=13).

	Total Enrollment	**Number of Students in Special Education**	**Percentage of Special Education Students in Regular Education Classes 80% or more of their day**
Bangor Area	3,426	450	75.1
Bethlehem Area	15,434	2,235	66.0
Delaware Valley	5,710	760	67.8
East Stroudsburg	8,141	1,555	54.7
Easton	8,830	1,256	63.2
Nazareth	4,716	546	76.9
Northampton	5,649	946	55.6
Pen Argyl	1,881	261	49.6
Pleasant Valley	6,401	845	46.7
Pocono Mountain	11,260	1,938	54.0
Saucon Valley	2,429	345	64.6
Stroudsburg	5,900	789	46.6
Wilson	2,268	361	52.0

Table F

Demographic Characteristics of the School Districts served by the Delaware County Intermediate Unit # 25 (n=15).

	Total Enrollment	Number of Students in Special Education	Percentage of Special Education Students in Regular Education Classes 80% or more of their day
Chester - Upland	4,681	902	36.2
Chichester	3,479	620	39.3
Garnet Valley	4,742	948	81.3
Haverford Township	5,670	1,123	52.9
Interboro	3,636	713	62.0
Marple Newtown	3,515	620	64.1
Penn - Delco	3,399	571	42.9
Radnor Township	3,675	563	79.6
Ridley	5,763	1,232	63.4
Rose Tree Media	3,786	597	53.1
Southeast Delco	4,161	775	51.0
Springfield	3,447	526	60.1
Upper Darby	11,763	1,856	45.5
Wallingford - Swathmore	3,568	650	77.4
William Penn	5,306	890	80.6

Table G

Demographic Characteristics of the School Districts served by the Montgomery County Intermediate Unit #23 (n=22).

	Total Enrollment	Number of Students in Special Education	Percentage of Special Education Students in Regular Education Classes 80% or more of their day
Abington	7,403	856	54.4
Bryn Athyn	---	---	---
Cheltenham Township	4,264	638	62.2
Colonial	4,753	789	50.8
Hatboro – Horsham	5,207	758	52.1
Jenkintown	583	69	63.6
Lower Merion	6,788	1,094	62.2
Lower Moreland Township	2,081	279	53.8
Methacton	5,310	827	47.4
Norristown Area	6,727	1,347	50.2
North Penn	12,677	2,087	60.6
Perkiomen Valley	5,876	727	47.1
Pottsgrove	3,169	576	54.6
Pottstown	3,122	611	46.0

	Total Enrollment	Number of Students in Special Education	Percentage of Special Education Students in Regular Education Classes 80% or more of their day
Souderton	6,817	936	48.4
Springfield Township	2,043	344	38.3
Spring – Ford Area	7,511	1,292	51.9
Upper Dublin	4,266	501	68.2
Upper Merion Area	3,718	573	58.0
Upper Moreland Township	3,142	423	58.9
Upper Perkiomen	3,131	588	50.9
Wissahickon	4,507	798	68.4

APPENDIX B

Co-Teaching Supervision Protocol Instrument

Section I: Perceptions of Supervisory Practices

Thank you for your willingness to participate in this survey. The purpose of this survey is to examine the supervisory arrangements school districts use to evaluate co-teachers. Your responses will contribute to our understanding of current supervisory practices for observing and evaluating the performance of co-teachers. The entire survey should take no more than 15 minutes to complete. The first section of the survey pertains to your perceptions of supervisory practices used within your school district. This section provides you with an opportunity to share your perceptions of the positive aspects and the aspects that impede the effectiveness of the supervisory practices within your district. Please answer these questions as completely as possible.

