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Case Study of Special Educator's Pegagogical Practices Beyond Year One of Teacher Residency.

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CASE STUDY OF SPECIAL EDUCATORS' PEDAGOGICAL PRACTICES BEYOND YEAR ONE OF TEACHER RESIDENCY

By

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CASE STUDY OF SPECIAL EDUCATORS' PEDAGOGICAL PRACTICES BEYOND YEAR ONE OF TEACHER RESIDENCY

Abstract

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The Higher Education Opportunity Act of 2008 in conjunction with Teacher Quality Partnerships requires university-based teacher education programs to develop and sustain high-quality teachers (United States Department of Education, 2017). Teaching is a science grounded in a body of literature supported by effective research-based techniques. The purpose of this qualitative research study was to examine co-teaching influences on the first-year teaching practices of special educators trained in a university-based teacher residency program. Specifically, this study investigated which co-teaching strategies, if any, did special education residents implement as the teacher of record. Through the lens of social development theory, this research explored special education teachers' perspectives on co-teaching strategies and how those strategies affected their pedagogical approaches as a novice teacher. For this study, co-teaching is defined as a partnership between a general education teacher and a special education teacher that includes shared planning, instruction, and assessment of students with and without disabilities (Friend & Cook, 2010). This study involved collecting and analyzing data through questionnaires, interviews, and artifacts. The results of the analysis revealed four themes: constructing relationships, becoming a co-teacher, structural deterrents of co-teaching, and co-

teaching according to the students' needs. The key findings of this study are: it is imperative that trusting relationships are built at the onset of the residents' experience; residents should seek to understand students' learning needs before implementing co-teaching strategies; and, the co-teaching strategies learned as residents varied from the co-teaching strategies implemented as teachers of record. The study concluded that co-teaching influenced the pedagogical approaches used by the novice teachers to meet the academic needs of all students (not only special education students) in the inclusion classroom.

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DEDICATION

This body of work is dedicated to every Black Boy that I have taught and coached year after year - I did this for you. Life is hard and filled with its uncertainties, BUT you can achieve anything with faith, hope, focus, and a plan. I remember starting this journey wondering how I was going to get to the finish line. I did. So, black boy, this work is endowed to you. You are my why.

Secondly, I dedicate this work to teacher candidates, those who long to develop America's brightest minds. You are who our students look up to for hope and guidance on how to become whatever they dream to be. As you become, consider those who are following you.

Finally, I dedicate this work to those coming behind me, who I pray, will lead an even greater work. It is my prayer that this work leaves fertile ground for scholars to dig deeper, sow wider, and harvest the kind of research findings that continuously improve teacher development, teacher preparation, and teacher innovation.

CHAPTER ONE

INTRODUCTION

The education reform era challenges urban school districts to revitalize underperforming schools, educate students with disabilities in inclusive environments, secure a stable teaching workforce, and, simultaneously, provide all students with exceptional learning services. Reform efforts seek to enhance the educational experiences for both teachers and students (United States Department of Education, USDOE, 2019). In the pursuit of educating America's brightest minds, the development of quality teachers is paramount for success. An effective teacher is necessary to facilitate positive learning outcomes and aligns with America's concerted focus on student achievement. As quality teachers are key to the academic success of students, it is important to understand the challenges and benefits of teacher preparation from the novice teacher's perspective (Goodwin, 2012).

According to the Higher Quality Grant (HQG) (USDOE, 2017), the federal government has earmarked $5.1 million for its Teacher Quality Partnership (TQP) program. Higher Education Institutions are tasked to improve educator effectiveness by enhancing the preparation of prospective teachers (USDOE, 2017). The HQG redefined reform, accountability, and data-driven decisions concerning preparation for new teachers. More than 60 teacher preparation programs have been awarded HQG's to improve teacher quality. Table 1 illustrates new awards made in each fiscal year since 2009.

Table 1. *Number of new awards made each fiscal year since 2009* (USDOE, 2017)

Fiscal Year (FY)	Number of new awards
FY 2016	4
FY 2014	24
FY 2011-2013	0
FY 2010	12
FY 2009	28

With an emphasis on recruitment, retention, and training high-quality teachers in the nation's urban school districts, teacher preparation programs aim to increase student achievement by developing an educator pipeline through guidance in pedagogy, content, and experience.

Generally, quality training is the precursor to the development of any professional (Pancsofar & Petroff, 2013). Accordingly, to improve the quality of teaching, teacher-training programs are establishing teacher residency programs. Such programs are for aspiring educators who possess the academic and/or professional qualifications to teach, but lack teaching experience. The residency model provides an alternative opportunity for teacher certification through clinical training. Parallel to the medical residency model, teacher residency programs provide prospective candidates with effective pedagogical approaches and require residents to co-teach alongside an expert teacher in a high need classroom for a full academic year (National Center of Teacher Residency, NCTR, 2018). The adage, "two heads are better than one" captures the residency program's approach, as the model promotes teacher collaboration, which helps the novice teacher hone their professional skills and engage in the teaching process.

In addition to the collaborative process within teacher residency programs, residents focus on pedagogical approaches and curricular demands. Curricular demands ensure that novice teachers are equipped to meet the instructional needs of students. With mandated curricular requirements by the Council for the Accreditation of Educator Preparation, it is critical to examine the programmatic data concerning the level of preparation for teacher resident graduates once becoming the teacher of record (Weilbacher & Hurd, 2017). Residency programs, its graduates, and strategic consulting partners are meeting curricular demands through collaboration, namely co-teaching.

Teacher residency programs address teaching challenges by offering innovative hands-on experiences (Darling-Hammond, Guha, & Hyler, 2017). At the core of any teacher residency program is the co-teaching strategy, which seeks to advance experience as the basis of instruction within the learning process. In the sphere of teacher preparation, co-teaching literature has been limited to the student-teaching experience (Friend & Cook, 1995; Chang, 2018; Hartnett, Weed, McCoy, Theiss, & Nickens, 2013; Heck & Bacharch, 2010). Benefits of co-teaching, however, have been increasingly highlighted in the current clinical based teacher preparation model (Scantlebury, Gallo-Fox, & Wassell, 2008; Beers, 2009; Weilbacher & Tilford, 2015; Weilbacher & Hurd, 2017). Co-teaching research along with the teacher preparation experience illustrates two principles: education should have a social function and education should provide real-life experience for the learner (Barbachoux & Kouneiher, 2017). Experiential teaching mirrors the natural way students learn, which highlights a need for learning models that integrate theory and practice in ways that bring the classroom into the field (Clapton & Cree, 2004).

While residency programs provide alternative certification coursework, effective instructional planning, and engagement with theory and practice, novice practitioners are still encountering challenges with quality teacher preparedness (Darling-Hammond, Hyler, Gardener, & Espinoza, 2017). Thompson (2010) advances inadequately trained personnel are easily discoverable and vocal about their teacher preparation experience, echoing the program did not prepare them for the complex realities of teaching and managing the high-needs classroom. Urban learning environments struggle with producing positive student achievement outcome data. Current state assessment reports reveal that student performance is dismal for some measured populations. For example, the population of students with disabilities continues to fall below proficient achievement targets. The pressing issue then becomes whether teacher residency programs can produce special education practitioners who successfully navigate complex instructional goals via collaboration.

Arguelles, Schumm, and Vaughn (1997) concluded one crucial challenge of classroom teachers is the collaboration between general and special educators inside the inclusive class. General and special education teachers view each other as valuable resources, but have minimal time for co-planning or collaboration to help close the achievement gap. Shruggs, Mastropieri, and McDuffie (2007) advance such a gap can be bridged through co-teaching. Chitiyo (2017) purports, as a general notion, teachers do not support co-teaching. Chitiyo (2017) highlights individually, teachers lacked the necessary skills required to implement co-teaching. To cultivate an effective co-teaching environment, research suggests it is imperative for teachers to understand the importance of one another's teaching approach (Murawski, 2003). Shared planning time (Friend & Cook, 2002) and clarifying roles, responsibilities, and expectations

(Murawski & Dieker, 2004) are also essential to the development of a healthy co-taught classroom.

Teachers generally believe co-teaching is not feasible due to the school's environmental factors. However, such problems are not always attributable to the experience within the school buildings, but may be moderated through the implementation of effective collaborative structures and collegial experiences as co-teaching in pre-service training programs for special education teachers (Graziana and Navarrete, 2012). This study identified teacher residency co-teaching strategies that were implemented by novice special educators as a teacher of record. Additionally, the researcher gauged the effect of co-teaching on preferred pedagogical approaches once the resident becomes the teacher of record. Interviews, questionnaires, and artifacts served as data collection tools to acquire an understanding of co-teaching's influence on the potential strategies and pedagogical approaches of first-year special education teachers.

Statement of the Problem

Our nation's teacher preparation programs, evolved from the old common school to current innovative fast-tracked systems, are tasked with developing qualified teachers who implement instructional-sound practices. For America's most high needs schools, teacher preparation programs must produce professionals who understand the need for culturally responsive teaching. With an eye on reform, policymakers and higher education institutions are focused on developing qualified teachers for all school districts. Despite continued reform efforts to better prepare teachers in the nation's most struggling districts, research continues to show a pressing need for qualified teachers, especially in special education. Preparation programs strive to equip teachers with concrete and theoretical dimensions of teaching guided by experiential learning, which has emerged as a critical contributor to today's landscape of change. Co-teaching

practices and pedagogical approaches, a significant aspect of teacher preparation programs, continue to face challenges laden by the co-teacher's current classroom experiences and prior personal experiences with preparation programs.

Deterrents to the potential success of the co-taught classroom exist and are classified into two categories: structural and perceived (Keeley, Brown, & Knapp, 2017). Structural deterrents are the elements of the school system that are outside of the teacher's direct control. Perceived issues are commonly experienced by co-teaching partners that are often personal (Keeley et al., 2017). Teacher residency programs address these challenges by providing a collaborative co-teaching approach with a veteran and novice teacher (Learning Policy Institute, 2016). According to Graziana and Navarrete (2012), through the co-teaching approach, teachers value different perspectives in the teaching role, have the opportunity to differentiate instruction effectively, and allow for professional development opportunities for teacher residents.

Theoretically, co-teaching has been labeled a promising pre-service experience and school-based practice; however, it is frequently implemented without clear expectations or guidelines (Panesofar & Petroff, 2013). Consequently, many teachers lack the skills needed to co-teach effectively, which may lead to teachers not adopting the approach or abandoning it. Additionally, lacking instruction about the proper implementation of co-teaching can result in conflict concerning instructional decision-making (Chitiyo, 2017).

Purpose of the Study

In the face of reform, the development of qualified educators has become a profound interest in this nation. Such focus has led to teacher preparation programs redefining co-teaching practices. Historically, co-teaching research has identified nuances within co-taught environments (Chitiyo, 2017). A thorough review of co-teaching research suggests the following

successful classroom implementation methods (Murawski & Lochner, 2011): teachers' shared responsibilities (Kohler-Evans, 2006), the acknowledgment of both teachers as primary teachers in the co-taught classroom (Murawski, 2008), defined roles and responsibilities (Walter-Thomas, 1997), and the implementation of various teaching approaches (Bacharach, Heck, & Dahlberg, 2010). Darling-Hammond et al. (2018) suggest that strong mentoring and training are the keys to improving the effectiveness of novice teachers in the co-taught environment.

Novice teachers generally rely on the instruction and training received during their time in university-based teacher preparation programs. However, due to the scope of these programs, university-based programs may be unable to offer direct support for the full development of the novice teacher (National Council of Teacher Quality, 2014a, 2014b). Novice teachers often enter co-teaching environments unprepared to lead a co-taught classroom successfully. This study examined and identified which teacher residency co-teaching strategies novice special educators used, in addition to gauging the effect of co-teaching on preferred pedagogical approaches beyond year one of the teacher residency program.

Research Questions

The researcher gained an understanding of co-teaching and pedagogical approaches related to the university-based teacher residency model from the special education practitioner's perspective. To gain that perspective, the following questions guided the study:

1. What learned co-teaching strategies, if any, are novice special education teachers practicing beyond year one of the residency partnership?
2. How does co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record in non-co-taught classrooms?

Significance of the Study

Although there are claimed benefits of the co-teaching model (Scantlebury, Gallo-Fox, & Wassell, 2008), Darragh, Picanco, Tully, and Henning (2011) state co-teachers struggle to foster positive relationships because of the high demand to adapt to teaching styles and co-teaching readiness. With a focus on how to make the co-teaching model work, challenges include how realistic it is for two teachers to occupy the same room once the teacher candidate is employed as a teacher and how to make the co-teaching model expectations and understanding clear (Darragh et al., 2011). Novice teachers are provided the opportunity to experience progressive education in experiential learning environments. Lev Vygotsky's Social Development Theory postulates such teachers cannot learn independently and need support to understand that teaching is a social disposition designed to create meaning.

Teacher residency programs may develop co-teaching best practices that can eliminate ineffective teaching strategies. This research is groundbreaking, with the potential to heighten the educators' co-teaching experience significantly by defining standards for teacher preparedness curricula and influencing professional development.

Overview of Methodology

Qualitative research empowers individuals to share stories, hear participants' voices, and minimize the distributions of power that may exist between the researcher and the study's participants (Creswell, 2013). The researcher used qualitative design with a case study approach to investigate a modern-day phenomenon in the context of real-life when boundaries between the phenomenon and the real-life context are unclear (Yin, 2003). According to Yin (2003), researchers use the case study method because they deliberately want to cover contextual conditions, believing that the conditions might be highly pertinent to the phenomenon of study.

The three types of case studies include: instrumental, intrinsic, and multiple. This research utilized an instrumental case study approach. According to Creswell (2013), in an instrumental case study the researcher focuses on an issue or concern, and then selects one bounded case to illustrate the issue" (p. 99). The researcher studied a single case (Stake, 1995) to gain a greater understanding of the special educator's perspective of co-teaching and pedagogy.

Delimitations/Assumptions

Delimitations of a study relate to certain weaknesses and issues that may influence generalization of the study to certain people or situations (Creswell, 2006). Qualitative research studies categories to explain a given phenomenon. The researcher identified the delimiting categories of this study as demographic components, years of experience, and factors researched to influence co-teaching. Comprehensive delimiting categories include:

1. Only special education residency teachers of record were allowed to participate.
2. The sample was limited to the willingness of teachers to participate in a second interview if deemed needed for further clarification.

Assumptions are basic, such that, without them, the research problem would not exist (Leedy & Ormond, 2011). The researcher assumed the following:

1. All data collection techniques elicited reliable responses to fulfill the objectives of the study.
2. Participants answered questionnaires and truthfully engage in the interview.
3. Piloted interview questions provided clarity for the study's participants.

Key Terms Defined

Alternative Teaching - Involves one teacher providing instruction with most of the students while the other works with a small group for remediation, enrichment, or pre-teaching (Bacharach, Heck, & Dahlberg, 2010).

Co-teaching - A partnership between a general education teacher and a special education teacher that includes shared planning, instruction, and assessment of students with and without disabilities (Friend & Cook, 2010).

First Year Experience – A teacher who is currently employed with less than four years of total teaching experience.

Free Appropriate Public Education (FAPE): A student is initially determined to have a disability through the full and individual initial evaluation process. The responsibility for making a formal commitment of resources to ensure a free appropriate public education (FAPE) for a student identified as exceptional rests with the local education agency (LEA) in which the student resides (FAPE; La Department of Education, 2005, p. 1).

High Needs School – A school where at least 30 percent of students come from families with incomes below the poverty line (No Child Left Behind, 2001).

