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Co-Teaching in the Classroom: Students', the Clinical Teacher's, and the Classroom

Teacher's Perceptions

Allison Nicole Dale

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Abstract

Co-teaching, where the clinical teacher and classroom teacher teach using different models, has become widely used in clinical teaching placements. This action research study, conducted in a second-grade classroom, had two purposes: to learn teachers' and students' perceptions towards co-teaching, and how different co-teaching models were used in different content areas. Through collecting surveys, interviewing students and the classroom teacher, and composing journal entries, qualitative data was analyzed to find common themes that emerged, while quantitative data from the surveys was calculated to find the mean and mode. The study found that co-teaching enriched the learning experience and provided more targeted instruction through parallel teaching in math and station teaching in reading and writing. Additionally, team teaching was favored by students and used in reading, math, and when modeling partner work. Overall, co-teaching influenced students' learning positively; however, more research should be done to examine co-teaching in other school contexts.

Co-teaching in the Classroom: Students', the Clinical Teacher's, and the Classroom Teacher's Perceptions

“Y’all are the best teachers ever,” “YAY PARALLEL TEACHING,” “Where’s Mrs. Crawley,” “Where’s Ms. Dale?” These are some of the quotes I had been hearing from students daily. When noticing concern on faces when students walked into class and did not immediately see both teachers, I became interested in how the students perceived their learning through the year-long co-teaching model.

Co-teaching was an approach to clinical teaching that I had never heard of until fulfilling my clinical teaching placement for my graduate degree. I found the unique dynamic relationship between the clinical teacher and classroom teacher to be interesting, and it made me wonder what my cooperating teacher and the students thought about it. At the start of the year, my teacher and I began experimenting with the different co-teaching models throughout the subjects, and it made me wonder if the students favored some models over others or if some models naturally lend themselves better to some subjects more than others.

Purpose

The purpose of this study was to understand the student, clinical teacher, and the classroom teacher’s opinions and feelings about the use of the different co-teaching models and how they are used throughout the different content areas. My study addressed these wonderings by answering the following research questions:

Research Question: How does a year-long co-teaching model shape the learning experience of a second-grade class?

Sub Question #1: What are the students’, clinical teacher’s, and the classroom teacher’s perceptions towards the use of different co-teaching models?

Sub Question #2: What are student, clinical-teacher, and the classroom teacher perceptions of the use of different co-teaching models among the different content areas of learning?

This action research study took place during the second semester of my year-long graduate clinical teaching placement. During this study, I was co-teaching in a second-grade class at Woodbridge Elementary (all names are pseudonyms). Woodbridge Elementary is a Title 1 public school in a small West Texas town with a population around 127,000. During this study, around 510 students attended Woodbridge Elementary. Within the school, 57% percent of students were considered economically disadvantaged. About 43% percent of students were Caucasian, 32% percent were Hispanic/Latino, 16% percent were Black or African American, 2% percent were Asian or Asian Pacific Islander, .05% percent were Native American or Alaska Native, and 6% percent were identified as two or more races.

Literature Review

Co-teaching first originated as a teaching strategy in the 1990s as a way to support the inclusion of students within special education programs (Chatzigeorgiadou & Barouta, 2022; Friend et al., 2008). Rather than pulling the students who received special education services out of the classroom, this new teaching strategy allowed the special education teachers to join the general education teacher in their classroom and work and teach alongside the teacher while also providing support to the students who were a part of the special education program (Chatzigeorgiadou & Barouta, 2022; Friend et al., 2008). Because of the belief that every child should receive the general educational curriculum, through the passing of the No Child Left Behind Act and the Individuals with Disabilities Education Act, the idea of co-teaching between a special education teacher and general education teacher became more widely used and popular

over time (Chatzigeorgiadou & Barouta, 2022; Friend et al., 2008). From implementing the co-teaching design between a special education teacher and a general education teacher, both teachers perceived co-teaching as influencing a teacher's sense of belonging (Pesonen et al., 2021), encouraging a shared responsibility (Kokko et al., 2021), and building a stronger relationship between the teachers and students (Kokko et al., 2021). Other studies supported these perceptions by finding that co-teaching provided more one-on-one opportunities for students to learn, build closer relationships with their teachers, and produce various outlets of diverse learning perspectives (Carty & Farrell, 2018; Ghanaat Pisheh et al., 2017; Yeganehpour & Zarfsaz, 2020). However, along with the benefits co-teaching brings, co-teaching within the relationship between a general education teacher and special education teacher have shown to create challenges for teachers struggling to find planning time, working cohesively and equally together, and aligning views on decision-making (Carty & Farrell, 2018; Friend et al., 2008).

Since this original approach to co-teaching, where the co-teaching relationship is comprised of a special education teacher and the general education teacher, other adaptations to this relational way of teaching have emerged: one of them being that co-teaching is the relationship between a clinical teacher and their cooperating teacher (Bacharach et al., 2010; Heck & Bacharach, 2015). In clinical teacher and cooperating teacher co-teaching relationships, co-teaching is an instructional approach in which a teacher and clinical teacher collaborate and share the organization, planning, teaching, classroom management, and space of teaching together through the utilization of the seven different models of co-teaching: one teach, one observe; one teach, one assist; station teaching; parallel teaching; supplemental teaching; alternative/differentiated teaching; and team teaching (Bacharach et al., 2010; Heck, T.W., Bacharach, N., & Dahlberg, K., 2008). Through the co-teaching relationship between a clinical

teacher and their cooperating teacher, research has revealed that this way of teaching provides support, professional development, and reflective practices for both the clinical teacher and cooperating teacher (Bacharach et. al., 2010; DeBacker et. al., 2023; Gallo-Fox, J., & Scantlebury, K., 2016; Heck et al., 2008; Heck & Bacharach, 2015; Murphy & Scantlebury, 2015). Murphy et al. (2015) explains this idea by stating that through co-planning and co-teaching, the cooperating teacher serves as a model for the clinical teacher and offers new and deeper insight to which the clinical teacher intakes and then tries to imitate, thus growing them professionally. Although, at the same time, the cooperating teacher takes on more of a leadership role through guiding the clinical teacher and supplying ideas and resources, thus also developing them professionally. From these various benefits found throughout co-teaching studies, research has found that clinical teaching through a co-teaching model has revealed to make clinical teachers feel more prepared to teach (Murphy et al., 2015).

Although there is research examining the impact co-teaching has on teachers' planning and teaching, the research studying the co-teacher duo comprised of a teacher and clinical teacher partnership is minimal. Moreover, there is little research that seeks to understand perceptions of the students, the clinical teacher, and the classroom teacher regarding the ways that co-teaching impacts the students' learning experiences. In addition to this, scant research exists that analyzes the students', the clinical teacher's, and the classroom teacher's perceptions towards the use of the different co-teaching models and how the different models are used throughout the different content areas. For this reason, my study will pave a way for the lack of research that exists examining the students', classroom teacher's, and clinical teacher's perceptions towards co-teaching.