***1. Would you please describe your supervision model(s) for co-teaching in your school district?**

***2. Who determines the criteria for evaluation?**

***3. Are there different criteria for general education and special education teachers within your school district?**

***4. How do administrators within your school district supervise teachers who co-teach? For the purpose of this research, supervision includes all the activities, functions, maneuvers, and nurturing conditions that are intended to help teachers and various other educational workers to upgrade their "performance".**

***5. How do administrators within your school district evaluate teachers who co-teach? For the purpose of this research, both formative and summative evaluation is the process by which the supervisor determines the significance, worth, or quality of teacher performance.**

Page 1

Co-Teaching Supervision Protocol Instrument

***6. What are the positive aspects of the current supervisory arrangements for co-teaching within your school district?**

***7. What aspects of the current supervisory arrangements impede efforts to evaluate co-teaching within your district?**

***8. If you were given the opportunity to make recommendations to improve the current supervisory arrangements for co-teaching, what would these recommendations include?**

Co-Teaching Supervision Protocol Instrument

Section 2: Current Supervisory Practices

The purpose of this section is to obtain information about the current supervisory arrangements used for co-teachers within your school district. The four questions ask you to rate the frequency of use of supervisory arrangements, your effectiveness in providing guidance to teachers who co-teach, and the importance of certain components related to supervising co-teachers. Place a mark next to the response that most correctly answers questions 9-12. Please check only one response per item.

***9. How often are the following supervisory models used within your school district?**

	Never	Seldom	Sometimes	Often	Always
General education administrators observe and evaluate the performance of both the general education and special education teacher at the same time when co-teaching.	○	○	○	○	○
General education administrators evaluate general education teachers and the special education administrators observe and evaluate the special education teacher.	○	○	○	○	○
General education administrators observe and evaluate the general education teacher and the special education administrator observes and evaluates the performance of the special education teacher. The administrators collaborate to ensure consistency in evaluating the performance of both teachers.	○	○	○	○	○
The general education administrator is solely responsible for observing and evaluating the performance of the general education teacher.	○	○	○	○	○
The special education supervisor is solely responsible for observing and evaluating the performance of the special education teacher.	○	○	○	○	○
Co-teachers have the	○	○	○	○	○

Co-Teaching Supervision Protocol Instrument

option to participate in cooperative observation. Teachers participate in cooperative dialogues, cooperative planning, cooperative observations, and cooperative research.					
Co-teachers are responsible for individual development. Teachers work independently and identify one or two professional growth goals.	○	○	○	○	○

Co-Teaching Supervision Protocol Instrument

***10. How often are the following components included in the observation process within your school district?**

	Never	Seldom	Sometimes	Often	Always
A pre-conference with the co-teachers.	○	○	○	○	○
Communication to ensure co-teachers understand the purpose of the observation.	○	○	○	○	○
Communication to ensure co-teachers understand how the observation process will be conducted.	○	○	○	○	○
A post-conference with the co-teachers.	○	○	○	○	○
Collaboration between the general education administrator and the special education administrator before the observation.	○	○	○	○	○
Collaboration between the general education administrator and the special education administrator after the observation.	○	○	○	○	○

Co-Teaching Supervision Protocol Instrument

***11. How would you categorize your effectiveness in the following areas?**

	Very Ineffective	Ineffective	Neither effective nor Ineffective	Effective	Very Effective
Facilitating professional development in the area of co-teaching.	○	○	○	○	○
Defining criteria for evaluating the performance of co-teachers.	○	○	○	○	○
Differentiating supervision for co-teachers.	○	○	○	○	○
Collaborating with general education administrators when observing and evaluating the performance of co-teachers.	○	○	○	○	○
Identifying the district's needs in the area of supervision and instruction to better improve training for co-teachers.	○	○	○	○	○
Using assessment results to develop strategies for improving instruction.	○	○	○	○	○
Providing leadership in effective practices for co-teachers to use with a diversity of learners.	○	○	○	○	○
Providing recommendations for appropriate accommodations and modifications to the general education curriculum.	○	○	○	○	○

Co-Teaching Supervision Protocol Instrument

***12. How would you rate the importance of the following in evaluating the performance of co-teachers within your school district?**

	Very Unimportant	Unimportant	Neither Important nor Unimportant	Important	Very Important
Focusing on student learning.	○	○	○	○	○
Using assessment results to develop strategies for improving instruction.	○	○	○	○	○
Ensuring co-teachers understand the purpose of the observation.	○	○	○	○	○
Ensuring co-teachers understand how the observation will be conducted.	○	○	○	○	○
Ensuring the general education administrator and the special education administrator use a common language in evaluating the performance of co-teachers.	○	○	○	○	○

Co-Teaching Supervision Protocol Instrument

Section 3: Demographic Data

The final section pertains to demographic data. Please answer these questions as accurately as possible. At the end of this section, you will be able to enter your email address for a chance to win one of ten Barnes and Nobles gift cards.