Inclusion – The integration of students with disabilities into the general education setting with special education supports that aid in the student's access to the general education curriculum (Friend, 2007).

Individuals with Disabilities Education Act (IDEA): IDEA ensures that all learners regardless of disability in the United States are given free and appropriate public education that meets their needs in the least restrictive environment (IDEA, 2004).

Least Restrictive Environment (LRE): A regular class with special education/related services provided within regular classes; a regular class with special education/related services provided outside regular classes; or a regular class with special education services provided in resource rooms (LRE; La Department of Education, 2005, p. 1).

Mentors - Experienced teachers selected by administrators at each partner schools to provide coaching, expertise, and advice to residents.

National Center of Teacher Residencies (NCTR) – NCTR is the leading national nonprofit dedicated to developing high-quality programs in urban and rural districts (National Center of Teacher Residencies, 2016b).

One Teach, One Assist – One teacher leads instruction while the other circulates through the classroom providing individual assistance (Bacharach, Heck, & Dahlberg, 2010).

One Teach, One Observe – One teacher leads the large-group instruction while the other gathers academic, behavior, or social data on specific students or the class group.

Parallel Teaching - splitting the class with co-teachers presenting the same lesson primarily to foster differentiated instruction and increase student participation (Bacharach, Heck, & Dahlberg, 2010).

No Child Left Behind (NCLB) – NCLB was formed to include segregated populations of students with disabilities into the general education population. Through the passage of NCLB, all students with disabilities are guaranteed the right to receive a free and appropriate education in the least restrictive environments (NCLB; U.S. Department of Education [USDOE], 2002).

Normal School – Teacher education initiative derived from the common school movement (Labaree, 2004).

Novice Teacher – A teacher within one to five years of their teaching career.

Station Teaching – Dividing students into three groups, rotating students from station to station which co-teachers teach at two stations while students independently work at the third.

Supplemental Teaching – One teacher works with students at their grade level while the other teacher works with students who need accommodations or remediation (Bacharach, Heck, & Dahlberg, 2010).

Teacher Residency Program – A comprehensive model of teacher preparation that plays the role in designing human capital strategies by creating a pathway that responds directly to the hiring needs of school districts (National Center for Teacher Residencies, 2016b).

Team Teaching – both teachers leading the large group instruction providing lecturing, sharing different views and methods of problem solving (Bacharach, Heck, & Dahlberg, 2010).

Teacher resident – A novice teacher who experiences extensive opportunities to learn how to teach through co-teaching with an aligned sequence of course work through a higher education provider.

CHAPTER TWO

LITERATURE REVIEW

Chapter Two begins with the theoretical framework for the study, Social Development Theory (SDT). The literature review outlines SDT's applications to teacher preparation, the history of teacher preparation programs, and collaborative experience in clinical-based residency teacher preparation programs. As a component of examining positive outcomes and barriers of co-teaching, the researcher will review and synthesize peer-reviewed and full-text published research. With the immense amount of co-teaching research, the researcher attempts to address a body of untapped inquiry- the examination of novice special education teachers co-teaching in the inclusion classroom after the teacher residency experience. The review of the literature addressed the following research questions:

1. What learned co-teaching strategies, if any, are novice special education teachers practicing beyond year one of the residency partnership?
2. How does co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record in non-co-taught classrooms?

Learning Theories

According to Ozuah (2005), learning theories in education literature can serve as mobilizers for understanding the process of which individuals learn. Such philosophies suggest learners construct their meaning of the world by constructing their own understanding depending on their unique experiences (Weegar & Pacis, 2012). It is through learning theories that knowledge is processed, while perspectives and paradigms transmit information. Additionally, learning perspectives advocate for a participatory approach while the learner actively participates in acquiring, retaining, and recalling knowledge. Darling-Hammond, Austin, Orcutt, and Rosso

(2001) add that in teaching and learning, learners construct knowledge from experiences, build upon prior knowledge, and organize their own learning. Understanding the way in which learners process knowledge provides a lens for understanding the learner's growth, development, stumbling blocks, and successes (Darling-Hammond et al., 2001).

Social Development Theory

Lev Vygotsky's (1962) publication, *Social Development Theory* (SDT), one of the foundations of constructivism, recounts social interaction plays a fundamental role in the development of cognition. Vygotsky's (1978) SDT introduced two principles of cognitive development. He believed cognitive development is limited up to a certain level or within a certain range at any given age of the individual and it requires social interaction (Vygotsky, 1962). The three themes supporting Vygotsky's SDT principles are social interactions, the More Knowledgeable Other (MKO), and the Zone of Proximal Development (ZPD).

Vygotsky (1978) believed everything is learned in two levels. First, through interaction with others and then integrated into the mental structure. He informs "every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level: initially, between people (inter-psychological) and then inside the child (intra-psychological). This applies equally to voluntary attention, logical memory, and the formation of concepts. All the higher functions originate as actual relationships between individuals" (p.57). This surmises social exchange is required to learn, function, and become fully developed (Yarbrough, 2008). Secondly, the learner's cognitive development is supported by the MKO. According to Yarbrough (2008), when the learner wants to learn new information and apply new skills, an expert or mentor is sought after. The MKO is someone who has a greater understanding

and functions on a higher skill level with respect to implementing processes and concepts than the learner.

The concept of the MKO is related to how social interactions work in conjunction with Vygotsky's (1978) Zone of Proximal Development (ZPD). Vygotsky (1978) defines ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (p. 86). Yarbrough's (2008) Figure 1 describes this distance with a gap analysis where the MKO identifies the learner's ability to complete a task independently and where the learner will require support to complete a task.

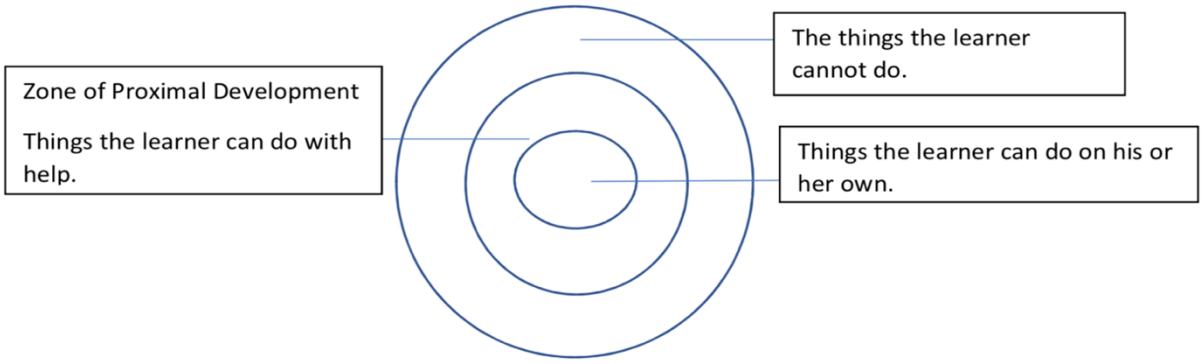

Figure 1. Vygotsky's Zone of Proximal Development (Yarbrough, 2008)

Figure 1 illustrates a visual for ZPD. The inner circle represents what the learner already knows or can do on their own. The outer circle represents the things the learner cannot do or what they do not know. The overlap of the two circles of the ZPD represents the gap where independency and full support exist and more importantly, where learning occurs. Yarbrough (2008) states, "Within this zone, the learner is most responsive to instruction and coaching from the MKO. The MKO should provide guidance and allow the learner to develop his or her own skills. By fostering independence, the MKO will help the learner gain higher mental functions faster" (p. 5).

Applications in Teacher Preparation

The SDT explains that the learner (teacher resident) must have a participatory role in learning. In the progressive teacher residency model, novice teachers are participating in the learning experience in the classroom as they co-teach with a mentor teacher. The SDT promotes active, supported, and independent learning directed by the teacher resident. The mentor or MKO, who encourages the teacher resident to construct meaning from the experience, facilitates the teacher resident's experience. According to Vygotsky (1978), critical learning by the teacher resident occurs through social interaction with a skillful mentor. As the teacher resident acquires knowledge, the mentor models behaviors and collaborates throughout the teaching process. Vygotsky (1978) refers to this as a cooperative and collaborative dialogue. The teacher resident seeks to understand the processes provided by the mentor while internalizing the information, using it as a guide for their performance (McLeod, 2014).

Vygotsky (1978) claims the ZPD is the space between independence and requiring guidance (Yarbrough, 2008). Vygotsky's (1978) concept of ZPD is experienced when the teachers' development is supplemented by what the teacher can do independently or by what the teacher can do when assisted by a cooperating (mentor) teacher. The teacher in preparation may experience the ZPD as support is needed when instructional approaches are misunderstood. The teacher resident collaborates with the mentor; however, instead of defining approaches, the mentor supports in between what the teacher can do independently and where support is required. The ZPD is the gap between the instructional approaches that the teacher resident can do on his or her own and the areas in which the resident needs assistance from an expert to accomplish higher mental functions. Additionally, while after receiving support, eventually, the

teacher resident will implement instruction alone; thus, shifting them out of the ZPD – where learning takes place.

Considering the teacher residency experience with the SDT, while the teacher resident lacks understanding of the co-teaching models, the teacher resident asks the mentor teacher to explain the strategies and the reason particular strategies are used. Instead of directly defining the co-teaching strategy, the mentor plans to collaborate, design, and implement specific components of the co-teaching model with the teacher resident. After the experience, the mentor asks the teacher resident to recall the co-teaching strategies from the experience. From the reflection of the experience, the teacher resident begins to understand co-teaching strategies and the conclusion of its outcomes in the classroom.

Robert Slavin's (2010) publication, *Educational Psychology: Theory and Practice,* underscores classroom applications of Vygotsky. According to Slavin (2010), knowing the levels of Vygotsky's (1978) ZPD is useful for the mentor, as it indicates the skills the teacher resident needs to develop fully. Slavin (2010) posits ZPD has implications for mentoring in the teacher preparation classroom focused on curriculum development adding to the organization of classroom activities. He conceptualizes that instruction should be organized to provide practice in the ZPD. For example, the cooperating teacher prompting the teacher resident during a lesson could form the basis of instructional activities. Cooperating learning activities can be planned with other teachers at different levels, which can also assist in the teacher resident's development. Slavin (2010) adds that scaffolding for the learner aids teacher development within the ZPD, in which the mentor prompts at different levels through graduated intervention, but does not simplify the concrete dimensions of learning.

Historical Pathways to Teaching

America's first teacher preparation programs began in the 1830s as the first normal school in Vermont and Massachusetts (Coble, Edelfelt, & Kettlewell, 2004). According to Ducharme, Ducharme, & Dunkin (2019), the establishment of the normal schools became a movement later in the nineteenth century in almost every state to support the common school. America's ratification of using the normal school's principles of offering a place where rules and values were taught, birthed the common school and first former public teacher education (Coble et al., 2004). The common school produced the first system to focus on the development of teachers (Ducharme et al., 2019).

Leaders of the common school movement were Horace Mann and Henry Barnard (Borrowman, 1965). Mann's primary aim was to prepare a group of well-educated and skilled teachers who could serve as a model to contribute to staffing American common schools (Labaree, 2004). Collectively, Mann and Barnard's initial innovation was dedicated to teaching institutes aimed at developing teachers in both pedagogy, subject matter, and teaching methodology. These leaders of the common school movement established the first formal effort to provide professional development opportunities for on the job training. Mann's common school movement gained momentum in the 1850s (Lucas, 1997), and its progress around the country became the primary means of providing teachers to meet the needs of the teacher shortage (Labaree, 2004). As the common school movement demanded higher teacher qualifications, the development of teacher preparation in colleges and universities birthed in 1873 (Coble et al., 2004).

The major teacher education initiative birthed out of the common school movement was the normal school (Ducharme et al., 2019). This movement generated an increase in the demand

for teachers and a higher demand for higher teacher qualifications (Labaree, 2004). Normal schools took a variety of forms with the single purpose of teacher preparation (Labaree, 2008). The normal school curriculum "had to be a mixer of liberal arts courses to give prospective teachers the grounding in subject matter they had not received in their earlier education, and professional development courses, to give them a grounding in arts of teaching" (Labaree, 2004, p. 4).

Halfway through the twentieth century, the process of institutional evolution reached its end and the normal school evolved into teacher colleges. Students seeking to become teachers wanted preparation program to be local, inexpensive, and an accessible form of liberal arts college, which provided social mobility opportunities that a real college could offer (Labaree, 2004). Students' desires informed faculty members, administrators, and community members of the normal school aspiring college status; they knew it to be beneficial to ride this institution to a higher level in the education system. Given the array of constituencies supporting this elevation, it was inevitable that by the start of the twentieth-century state legislatures would begin transforming normal schools into teacher colleges, and between 1911 and 1930, there were 88 such conversions (as cited in Labaree, 2008; Tyack, 1967, p. 417). By 1940s, all normal schools had expanded into four-year state teacher colleges or liberal arts colleges specialized in teacher education, and then, to the higher education expansion as state universities in the 1960s (Ducharme, Ducharme, & Dunkin, 2019).

An example of this institutional evolution is seen in Western Michigan University. According to Duhnam (1969), the institution that was founded in 1903 as a normal school, became Western State Teachers College in 1927, Western Michigan College of Education in 1941, and Western Michigan University in 1957. Finally, doctoral degrees began in 1968, and

the university enrolled 18,500 students and 900 faculty members. Other colleges and universities quickly followed this model as the usual pathway for teacher preparation (Ravitch, 2003).

Into the twenty-first century, the institutional evolution experienced reform efforts as America's students were falling behind those of other nations (National Center on Excellence in Education, 1983). Yet, 10 to 15 years later, research reflected the quality of teachers was related to teacher attrition (Sears, Marshall, & Otis-Wilborn, 1994) and limited practical and experimental knowledge (Feiman-Nemser, Carver, Schwille, & Yusko, 1999). Darling-Hammond's (1992) article added teacher's foundational knowledge to facilitate learning and how the changing view of teaching requires reforms of teacher education. She included cognitive learning styles, organization of instruction, effective teaching methods, and classroom management.

Darling-Hammond (1996) concluded that teachers learn best by doing, contrary to the college classroom that isolated knowledge from practice. For example, telling prospective teachers about possible classroom strategies or offering teaching routines may be helpful, but telling them does not ensure that teachers will develop deep understanding of diagnostic and instructional skills for dealing with students who require different approaches or supports (American Association of Colleges for Teacher Education, 2010, p. 2). Securing this feature birthed the clinical school model, which assisted the teacher to transform knowledge gained from coursework into practice (Kaititia, 2015).

Teacher Residency Programs

In 2001, through federally funded innovations, colleges and universities launched year-long teacher residency programs that placed teacher candidates for a full year in a classroom with expert teachers. Columbia, Harvard, Stanford, and the University of Chicago, among others,

were the first to use this model coupled with candidates taking coursework (Darling-Hammond, Hyler, & Guha, 2017). While Master of Art in Teaching programs succeeded during this era of teacher shortages, they did not lead to new conceptualizations of curriculum knowledge and pedagogical understanding (Feiman-Nemser, 1989). According to Darling-Hammond et al. (2017), this design created the foundation for the residency model, adding to K-12 schools' hiring needs, financial assistance, and mentoring supports for teacher candidates. Additionally, teacher residency programs-progressive model aided the improvement of pre-service preparation and strengthening of early career mentoring.