Methods

This action research study was conducted during my year-long clinical teaching placement to earn a Master's of Education in Teaching and Learning. While conducting this study, I served as the clinical teacher participant as well as the researcher. Throughout the course of four weeks, I continued to co-teach with my teacher while also administering a survey, interviewing the teacher and a sample of students, and completing field notes for journal entries. Since I had been co-teaching with my teacher from the start of the year with this class, the students were already comfortable around me and with the different co-teaching models. The following section describes the process in which the study was conducted beginning with the selection of participants and concluding with data analysis.

Participant Selection

The participants of this study included a single classroom of second-grade students, one classroom teacher, and myself as the clinical teacher. The classroom was composed of 21 students; ten students were Caucasian, four Black, five Hispanic, one Asian, and one identifying as more than two races. There were ten girls and eleven boys, and nine students were considered economically disadvantaged. Two of the students received academic special education, four received dyslexia services, three received speech services, one received emergent bilingual services, one received occupational therapy, and eight received gifted and talented services. A parent information letter was sent home along with a parent permission form which provided all of the details about the study and a place for a parent or guardian to sign granting the student permission to participate in the study. In addition, I verbally explained the study to the students and had every participant sign an assent form granting me their permission to participate in the study. Only students with a signed parent permission form and a student assent form were counted as participants in the study. Of the 21 students, 19 consented to participate. Finally, I

verbally explained the study to my classroom teacher and gave her an adult assent form also detailing the study to which she signed granting her consent to participate in the study.

Data Collection

I used the triangulation method of data collection as the basis for my research (Hendricks, 2017). For my first method of data collection, I conducted one-on-one interviews with seven students in my class, each lasting around 15 minutes (see Appendix A). To acquire a representative sample in the interviews, purposive sampling was utilized to select two students who identified in overall content areas as low-achieving, two students who identified in overall content areas as average, and two students who identified in overall content areas as gifted and talented (Patton, 1990). In addition to these interviews, I also interviewed the classroom teacher for about 34 minutes to understand her opinions and feelings about the co-teaching experience (see Appendix B). When interviewing both the classroom teacher and the students, I used a semi-structured format that contained pre-planned open-ended questions, but also additional questions that arose during the interviews in order to seek more clarity or information (Hendricks, 2017). All interviews were audio recorded and transcribed.

In addition to interviews, I also administered a survey to the whole class to understand all views of the co-teaching experience (see Appendix C). The survey contained a mixture of open-ended questions and Likert scale questions to see the range of opinions and feelings. This survey sought to understand the students' opinions towards the different types of co-teaching models and how they view them through the different subjects.

Journaling served as the final form of data collection. Each day, I recorded field notes, and from these field notes, I composed two journal entries a week for the four weeks of the data collection period giving me a sum of eight journal entries. Through journaling, the co-teaching

models my teacher and I implemented in class were noted as well as my feelings towards how the teaching went and the overall effectiveness of the teaching (Hubbard & Power, 2003). In addition to this, I also journaled about my students' responses to the different co-teaching models and lessons we gave throughout the data collection time period.

Data Analysis

To analyze the qualitative data, I applied the constant comparative method through a process of inductive coding, where I found themes that arose from the interviews, journal entries, and open-ended questions from the survey and arranged them in a hierarchal order (Hubbard & Power, 2003). When first analyzing the data, 20% of the data was first coded to give me a total of thirteen level 1 codes. These level 1 codes represented the “who,” “what,” “when,” or “where” descriptions in the data (Tracy, 2013, p.189). From these codes, the remaining 80% of the data was coded. Then, from these level 1 codes, three level 2 codes emerged from the data by synthesizing the ideas answering “why” or “how” to represent an overarching theme or finding (Tracy, 2013, p.189). After assigning codes, I organized the codes into an index to explain where the codes were found in the data. In addition, I also composed a codebook to identify where the level 1 and 2 codes, as well as providing an explanation and example of the codes (See Appendix D). Along with this, I also wrote memos to describe and reflect on the level 2 codes so that I could analyze the themes or findings more deeply.

For the quantitative data from the surveys, descriptive statistics in the form of mean and mode were calculated and used to analyze the common opinions and feelings of the class. The students' responses for each question were displayed through bar graphs (see Appendix E) (Hendricks, 2017). Due to the Likert scale resembling pictures of emotions rather than numerical values, each picture was assigned a point value to calculate the mean (dislike=1, indifferent=2,

like=3, and love=4). When calculating the mean, the number of students who selected each of the emotions was multiplied by the emotion's corresponding point value, added up, and then divided by 19 (the total number of participants).

Findings

With this study, I sought to find how a year-long co-teaching model shaped the learning of a second-grade class. From analyzing the qualitative data, three major themes emerged: two teachers enrich learning, students receive more support and targeted instruction, and the dynamic of the co-teaching relationship. The qualitative data from all three methods of data collection supported these findings through the level 1 codes created. Likewise, the quantitative data in the form of the student surveys affirmed these level 2 codes by revealing positive feelings towards having two teachers in the classroom and the use of the different co-teaching models. The findings presented in this study answered the following research questions:

Research Question: How does a year-long co-teaching model shape the learning experience of a second-grade class?

Sub Question #1: What are the students', clinical teacher's, and classroom teacher's perceptions towards the use of different co-teaching models?

Sub Question #2: What are the students', clinical teacher's, and classroom teacher's perceptions of the use of different co-teaching models among the different content areas of learning?

Two Teachers Enrich Learning

The first major finding that "two teachers enrich learning" emerged among both teachers and the students by explaining that the students' learning experience was "more". Through the use of different co-teaching models, it was overall perceived that two teachers could provide

more learning opportunities and ideas for the students. From the student and teacher interviews and my journal entries, it was perceived that the two teachers brought a diverse range of perspectives. It was mentioned that through the team-teaching model, where two teachers are teaching at the front of the class, the teachers collaborated on sharing their ideas or experiences with the concept being taught. When Mrs. Crawley discussed co-teaching, she explained, “Oh my gosh I love it! We get to bounce ideas off of each other! Not only that, but I get to see other teachers teach things that I had never thought of teaching in that way.” Similarly, Figure 1 illustrates that in journal entries I found when using team teaching in reading, teachers were able to draw on their different personal experiences and background knowledge to extend onto discussions about a book or the reading concept.

Figure 1

Clinical Teacher Journal Entry One

From bouncing the ideas off each other we were able to connect our learning to previous reading concepts. I connected an idea about John Henry to her comment about how idioms make writing more interesting, but I wouldn't have been able to make that connection without her mentioning that idea by extending my idea.