***13. Gender**

- ◯ Male
- ◯ Female

***14. Position/Title**

***15. Years in current position**

***16. Have you held any other positions? If so, what positions?**

***17. Total years of education experience**

***18. Education status**

- ◯ Bachelors
- ◯ Masters
- ◯ Masters + 30
- ◯ Masters + 60
- ◯ Educational Specialist
- ◯ Doctorate
- ◯ Doctorate + 30

***19. Type of district**

- ◯ Urban
- ◯ Suburban
- ◯ Rural

Co-Teaching Supervision Protocol Instrument

***20. Number of teachers you supervise**

***21. Supervisory level - Please check all that apply.**

- [ ] Elementary School
- [ ] Middle School
- [ ] High School

***22. Is co-teaching used as a service delivery option in your district?**

- ◯ Yes
- ◯ No

If yes,to what degree is co-teaching used and how established is it? If no, what service delivery option do you provide for special education students in your district?

23. If you would like to be entered in the drawing for a chance to win one of ten Barnes and Nobles gift cards, please provide me with your email address:

APPENDIX C

From: McAllister, Felicia [mailto:FMcAllis@pennridge.org]
Sent: Saturday, October 01, 2011 6:43 AM
To: Expert
Subject: Invitation to Participate on the Delphi Panel

Dear *Expert*:

My name is Felicia E. McAllister. I am the Principal of Pennridge South Middle School in the Pennridge School District and a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the supervisory arrangements school districts use to evaluate co-teachers.

The study is asking Supervisors of Special Education or the highest ranking administrator within each school district who is responsible for special education services to discuss voluntarily their supervisory arrangements with special education and general education teachers who work with special education children assigned to co-taught classrooms. The benefits of this research may raise questions about how educators can improve the supervision arrangements for co-teachers.

I am asking for your assistance to complete my study. Your role in the study will be to serve as an expert on the Delphi steering committee, examine the co-teaching supervision protocol instrument, help identify the initial questions, and determine the content validity of the survey. Your participation as a panelist is voluntary. This letter contains information regarding informed consent. Your participation will include no more than an hour and half of your time to complete three rounds of the survey refinement process and recommendations. I know how busy you are, but will greatly appreciate your consideration of my request.

Strict confidentiality will be maintained throughout this study in accordance with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991) and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Data will be reported with no identification of individuals or schools. Your participation is strictly voluntary. The only risk to you is the potential breach of confidentiality, which I am taking specific steps to avoid. All survey data will be coded so that if anyone should come in contact with the data, they would be unable to determine from which individuals it originated.

To indicate your willingness to participate as a member of the panel for this study, please email me at fem207@lehigh.edu. Your positive response via email will serve as

your consent to participate in this study as a member of the Delphi panel. Please retain this email for your reference and information about informed consent.

If you have any questions about the study, please contact me directly on my cell phone – 215-353-7772 or email me at fem207@lehigh.edu. You may also contact my advisor, Dr. Ron Yoshida at Lehigh University by email at rky2@lehigh.edu, or by phone at 610-758-6249. Any problems or concerns that may result from your participation in this study may be reported to Susan Disidore, Office of Research, Lehigh University – 610-758-3020 or sus5@lehigh.edu.

Please retain this letter for your reference and information about informed consent.

With sincere appreciation,
Felicia E. McAllister
Principal
Pennridge South Middle School
610 S. 5th Street
Perkasie, PA 18944
fmcallis@pennridge.org
215-257-0467

APPENDIX D

From: McAllister, Felicia [mailto:FMcAllis@pennridge.org]
Sent: Saturday, October 01, 2011 6:43 AM
To: Expert
Subject: Delphi Panelists' Link to Survey

Dear *Expert*:

Thank you for your willingness to provide specific evaluative feedback on the co-teaching supervision protocol instrument. As a member of the Delphi panel, your feedback on the wording of the questions, the inclusion of the appropriate questions and the amount of time it takes to complete the survey is a valuable step in the research process. Your participation will include no more than an hour and half of your time for reviewing the survey and providing recommendations.