In 2001, the first teacher residency program began in Chicago when education, business, and community leaders utilized the residency model as a solution to recruiting and retaining high-quality teachers in hard to staff public schools (Silva, McKie, Knechtel, Gleason, & Makowsky, 2014). According to Darling-Hammond et al. (2018), in 2003, teacher residency programs were developed in Boston and Denver growing to more than 50 across the country. The United States Department of Education (USDOE) (2016), the federal vision for teacher residency programs is a means to improve student achievement and teacher retention. As a result, teacher residency programs grew rapidly across the United States, and in 2009, under the Higher Education Opportunity Act of 2008 (Public Law 110-315), TQG funded 28 teacher residency programs nation-wide (USDOE, 2016).

Darling-Hammond et al. (2017) states, "the teacher residency model is a promising approach to addressing recruitment and retention issues in high needs school districts and hard-to-staff subject areas" (p. 37). One major program component of the residency model is the pairing of residents with effective teacher mentors in a clinical setting, full time, for an academic year (NCTR, 2016). According to Ingersoll and Strong's (2013) research, novice teachers who

receive high-quality mentoring and support tend to emerge in their early years with higher levels of commitment and satisfaction towards teaching. Darling-Hammond et al. (2017) observe that the residency model is inspired by strong preparation and early career support as each resident co-teaches in a high needs classroom while taking closely merged coursework from a partnering university leading to both teaching credentials and a master's degree.

Preliminary studies suggest lasting effects on teacher residences (NCTR, 2016; Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Research shows that teacher residency programs bring greater gender and racial diversity to the teaching workforce (NCTR, 2016). In 2015-2016, teacher residency programs nationally had 45% of people of color, more than double the nation's 19% average in pre-service programs (NCTR, 2016). Additionally, 13% of teacher residency graduates taught mathematics, science, and technology courses, and 32% taught English language learners or students with disabilities (as cited in Darling-Hammond et al., 2018; NCTR, 2016). Moreover, national studies on teacher retention indicate about 20% to 30% of novice teachers leave the profession within the first five years (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Teacher residency graduate's retention rates range from 80% to 90% of teachers remaining in the district for three years and 70% to 80% after five years (Darling-Hammond et al., 2018). Conversely, according to Washburn-Moses (2019), although these programs are highly touted, limited research has been conducted as these programs are in its infancy stages.

Few studies have examined the program's impact on student achievement (Sloan & Blazevski, 2015; Papay, West, Fullerton, & Kane, 2012; Tennessee Higher Education Commission, 2014). Sloan & Blazeski (2015) research at the New Visions Hunter College Urban Teacher Residency in New York City found that graduates outperformed novice teachers on 16 out of 22 (73%) comparisons of state-wide test scores. Papay et al. (2012) research findings

indicated that Boston Teacher Residency graduates surpassed English language, arts, and math scores, and their effectiveness surpassed new and veteran teachers in math by the fourth year of teaching. Tennessee Higher Education Commission (2014) found Memphis Teacher Residency graduates had higher student achievement gains than novice and veteran teachers on state-wide assessments.

Inclusion

On November 29, 1975, President Gerald Ford signed into law the Education for All Handicapped Children Act (Public Law 94-142), better known as the Individuals with Disabilities Education Act (IDEA) of 1994. According to the USDOE (2015), the adoption of this law granted children with disabilities the legal right to "develop their talents, share their gifts, and contribute to their communities" in a regular education classroom setting. Inclusion is "integration of students with disabilities into the general education setting with special education supports that aid in the student's access to the general education curriculum" (Friend, 2007, p.3). IDEA guaranteed access to a free appropriate public education (FAPE) in the least restrictive environment (LRE) to every child with a disability.

By the United States Department of Education's count, since 1975, the nation's school districts have gone from excluding nearly 1.8 million children with disabilities from public schools to providing more than 6.9 million children with disabilities special education and related services designed to meet their individual needs (USDOE, 2002). Thus, with respect to implementing inclusion practices, the 38th Annual Report to Congress of IDEA states 94.8% of ages 2 through 21 with a disability are served at least part of the day in general education classrooms and more than 60% are educated in a general education class more than 80% of the

day (USDOE, 2016). According to the USDOE (2016), the state of inclusion has fostered achievement gaps for students with disabilities relating to inequalities in educator practice.

No Child Left Behind Act (NCLB) of 2004 provided a similar opportunity, putting continued pressure on state policymakers and school systems to increasingly integrate students with disabilities into general education classrooms. According to the USDOE (2006), this law resulted in an increase to 80% of students with disabilities that received special education support in the general education classroom. Clearly, the increase called for general and special education teachers to differentiate instruction and the general education teachers to share their classroom with instructional staff (Allison, 2012).

Every Student Succeeds Act (ESSA) provided a similar and, nonetheless, new opportunity. In December 2015, President Obama signed the ESSA into law, reauthorizing the Elementary and Secondary Education Act until 2020. As the chief piece of federal legislation funding K–12 educations, this new law brought about sweeping changes in classrooms across the country, especially those serving diverse learners. ESSA, which replaced the federal government's education policy, called for NCLB to take full effect in the 2017-2018 school year with a renewed focus on accountability systems established by each state.

According to the USDOE (2016), ESSA was a central piece of legislation that brought about changes in how high need students are educated. According to Darrow (2016), "the general consensus, from special educators, is the new federal law, which grants significantly more power to states while continuing to require reporting from schools about the capabilities of their students, is a step in the right direction for all students, including those with disabilities" (p. 41).

Co-teaching

Co-teaching involves a collaboration between two teachers sharing instructional responsibility for a group of students primarily in a single classroom; thus, both are guided by the same specific objectives including joint ownership, accountability, and enhancing learning for all students (Friend & Cook, 1995; Bacharach, Heck, & Dahlberg, 2007; Bacharach, Heck, & Dahlberg, 2010). Thousand (2013) extended the definition of co-teaching by stating, "in the case of clinical practice of co-teaching to teacher preparation or student teaching, the co-teachers are the teacher candidate and cooperating teacher" (p. 140). For teacher candidates, co-teaching has been used in preparation courses to model techniques to better prepare teachers for collaboration to successfully co-teach in inclusive settings (Grazinao & Narvette, 2012). In addition, co-teaching has been used as an instructional technique that fosters learning of content in teacher preparation. For a full academic year, teacher candidates and expert teachers facilitate co-teaching during the teacher preparation clinical practicum.

Co-teaching in teacher residency programs is used when a teacher resident shares planning and instruction alongside a mentor teacher in the general education setting. Co-teaching research has shown to be effective towards student behavior and academic outcomes (Bacharach, Heck, & Dahlberg, 2010; Deiker, 2001; Murawshi & Swanson, 2001; Rea, McLaughlin, & Walther-Thomas, 2002; Vaughn, Elbaum, Schumm, & Hughes, 1998) benefit the teacher involved (Austin, 2001; Walther-Thomas, 1997), and teachers in teacher preparation programs (Bacharach et al. 2007). In the context of those findings, co-teaching is a promising practice for fostering collaborative skills, increasing student participation, improving classroom instruction, and professional growth for all participants (Bacharach et al., 2007).

Bacharach, Heck, and Dahlberg (2010) identified six research-based co-teaching models: one teach and one observe, station teaching, parallel teaching, supplemental teaching, alternative (differentiated) teaching, team teaching, and one teach, one assist. In the one teach and one observe approach, one teacher leads the large-group instruction while the other gathers academic, behavior, or social data on specific students or the class group. The station teaching approach involves dividing students into three groups, rotating students from station to station, which co-teachers teach at two stations while students independently work at the third. The parallel teaching approach requires splitting the class with co-teachers presenting the same lesson primarily to foster differentiated instruction and increase student participation. The supplemental teaching approach involves one teacher working with students at their grade level while the other teacher works with students who need accommodations or remediation. The alternative teaching approach involves one teacher providing instruction with most of the students while the other works with a small group for remediation, enrichment, or pre-teaching. The teaming approach entails both teachers leading the large group instruction providing lecturing, sharing different views and methods of problem solving. In the "one teach, one assist" approach, one teacher leads instruction while the other circulates through the classroom providing individual assistance (Bacharach et al., 2010).

Shruggs, Masteropieri and McDuffie (2007) provided a research synthesis from 1993-2004 reviews of co-teaching literature and identified important variables. Friend and Reising (1993) provided an overview of the history of co-teaching while gathering evidence that showed that teachers believed co-teaching had positive effects on student achievement. In addition, their article reviewed the development and status of co-teaching and issues that need to be addressed if co-teaching is to become a valid and widely accepted practice.

Welch, Brownell, and Sheriden (1999) summarizes a broader review of 40 articles on co-teaching approaches and school-based problem-solving teams. The authors conclude teachers reported positive attitudes towards co-teaching; however, there was limited evidence on student outcomes and empirical evidence supporting co-teaching. Weiss and Brigham (2000) reviewed research studies of co-teaching from 1987-1999. They reported the difference in role negotiations of teachers and important components of successful co-teaching include teachers' attitudes, planning time, shared beliefs of instruction and behavior management, and respect. On the other hand, Weiss (2004) reviewed this work and added teachers' styles and personalities were important. However, Weiss (2004) also noted roles still were not specified, descriptions of co-teaching outcomes were vague, and a limited amount of research efficacy existed.

Shruggs et al. (2007) meta-synthesis of 32 qualitative reports suggested that teachers benefited professionally from co-teaching. Shruggs et al. (2007) findings concluded that although co-teachers generally supported co-teaching, needs identified including planning time and training. Specific needs teachers' address included administrative support, planning, and time.

Austin's (2001) qualitative research involving 139 co-teachers' data from surveys and semi-structured interviews revealed the co-teaching experience as mostly positive. The teachers expressed co-teaching benefited their student-teacher ratio, which endowed more time for quality instruction. Here again, the needs teachers addressed were coherent with planning time, administration support, and professional development to effectively co-teach. Results indicated that lead teachers were perceived as doing more than their partner teachers. Secondly, co-teachers who had access to the collaborative practices, preparations, and supports listed in the survey considered them less valuable in practice than in theory.

Chitiyo's (2017) study characterized barriers for successful co-teaching as environmental or individual factors. The researcher surveyed 77 co-teachers regarding their perceptions of the barriers that may hinder co-teaching. Results indicated individual teachers lacked the necessary skills required for implementing co-teaching, however many (*n*=63, 82%) disagreed; they did not see a disadvantage in using co-teaching. Environmental barriers consisted of over half (*n*=44, 57%) of co-teachers who disagreed co-teaching is not feasible in their school setting.

Taking these studies into account, Chitiyo (2017) calls teacher preparation programs to develop and offer mandatory courses for prospective teachers focused on co-teaching. This will ensure prospective teachers see co-teaching in practice and, therefore, will give them practical experience. Furthermore, according to Panesofar and Petroff (2013) research, teachers benefited from professional and academic preparation in school-based practices. The researchers consider the role of pre-service professional development opportunities regarding co-teaching and teacher confidence interest and attitudes regarding co-teaching in a sample of teachers. Panesofar & Petroff (2013) concluded teachers with more frequent pre-service training opportunities in co-teaching were more confident in their co-teaching practice and held more positive attitudes about co-teaching than did teachers with less frequent training.

Co-teaching in Teacher Preparation

A review of the literature on teacher preparation focuses on co-teaching for student teaching (Chang, 2018; Hartnett, Weed, McCoy, Theiss, & Nickens, 2013; Heck and Bacharch, 2010, Bacharach, Heck, & Dank, 2004) however, a question revolved around how to set up co-teaching programs that are responsive to the needs of both students and teachers (Friend & Cook, 1995). Friend and Cook (1995) discuss issues and concerns that guide the thinking and practice of professionals as they design and implement co-teaching programs. Friend and Cook (1995)

surmise co-teachers need preparation, support, and opportunities to nurture their collaborative relationships.

Most of the research exploring co-teaching as the model for the clinical experience focused on teacher development (Scantlebury, Gallo-Fox, & Wassell, 2008; Beers, 2008). Scantlebury et al. (2008) identified how co-teachers engaged in dialogue throughout their co-teaching experience. Their research concludes co-teaching has the potential to reconceptualize teacher preparation programs and professional development models. Beers (2008) research concurs that teachers found value in ongoing dialogue as it provides an opportunity to reflect on shared experiences. Murphy and Carlisle (2008) also coins co-teaching provides an opportunity for teacher development through collective responsibility and shared ownership. Heck et al. (2008) collected data over three years from 200 teacher candidates who suggest co-teaching helped in developing their collaboration and communication skills.

As these subjective claims exist of using co-teaching for clinical experience in teacher preparation (Darling-Hammond, 2006b), few details of specific co-teaching strategies and instructional approaches of teachers have been documented.

Teresa Heck's Co-Teaching Model

With the immense amount of co-teaching literature on the student teaching experience, the limited research on the clinical experience points to Teresa Heck's St. Cloud University (2012) model, typically used in most universities. Through the adaptations of Friend and Cook's (1995) applications and strategies of co-teaching in the student teaching experience, St. Cloud's co-teaching model strives to strengthen teacher preparation programs, overcome challenges, and maximize the human resource in the classroom (Bacharach & Heck, 2012). While co-teaching is not a new phenomenon, Heck's model as a clinical experience is a new area of study. Co-

teaching in the clinical experience pairs two teachers, a clinical teacher and a teacher candidate, to work together to plan, share, organize, deliver, and assess instruction in a physical space (Bacharach, Heck, & Dank, 2004). Heck (2013) states, "This pairing allows cooperating teachers to provide consistent mentoring to candidates with time and support necessary for skills and confidence required to teach successfully, while simultaneously affording teachers an opportunity to incorporate the co-teaching model that has been used at all grade and content levels and works with any curriculum adopted by a school district" (p. 1). Heck and Bacharach (2010) research compared clinical based co-teaching and traditional student teaching models to determine the academic achievement of K-6 students in reading and math. Their findings indicated significant gains in reading and math in co-taught classrooms as compared to classrooms using the traditional student teaching model. These students reported co-teaching offered more help with questions, as it was enjoyable to learn through the different styles of teaching. Students indicated that they appreciated the individualized attention the co-teaching classrooms offered.

Heck and Bacharach's (2010) research also added, co-teaching enhanced St. Cloud University's ability to place candidates, increased the number and quality of clinical teachers with teacher candidates, and demonstrated learner outcomes. Teacher candidates from their study indicated co-teaching improved classroom management skills, increased collaboration skills, deepened their understanding of the curriculum through co-planning, and increased confidence (Bacharach & Heck, 2012). Clinical teachers indicated that co-teaching led to an increased ability to teach high need students, a better relationship with their teacher candidates, professional growth with co-planning, enhanced energy for teaching, and the ability to host candidates without giving up the classroom.

Pedagogical Approaches

Pedagogy refers to the art and science of teaching, broadly defined as a teacher-centered model that focuses on what will be learned, how it will be learned, when it will be learned, and if it has been learned (Ozuah, 2005). This term includes teachers and students working together and the instructional approaches in the classroom. In the educational realm, teachers are positioned to lead students toward academic and personal growth (Cuenca, 2010). In this context, Cuenca (2010) posits the "why" and "what" of pedagogy are fused together by the relationship between a teacher and student (p.15).