Note: This was a journal entry I wrote about a time when Mrs. Crawley and I used team-teaching when teaching idioms.

Similarly, many students mentioned that “I can learn even more!” by having two teachers (Lucy's survey). Figures 2 and Figure 3 explain the idea that many students perceived that two teachers gave them two different ways to learn such as when solving math problems.

Figure 2

Kerrington's Survey Question Eight

8. Do you feel like having two teachers helps you learn better?

Yes

No

Why?

GROUPS

2 was to teach me and in groups

Note. Kerrington's response represents what many students also expressed about having two ways of learning.

Figure 3*Thomas's Interview*

Dale: Oh ok. Ok so now, tell me about how you feel having two teachers in the class, right?

Thomas: It makes [it a] little easier, and the reason it makes it easier [is] because I've two different ways I can... there are two different ways I have to learn and makes it kind of easier for me, so I don't just have to learn one way all the time.

Note. Thomas's response represents the idea that multiple students discussed saying that they had more strategies when solving and learning math problems.

Efficiency in learning was a level 1 code that appeared from journal entries and student interviews. It was perceived by students and teachers that having two teachers allows for students to be served and taught faster. Jace explained, "...You guys can teach it a little bit faster," while Jarvis said, "I got two people to help me... cause one teacher can't do a lot." Students also noted that they did not have to have substitutes all the time. When asking Lucy about her experience of having two teachers she explained, "Oh I like it! I like it! Because then we don't have to have subs all the time. Cause if Mrs. Crawley is gone, you're here, and if you're gone, Mrs. Crawley is here." Mrs. Crawley explained this idea by stating that their learning was continuous. She explained that even when a student was having a hard time, "one [teacher] can continue instruction," and she perceived that the students "like that because their day just didn't get shut down because somebody was having a hard day. The other teacher continued

[teaching].” I also perceived the idea of continuous learning through my journal entries when I noted that by having two teachers, the teachers can split up daily tasks such as prepping take-home folders so that learning time is maximized.

A final idea noted throughout the interviews and journal entries was the idea that two teachers model social-emotional skills, metacognition, and expectations more clearly through team teaching, where two teachers are at the front of the class teaching together. In a journal entry, I noted that “through Mrs. Crawley and I modeling how to work as partners, students explicitly see how they should work as a team, what their product should look like, and how they should behave doing it.” Mrs. Crawley explained, “It's been nice to strategically plan we're gonna butt heads here, we're gonna make a mistake with this, and we're gonna show them here's how you get along, here's how you move past this, here's how you handle this.” Thomas explained this idea by saying, “It's a little easier because if I had one teacher, she'd be basically talking to no one, and it would make it harder for my brain to understand what is happening... I like having two teachers, while that's happening, so I know there are two people, and I know what to do.” Lucy explained, “I think it kind of improves my learning because y'all are working together to teach us...” Rosie shared, “When y'all are helping each other, it helps me understand and learn more.”

Receive More Support and Targeted Instruction

A common idea throughout the surveys, interviews, and journal entries was that co-teaching provides more help and targeted instructional support by using different co-teaching models. Figure 4 and Figure 5 exemplify the students' perception that by having two teachers and using different teaching models they could get more help.

Figure 4

Alex's Survey Question Seven

7. I learn best when Mrs. ^{Crawley} and Ms. Dale teach ...

the whole class in small groups in parallel teaching

Why? I get more help.

Note. Alex's response that they got more help through parallel teaching was a common response.

Figure 5*Sabrina's Survey Question Eight*

8. Do you feel like having two teachers helps you learn better?

Yes No

Why? we can split and learn different things.

different

Note. Sabrina's response was a common idea mentioned by students.

A level 1 code that emerged was “differentiated parallel teaching.” I found through my journal entries and teacher interview that my teacher and I used parallel teaching, where the students are divided in half, and half receive instruction from one teacher while the other half receives instruction from the other teacher; however, we differentiated our instruction based on the ability level of our students or the content being taught in the lesson. Mrs. Crawley explained in her interview that she liked ability grouping kids in this way so that the higher achieving students who identified as GT could be challenged, while the students who struggled more could receive more support and use more manipulatives. In addition, differentiated parallel teaching was also seen through breaking apart the instruction. Through parallel teaching, lessons were split into different parts where half of the students would receive part of the instruction from one

teacher and then switch to the next teacher to receive the other part of the instruction. Mrs. Crawley explained, “I like parallel teaching for different parts of the lesson, so you know in math if we wanted to do— you’re going to do the fluency or the warm-up, and I’m going to do the concept development or application problem... It kind of breaks it down a little bit more.” Students also noted that they liked learning by breaking the lesson into parts. Thomas explained, “It makes it easier, and honestly, it makes me less stressed... Because I just don’t have to do all of it at the same time; I can just do it part by part.” Through all of the interviews and journal entries, parallel teaching was explained through the context of math. Mrs. Crawley explained that parallel teaching fits well with math because, “You have the group of kids who are getting math who are good and ready to go, and you have the kids who are not getting it;” so, the two groups naturally lent themselves well to the parallel teaching model.

Although parallel teaching was mentioned through math, station teaching—where the class was split up into groups and rotated to different stations where two of the stations were small groups with the teacher—was perceived as being utilized through writing and reading. Mrs. Crawley explained that this was because “there’s just a wide range of skills in reading that are... they’re separate but all cohesively connected in the center... like a membrane, and the center is reading and then all these different skills we can vary in.” Mrs. Crawley explained that this allowed for students to be met on their individual learning needs and goals more directly. Through my journal entries, I noted that this station teaching was designed to where there were three stations: Mrs. Crawley, Ms. Dale, and a reading program on the Chromebook. Students rotated each day, where one day they saw Mrs. Crawley or Ms. Dale and then the next day they rotated to the next station and then the next. From this model, I journaled that, “Students are to

be able to receive more support and instruction from the teacher to help them in the area they need to grow.”

Along with reading, station teaching—where the class is split up into groups and rotates to different stations where two of the stations are small groups with the teacher—was seen through writing. However, through writing stations, instead of students rotating, teachers rotated to the different table groups, conferencing with each student about their writing. When asked about writing conferences and if they improved their writing Lydia answered, “Yes! Because you’ll give me ideas... and then I add it to it, and it’s—it’s not so frustrating.” Jace explained, “So like you guys talk to me, and I’m like ‘Ooo maybe she’s telling—giving me another idea.’ So, I kind of make that idea come to life, and do you know what I notice? I noticed that it’s a kind of a cool story!” Many students shared these feelings about writing conferences and noted that by having two teachers, they were able to get more help and more ideas.