The study is asking Supervisors of Special Education or the highest ranking administrator within each school district who is responsible for special education services to discuss voluntarily their supervisory arrangements with special education and general education teachers who work with special education children assigned to co-taught classrooms. The benefits of this research may raise questions about how educators can improve the supervision arrangements for co-teachers.

To access the survey, please copy this web link into your Internet browser: http://www.surveymonkey.com/s/co-teachingsupervisionsurvey. As you proceed through the survey please use the attached panelists' feedback form to make notations.

If you have any questions or concerns, please contact me directly on my cell phone – 215-353-7772 or email me at fem207@lehigh.edu.

With sincere appreciation,
Felicia E. McAllister
Principal
Pennridge South Middle School
610 S. 5th Street
Perkasie, PA 18944
fmcallis@pennridge.org
215-257-0467

APPENDIX E

DELPHI PANELIST FEEDBACK FORM

The purpose of this survey is to examine the supervisory arrangements school districts use to evaluate co-teachers. Please use this form to note any recommendations for changing or eliminating choices with the rationale for your recommendations. Each number corresponds to the number on the actual survey. After completing this form, please send it as an attachment to fem207@lehigh.edu.

Section I: Perceptions of Supervisory Practices Data

1._____

2._____

3._____

4._____

5._____

6._____

Section II: Current Supervisory Practices

7.
a.

b.

c.

d.

e.

f.

g.

8.

a.

b.

c.

d.

e.

f.

9.

a.

b.

c.

d.

e.

f.

g.

h.

10.

a.

b.

c.

d.

e.

Section III: Demographic Data

11.

12.

13.

14.

15.

18.

16._____

17._____

18._____

19._____

20._____

APPENDIX F

Subject: Supervisors of Special Education's Letter of Invitation for Pilot Study

Date

Administrator's Name
School District
School District's Address Line 1
School District's Address Line 2

Dear *Supervisor of Special Education*:

My name is Felicia E. McAllister. I am the Principal of Pennridge South Middle School in the Pennridge School District and a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the supervisory arrangements school districts use to evaluate co-teachers.

The study is asking Supervisors of Special Education or the highest ranking administrator within each school district who is responsible for special education services to discuss voluntarily their supervisory arrangements with special education and general education teachers who work with special education children assigned to co-taught classrooms. The benefits of this research may raise questions about how educators can improve the supervision arrangements for co-teachers.

I am asking for your assistance to complete my study. Your role in the study will be to examine the survey protocol and help refine the questions. Your participation in the survey pilot is voluntary. This letter contains information regarding informed consent. Your participation will include no more than a half hour of your time for the survey and recommendations. I know how busy you are, but will greatly appreciate your consideration of my request.

Strict confidentiality will be maintained throughout this study in accordance with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991) and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Data will be reported with no identification of individuals or schools. Your participation is strictly voluntary. The only risk to you is the potential breach of confidentiality, which I am taking specific steps to avoid. All survey data will be coded so that if anyone should come in contact with the data, they would be unable to determine from which individuals it originated.

To indicate your willingness to participate in the pilot study, please complete and mail the enclosed postcard or email me at fem207@lehigh.edu. Your positive response via postcard or email will serve as your consent to participate in this study. Please retain this letter for your reference and information about informed consent.

If you have any questions or concerns, please contact me directly on my cell phone – 215-353-7772 or email me at fem207@lehigh.edu.

With sincere appreciation,

Felicia E. McAllister
Principal
Pennridge South Middle School

APPENDIX G

Return Postcard for Supervisor of Special Education's Response

Response to Lehigh University regarding participation in research study

Supervisor of Special Education's Name

School District Name

School District Address

____ Yes, we plan to participate in this research study.

_____

____ No, we will not be able to participate in the research study at this time.

Explanation (optional):

Thank you for returning this postcard by *date*.

APPENDIX H

Subject: Superintendents' Letter of Invitation

Date

Superintendent's Name
School District
School District's Address Line 1
School District's Address Line 2

Dear *Superintendent*:

My name is Felicia E. McAllister. I am the Principal of Pennridge South Middle School in the Pennridge School District and a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the supervisory arrangements school districts use to evaluate co-teachers.