Guilan (2019) adds to the importance of considering pedagogical approaches that enhance the learning process. Moreover, Section 5 of the Republic Act 10533 Enhanced Basic Education Act of 2013 mandates that curriculum shall use pedagogical approaches in teaching including constructivist, collaborative, inquiry-based, integrative, and reflective. The constructivist approach is the belief that learning occurs as the learner is actively involved in the process of meaning and knowledge construction. The collaborative approach focuses on knowledge that is created where members interact by sharing experiences and capitalizing on another's resources and skills. Inquiry-based learning involves problem-based learning, used with investigations, projects, and research. The integrative approach includes learning that fosters integrated lessons that assist learners in making connections across curricula. The reflective approach involves teachers thinking over their teaching practices, analyzing how content was taught, and how the content can be improved or changed for better learning outcomes (Guilan, 2019).

In teacher preparation, pedagogy is primarily interactive. According to Loughran (2008), pedagogy in teacher preparation is "knowledge of teaching about teaching and a knowledge of

learning about teaching and how the two influence one another in the pedagogic episodes that teacher educators create to offer students of teaching experiences that might inform their developing views of practice" (p. 1180). Cuenca (2010) describes pedagogy's influence on teachers in preparation as they learn from the experiences that are taught from instructional strategies they are prepared with. Zeichner (2005) notes pedagogy's complexity is less commonly used and researched in teacher preparation, which he calls the limitation of knowing instructional interactions between teacher educators and their teachers in preparation.

Summary

Through the lens of co-teaching as a teacher resident and teacher of record, the researcher integrated Social Development Theory suggesting novice teachers learn through social interaction with a more knowledgeable other (mentor). Teacher residents need support to understand teaching is a social disposition designed to create meaning. The literature review outlined Social Development Theory's application to teacher preparation, history of teacher preparation programs, collaborative experience in teacher residency programs, and pedagogical approaches. The vast amount of co-teaching literature identifies co-teaching as a promising instructional approach; however, there still exists a gap in the literature. With the innovative changes in teacher preparation, the literature is framed to address a body of untapped inquiry- the examination of novice special education teachers co-teaching in the inclusion classroom after the teacher residency experience. The identified literature discusses co-teaching approaches, attitudes towards co-teaching, individual and structural barriers, in-service professional development, and the co-teaching teacher preparation experience.

CHAPTER THREE

METHODOLOGY

Research Design

This study utilized a qualitative design with a case study approach. Qualitative research empowers individuals to share stories, hear participants' voices, and minimize the power relationships that may exist between the researcher and the study's participants (Creswell, 2013). The qualitative design provided support to gain an understanding of special educators' co-teaching strategies. Research questions guiding the data collection and analysis were:

1. What learned co-teaching strategies, if any, are novice special education teachers practicing beyond year one of the residency partnership?
2. How does co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record in non-co-taught classrooms?

Qualitative Case Study

A qualitative case study investigates a modern-day phenomenon in the context of real-life when boundaries between the phenomenon and the real-life context are unclear (Yin, 2003). According to Yin (1989), researchers use the case study method because they deliberately want to cover contextual conditions believing they might be highly pertinent to the phenomenon of study (p. 8). Creswell (2013) describes a case study as distinguished by the size of the bounded case involving one individual, several individuals, or an entire program. There are three types of case studies this research employed an instrumental case study. Creswell (2013) states, "In an instrumental case study, the researcher focused on an issue or concern, and then selected one bounded case to illustrate this issue" (p. 99).

The qualitative case study's purpose provides tools for researchers to study phenomena within context (Yin, 2003). In a case study, researchers examine a current bonded case that is in progress so that they can gather information not lost by time (Creswell, 2013). The research phenomena, co-teaching strategies, and its context of co-teaching's characteristics as distinguishable were explored. This qualitative design utilized a case study approach to provide an in-depth understanding of which co-teaching strategies, if any, are novice special educators using (aligned with teacher residency program) and the effect of co-teaching on the novice special education teacher's pedagogical practices during their first-year experience.

Theoretical Framework

Research protocol suggests an identifiable theoretical paradigm as the framework to connect day-to-day realities and construct an investigation. The theoretical framework provides a structure for what to look for in the data; how the researcher thinks the data fits together and helps the researcher clearly discuss the findings according to collected data (Kivunja, 2018). SDT suggests learners derive the meaning of the world by constructing their own understanding dependent on their unique experiences (Weegar & Pacis, 2012). It is through SDT that knowledge is processed, while the transmission of information is guided through this perspective and paradigm. SDT suggests teacher residents learn when supported by a mentor and need collaboration to understand teaching is a social disposition designed to create meaning. Additionally, this learning perspective advocates for a participatory approach while the learner actively participates in acquiring, retaining, and recalling knowledge.

Participants and Site. The research generalized to a population that experienced the phenomenon (Creswell, 2013). The study solicited participants who are special education teachers of record, who completed a teacher residency program at a Historically Black College

University (HBCU) located in the southeastern territory of the United States. In 2016, the HBCU launched its teacher residency program in partnership with five Charter Management Organizations (CMO). At the time of the study, the HBCU's partnership with CMO's increased to ten. The teacher residency program's mission is to develop educators by combining proven methods of the HBCU's master's degree program with mentorship and coaching to ensure residents can support student success. The residency program utilizes St. Cloud State University and Teresa Heck's (2016) *The Academy for Co-Teaching and Collaboration* mentoring model. Through collaboration, the CMO and HBCU's teacher residency matches the resident and mentor. The selection process considers the mentor's coaching and teaching abilities, resident's certification area, school's needs, and preferences. The teacher residency program graduated its first class in 2019, in which 4 of the 16 graduates are special educators.

Sample. The sample size depends on the study type the researcher intends to complete (Patton, 2002), and it should capture the phenomenon (Lincoln & Guba, 1985). According to Gentles et al. (2015), the goal of a qualitative case study is to gain information to understand the complexity, depth, and context surrounding a phenomenon. Purposeful sampling involves selecting individuals or groups of individuals that are knowledgeable about or experienced the phenomenon of interest (Creswell & Clark, 2011). Yin (2011) further defines purposeful sampling as "the selection of participants or sources of data to be used in a study, their anticipated richness, and relevance of information relative to the study's research questions" (p. 311). To participate in the study, the sample met the following criteria:

- Special education teacher of record;
- Trained within a teacher residency program's curriculum; and
- Co-taught with a mentor teacher during the teacher residency experience.

The researcher assigned a pseudonym in an attempt to keep all personal information confidential. To ensure each teachers' identity remained anonymous, each teacher was assigned Teacher of Record 1 (TR1), Teacher of Record (TR2), and Teacher of Record (TR3).

Procedures

The researcher gained approval from the University's Institution Review Board (IRB) (Appendix A) to conduct the study. Upon receiving approval from the IRB, the researcher initiated the sample selection process by soliciting the participation of special education teachers of record employed in partnering schools of the teacher residency program. For purposeful sampling, only special education teacher residents were contacted upon approval by the teacher residency program's director. The researcher provided the director with permission to conduct a research (Appendix B), which afforded the researcher the opportunity to gain access to special education residency's teachers of record, describe the purpose of the study, and solicit the artifacts of the selected participants.

After receiving approval from the teacher residency program's director, the researcher contacted the potential participants via email to discuss the purpose and goals of the study through informed consent (Appendix C). An introductory meeting was set with each participant to discuss informed consent, the purpose of the study, the procedures, and the voluntary participation notice. The researcher explained the confidentiality of participants to assure anonymity. Before the conclusion of the meeting, the researcher confirmed formal interview dates, times, and locations.

Following the meeting, the researcher emailed the participants a questionnaire (Appendix D) to collect participants' demographic information and prior co-teaching experience. The

participants were given five business days to return the completed questionnaire to the researcher.

A week prior to each participant's scheduled interview, the researcher emailed participants to confirm the interview date, time, and location. The length of each interview was between twenty-three to forty-five minutes. This time afforded the researcher the opportunity to discuss the interview protocol and give participants the chance to advance any questions and/or concerns related to the study. Upon finishing each interview, the researcher utilized transcription services. After the transcription of the interview data, the researcher performed member checks. Each participant was allowed the opportunity through email to member check and comment on the findings for accuracy. The researcher used a second interview for clarifying questions in which the participants responded via email.

Data Collection

According to Creswell (2013), "case study data collection involves an array of procedures as the researcher builds an in-depth picture of the case" (p. 162). Yin (2009) refers to multiple forms of data collection as it produces a matrix within the data collection. Yin (2009) suggest any case study is likely to be more convincing and accurate if it uses different sources of information" (p. 116).

Instrumentation. Yin (2003) recommends various types of data collection techniques to collect data. To obtain the most possible in-depth understanding of the study, the researcher used questionnaires, interviews, and artifacts (observational notes) to triangulate data.

Questionnaires. To gain an in-depth understanding of the participants, the researcher developed a questionnaire. The questions helped gain an understanding of each participant. The questionnaire included questions that described each case across the following domains: content

areas, grade level, years as a teacher of record, gender, age, pathway to teaching, co-teaching experience during the teacher residency program, and knowledge of co-teaching and instructional strategies.

Interviews. According to Creswell (2009), several types of interviews include face-to-face, online focus groups, focus groups, and telephone interviews. The researcher utilized face-to-face semi-structured interviews (Appendix E) to gain in-depth information from the participants.

Knox and Burbank (2009) state that some advantages of semi-structured interviews is that they allow flexibility and full detail for the researcher and participants. According to Merriam (2009), the semi-structured interviews allow the researcher flexibility to respond to a situation and any other situations that may arise. The semi-structured interviews allowed the researcher to gain in-depth knowledge and understanding of the effect of co-teaching on the novice special education teacher's pedagogical practices and first-year experience.

The researcher used an interview protocol to ask questions and record handwritten responses given by the participants. Utilizing the semi-structured interview format for each interview promoted consistency. The interview questions consisted of specific questions that participants were asked as well as open-ended questions that followed with probes (Creswell, 2009).

The researcher utilized Quick Voice Application via the researcher's Interactive Personal Application Device (IPAD) to record interviews. The researcher transcribed the recorded data and provided a complete transcript of each participant. According to Creswell (2008), transcription is a "process of converting audio-taped recordings of field notes to text" (p. 246). Dey (1993) insists that coding transcribed data involves selecting bits of the data and assigning it

to categories. The semi-structured interviews were transcribed with descriptive coding using chunking of patterns and then chunked into clusters to begin drawing themes and categories (Miles & Huberman, 1994).

Observational Notes/Artifacts. Special education teacher resident artifacts (Appendix F) were solicited from the teacher's residency program director, allowing the researcher to gain an in-depth understanding of the co-teaching experience as a resident. Artifacts enabled the researcher to describe the participants' natural settings by learning through exposure to or involvement in the day-to-day routine activities (Kawulich, 2005). The researcher collected descriptive artifacts (hard documents) from the program's director. Teacher residency personnel observed residents using an evaluation tool called "Resident Effectiveness Evaluations." A resident's site mentor evaluated each candidate on the effectiveness of the following five competencies: operates as professionals with positive mindsets, contributes with a purpose to the professional community, creates inclusive but demanding cultures in the classroom, prepares and presents meaningful learning experiences for students, and executes effective instruction. The artifacts allowed the researcher to collect and record behaviors and activities of the participants through observation within a setting in an attempt to produce meaning and understanding of the phenomenon being studied.

Data Analysis

According to Creswell (2013), "Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process called coding and condensing the codes, and finally representing the data in figures, tables, or discussions" (p.180). Case study data analysis begins with data organization. The researcher created and organized files for the data. To extract themes for proper coding, the researcher read

through the data and made margin notes to form initial codes. Next, the researcher described the data into codes and themes by initially providing a detailed description of the case and its context. In this study, the researcher analyzed the information to determine how co-teaching fits into the setting, a teacher of record's classroom. The next step in the data analysis process was the coding of data into categories and themes. According to Dey (1993), coding allows emphasis on how to categorize the data and make connections between categories.

The researcher obtained transcriptions from three participants and extracted 33 significant verbatim statements. Each of the 10 interview questions was separated into poster boards with each participant's responses extracted to the specific interview question. After extracting the statements, the researcher grouped the significant statements into meaning or categories, removing repetitive comments. This allowed the researcher to establish patterns in the data and correspondence between categories. The researcher aggregated the data into 13 categories (categorical aggregation) and collapsed each into four themes.

The researcher used Stake's (1995) guidelines for categorical aggregation in case study research. Categorical aggregation allowed the researcher to collect instances from the data, probing relevant issues to emerge (Stake, 1995). The researcher established patterns by identifying a correspondence between two or more categories, showing the relationship between each. The researcher searched for patterns and themes through the analysis of the data via interviews, artifacts, and questionnaires.

The researcher followed Yin's (2003) general analytic strategies for analyzing case study evidence relying on theoretical propositions, thinking about rival explanations, and developing an in-depth case description. This allowed implications for the researcher to look for similarities and differences among cases through pattern matching (Yin, 2003), as Creswell (2008) indicates

the identification of themes provides the complexity of a story and adds depth to the insight about understanding the case experiences. Finally, the researcher interpreted the data through developing naturalistic generalizations, generalizing what was learned from the cases and/or for application to a population of cases (Creswell, 2013).

Validity

The researcher followed Creswell and Miller's (2004) validity and trustworthiness applied procedures. Creswell and Miller (2000) recommend several validation strategies in qualitative research: triangulation, member checks, thick descriptions, peer reviews, and external audits.

Triangulation

Triangulation strengthened the validity of the findings as multiple data collection methods were used. The researcher uses multiple and different methods to corroborate evidence (Miles & Huberman, 1994). For this study, the researcher used interviews, artifacts, and questionnaires. Triangulation of the data was necessary to validate "evidence from different sources to shed light on a theme or perspective" (Creswell, 2007, p. 208).

Member Checks

Member checking was used as a triangulation strategy. According to Merriam (1988), the researcher solicits participants' views for the credible findings of the interpretation. This approach involved taking the data, analysis, interpretations, and conclusions back to the participants to confirm the accuracy and validity of the interview (Creswell, 2003). Each participant was allowed the opportunity to member check and comment on the findings for accuracy.

Researcher Bias

As a former teacher candidate and special education teacher, the researcher needed to monitor possible bias. The researcher employed Moustakas' (1994) model to avoid bias. Moustakas (1994) recommends bracketing, which allowed the researcher to set aside preconceived notions regarding the phenomenon. To minimize the researcher's beliefs and assumptions, the researcher involved the participants in the data analysis and member of the committee to review. Additionally, the researcher analyzed the interview questions to certify that they do not contain components of bias that may mislead the participants. The researcher also used preliminary research and literature to guide interview questions and questionnaires.

According to Creswell (2003), in qualitative research, the researcher serves as an instrument for data collection and analysis. To remain unbiased, the researcher complied with ethical rules while collecting, analyzing, and interpreting data truthfully.

CHAPTER FOUR

RESEARCH FINDINGS

Introduction

Most of the nation's teacher residency programs have adopted the medical residency model to provide prospective candidates with effective pedagogical approaches and to co-teach alongside an expert teacher in a high needs classroom for a full academic year. This investigation applied a qualitative case study design, which provided a viable research approach to examine the co-teaching practices of a selected residency program. The study utilized the paradigm assumptions of emerging themes, a context dependent inquiry, and an inductive analysis (Creswell, 2013). This study was bound by time (the initial 3 years of the resident's graduate experience within the program and becoming a teacher of record), and by a single case (co-teaching in a teacher residency program). Consistent with the case study approach, multiple sources were employed during data collection. Observational tools, questionnaires, and semi-structured interviews served as data collection instruments. Three subjects participated in a semi-structured interview protocol which consisted of 10 questions.