Student focus and distraction was also level 1 code that related to these different co-teaching models. Jace explained that he liked parallel teaching, where the class was divided in half and half received instruction from one teacher while the other half received instruction from the other teacher “Because there’s less people” and “it’s more quiet.” Figure 6 and 7 explain an idea also found through interviews and surveys: through parallel teaching and station teaching (where the class is split up into groups and rotates to different stations where two of the stations are small groups with the teacher) students not only shared positive feelings toward the models because they received more help, but they also could concentrate better.

Figure 6

Figure 7

Kerrington's Survey Question Seven

7. I learn best when Mrs. ^{Crawley} and Ms. Dale teach ...
 the whole class in small groups in parallel teaching

Why?
So there is not too many people.

Thalia's Survey Question Seven

7. I learn best when Mrs. ^{Crawley} and Ms. Dale teach ...
 the whole class in small groups in parallel teaching

Why?
because I can not focus when people are talking. In small groups it is quieter so I can focus.

Note. Kerrington's response and Thalia's response were based on how well they could focus.

Student focus and distraction contributed to students' preference in learning as a whole class or being split up. An interesting note is that my students who had ADHD gave different answers about how they learned best. One of my students noted that he perceived that team teaching, where two teachers were teaching at the front of the class together, was harder for him because it was "hard to track" both teachers' teaching. However, another student with ADHD perceived that team teaching was better for her learning because she had two teachers holding her accountable for focusing. In contrast, she perceived that it was "hard to concentrate" in parallel teaching—where the class was divided in half and half received instruction from one teacher while the other half received instruction from the other teacher—because of the switching and being able to sit next to her friends instead of having assigned seating on the carpet.

Co-Teaching Relationship

The final major theme found in the data collection and analysis was the idea behind the co-teaching relationship. Students voiced that they liked having two teachers, and they perceived that they could learn in fun ways through having two teachers. Students used adjectives such as "fun," "hilarious," "wonderful," and "kind" to describe myself and Mrs. Crawley. Rosie

explained, “I like having two teachers! They’re both fun teachers...’cause you teach us different fun stuff and you do games and activities with us.” After asking Jace about how he felt about having two teachers, he responded, “I really like it, and it’s one of my favorite things so far.” In addition, when discussing reading stations Jace also said, “We could learn as a group together, and we could have fun as a group together.” Similarly, Figure 8 demonstrates the classroom teacher’s perception that by having two teachers, more games and activities could be implemented.

Figure 8

Mrs. Crawley’s Interview

Mrs. Crawley: “We’re able to plan different activities because there’s two of us managing it, it’s easier to plan more extensive activities, or more messier, or more that will kind of be a headache... of getting paint out....But when you have two adults in the room, getting paint out isn’t such a headache because there’s two people helping.”

Note. This is Mrs. Crawley’s response to explaining how two teachers can plan more extensive activities.

As the clinical teacher, I perceived through my journal entries that the co-teaching models allowed students to learn in fun ways. Through team teaching, where two teachers were teaching together, Mrs. Crawley and I were able to make the lessons more engaging by adding humor. For example, when teaching students how to write math word problems and create their own tongue twisters, Mrs. Crawley and I used team teaching. I wrote, “I truly believe the word problem and tongue twister made it more engaging for the students because we both took our funny ideas and combined them to make it even more funny and silly for the students.” In addition, I perceived that students thought parallel teaching— where the students were divided in

half, and half receive instruction from one teacher while the other half receives instruction from the other teacher— was fun through noting moments such as, “Mrs. Crawley and I announced that we were going to do parallel teaching, and the students all yelled, “YAY!” “PARALLEL TEACHING!” “WHOOHOO!”

However, while students voiced that they liked having two teachers and that they were able to learn in fun ways, Mrs. Crawley noted that the learning experience is dependent on the relationship between the two teachers. Mrs. Crawley explained, the “competency and strength of the teacher” is important for effective co-teaching. She said, “It would be very hard to team teach...if somebody feels like they're having to carry the load. I feel like both teachers have to really pull their weight...” Mrs. Crawley also mentioned “that they benefit from us being consistent” when it comes to expectations and teaching. She compared co-teaching to a “mom” and a “dad” meaning that “we're on the same page about things.” Although Mrs. Crawley noted the importance of consistency, she also noted the importance of balance. Mrs. Crawley explained that “they get two personalities.” She described, “I am a lot. I have a very out-there personality; you have a softer personality, and some kids need one or the other, so it's beneficial...”

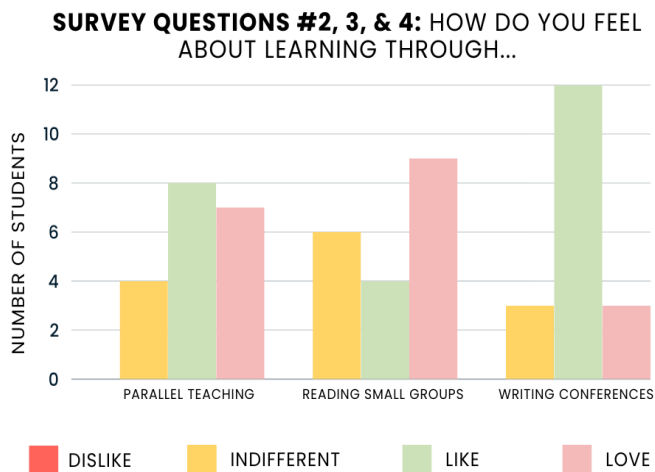
While students voiced their positive perceptions of having two teachers, I also perceived that the students saw us as two real teachers in the class. This was through how the students responded to directions and saying comments such as, “Ms. Dale, you and Mrs. Crawley are the best teachers I've ever had,” “I like when you teach us,” or “You help me.” Students also articulated appreciation for having both me and Mrs. Crawley teaching them. When asked about how his learning experience has been with two teachers this year Jace replied, “...All these strategies that you've taught me, they have taught me a ton. And I'm really thankful for that.”

Quantitative Data

When analyzing the survey’s quantitative data regarding the students’ feelings towards various teaching, a point value was assigned to each emotion to calculate the mean (dislike= 1 point, indifferent=2 points, Like= 3 points, Love= 4 points). When asked how students felt learning with two teachers, the mean (3.5) and mode were both “love.” In addition, Figure 9 showed that when examining students’ feelings towards learning through parallel teaching (where the students were divided in half, and half received instruction from one teacher while the other half received instruction from the other teacher) and reading small groups (which was station teaching, the mean (3.2) and mode were both found to be “like.” Similarly, reading small groups and writing conferences both had means and modes that translated to either “like” or love” communicating that students held positive feelings towards both ways of learning. When analyzing student perceptions of receiving more help through having two teachers, Figure 10 shows the mean (3.6) and mode were both “love,” meaning that students perceived two teachers to be more beneficial to their learning.