The study is asking Supervisors of Special Education or the highest ranking administrator within the school district who is responsible for special education services to discuss voluntarily their supervisory arrangements with special education and general education teachers who work with special education children assigned to co-taught classrooms. The benefits of this research may raise questions about how educators can improve the supervision arrangements for co-teachers.

I am asking for your assistance to complete my study. Your role in the study will be to forward the enclosed Letter of Invitation to the Special Education Supervisor or the highest ranking administrator who is responsible for special education services in your district and to encourage your administrator's voluntary participation. This letter contains information regarding informed consent. The administrator's participation will require no more than twenty minutes of his/her time to complete an online survey. As an incentive, all participating Supervisors of Special Education or administrators responsible for special education services will be entered into a drawing for a chance to win one of ten Barnes and Nobles gift cards. I know how busy you and your staff members are, but will greatly appreciate your consideration of my request.

Strict confidentiality will be maintained throughout this study in accordance with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991) and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Data will be reported with no identification of individuals or schools. Your participation is strictly voluntary, as is the participation of your Supervisors of Special Education or the highest ranking administrator responsible for special education services. In order to be entered into the Barnes and Nobles gift card drawing, the Supervisor of Special Education or the highest ranking administrator responsible for special education services will need to provide an email address. The email address will be stored in a separate location from the survey responses, so there will be no way to link the email addresses with survey responses. The only risk to you, the Special Education Supervisor or the

highest ranking administrator responsible for special education services is the potential breach of confidentiality, which I am taking specific steps to avoid. For example, all survey data will be coded so that if anyone should come in contact with the data, they would be unable to determine from which individuals it originated. Your participation in this study is strictly voluntary and you may end your participation at any time. Should you choose not to participate for any reason, your relationship with your school district and/ or Lehigh University will not be affected. The Human Subjects Review Board at Lehigh University has approved the procedures designed to insure confidentiality of all participants.

To indicate your willingness to participate in the study, please complete and mail the enclosed postcard or email me at fem207@lehigh.edu. Your positive response via postcard or email will serve as your consent to forward the Letter of Invitation to the Supervisor of Special Education or the highest ranking administrator responsible for special education services in your district. Please retain this letter for your reference and information about informed consent.

If you have any questions about the study, please contact me directly on my cell phone – 215-353-7772 or email me at fem207@lehigh.edu. You may also contact my advisor, Dr. Ron Yoshida at Lehigh University by email at rky2@lehigh.edu, or by phone at 610-758-6249. Any problems or concerns that may result from your participation in this study may be reported to Susan Disidore, Office of Research, Lehigh University – 610-758-3020 or sus5@lehigh.edu.

With sincere appreciation,

Felicia E. McAllister
Principal
Pennridge South Middle School

Roland K. Yoshida
Professor of Education
Lehigh University

George P. White
Professor of Education
Lehigh University

Floyd D. Beachum
Professor of Education
Lehigh University

Rachel A. Holler
Director of Educational Programs
Quakertown Community School District

APPENDIX I

Return Postcard for Superintendent's Response

Response to Lehigh University regarding participation in research study

Superintendent's Name

School District Name

School District Address

____ Yes, we plan to participate in this research study.

_____

____ No, we will not be able to participate in the research study at this time.

Explanation (optional):

Thank you for returning this postcard by *date*.

APPENDIX J

Subject: Supervisor of Special Educations' Letter of Invitation

Date

Administrator's Name
School District
School District's Address Line 1
School District's Address Line 2

Dear *Supervisor of Special Education*:

My name is Felicia E. McAllister. I am the Principal of Pennridge South Middle School in the Pennridge School District and a doctoral student at Lehigh University under the advisement of Dr. Roland (Ron) Yoshida. I am conducting a dissertation that will examine the supervisory arrangements school districts use to evaluate co-teachers.

The study is asking Supervisors of Special Education or the highest ranking administrator who is responsible for special education services within a school district to discuss voluntarily their supervisory arrangements with special education and general education teachers who work with special education children assigned to co-taught classrooms. The benefits of this research may raise questions about how educators can improve supervision arrangements for co-teachers. I am interested in your honest opinions.