The study examined and identified aligned teacher residency co-teaching strategies novice special educators implemented, in addition to gauging the effect of co-teaching on preferred pedagogical approaches, beyond year one of the teacher residency program. From the special education practitioner's perspective, the researcher sought to gain an understanding of co-teaching and pedagogical approaches related to the university-based teacher residency model.

The Organization of the Chapter

Chapter Four presents the findings from the data analysis. The chapter consists of an overview of the study and organization of the chapter. The case, which entails the site

description, participant demographics, themes derived from interviews and a with-in case analysis of the participants, is presented. The chapter presents the findings from questionnaires, interviews, and observational notes (artifacts) as outlined by Yin (2003). The analysis and interpretation provided a description of themes regarding the co-teaching strategies and pedagogical approaches utilized by special education teachers who trained in a teacher residency program.

The Case

The case derives within a local education agency that has 100 percent charter participation. Since 2005, Charter Management Organizations (CMO) carried out the business of schools, replacing the veteran teaching force with novice educators who had limited (if any) connection to the geographical area. The inexperience of the new teaching force in an unfamiliar community resulted in a "talent crisis". According to data collected by the state's education agency, about 25% of New Orleans teachers leave their jobs annually (Akbar, 2020). To help solve this problem, a local Historically Black College and University (HBCU) partnered with five CMOs to develop a teacher residency program that would recruit, prepare and retain teachers who had, at least, a connection to the geographical area. The purpose of this requirement was to increase the retention of teachers. At the time of this study, the teacher residency program was in partnership with ten CMOs to prepare highly effective teachers who had a stake in the community. Through this collaboration, the CMOs and the teacher residency program matched schools with residents and residents with schools. Each teacher resident was then paired with a mentor, who was selected by the principal of a partnering charter school. The mentors' role was to provide coaching, guidance, and advice to teacher residents. However, the selected mentors had limited teaching and mentoring experiences.

During the teacher residency program, co-teaching shaped the resident/mentor teacher's experience of shared planning and instruction in the general education setting. Co-teaching models served as preferred instructional design strategies for the resident and mentor teacher to collaborate in inclusion settings. The teacher residency program partnered with local charter management operators to match residents and mentors. St. Cloud State University and Teresa Heck's (2016) *The Academy for Co-Teaching and Collaboration* mentoring model guided the work. For a full academic year, teacher residents utilized the following co-teaching strategies: one teach one observe, one teach one assist, team teaching, supplemental teaching, station teaching, parallel teaching, and alternative teaching. During the co-teaching phase, teacher candidates worked with mentors to plan, share, organize, deliver, and assess instruction. Throughout the experience, teacher residents received mentoring with time and support necessary for the development of skills required to teach within inclusive environments.

Site Description

In 2016, an HBCU launched its teacher residency program in partnership with five Charter Management Organizations (CMO). At the time of the study, however, the HBCU's partnership with CMO increased to ten. The teacher residency program's mission is to develop educators by combining proven methods of the HBCU's master's degree program with mentoring and coaching residents to support student success. The teacher residency program trained general and special education teachers for grades PK through the 12th with the St. Cloud State University and Teresa Heck's (2016) *The Academy for Co-Teaching and Collaboration* mentoring model. Through collaboration, the CMO and HBCU's teacher residency program matched school, resident, and mentor. The selection process considers the mentor's coaching and teaching abilities, the resident's certification area, the school's needs, and preferences. Each

teacher resident is paired with a teacher mentor of the principal's choosing in a clinical setting, co-teaching full time, for an academic year.

During the teacher residency program, personnel observed residents using an evaluation tool called "Resident Effectiveness Evaluations" (Appendix F). A resident's site mentor evaluated each candidate on the effectiveness of the following five competencies: operates as professionals with positive mindsets, contributes with purpose to the professional community, creates inclusive but demanding cultures in the classroom, prepares and presents meaningful learning experiences for students, and executes effective instruction. During observations, the resident teaches a self-planned lesson. The resident's school-based mentor and program's site mentor rate the lesson by indicating if the resident met the competencies effectiveness rubric. The resident and observers rate the lesson segments individually. The resident provides a note for each indicator to justify rating. The resident and observer debrief the lesson and elements of the performance of competencies. Data from the observation is used to create an action plan.

Participants Demographics

The teacher residency application is a three phases process. It begins with potential residents completing an application consisting of demographic information. The residency prefers the applicants to have experience working with youth. It also requires prior exam scores and program certification preferences (K-12, General Education, Special Education, English Language Learners). There are essay questions which determine candidates' alignment to the teacher residency program's values. Once fulfilling application requirements, potential residents participate in a phone interview. If selected, the candidate participates in a 90-minute interview. Interview questions embody the teacher residency program's competencies, responses to a prior article, a mini-lesson to determine how they respond to feedback, a survey, and a mock Praxis

exam. The interviewers, teacher residency program staff and partnering school representative debrief and score each candidate using a rubric. All accepted residents are matched with a partner school for the upcoming school year. The residency program considers teacher preferences when placing residents in schools.

This study solicited participants who experienced the phenomenon. Participants represented a population of special education residents in the teacher residency program. To participate in the study, the sample was special education teacher of record, trained within a teacher residency program's curriculum, and co-taught with a mentor teacher during the teacher residency experience. The teacher residency program had four special education teachers of record. Of the four teacher residency program's special education teachers, three participated in the study.

Pseudonyms were assigned to keep all personal information confidential. Each participant was identified as Teacher of Record 1 (TR1), Teacher of Record (TR2), and Teacher of Record (TR3).

TR1

TR1, a female over 44 years old, was a 12th grade Biology and U.S. History special education teacher. At the time of the interview, TR1 worked in an inclusion classroom three times per day. This was TR1's first year teaching with her current co-teacher. Before becoming a teacher, TR1 worked as a historian. TR1's highest level of education was a master's degree in history, her undergraduate degree was also history related. TR1 stated she became a special education teacher to fulfill a passion to assist students with disabilities. TR1 provided in-depth insight regarding co-teaching experiences of time spent as a resident and teacher of record. As a

teacher resident, she taught civics, revealing no common planning time to work with mentor teacher.

TR2

TR2, a male between 35-44 years old, was a high school special education teacher at an alternative school. At the time of the interview, TR2 co-taught English Language Arts, mathematics, biology, and U.S. history in an inclusion classroom. This was TR2's first year with his current co-teachers. He co-taught three classes per day. TR2's highest level of education was a MAT. He held a Bachelor of History degree. Prior to working in education, TR2 worked as a salesman and truck driver for a beverage company. He became interested in the teaching profession after serving as a paraprofessional for students with disabilities. He also expressed his desire to use his degree in the field of education. During TR2's teacher residency experience, he taught English Language Arts and co-planned with mentor teacher for one 30-minute session only one time per week.

TR3

TR3, a female over 44 years old, was a first-year special education teacher of record. At the time of the interview, she taught 5th through 8th grade math, ELA, social studies, and science. Her highest level of education was a master's degree in Practical Theology. TR3 expressed she came into teaching to satisfy a passion for public education and a call to serve the community. Prior to enrolling in the teacher residency program, she worked as a youth development mentor and interior designer. During teacher residency, she co-taught in a 3rd grade math class. She also reported she was provided a one-hour amount of planning time per day to work with her mentor teacher.

Table 2 provides the study participants' demographics in terms of gender, age, grade(s) taught, education level, number of co-taught classes, and co-taught subjects. The participants'

education levels prior to enrolling in the teacher residency program were two earned master's degrees and the other held a bachelor's degree. The teachers included one male and two females. Participants instructed students in grades five through 12, including: two high school teachers and one middle school teacher. The teachers aged from 35 to 55 years old with one in the 35-44 age range and two 44 years and older. Two high school teachers and one middle school teacher completed questionnaires and interviews. The three participants co-taught three classes per day. TR1 co-taught biology and U.S. history. TR2 co-taught ELA, math, biology, and U.S. history, and Teacher Resident 3 co-taught ELA, math, science, and social studies.

Table 2. *Participants' Demographics*

Participant	Gender	Age	Grade(s)	Education	Co-taught classes	Subject
TR1	Female	57	12	Masters	3	Biology, U. S History
TR2	Male	42	9-12	Masters	3	ELA, Math, Biology, U.S History
TR3	Female	48	5-8	Masters	3	ELA, Math, Science, Social Studies

Findings

Co-Teaching as a Teacher Resident

The research trend in teacher residency programs suggest well-designed and well-implemented teacher residency models create longevity and benefits partnering districts, schools, and ultimately its teachers impact the students they serve (Darling-Hammond et al., 2016). Two major components of the teacher residency program are providing prospective candidates with

research based instructional strategies and requiring residents to co-teach alongside an expert teacher in a high need classroom for a full academic year. At the end of the residency, residents have deep theoretical and practical knowledge that equips them to become the teacher of record in their own classroom (LiBetti & Trinidad, 2018, pp. 5). Emergent themes highlighted the relationships teachers built with students and mentors in an effort to utilize co-teaching strategies. The central themes were constructing relationships, becoming a co-teacher, and structural deterrents of co-teaching. Categories included: Relationship building, establishing trust, viewing others' perspectives, collaboration, preparedness, shared responsibility, student's response to co-teaching, school closure, organizational trust, teacher turnover, and mentor's preparedness.

Theme 1

Constructing Relationships. It has been widely understood the best teachers are capable of maximizing the learning potential of their students by building trusting relationships (Meador, 2019). Equally, teachers develop by establishing and maintaining rapport with their students and knowing them as learners. Teacher candidates are trained to prepare meaningful experiences for students while considering the learners' needs. To navigate transitioning from a resident to a teacher of record, teachers discussed how they primarily focused on building relationships with students, which influenced an understanding of what the responsibilities of co-teaching as a teacher of record required.

When asked if teachers believed they were prepared to work in the classroom as a teacher during the teacher residency experience, teachers discussed the opportunity provided to cultivate relationships and its effect on student outcomes. Teachers surmised that co-teaching required building relationships with their students, building trust at the onset of their experience, seeking

to understand the student, and considering the student's perspective. Teachers' thoughts were parallel to their observational rubrics, which emphasized the need for creating inclusive, but meaningful cultures in their classrooms and preparation to present meaningful learning experiences for students. Teachers also responded that student's relational view was essential as it characterizes the resident's classroom role. When teachers were asked, "Have your responsibilities as a co-teacher changed in their present position?" Teachers responded that their responsibilities shifted "as I got to know them better" and through being more assertive in contributing to what students enjoyed.

TR1 conveyed building student relationships benefited her preparation in the following words:

> Students saw me as a para. They cussed me out, they wouldn't listen to me, I had major behavior issues with them. Until the last—March or April—all of a sudden, I started having students coming to me wanting to work with me and I found myself using all my planning period time finding extra time to work with them, they would come in during off times. So I was able to cultivate a relationship and so working one-on-one with students, feeling prepared to have them achieve their outcomes, absolutely 100%.

Building trusting relationships with students highlights the resident's work. TR2 explains in the following words:

> I think the program was great in the way that the system introduced you to the classroom initially. You know, when you're teaching you don't want to just go in blind, so the residency prepared me, got me to understand how the students think and act in certain environments and it was just something that I think was beneficial for anybody to go through…I believe that you have to talk their language. I think teaching comes secondary, more or less. You have to deal with that relationship first. The kid has to trust you before they can actually produce for you, so that's the approach I take. I kind of relate to the kids in a sense so I can get them to learn…

Also, when asked the benefits of co-teaching during the teacher residency experience are, a participant explained the professional relationship was respected by students, alluding to being viewed as a teacher in the classroom. TR2's explains the benefits in the following words:

> Absolutely yes. Because you get to see a teacher in action. You get live reactions, live examples of every possible scenario, but also in the best circumstances, your professional

> relationship and professional regard is evident to the students and they are able to regard you in the same manner as a professional, as a teacher.

When asked whether to have teachers' responsibilities as a co-teacher changed in their present position, teachers focused on building relationships. TR3 responded that her responsibilities shifted and student's comfort levels increased when she sought to understand the student:

> I think yes. My students have been with my co-teacher, some of them it's their fifth or sixth year in her classroom. My responsibilities have shifted as I have gotten to know them better and they have gotten to know me better and just their comfort level with me has given me greater access to them.

When TR1 discussed her co-teaching responsibilities changing, she provided a description of her initial co-teaching experience in the inclusion classroom to her shifting to more a collaborative approach, alluding to what the students liked in the following words:

> I've had to take baby steps. When I went in there initially in one classroom, I would just circle the room and provide assistance, and kids would make comments like, you're not even a real teacher anyway, get away from me, you don't talk to me. So I've been more assertive, I just claimed a bunch of tables, put them together, and now I started with maybe one or two students but now I'm having more and more students actually come and join my small group to work because they like that collaborative environment. So from that perspective it's changed.

Theme 2

Becoming a Co-teacher. As research suggest that cooperating learning experiences aid to the development of teacher candidates, the scaffolding for the learner aids to the resident's development, in which the mentor prompts at different levels through graduated intervention (Slavin, 2010). Equally, teacher residency programmatic models have leveraged the collaboration among professionals (mentor and teacher) as a vital component of teacher preparation and successful inclusive education. The teacher seeks to understand the teaching process provided by the mentor while internalizing the information, using it as a guide for their performance (McLeod, 2014). Subsequently, during the interviews, teachers persistently

reflected on the need of exposure to classroom practices through co-teaching. The central theme that emerged was becoming a co-teacher. Although the teachers of record interviewed did not initially feel comfortable co-teaching during their teacher residency experience, as the school year progressed, they expressed their experiences resulted in exposure to varied co-teaching strategies. During the interviews, teachers provided in-depth reflections on their discomfort while co-teaching and how they navigated through implementing the co-teaching models. Teachers also repetitively emphasized how their mentors were not prepared to co-teach and what affected their latter comfort. Conversely, teachers alluded to their co-teacher's (mentor) limited co-teaching experiences, co-teachers' lack of preparedness, and co-teacher's incompatibility. Although these barriers exist, teachers shared benefits of co-teaching with their mentor, indicating the collaborative experience fostered shared responsibility when identifying co-teaching strategies.

When asked whether co-teaching during the teacher residency benefited teachers, participants expounded on the exposure to classroom practices and utilization of varying co-teaching approaches over time with their mentor. This theme solicited teachers' co-teaching strategies and most effective co-teaching strategies. Participants shared the co-teaching strategies learned in the teacher residency partnership, practiced as the teacher of record and implemented during years one and two of residency. The findings revealed TR1 practiced one teach one observe, one teach one assist, parallel teaching, and supplemental teaching during the teacher residency partnership and as the teacher of record. TR1 recalled implementing station teaching only as a teacher of record. TR2 practiced one teach one assist and one teach one observe during the teacher residency partnership and as the teacher of record. TR2 recalled using supplemental and station teaching only as the teacher of record. TR3 practiced one teach one observe, one

teach one assist, and supplemental teaching during the teacher residency partnership and as the teacher of record. TR3 used team teaching, station teaching, and alternative teaching only as the teacher record.

When asked how co-teaching benefited her, TR3 expounded on how she utilized supplemental teaching as it offered shared responsibility, mentoring support, and experience with helping student learn in the following words:

> I would say it benefited me from the perspective of that I believe that it prepared me for what I'm doing now. By the time I got to the second half of my residency, we had established the teaching, I was doing supplemental instruction. So I proposed a project that became the capstone for the year, because this was theoretically AP civics, so I worked exclusively with students on this project. He would do his teaching, and then there would be time allotted for me to work and have conferences with students to help them on their projects. It was an involved project and I was really proud of it. It was the happiest I've been the entire year, knowing that I had that accountability, that responsibility, the grading, the mentoring, the coaching, helping students to learn.