Figure 9

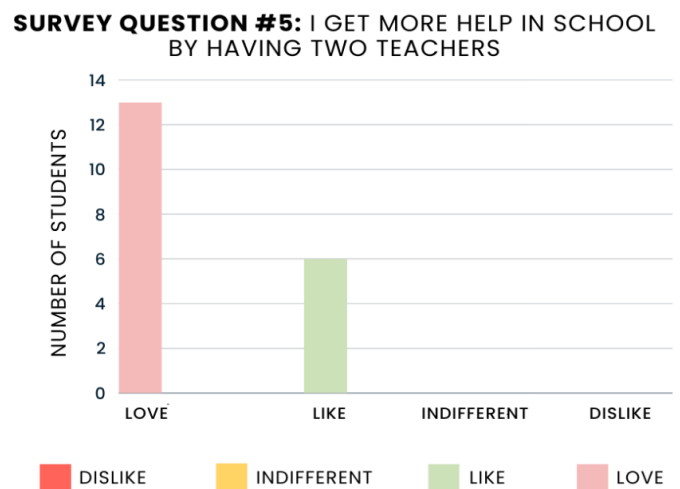
Student Responses to Questions Two, Three, and Four



Note. The students’ responses to which model of co-teaching they learn best with.

Figure 10

Student Responses to Question Five



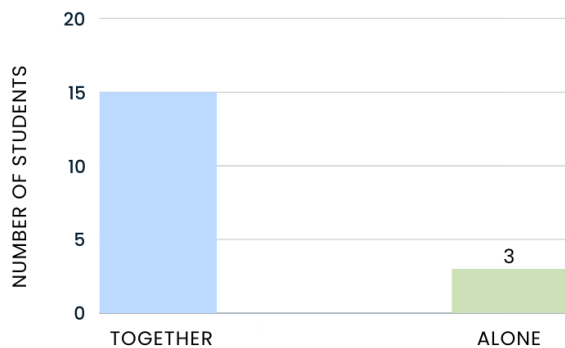
Note. The graph serves as a depiction of students’ responses to if they perceive they get more help by having two teachers.

When asked if students preferred Mrs. Crawley and me teaching together versus teaching alone, 78% of students preferred Mrs. Crawley and me to teach together as shown in Figure 11. However, Figure 12 shows that when given the option of learning in whole group, small group, or parallel teaching, almost half (47%) of the students preferred parallel teaching (where the students were divided in half, and half received instruction from one teacher while the other half received instruction from the other teacher). Additionally, Figure 13 displays that when asked about students’ perceptions of learning with two teachers, the mean (3.5) and mode were both “love.” Similarly, all 19 participants circled “yes” when asked if they perceived having two teachers allowed them to learn better. Therefore, the quantitative data affirms the perception that co-teaching benefits students’ learning.

Figure 11

Student Responses to Question Six

SURVEY QUESTION #6: I LEARN BEST WHEN MRS.CRAWLEY AND MS. DALE TEACH...



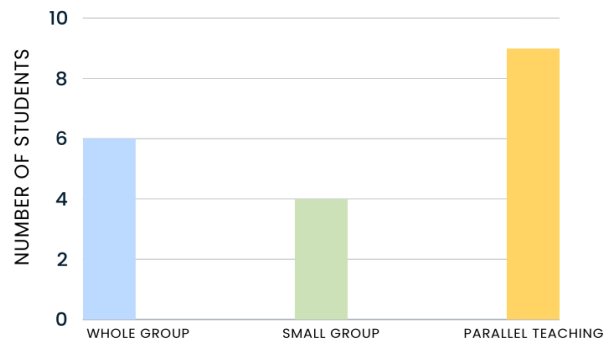
Note. These are the students’ responses to learning best when teachers teach together or alone. One student did not answer this question.

Figure 13

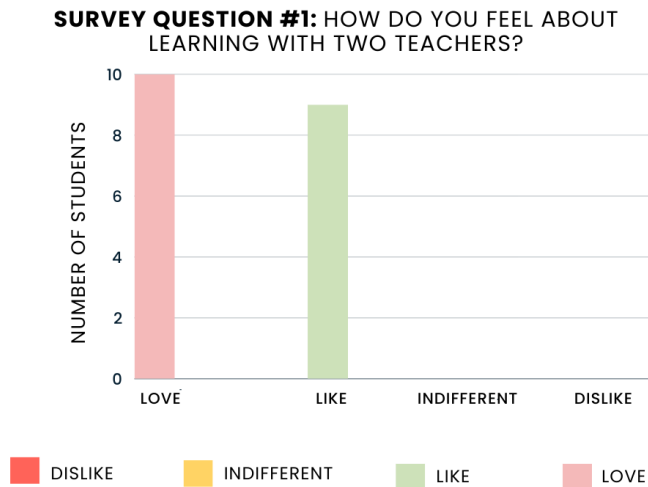
Figure 12

Student Responses to Question Seven

SURVEY QUESTION #7: I LEARN BEST WHEN MRS.CRAWLEY AND MS. DALE TEACH...



Note. The graph serves as a depiction of students’ responses to which model of co-teaching they learn best with.

Student Responses to Question One

Note. The survey shows students' feelings toward learning with two teachers.

Implications for Teachers

The purpose of this study was to examine how a year-long co-teaching model affects students' learning experience. This study also analyzed the student, clinical teacher, and classroom teacher's perceptions about the different co-teaching models and how they were used throughout the different subjects. Overall, the results from this study mainly reflected positive perceptions from the students, clinical teacher, and classroom teacher. It was perceived that two teachers enrich students' learning by providing a diverse range of perspectives, maximizing learning time, and modeling expectations, social-emotional, expectations, and teamwork skills. Through using different co-teaching models within the different subjects, teachers were able to differentiate instruction, provide more targeted support, and minimize distractions.

It was noted in reading and writing, station teaching (where the class was split up into groups and rotated to different stations where two of the stations were small groups with the teacher) allowed students to receive more targeted instruction and learn through fun activities. It was perceived that station teaching in reading allowed for effective ability grouping while

parallel teaching in math was found to fit well for ability grouping. Team teaching (where two teachers were teaching together) was found through reading, math, and modeling partner work. Through team teaching, expectations and how to work with others were explicitly taught which made it more clear for students to understand.

Although co-teaching was seen to provide these benefits, it was perceived that this was only effectively done through having a co-teaching relationship that was consistent through maintaining expectations and balanced through the teachers providing their unique personalities and both equally contributing to the planning and teaching. From the co-teaching relationship, students perceived learning to be fun and saw both teachers as essential to their learning.