Your Superintendent has approved this research according to the expectations of your school district. Your role in the study will be to participate in a twenty minute online survey. Your participation in the survey is voluntary. This letter contains information regarding informed consent. Your participation will include no more than twenty minutes of your time for the online survey. As an incentive to participate in this study, all participating Supervisors of Special Education or the highest ranking administrator within the district who is responsible for special education services will be entered into a drawing to win one of ten Barnes and Nobles gift cards. I know how busy you are, but will greatly appreciate your consideration of my request to participate in this study.

Strict confidentiality will be maintained throughout this study in accordance with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991) and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). Data will be reported with no identification of individuals or schools. Your participation is strictly voluntary. Data gathered will be completely confidential. In order to be entered into the Barnes and Noble gift card drawing, you will need to provide an email address. This email address will be stored in a separate location from your survey responses, so there will be no way to link your email address with your survey responses. Your participation in this study is strictly voluntary and you may end your participation at any time. Should you choose not to participate for any reason, your relationship with

your school district and/ or Lehigh University will not be affected. The Human Subjects Review Board at Lehigh University has approved the procedures designed to insure confidentiality of all participants. All Supervisors of Special Education responses and the responses from the highest ranking administrator responsible for special education services will be reported with no identification of individuals or schools. Your participation is strictly voluntary. The only risk to you is the potential breach of confidentiality, which I am taking specific steps to avoid. All survey data will be coded so that if anyone should come in contact with the data, they would be unable to determine from which individuals it originated. By accessing the survey, you will be consenting to participate in the study.

To access the survey, please copy this web link into your Internet browser: http://www.surveymonkey.com/s/co-teachingsupervisionsurvey.

If you have any questions about the study, please contact me directly on my cell phone – 215-353-7772 or email me at fem207@lehigh.edu. You may also contact my advisor, Dr. Ron Yoshida at Lehigh University by email at rky2@lehigh.edu, or by phone at 610-758-6249. Any problems or concerns that may result from your participation in this study may be reported to Susan Disidore, Office of Research, Lehigh University – 610-758-3020 or sus5@lehigh.edu.

Please retain this letter for your reference and information about informed consent.

With sincere appreciation,

Felicia E. McAllister
Principal
Pennridge South Middle School

VITA

Felicia E. McAllister

204 Green Tree Tavern Road
North Wales, PA 19454

Education

2012 Lehigh University Bethlehem, PA
Doctorate in Educational Leadership

1998 Pennsylvania State University Malvern, PA
Administrative I/Dual Principal Certification

1996 Kutztown University Kutztown, PA
Master of Education

1992 Kutztown University Kutztown, PA
Bachelor of Science in Education

Professional experience

2007- Pennridge School District Perkasie, PA
Principal, Pennridge South Middle School

2000 – 2007 Upper Merion Area School District King of Prussia, PA
Upper House Principal, Upper Merion Area Middle School

1998 – 2000 Owen J. Roberts School District Pottstown, PA
Assistant Principal, Owen J. Roberts Middle School

1997 – 1998 Allentown School District Allentown, PA
Administrative Intern, Trexler Middle School

1992 – 1997 Allentown School District Allentown, PA
Classroom Teacher, Central Elementary School

Honors	Alpha Epsilon Lambda National Honor Society for Graduate Students Kappa Delta Pi International Honor Society in Education Psi Chi National Honor Society in Psychology
Certifications	Pennsylvania Superintendent's Letter of Eligibility Pennsylvania Secondary Principal Pennsylvania Elementary Principal Pennsylvania Elementary Teacher K-6 Pennsylvania Early Childhood N-3
Professional Affiliations	Association for Middle Level Education Association for Supervision and Curriculum Development Bucks County School Administrators Association National Association of Secondary School Principals Pennsylvania Association of Elementary and Secondary School Principals Pennsylvania Middle School Association Phi Delta Kappa International
Personal	Felicia E. McAllister was born in Philadelphia, Pennsylvania on May 4, 1964. Her parents are Charles and Phyllis Adams. She has two brothers, Charles Jr., a cosmetologist, and Curtis, a doctoral student at Temple University studying history. Felicia is married to Larry McAllister and has two children, Larry II, and Larrysa Phyllisité.