When asked if TR2 believed co-teaching during the teacher residency benefited him, he expounded on his exposure to classroom practices while being led by his mentor teacher in the following words:

> It definitely benefited me because like I said earlier, it exposed me to the classroom. It wasn't a situation where you have a lot of times when they bring in these new teachers and they didn't have the opportunity to work under a mentor teacher or another teacher of record. Since you weren't just thrown in blindly, you had a chance to learn and work under somebody to develop your approach so when it was your time to be in the classroom, you were ready.

On the other hand, when asked whether co-teaching during the teacher residency benefited her, TR1's thoughts produced differences she deemed devastating. TR1 admitted struggling because her mentor was not prepared to co-teach. She also alluded to the incompatibility between her and the mentor. She stated in the following words:

> No. In a lot of ways my experience as a resident prepared me for what I'm experiencing now in the US history classroom. It's not as devastating as it was to me as a co-teacher as a resident. But I think, again, the teacher was not prepared to be a co-teacher. He was

> basically told this is what you're going to do. We've got this partnership. I think with co-teaching, you have to have the right personality for it. Don't you agree? There are some people that do so great independently, they don't need any additional supports or what have you. They like to work alone. Whereas some people like me, I'm very much a team person, so I like to work with other people. I like shared responsibility, shared collaboration, because I believe that two heads are better than one. So from that perspective, I think it would be much more effective if there's that intentionality.

Likewise, when TR3 was asked whether she was comfortable co-teaching during the residency she alluded to her mentor's limited co-teaching experience:

> No, I really didn't…The only experience my co-teacher had with co-teaching was parallel teaching and push-in.

However, TR3 admitted that after being exposed to her mentor's teaching practices over time, the co-teaching experience was overall beneficial. TR3 stated in the following words:

> Because you get to see a teacher in action. You get live reactions, live examples of every possible scenario.

TR2 noted exposure to co-teaching with his mentor affected preparation over time:

> I didn't feel comfortable at the beginning because I was new. I came from a different field into education, so it was a little uncomfortable at first, but once I transitioned and saw how it was done and got the experience from the teacher, my mentor teacher, then I felt like I was prepared after that. But initially I was a little nervous.

Theme 2 also solicited teachers currently used co-teaching strategies and what co-teaching strategies they found most effective. Teachers shared the co-teaching strategies they learned in the teacher residency partnership, practiced as the teacher of record, and practiced in both experiences. Each participant's co-teaching strategies practiced in the first-year teacher residency (FYTR) partnership and implemented as a teacher of record (ITR) is indicated in Table 3. Co-teaching strategies listed in Table 3 are one teach one observe, one teach one assist, team teaching, supplemental teaching, station teaching, parallel teaching, and alternative teaching. The one teach one observe approach is characterized as one teacher leads the large-group instruction while the other gathers academic, behavior, or social data on specific students or the class group.

The station teaching approach divides students into three groups, rotating students from station to station which co-teachers teach at two stations while students independently work at the third. The parallel teaching approach requires splitting the class, with co-teachers presenting the same lesson primarily to foster differentiated instruction and increase student participation. The supplemental teaching approach involves one teacher working with students at their grade level while the other teacher works with students who need accommodations or remediation. The alternative teaching approach involves one teacher providing instruction with most of the students while the other works with a small group for remediation, enrichment, or pre-teaching. The teaming approach involves both teachers leading the full group instruction providing lecturing, sharing different views and methods of problem solving. The one teach one assist approach involves one teacher leading the instruction while the other circulates through the classroom providing individual assistance (Heck et al., 2010).

Table 3. *Co-Teaching Strategies Learned and Used*

STRATEGY	FYTR	ITR
Alternative Teaching		TR3
Parallel Teaching	TR1	TR1, TR2
Station Teaching		TR1, TR3
Supplemental Teaching	TR1, TR3	TR1, TR2, TR3
Team Teaching		TR3
One Teach, One Assist	TR1, TR2, TR3	TR1, TR2, TR3
One Teach, One Observe	TR1, TR2, TR3	TR1, TR2, TR3

Theme 3

Structural Deterrents of Co-teaching. According to Chitiyo (2013), co-teaching structural deterrents are elements of school system outside the teacher's direct control. Structural deterrents are defined as school-based policies or procedures that impede the use of the co-teaching practice. These barriers may include characteristics of a school such as senior leadership, routines and systems, availability of resources, competing priorities, and policies (Chitiyo & May *in press*). To navigate co-teaching in the partnering CMO's, participants discussed the deterrents to co-teaching experienced within the school's structure.

When asked whether subjects experienced any barriers while co-teaching during teacher residency, they discussed the school's structural barriers related to the school closure. Participants expounded on the lack of organizational trust, teacher turnover, mentor preparedness, lack of school resources for special education students, and inconsideration as a school employee.

TR1 surmised in the following words:

> I say that tongue-in-cheek, but it was very stressful. The school that I was at, there were a lot of problems and it ended up being problematic because they ended up losing their charter because of things that were happening in the school that I was observing but I felt like I couldn't say anything, I couldn't do anything. I felt powerless because at the end of the day, we talk about the fact that the teaching community in New Orleans is very small. I didn't want to jeopardize my reputation or become not hirable because of something that I knew about. I was not going to be a whistleblower. That's basically what it boils down to. That's not my job.

Likewise, TR2 concluded the barriers encountered related to teacher turnover and the lack of organizational trust while co-teaching in the following words:

> I think the most barriers that I faced was the structure of the system I was in…You have teachers that come in and out, so kids see different teachers year in and year out, or teachers don't make it the whole year, so there's never the situation where the class has a constant flow. It's always different teachers. It's no structure, as I say, the teacher situation just was beyond belief to me. I don't know how they could expect kids to learn

> when it's constant turnover in that environment. That's my biggest concern with [company name] system. Any other company, I feel like you want to value employees, and the system doesn't seem like they value employees. It seems like they're just a number, and it seemed like nobody kind of trusted anything. There was no trust because nobody knew if they had a job from year to year. So just the school structure I feel was my biggest barrier in a sense.

TR3 discussed the barrier experienced related to the lack of special education resources while co-teaching in the following words:

> Yeah. The biggest barrier was they did not have curriculum for special ed math. They had a computer program, so my "teaching" was monitoring students in a computer program, and that was just bizarre. I just couldn't believe over and over, like you're really going to pay me this money to walk around while students use a computer program. I'm supposed to motivate them to focus on the screen. That's what you're paying me to do. I couldn't get over it.

TR1 added to the narrative the following words:

> As a resident, there was the barrier of not feeling like a member of the team. The barrier was feeling that I was not considered an employee of the school so from that perspective it was easy to ignore me. I was ignored, and that was hard initially, because I was so excited to be going into this. [TRP name] so great and I loved the program, I loved the concept, I loved everything about it. They did their part in terms of the classes preparing the programming, but that commitment to the partnership, was not felt equally on both sides—kind of like the co-teaching thing… But I think, again, the teacher was not prepared to be a co-teacher. He was basically told this is what you're going to do. We've got this partnership. I think with co-teaching, you have to have the right personality for it. Don't you agree? There are some people that do so great independently, they don't need any additional supports or what have you.

Co-Teaching as a Teacher of Record

Once the resident transitioned to becoming a teacher of record, the question became if the program's co-teaching strategies were insightful in the planning and facilitating instruction. The study's research question asked how did co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record. One of the data-collection instruments, the questionnaire, presented the participants with thirty-four alternative approaches other than the Teresa Heck's co-teaching model. The approaches were categorized into the five

groups derived from the study's literature review. Those categories were reflective, constructivist, inquiry-based, integrative, and collaborative (Table 4). Special educators indicated their familiarity, unfamiliarity and/or utilization of the specific approaches in the response section of the questionnaire. The researcher categorized each pedagogical approach according to Teacher Thought Staff's (2020) research and the study's literature review.

Table 4. *Pedagogical Approaches Categorized: Teacher Thought Staff's (2020) instructional strategies*

REFLECTIVE	CONSTRUCTIVIST	INQUIRY-BASED	INTEGRATIVE	COLLABORATIVE
• Setting goals and objectives • Cues, questions, and advanced organizers • Nonlinguistic representations (teaching with analogies) • Direct instruction • Teacher clarity (learning goals, expectations, content delivery assessment results) • Comparison matrix	• Summarizing and note-taking • Identifying similarities and differences • Concept mapping • Reciprocal teaching • Higher order questions • Question-Answer relationship • KWL chart • Anticipation guide	• Generating and testing hypotheses • Inquiry based teaching	• Reinforcing effort/providing recognition • Instructional planning • Rewards based on a specific performance standard • Scaffolding instruction • Providing opportunities for student practice • Individualized instruction • Developing high standards for each student • Providing clear and effective learning feedback • Response notebooks	• Cooperative learning

Reflective Pedagogical Approaches

Reflective approach involves teachers thinking about teaching practices, analyzing how content is taught, and how the content can be improved or changed for better learning outcomes (Guilan, 2019). Six of the pedagogical approaches met the criteria for this instructional design. Setting goals and objectives involves setting specific, measurable, attainable, relevant, and timely standards for building student capacity (Elias, 2014). Cues, questions, and advanced organizers involve a lesson that focuses on content to come and used advanced organizers to motivate students by tapping into their curiosity and interest of a given topic (Pitler, Hubbell, & Kuhn, 2012). Nonlinguistic representations (teaching with analogies) are used when students are to analyze a thing (or things), and then transfer that analysis. This transfer requires a conceptual grasp understanding (Heick, 2019). Direct instruction is highly structured guidance to teachers in the wording, sequencing, and review of material presented to students. They incorporate a "tracked design," in which discrete skills and concepts are taught in isolation but are then brought together in increasingly more sophisticated and complex applications (Stockard, Wood, Coughlin, & Rasplica, 2018, para 6).

Additional approaches were grouped in this category: Teacher clarity (learning goals, expectations, and content delivery assessment results) involves a compilation of organizing instruction, explaining content, providing examples, guided practice, and assessment of learning (Fendick, 1990). Comparison matrix utilized with Venn diagrams provide students with a structure for making comparisons (Cruse, 2018, p. 96). Participants indicated 83.3% familiarity, 83.3% utilized, and 16.7% unfamiliar with reflective instruction strategies. The following reflective instruction pedagogical approaches were implemented as the teacher of record: setting

goals and objectives, cues- question Answers, nonlinguistic representation, direct instruction, teacher clarity, and comparison matrix (Table 5).

Table 5. *Reflective Instructional Pedagogical Approaches Category: Teacher Resident's Familiarity, Utilization, and Unfamiliarity.*

STRATEGY	FAMILIAR	UTILIZED	UNFAMILIAR
Setting Goals and Objectives	TR1, TR2, TR3	TR1, TR2, TR3	
Cues- Question Answers	TR1, TR2	TR1, TR2	TR3
Nonlinguistic Representation	TR1, TR2	TR1, TR2	TR3
Direct Instruction	TR1, TR2, TR3	TR1, TR2, TR3	
Teacher Clarity	TR1, TR2, TR3	TR1, TR2, TR3	
Comparison Matrix	TR1, TR2	TR1, TR2	TR3

Constructive Pedagogical Approaches

The constructivist approach believes learning occurs as the learner is actively involved in the process of meaning and knowledge construction. Eight pedagogical approaches met the criteria for this instructional design. Summarizing and note-taking involves reviewing any structural aids like titles, bold faced headings, vocabulary, discussion questions, and illustrations (Cruse, 2018, p. 108). Identifying similarities and differences require creating activities to assist the learner with patterns and make connections (Markman, 1995). Concept mapping is when the teacher uses a concrete representation of the relationship among ideas and readers organize the superordinate and subordinate components of a concept (Cruse, 2018, p. 92). Reciprocal teaching is a scaffolded or supported discussion technique that incorporates four main strategies: predicting, questioning, clarifying, and summarizing (Oczkus, 2018, para 1). Higher order questions require pupils to manipulate information to create and support a response; lower cognitive questions call for verbatim recall or recognition of factual information (Redfield & Rousseau, 1981, para 1).

Additionally, other approaches met the criteria of the category. The question-answer relationship involves assisting students to clarify information and infer ideas from a text (Raphael 1982). The KWL chart involves guiding students through a text by brain storming what they know about the topic, generating a list of what they want to know about a topic, and listing what they have learned (Ogle, 1986). According to Buehl (2002), anticipation guides are an effective way to activate background knowledge about a topic before reading a selection (p. 90). Participants indicated 75% familiarity, 50% utilized, and 20% unfamiliar with constructivist strategies. The following constructivist instruction pedagogical approaches were implemented as the teacher of record: Summarization and Note Taking, Identifying Similarities and Differences, Concept Mapping, Reciprocal Teaching, Higher Order Questioning, Question- Answer Relationship, KWL Chart, and Anticipation Guide (Table 6).

Table 6. *Constructivist Instructional Pedagogical Approaches Category: Teacher Resident's Familiarity, Utilization, and Unfamiliarity.*

STRATEGY	FAMILIAR	UTILIZED	UNFAMILIAR
Summarizing and Note Taking	TR1, TR2, TR3	TR2	
Identifying Similarities and Differences	TR1, TR2	TR2, TR3	
Concept Mapping	TR1, TR2, TR3	TR2	
Reciprocal Teaching	TR1, TR2	TR1, TR2	TR3
Higher Order Questioning	TR1, TR2, TR3	TR1, TR2,	
Question-Answer Relationship	TR1, TR2	TR1, TR2	TR3
KWL Chart	TR1, TR3	TR1	TR2
Anticipation Guide	TR1	TR1	TR2, TR3

Inquiry-Based Pedagogical Approaches

Inquiry-Based approach involves problem-based learning, used with investigations, projects, and research. Two of the pedagogical approaches met the criteria for this instructional

design. Generating and testing hypotheses is engaging in complex mental processes, applying content knowledge like facts and vocabulary, and enhancing understanding of the content (Pitler, Hubbell, & Kuhn, 2012, para 1). Inquiry-based teaching is an instructional model that centers learning on solving a particular problem or answering a central question. Also, provided the stages of inquiry, inquiry-based learning can vary depending on context, but generally include Interacting, Clarifying, Questioning, and Designing (Teacher Thought Staff, 2019, para 2). Participants indicated 83.3% familiarity, 33.3% utilized, and 16% unfamiliar with inquiry-based instruction strategies. The following inquiry-based instruction pedagogical approaches were implemented as the teacher of record: Generating Test Hypothesis and Inquiry Based (Table 7).

Table 7. *Inquiry-Based Instructional Pedagogical Approaches Category: Teacher Resident's Familiarity, Utilization, and Unfamiliarity.*

STRATEGY	FAMILIAR	UTILIZED	UNFAMILIAR
Generating Test Hypothesis	TR1, TR3	TR3	TR2
Inquiry Based	TR1, TR2, TR3	TR2	

Integrative Pedagogical Approaches

Integrative approach is learning that fosters integrated lessons that assist learners in making connections across curricula. Seven of the pedagogical approaches met the criteria for this instructional design. Instructional planning, which involves organizing instruction to optimize learning time with preparation, planning objectives, and activities (Stronge, 2018). Rewards related to a specific performance standard is used when applying awards to increase intrinsic motivation for task performance measures (Wiersma, 1992). Scaffolding instruction requires challenging students to engage in tasks they are unable to perform independently and providing the support needed to enable students to share the teachers' understanding of the tasks

and carry them out successfully (Winn, 1994, para 1). Providing opportunities for student practice is when a teacher rehearses the skills taught while generalizing new skills with real life opportunities to use their skills (Greenwood, 2018). Individualized instruction targets the specific needs of the individual student (Osewalt, 2014). Developing high standards for each student is allocating and protecting time in academic subjects that raise expectations and differentiate classrooms (Lemov, 2015).