Therefore, from this research, it was perceived that two teachers contributed more to the students' learning. Two teachers brought more experiences, knowledge, and perspectives to the lesson. By bouncing ideas off each other and extending each other's thoughts, two teachers brought enrichment to the learning. In addition, when two teachers worked together to plan, complete daily tasks, serve students, and substitute for each other, the learning time was maximized and continuous. Although this was noticed by teachers, students also noticed this and appreciated it. Students articulated that their learning was "faster," "more," and "fun" through having two teachers.

In addition to these findings, other ideas that arose through the research were how some students interpreted parallel teaching and small groups to help minimize distractions while other students viewed team teaching to be more effective when minimizing distractions. Although some students argued that small groups and parallel teaching helped with focus because there were fewer students, some students noted that team teaching helped more with student focus and distraction because there were two teachers to hold them accountable. In addition, when students

circled that they preferred a teacher teaching alone instead of team teaching on their survey, they also circled parallel teaching or small groups (or station teaching) because of the student focus. Because of this, it is important to note that no student preferred only one teacher teaching the class, but rather every student preferred both their teachers teaching them. The difference was in whether it was as a whole class or in smaller groups that they saw both teachers. For this reason, I was left wondering how the co-teaching models could aid students' focus and distraction for different populations of students such as students with ADHD, autism, or other special education services. Although I had some students diagnosed with ADHD, they gave me differing answers, which is why I wonder if there would be a correlation between a co-teaching model and student focus and distraction for students who are differently abled.

This study found station teaching in reading and writing, parallel teaching in math, and team teaching in reading, math, and partner activities to be utilized. While this research supports the reasoning for the application of these models, this is only representative of one class in one grade level. Therefore, I wonder how these co-teaching models as well as the other co-teaching models could be influenced throughout other grades and subjects.

Team teaching, where two teachers were teaching together, was a model noted by students and teachers to be effective in modeling social-emotional and teamwork skills. Although students articulated how the teachers working together helped them learn how to work in groups or partners, more research should be conducted to measure how two teachers team teaching this skill are effective versus having one teacher.

Through this research, I have learned how these models help to meet students' needs and create a fun learning environment. In addition, I have also learned how to create more engaging lessons, group students, model expectations explicitly, and collaborate with other professionals.

However, although this was all valuable for my future teaching, more research should also be done examining how the year-long co-teaching model shapes and mentors a clinical teacher.

For other administrators and educators, I would encourage implementing a year-long co-teaching model for clinical teachers and cooperating teachers. I would also encourage teachers to use the co-teaching models with other teachers by using different ways of ability grouping the students in both classes to receive more targeted instruction. In addition, I would advise other teachers to team teach when modeling expectations for partner work or leading social-emotional learning lessons. Although there is typically one teacher in the classroom, teachers can also adjust the co-teaching models to fit the classroom such as replacing one of the “teacher stations” in the station teaching model with another partner or group-work station. Overall, from the study, there were many perceived benefits noted to help students learn. Additionally, it was also perceived that co-teaching provided benefits for both the classroom and clinical teacher. As the clinical teacher, I perceived this year-long co-teaching model to grow me as a teacher and as a professional.

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Appendix A

One-On-One Student Interview Protocol

1. Tell me about your feelings towards school and learning?
2. Tell me about how you feel having two teachers in the class?
3. Last year you had one teacher, correct? How would you describe your learning experience this year now that you have two teachers?
4. Describe one of your favorite times/lessons you learned in class. Who was teaching? What were we doing? Why is it your favorite?
5. Tell me about your favorite way to learn.
6. How do you feel about when Mrs. Crawley and I teach at the same time? When one of us is teaching with the promethean board and the other is using the whiteboard or anchor chart.
7. Tell me about what parallel teaching is and how we teach through it in class. How would you explain your feelings towards parallel teaching? Why do you feel this way?
8. Tell me about reading small groups. Describe to me what it is and what you do. How do you feel about reading small groups? Do you think you are learning during reading small groups? Why or why not? Do you think that reading small groups help you grow as a reader? Why or why not?
9. How has having two teachers this year changed your learning in the classroom?
10. Tell me about writing conferences. Do you like writing conferences? Do you think writing conferences help you as a writer? Why or why not?
11. How do you like to learn at school? What would you say is the best way you learn in class?

Appendix B

Interview Teacher Questions

1. How would you describe co-teaching?
2. Tell me about how you make decisions regarding which co-teaching model to use. Tell me about how the different co-teaching models are used throughout the different subjects.
3. Tell me about the effectiveness of using the one teach, one assist model.
4. Tell me about the model one-teach/one observe in the classroom? In what areas do you implement this?
5. Tell me about how effective you think the model of team-teaching is for student learning.
6. Describe the learning experience of your students through the use of the station model co-teaching model.
7. Tell me about how teaching through parallel teaching affects the students' learning.
8. Tell me how the co-teaching experience compares to the typical teaching model.
9. What model do you think benefits the students the most in their learning? Why?
10. In what ways do you think the co-teaching model presents benefits and challenges for student learning? Tell me what co-teaching model you think is most beneficial to students' learning. Tell me about which co-teaching models you use the most and why.
11. Tell me about what you have learned from this co-teaching experience. Would you do it again?

Appendix C

Co-Teaching Survey

Read each question and circle the emoji that best shows how you feel.

1. How do you feel about learning with 2 teachers?



2. How do you feel about learning through parallel teaching?



3. How do you feel about learning through reading small groups?



4. How do you feel about writing conferences?



5. I get more help in school by having 2 teachers.



Read the question and circle which way you learn best.

6. I learn best when Mrs. Crawley and Ms. Dale teach...

together

alone

7. I learn best when Mrs. Crawley and Ms. Dale teach ...

the whole class

in small groups

in parallel teaching

Why?

8. Do you feel like having two teachers helps you learn better?

Yes

No

Why?

9. Having 2 teachers is _____ because

Appendix D

Codebook

Name of Code	Level of Code	Description	Example
Two Teachers Enrich Learning	2	Students expressed that through having two teachers, they could learn more and do more.	“I think my learning experience is more since I have two teachers and we can split into different groups and you can teach me different things at the same time though.”
Diverse Range of Perspectives	1	Students and teachers explained that by having two teachers, there is a wider range of experiences, ideas, and thoughts shared.	<p>“Tell me about how you feel having two teachers in the class right.”</p> <p>“It makes it a little easier, and the reason it makes it easier because I’ve two different ways I can...I have...there are two different ways I have to learn and it makes it easier for me so I don’t just have to learn one way all the time.”</p>
Efficiency in Learning	1	Both teachers and students perceived that learning time was maximized through teachers being able to see students quickly and share the work	“Learning was also effective and efficient through having both of us being able to sort through papers for the students at the end of the day, because there were two of us, we were able to sort and hand out take-home folders quickly and efficiently.”