In addition to the aforementioned approaches, others aligned with the category. Providing clear and effective learning feedback requiring the student to have a goal, takes action to attain the goal, and receives goal related information about the actions taken to achieve the goal (Wiggins, 2012). Response notebooks pose an open-ended question before reading and allowing students to respond after reading to share out (Readence, Moore, & Rickelman, 2002; Hinson, 2000). Participants indicated 92.5% familiarity, 77.8% utilized, and 7.4% unfamiliar with integrative instruction strategies. The following integrative instruction pedagogical approaches were implemented as the teacher of record: Rewards of Specific Performance Standards, Instructional Planning, Reinforcing Effort/Providing Recognition, Scaffolding Instruction, Providing Opportunities for Students Practice, Individualize Instruction, Developing High Expectations of Each Student, and Providing Clear and Effective Learning Feedback.

Table 8. *Integrative Instructional Pedagogical Approaches Category: Teacher Resident's Familiarity, Utilization, and Unfamiliarity.*

STRATEGY	FAMILIAR	UTILIZED	UNFAMILIAR
Response Notebooks	TR1		TR2, TR3
Reward Based on Specific Performance Standard	TR1, TR2, TR3	TR1, TR2, TR3	
Instructional Planning	TR1, TR2, TR3	TR1, TR2, TR3	
Reinforcing Effort/ Providing Recognition	TR1, TR2, TR3	TR2, TR3	
Scaffolding Instruction	TR1, TR2, TR3	TR1, TR2, TR3	
Providing Opportunities for students practice	TR1, TR2, TR3	TR2, TR3	
Individualized Instruction	TR1, TR2, TR3	TR1, TR2, TR3	
Developing High Expectations of each student	TR1, TR2, TR3	TR1, TR2, TR3	
Providing clear and effective learning feedback	TR1, TR2, TR3	TR1, TR2	

Collaborative Pedagogical Approaches

Collaborative approach focuses on knowledge created as members interact by sharing experiences and capitalizing on another's resources and skills (Guilan, 2019). The one pedagogical approach, cooperative learning, met the criteria for this instructional design. Cooperative grouping uses a small group of students working together on a common task (Johnson & Johnson, 1999). Participants indicated 100% familiarity, 33.3% utilized, and 0% unfamiliar with collaborative instruction strategies. The following collaborative instruction pedagogical approaches were implemented as the teacher of record: Cooperative Learning (Table 9).

Table 9. *Collaborative Instruction Pedagogical Approach Category: Teacher Resident's Familiarity, Utilization, and Unfamiliarity.*

STRATEGY	FAMILIAR	UTILIZED	UNFAMILIAR
Cooperative Learning	TR1, TR2, TR3	TR2	

The emergent theme during this phase of the residency explored how teachers of record designed instruction to meet all students' needs in their classrooms. Teachers planned instruction related to students' IEP and according to planning direct instruction to meet students' individual weaknesses.

Theme 4

Co-teaching According to Students' Needs. Research supports that the pre-service experience model's techniques to prepare teachers for collaboration to co-teach in inclusive settings successfully. Graziano and Narvette (2012) suggest the co-teaching technique fosters learning of content in teacher preparation. As the special education teachers who participated in this study are teachers of record and former residents in inclusion classrooms, they all experienced co-teaching's influence on the instructional design and pedagogical approaches in their classrooms. As students are supported by co-teaching approaches and practices, there lies the fostering of collaborative (co-planning) skills among the special education and general education teacher, increased student participation, improved classroom instruction, and professional growth for all participants (Bacharach, Heck, & Dahlberg, 2007). When asked what ways co-teaching influenced the way they designed instruction, teachers' responses were parallel to co-planning to meet the students' needs. Teachers discussed the use of accommodations/modifications and adjusting lessons to meet the individual needs of student. All of the teachers stated co-teaching influenced the way they planned direct instruction to meet both

student with and without an IEP. Teachers also indicated co-planning with mentor and school leader influenced instructional decisions.

When asked if co-teaching influenced the way he designed instruction, TR1 described how he adjusted the lesson, provided accommodations, and co-planned according to the student's IEP:

> With students, I find that I'm looking more intently at the instruction the teacher is trying to prepare or put out. To be more critical to say, okay they read at the third-grade level, this is not something they're going to be able to do. So it may mean, okay, they're not going to be able to read aloud this two-page paper, so I'm going-to-have to abbreviate it, so-I-may cut and paste parts of the information that the student needs to get, to get right at the meat so they can focus solely on that. In terms of with the teacher, how I plan instruction, when I see their lessons, I'm much more likely to go up to them—depending on the teacher—when can we do read aloud on this, or this is going to be too much for this particular group of students that I'm working with according to their IEP, I need to be able to, we talk about extended time. You have a 90-minute class. If you have bell to bell, everything is bell to bell, so at what point do the students get their time-and-a-half if it's bell to bell? So that means I'm not modifying assignments, I have to shorten assignments to make sure they get all the content they need in that 90-minute block, the same as all the other students.

Likewise, TR2 alluded to the use of co-planning to adjust the lesson and provide accommodations:

> In my case, the instruction is designed. I always go in and you give the teacher the list of accommodations for my certain students. Once they get those accommodations and I can get with them on their lesson plans and I can adjust the lesson accordingly to assist the kid according to his accommodations and his needs.

When TR2 was asked to go into detail on what happened during co-planning that influenced his instructional decisions, he stated the following words:

> Well, really what it is, the teacher of record, the classroom teacher, she usually just provides us with the lesson plans for the week. It's my job to go and get myself prepared so I can be prepared to teach the students.

TR1 provided a candid description of co-planning and its influence on how students are accommodated:

> For example, in one classroom, in the biology classroom, I can sit down with the teacher and we can work and problem-solve and trouble-shoot. She's much more receptive to my ideas and the experience that I bring. Whereas in the other classroom, for example I will bring data. This is what the data has revealed and this is what for the students on my caseload I'd like to be able to change.

When teachers were asked to discuss the effectiveness of the co-teaching strategies, teachers alluded to co-teaching supporting their instructional design of her caseload of student. TR1 discussed how she used a specific co-teaching method to meet student's needs as well as how co-planning allowed for modifications for students to occur. TR1 stated in the following words:

> I've automatically put my stations up at the very beginning of class because everything in that class is so reading-intensive, primary source intensive, and I would say 90% of the students on my caseload read at the third-grade level… For example, in one classroom, in the biology classroom, I can sit down with the teacher and we can work and problem-solve and trouble-shoot. She's much more receptive to my ideas and the experience that I bring. Whereas in the other classroom, for example I will bring data. This is what the data has revealed and this is what for the students on my caseload I'd like to be able to change, and in the US history classroom, there's no, okay let's figure this out together.

Equally, as a general notion, TR2 surmised the most effective co-teaching strategy provided opportunity to meet all student's needs by saying:

> I think the most effective one is the station teaching, when you divide it up it gives you an opportunity to work with the students that are struggling a little more than others. We put them in stations, and I tend to work with the kids that are struggling. I don't separate them according to if they have an IEP or not, I just station all the kids. Most of the kids struggle. I have my station with special ed kids as well as general ed kids. I find that works better because I can get more than just the special ed kids. I get a variety of kids.

TR3 concluded co-planning with mentor and school leader regarding instructional decisions in the following words:

> [Mentor name] and I shared about twenty minutes of her regular coaching session with our elementary school principal. We are working toward a more targeted approach to address the needs of our tier two and tier three/four students… I have a lot of success addressing gaps and building confidence with students in small group settings. We need to find more time and a variety of ways to work with small groups that doesn't result in time away from general instruction… Figure out a way to record our ideas and file them alongside Tess's lesson plan so that it is easy for [school leader name] to know what to

expect when she comes in for an observation and give her comments based on those specific plans.

With-in Case Analysis

This qualitative case study examined and identified which teacher residency co-teaching strategies novice special educators used as a teacher of record, in addition to gauging the effect of co-teaching their preferred pedagogical approaches beyond year one of the teacher residency programs. From the special education practitioner's perspective, the researcher sought to gain an understanding of co-teaching and pedagogical approaches related to the university-based teacher residency model by asking the following questions to guide the research:

1. What learned co-teaching strategies, if any, are novice special education teachers practicing beyond year one of the residency partnerships?
2. How does co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record in non-co-taught classrooms?

To answer these questions, the researcher interviewed three special educators who participated in a teacher residency program. Participants provided in-depth information related to co-teaching as a strategy for teacher preparedness and its influence on instructional practices.

Research question 1:

The findings included participants providing a candid description of their mentor students relationships, which support co-teaching. Participants believed co-teaching during teacher residency experience was beneficial as it exposed them to classroom practices and varied co-teaching strategies. The findings highlighted TR1 practiced one teach one observe, one teach one assist, parallel teaching, and supplemental teaching during the teacher residency partnership and as the teacher of record. TR1 recalled using station teaching only as a teacher of record. TR2 practiced one teach one assist and one teach one observe during the teacher residency partnership

and as the teacher of record. TR2 recalled using supplemental and station teaching only as the teacher of record. TR3 practiced one teach one observe, one teach one assist, and supplemental teaching during the teacher residency partnership and as the teacher of record. TR3 used team teaching, station teaching, and alternative teaching only as the teacher record. Participants expressed difficulty transitioning into co-teaching during their teacher residency experience with structural deterrents of co-teaching: school closure, organizational trust, teacher turnover, and mentor preparedness. An initial discomfort of co-teaching during the teacher residency existed; however, overtime, with exposure to classroom practices and varied co-teaching approaches, teachers posited co-teaching with their mentor influenced their readiness to teach as a teacher of record.

Research question 2

As the special educators who participated in this study are teachers of record and former residents in inclusion classrooms, they all experienced co-teaching's influence on the instructional design and pedagogical approaches in their classrooms. As teachers supported students through co-teaching approaches and practices, the fostering of collaborative (co-planning) skills among the special education and general education teacher increased student participation, improved classroom instruction, and professional growth for all participants. As teachers used the co-teaching strategy, namely, co-planning, teachers discussed using accommodations/modifications and adjusting lessons to meet the individual needs of students. Teachers concluded their co-teaching influenced how they planned direct instruction to meet both students with and without an IEP. The teachers surmised co-teaching's impact on their readiness after the teacher residency program and how their employing schools' structural barriers effected how they utilize co-teaching as the special education teacher of record.

CHAPTER FIVE

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS, and CONCLUSIONS

Overview

This case study examined and identified which teacher residency co-teaching strategies novice special educators utilized, in addition to understanding co-teaching's influence on pedagogical approaches beyond year one of the teacher residency programs. From the special education practitioner's perspective, the researcher sought to gain an understanding of co-teaching and pedagogical approaches related to the university-based teacher residency model. The following questions guided the study:

1. What learned co-teaching strategies, if any, are novice special education teachers practicing beyond year one of the residency partnership?
2. How does co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record in non-co-taught classrooms?

A complete depiction of the study's themes clarifies the issues of the case. Co-teaching strategies define participants' experiences throughout their initial years in the teaching profession.

The Organization of the Chapter

Chapter Five presents the discussion from the research findings. This chapter consists of an overview of the study and organization of the chapter. The discussion and analysis of the findings are presented along with implications and recommendations for policy, practice, and research. This chapter concludes with assertions (case study language) which are synonymous to conclusions in qualitative research.

Discussion and Analysis of Findings

This case study analyzed co-teaching from multiple lenses, which included a residency's co-teaching model, perspectives of three special educators trained in the teacher residency program, and artifacts, observational documents and participants' reflections. Existing literature labels co-teaching as a promising pre-service experience and school-based practice; however, in practice, it is frequently implemented without clear expectations or guidelines (Panesofar & Petroff, 2013). Existing research also stated co-teaching is connected to the collaboration between general and special education teachers (Heck, Bacharach, & Mann, 2010), benefits (Austin, 2001), barriers (Chitiyo, 2017), and student-teaching experiences (Friend & Cook, 1995; Heck & Bacharch, 2010; Chang, 2018). Specifically, as the mentioned research aids in the development of co-teaching; this study provides valuable insight to better understand co-teaching strategies educators utilized during a teacher residency program and its effects on preferred pedagogical approaches beyond year one of the teacher residency partnership.

Multiple data sources provided an understanding of the co-teaching phenomenon. Teachers' initial responses included feelings of discomfort at the onset of their experience. However, over time, through collaboration and exposure to co-teaching strategies with their mentor, co-teaching influenced the novice teachers' development. Descriptions of participants' exposure to classroom practices and co-teaching strategies solidified all themes.

Research Question 1

Research Question 1 asked what co-teaching strategies, if any, are novice special education teachers practicing beyond year one of the residency partnership? Themes that emerged from this research question highlighted relationships teachers built with students and mentors in an effort to utilize co-teaching strategies. Teachers identified constructing

relationships with students and mentors as a co-teaching strategy. Teachers also learned how to co-teach over time through being exposed to co-teaching strategies with their mentor teacher. Structural deterrents emerged as barriers that hindered the use of co-teaching. The central themes produced from this question was constructing relationships, becoming a co-teacher, and structural deterrents of co-teaching. Categories included: relationship building, establishing trust, viewing others' perspectives, collaboration, preparedness, shared responsibility, student's response to co-teaching, school closure, organizational trust, teacher turnover, and mentor preparedness.

Most of the participants established that co-teaching during the teacher residency program prepared them to be a teacher of record; however, one spoke of her preparation process as "devastating" due to how students viewed her role in the co-taught classroom. Murawski (2008) found when both adults are primary teachers in the co-taught classroom coupled with shared responsibilities and roles, co-teaching strategies reinforce successful classroom implementation. This was confirmed by the study. Theme 1 (Constructing Relationships) emerged as building relationships with students and the assertiveness of residents to create a collaborative environment with both students and mentors providing a significant foundation for co-teaching, which is paramount for success.

Theme 1: Constructing Relationships

As teachers transitioned from a resident to a teacher of record, participants discussed how they primarily focused on building relationships with students, which influenced an understanding of what responsibilities of co-teaching a teacher of record required. Initially, teacher residents and mentors must mutually agree to build relationships, establish trust, and view the perspective of each student in inclusive classrooms. Utilizing these strategies can help

stakeholders establish supportive cultures for students with and without disabilities while producing special education practitioners who successfully navigate complex instructional goals via collaboration. In the article, "Five Principles as Pathway to Inclusive Teaching," Kachani, Ross, and Irvin (2019) share ideas about implementing inclusive teaching strategies to build relationships with students with and without disabilities. According to Kachani et al. (2019), building relationships with students in inclusive classrooms begins with establishing and supporting students to influence belonging for all. Kachani et al. (2019) assert, "Research has shown that course climate can influence everything from student engagement in class to student motivation and persistence - and is strongly connected to how much students learn" (para. 5). Building relationships with students appeared as teachers recognized and valued students' identities and experiences; thus, working to create classrooms where students are challenged and heard.

Ideally, teachers should build relationships with students, while establishing trust and seeking to understand them. TR2 described co-teaching experiences with respect to building relationships and establishing trust in the following words:

> My approach doesn't change because I go in and meet the kids where they're at. I believe you have to talk their language. I remember teaching comes secondary, more or less. You have to deal with that relationship first. The kids must trust you before they can actually produce for you, so that's the approach I take. I kind of relate to the kids in a sense, so I can get them to learn.