Team-Teaching in Math and Reading	1	When talking about team teaching, students and teachers mainly described it through the context of math and reading.	“The idea of team-teaching to set behavior, learning, and social-emotional expectations was seen through Mrs. Crawley and me working together to write a math word problem and create a tongue twister. Both these ideas were seen in math and reading!”
Modeling SEL, expectations, and metacognition in team-teaching	1	Students and teachers explained that through teachers teaching and working together, it was easier to clearly understand how to work with others, complete their assignments, and think about the learning.	“Co-teaching is a good model that we show also collaborating with others. That social skill of how to get along with somebody else, and you know, it’s been nice to strategically plan we’re gonna but-heads here, we’re gonna make a mistake with this, and we’re gonna show them here’s how you get along.”
Positive and negative feelings towards team-teaching	1	Many students as well as both teachers shared that their favorite way to learn was through team-teaching.	“I just like learning, I just like learning about...well, I like learning about a lot of different things, but my favorite thing so far has been you and Mrs. Crawley teaching us together.”
Receiving more support and targeted Instruction	2	Many students and the teachers noted that through having two teachers, students received more individual help and support.	Do you feel like having two teachers helps you learn better? “Yes” “Why?”

			“I get more help”
Differentiated parallel teaching	1	Teachers mentioned that they used parallel teaching but adjusted the instruction or split the lesson into parts in order to meet the level of the students learning.	“Through parallel teaching we were able to differentiate instruction while also delivering the same lesson. For example, we tend to split the class in half by lower-achieving and higher achieving.”
Station teaching in reading for differentiation	1	Teachers perceived that through using station teaching they could ability group students to help differentiate the learning.	“You’re able to group your kids in ways you can’t normally group your kids, and you’re able like I said, to meet with those lower performers, those higher performers.”
Co-teaching in guided practice	1	Teachers noted that co-teaching also occurred in guided practice activities through visiting with small groups	“Parallel teaching through guided practice seemed to be a good idea.”
Student focus and distraction	1	Students noted that some teaching styles helped with focusing while some models were more distracting. Students also noted that two teachers help keep them focused.	“I like having two teachers in the... because um, well, I can concentrate better.”
Improving student writing in station teaching	1	Students noted that through writing conferences, they were able to visit with both teachers and improve their writing.	“So like you guys talk to me, and I’m like, ‘Ooo maybe she’s telling—giving me another idea.’ So I kind of make that idea come to life, and do you know what I noticed?”

			<p>“What?”</p> <p>“I noticed that it’s kind of a cool story!”</p>
Co-teaching Relationship	2	Teachers both explained that the relationship between both teachers is important for effective teaching and classroom community.	“ The relationship, and honestly even maybe like the...the competency and strength of the teacher. It would be very hard to team teach with somebody who is some...it’s very...I would say, it’s very hard to teach if somebody feels like they’re having to carry the load because the other teacher is weaker.”
Like having two teachers	1	Students communicated that they liked having two teachers in their classroom and that their two teachers were important to the classroom.	“I like having two teachers! They’re both fun teachers. I like having two teachers because they’re happy to learn with.”
See me as a real teacher	1	The clinical teacher perceived students saw her as an equal to the classroom teacher by the way the students respected and responded to her teaching and direction.	“Lastly, an idea I’ve seen through these past two days is how much respect my students carry towards me and Mrs. Crawley equally. I had on multiple occasions students refer to me as their teacher.”
Learning in fun ways	1	Both teachers and students noted that through having two teachers and using the different models of co-teaching, learning was fun and that they	“You make us happy with by doing activities and games with us.”

		could do more fun activities.	
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Appendix E

Perceptions Survey Data

Perceptions and Their Values for Calculating Mean

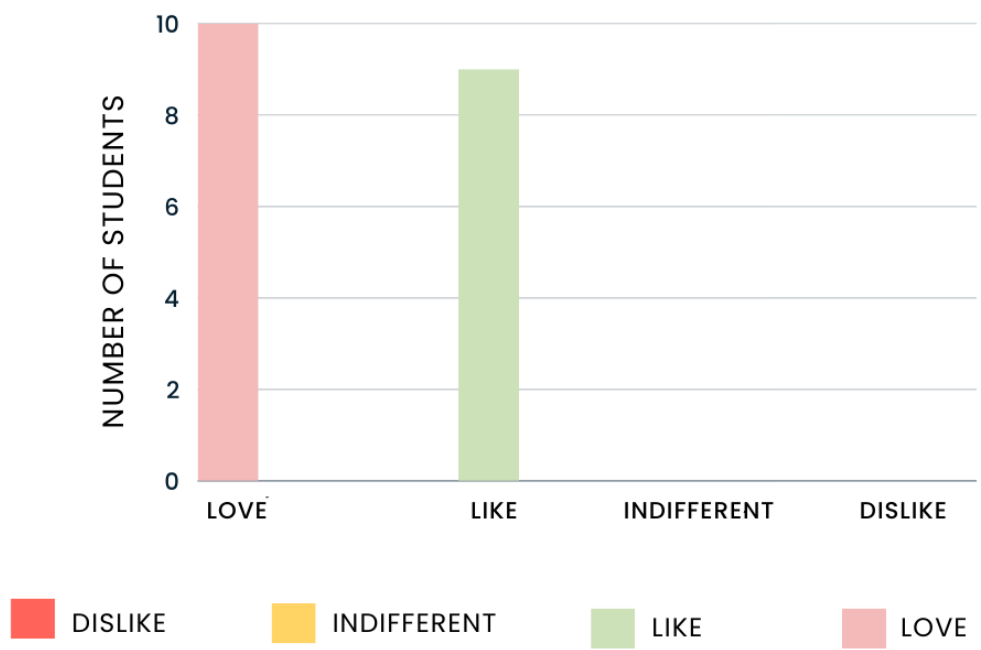
To calculate the mean each emotion was assigned a point value

Dislike	1 point
Indifferent	2 points
Like	3 points
Love	4 points

Equation for calculating mean with Likert scale emotions:

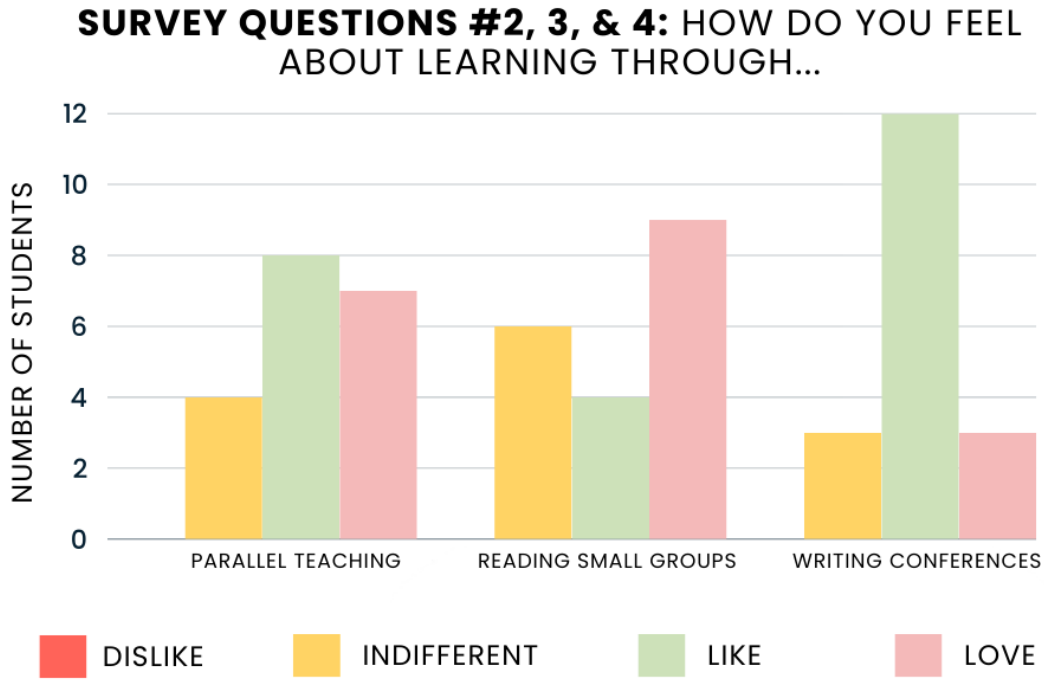
$(\# \text{ of students who selected Love} \times 4) + (\# \text{ of students who selected Like} \times 3) + (\# \text{ of students who selected Indifferent} \times 2) + (\# \text{ of students who selected Dislike} \times 1) / 19 =$

SURVEY QUESTION #1: HOW DO YOU FEEL ABOUT LEARNING WITH TWO TEACHERS?



Survey Question One Mean Calculation

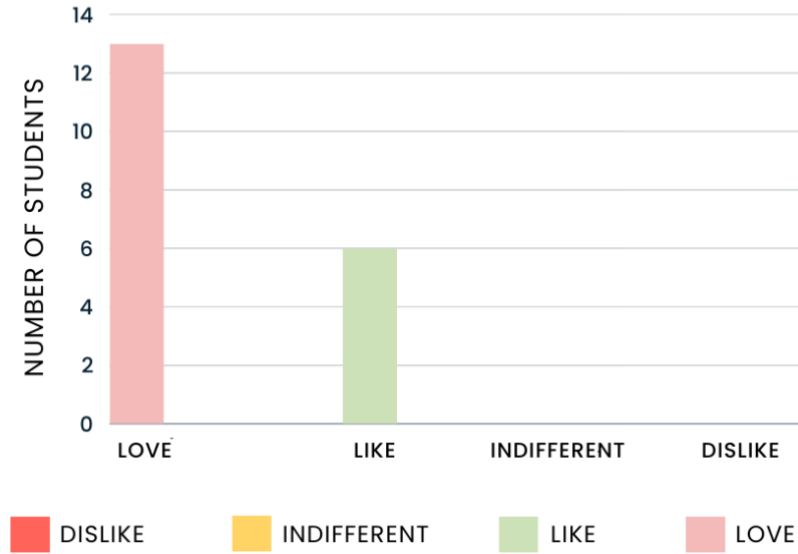
$(10 \times 4) + (9 \times 3) / 19 = 3.5$	Love
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Survey Questions Two, Three, and Four Mean Calculation

Parallel Teaching	3.2	Like
Reading Small Groups	3.2	Like
Writing Conferences	2.8	Like

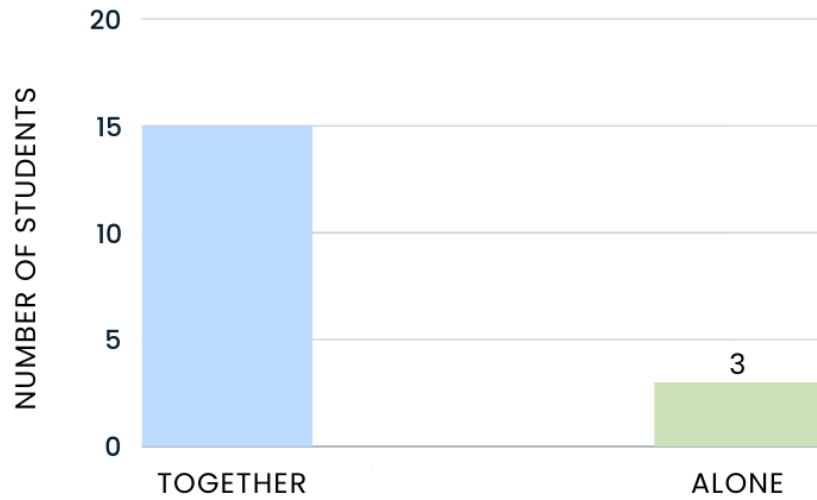
SURVEY QUESTION #5: I GET MORE HELP IN SCHOOL BY HAVING TWO TEACHERS



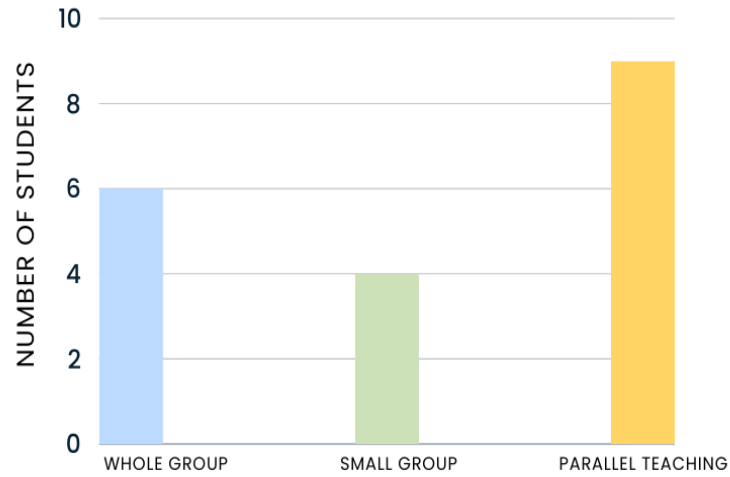
Survey Question Five Mean Calculation

3.6	Love
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SURVEY QUESTION #6: I LEARN BEST WHEN MRS.CRAWLEY AND MS. DALE TEACH...



SURVEY QUESTION #7: I LEARN BEST WHEN MRS.CRAWLEY AND MS. DALE TEACH...



SURVEY QUESTION #8: DO YOU FEEL LIKE HAVING TWO TEACHERS HELPS YOU LEARN BETTER?