Equally, as the best teachers are capable of maximizing the learning potential of their students by building trusting relationships (Meador, 2019), a primary focus of teacher development is conveyed through experience; also, establishing and maintaining rapport with students and knowing them as learners are critical practices. Constructing student relationships

can occur in various ways in inclusive classrooms where co-teaching is implemented. According to Kachani et al. (2019), teaching strategies include the following:

- Build instructor-student rapport. Make a point of learning students' names and get to know students through in-class surveys and activities, office hours, and online chats. Share your passions, interests, and personal learning process with students.
- Treat each student as an individual. Do not expect them to speak for an entire demographic group or make suppositions about their membership in one. Ask for preferred pronouns.
- Avoid making assumptions about students' abilities on stereotypes. Be aware of those stereotypes and work to not perpetuate them.
- Convey the same level of confidence in the abilities of all your students. Be even-handed and cautious about being overprotective or unduly strict toward any group or individual.
- Address challenging classroom behaviors and attitudes, including microaggressions, offensive, and alienating comments. Designate it a teachable moment, asking students to reflect critically on assumptions and positions without attributing motives (Kachani et al., 2019, para. 6).

When TR1 described the benefits of co-teaching during the residency experience, she explained the significance of being able to "cultivate a relationship," which allowed students to achieve outcomes and allowed her to be exposed to co-teaching's positive effects. TR1 conveyed how building student relationships through co-teaching benefited preparation in the following words:

> Students viewed me as a para. They cussed me out, they wouldn't listen to me, I had major behavior issues with them. Until the last—March or April—all of a sudden, I started having students coming to me wanting to work with me and I found myself using all my planning period time finding extra time to work with them, they would come in

> during off times. So I could cultivate a relationship and so working one-on-one with students, observing prepared to have them achieve their outcomes, 100%.

Teacher residents and teachers of record should be encouraged to build relationships and trust at the onset of their experience while simultaneously seeking to understand the students' response to co-teaching.

Theme 2: Becoming a Co-teacher

Becoming a co-teacher developed as a theme when teachers described their initial discomfort while co-teaching and how they navigated through their first-year through exposure to varied co-teaching approaches (one teach one assist, one teach one observe, team teaching, station teaching, parallel teaching, and alternative teaching) with their mentor, further aiding their readiness and utilization of co-teaching strategies as a teacher of record. Theme 2 also produced co-teaching strategies teachers currently used and what co-teaching strategies they found most effective. Teachers shared the co-teaching strategies they learned in the teacher residency partnership, practiced as the teacher of record, and practiced in both experiences.

Participants exposure to the residency program's mission of preparation and early career support through co-teaching in high needs classrooms with collaboration among professionals (mentor and teacher) is a vital component of teacher preparation and successful inclusive education (Darling-Hammond et. al, 2017). Though participants were initially uncomfortable with collaborative learning activities (co-teaching), being consistently exposed to what co-teaching required led to their readiness. This theme reiterates Robert Slavin's (2010) publication, *Educational Psychology: Theory and Practice,* as he underscores classroom applications of Vygotsky's *Social Development Theory*, and more specifically, where teacher learning happens. Slavin (2010) coins teacher preparation classrooms should focus on teachers' development,

enhancing residents' organization of the classroom, and mentor-prompted graduated intervention.

Teachers in training need supportive mentors who provide opportunities for learning and collaboration as well as foster localized methods of understanding how to solve problems and deal with complex situations (Akbar, 2020). As participants discussed co-teaching benefits, most teachers acknowledged their readiness for "working under a mentor teacher" and what characteristics mentors needed to influence their readiness. TR2 believed that co-teaching was beneficial, as his experience was mentor-led and exposed him to the classroom. He stated in the following words:

> It definitely benefited me because like I said earlier, it exposed me to the classroom. It wasn't a situation where you have many times when they bring in these new teachers, and they didn't have the opportunity to work under a mentor teacher or another teacher of record. Since you weren't just thrown in blindly, you had a chance to learn and work under somebody to develop your approach so when it was your time to be in the classroom, you were ready.

On the contrary, TR3 provided insight on characteristics mentors should possess coupled with the teacher residency's intentionality of pairing compatible professionals. TR3 expressed her co-teacher (mentor) was not prepared to co-teach and the co-teaching relationship between them was incompatible. This teacher suggested co-teaching relationships, and teachers should have the "authentic personality." Chitiyo (2017) captures TR3's experiences in the literature review. Chitiyo (2017) calls co-teacher incompatibility and insufficient knowledge about the practice a hindrance to successful implementation, thus affecting the participants' learning experience.

Theme 3: Structural Deterrents of Co-teaching

Chitiyo (2017) identified structural deterrents related to co-teaching, namely, elements of the school system outside the teachers' control. School-based structural deterrents surfaced in

Theme 3 (Structural Deterrents of Co-teaching). However, the study's participants raised issues about co-teaching which Chitiyo (2017) or existing literature did not disclose. Teachers were exposed to and navigated through co-teaching as their employing schools were closing the following year; further emphasizing the effects of the system's organizational trust, teacher turnover, inadequate school resources for special education students, and mentor preparedness. The previous events described barriers affecting the utilization of co-teaching. Although structural deterrents are generally not new to the literature, the structural issues emerged during the analysis are relevant to teacher residents' development.

Ideally, teachers should navigate through these barriers when becoming a co-teacher (teacher of record). According to Keeley, Brown, and Knapp (2017), co-teaching's structural deterrents are elements of the school system outside the teacher's direct control. Structural deterrents defined are school-based policies or procedures that impede the co-teaching practice. These barriers include characteristics of a school system, availability of resources, competing priorities, and policies (Chitiyo & May *in press*).

TR1 and TR2 both echoed the barriers of school closure on co-teaching, emphasizing the system's influence on whether they adopted or abandoned the approach. These findings are worrisome as teachers' development hinges on conducive co-teaching environments. The assumption is teacher residents must understand how to navigate through these barriers, in addition to adopting the co-teaching strategies. Often times teachers resort to using counterproductive practices (inability to implement co-teaching), which negate inclusive education. According to Chitiyo (2017), when teachers do not gain the necessary expertise in co-teaching, further conflicts may arise regarding instructional responsibilities or decision-making.

Research Question 2

Research question 2 was: How does co-teaching influence the instructional design and pedagogical approaches of special educators as the teacher of record in non-co-taught classrooms? The theme emerged from this research question highlighted how teachers of record designed instruction to meet all students' needs in their classrooms. Teachers planned instruction related to students' IEPs and according to students' individual weaknesses. The findings surfaced from this research question elicited instructional strategies teachers of record were familiar with, familiar with and used, and unfamiliar with.

Theme 4: Co-teaching According to the Students' Needs

This theme correlates with the literature review. Consistent with the findings in Austin's (2001) study, theme 4 emerged as co-teaching influenced the instructional design and pedagogical approaches in their classrooms. Similar to this study's sample, special education teachers of record in Austin's (2001) study revealed their co-teaching experiences were positive, endowing more time for quality instruction and coherent co-planning time. According to Friend and Cook's (2016) publication, *Interactions: Collaboration Skills for School Professionals,* co-teaching has been identified as a specific service delivery model through collaboration designed to meet the educational needs of students with diverse learning options. Teachers described co-teaching's influence on the instructional design and pedagogical approaches in their classrooms. The teachers used co-planning to meet the students' needs. This strategy was connected to Bacharach, Heck, & Dahlberg's (2007) effects of co-planning. Bacharach et al (2007) posit as students are supported by co-teaching approaches and practices, there lies the fostering of co-planning skills among the special education and general education teacher, increased student participation, improved classroom instruction, and professional growth for all participants.

When teachers described co-teaching's influence on instructional design, they illustrated their experience with co-planning, which allowed participants to provide accommodations, modifications, and adjust the lesson according to the students' IEP and individual needs. It is common for co-teaching to make it possible for students at all academic levels to benefit from alternate assignments coupled with intense and individualized instruction (Friend & Cook, 2016; Murawski, 2006). TR1 described her experience adjusting a lesson, proving accommodations, and co-planning according to the students' IEP in the following words:

> With students, I find I'm looking more intently at the instruction the teacher is attempting to prepare or put out. To be more critical to say, okay they read at the third-grade level, this is not something they're going to do… So it may mean, okay, they're not going to read aloud this two-page paper, so I'm going-to-have to abbreviate it, so-I-may cut-and-paste parts of the information that the student needs to get, to get right at the meat, so they can focus solely on that. In terms of with the teacher, how I plan instruction when I see their lessons, I'm much more likely to go up to them—depending on the teacher—when can we do read aloud on this, or this is going to be too much for this particular group of students that I'm working with according to their IEP, I need to, we talk about extended time. You have a 90-minute class. If you have bell to bell, everything is bell to bell, so at what point do the students get their time-and-a-half if it's bell to bell? So that means I'm not modifying assignments, I have to shorten assignments to make sure they get all the content they need in that 90-minute block, the same as all the other students.

Through co-teaching, the delivery of special education services and modifications can be provided to students with academic difficulties (Bauwens, 1997). Co-planning can help co-teachers design instruction to meet all students' needs in inclusion classrooms. TR2 said,

> In my case, the instruction is designed. I always go in and you give the teacher the list of accommodations for my certain students. Once they get those accommodations and I can get with them on their lesson plans and I can adjust the lesson accordingly to assist the kid, according to his accommodations and his needs.

Research has shown that a crucial challenge of meeting the needs of students in inclusion classrooms is a collaboration between general education and special education teachers (Arguelles, Schumm, & Vaughn, 1997). General and special education teachers view each other as valuable resources, but have minimal time for co-planning or collaboration. To effectively co-

teach in inclusion settings, co-planning is vital as it may lead to teachers not adopting or abandoning the approach. Co-planning allows co-teachers to work together to design instruction. TR1 stated,

> For example, in one classroom, in the biology classroom, I can sit down with the teacher, and we can work and problem-solve and trouble-shoot. She's much more receptive to my ideas and the experience that I bring. Whereas in the other classroom, for example, I will bring data. This is what the data has revealed and this is what for the students on my caseload I'd like to change.

Utilizing specific co-teaching methods to meet students' needs is encouraged through co-planning, which allows implementation of modifications, accommodations, and lesson adjustments.

Implications

The results obtained from this study can encourage further research regarding teacher education's clinical component, namely the co-teaching mentoring model. The collaborative component is a necessary skill of teacher development and student success. With mandated curricular requirements by the Council for the Accreditation of Educator Preparation, it is critical to examine the programmatic data concerning the level of preparation for teacher resident graduates once becoming the teacher of record (Weilbacher & Hurd, 2017). Further, in terms of enriching the teachers' development, this research can help residency programs, teacher candidates, mentors, and partnering schools understand the co-teaching experience and best practices that are responsive to both students and teacher candidates. An implication of this study could be a trend in research studies to focus on partnering the school's adoption of the co-teaching framework of the residency.

Ideally, the findings from this study also provide valuable information that can heighten teacher candidates' co-teaching experience by redefining standards for teacher preparedness

curricula within pre-service education, special education, programmatic, and school level partnerships. Further, this study can provide insight for programs and partnering schools to focus on the needs of co-teachers (resident and mentor) as the development of teacher candidates is dependent upon a conducive co-teaching environment. Co-teaching during teacher residency can prepare better practitioners as teachers of record, provided the experience mirrors true co-taught environments. Efforts to regulate the co-teaching environment should focus on building relationships with students and the resident's intentionality of being considered a teacher for the classroom.

This study can provide valuable information as teacher education programs seek to reform. Programs seeking to enrich the learning experience require collaborative dispositions with CMO's to form supportive pairs (resident and mentor). As residency programs expect to reform the clinical experience model, this study can assist in its implementation to develop co-teaching best practices that may eliminate ineffective teaching strategies for teacher candidates.

Recommendations for Policy and Practice

The efforts to understand co-teaching's implementation to improve the teacher residents' preparedness have not received much attention from researchers. As a researcher of this phenomenon, it is suggested that policymakers, teacher residency programs, school districts, teacher residents, and special educators expand on this study to understand how co-teaching influences special education teacher readiness to teach inclusion classrooms.

This study's findings provided evidence that participants needed to be in co-teaching environments conducive for teacher candidates' development. Understanding that all teacher residents' co-teaching experiences vary, co-teachers require exposure to classroom practices collaboratively with a prepared mentor teacher. Teacher residency programs and partnering

schools should ensure that resident and mentor pairs are supported in developing collaborative and compatible dispositions. Taking the collaborative disposition and mentor preparation further, charter management organizations should adopt the co-teaching framework. Additionally, teacher residents and teachers of record should utilize the co-teaching approaches addressed as themes in this study. In this context, teachers may navigate through the initial three years of the resident's graduate experience within the program and becoming a teacher of record.

Recommendations for Future Research

This study included special education teachers of record who co-taught in inclusion classrooms from grades third through twelfth. All the teachers interviewed completed a teacher residency program. The teachers represented in this study co-taught as a resident and teacher of record. Since the study was specific to one teacher residency program, future research could be expanded to include teachers of record in other geographical areas, including a larger number of teachers to ensure that the findings can be generalized to represent a greater population of teachers.

Since the likelihood of this teacher residency program and others are continuously seeking to reform, co-teaching has the potential to create an enriched learning environment for its candidates. Therefore, a longitudinal study, with a larger sample size, focusing on the co-teaching implementations of teachers after a teacher residency program would benefit existing co-teaching in teacher preparation research. Within the same context, as this specific teacher residency program is fairly new, a replication of this study at a different teacher residency or across several is recommended to determine if the findings are dynamic.

As the autonomy of charter management allows for broad interpretation and implementation of co-teaching strategies that teacher residency program teachers utilize, future

research should focus on examining special education co-teachers in traditional public schools where threats of school closure may not impede practice. As this study sheds light on the barriers that exist with co-teaching in charter management organizations, future researchers should explore if addressing the barriers identified leads to the successful use of co-teaching. Quantitively, future studies should determine the success of co-teaching relationships between the resident and mentor, and with special education teachers of record and general education teachers by using statewide test scores, attendance, grades, and IEP goals.

Limitations

There are limitations to the findings of this study. The data was collected using a qualitative design with a case study approach, gathering in-depth information of special educators using interviews, artifacts, and questionnaires. It is important to note the special educators sampled in this study came from one teacher residency program and were limited to three teachers of record in an urban city in the Southwest United States. Therefore, the sample was not representative of all teachers. Further, it is critical to replicate this study using a larger sample size to ensure that the findings can be generalized to represent a greater population of teachers.

Conclusion

This research was intended to contribute to the field of teacher preparation programs' residency co-teaching component. Co-teaching is defined as a partnership between a general education teacher and a special education teacher that includes shared planning, instruction, and assessment of students with and without disabilities (Friend & Cook, 2010). When considering the teacher residency program's characteristics, co-teaching strategies that advance teachers' development should have a social function and education should provide real-life experience for

the learner (Barbachoux & Kouneiher, 2017). Clapton and Cree (2004) highlight Vygotsky's (SDT) theory that bolsters the findings of this study. Like this study, the authors claim that co-teaching with a mentor influences teacher development (Becoming a Co-teacher), which confirms the need for learning models that integrate theory and practice in ways that bring the classroom into the field.

From the evidence, co-teaching strategies teachers used supported their development as residents collaborated with their mentor over time. From this study's theoretical framework, SDT, the findings could strengthen and postulate co-teaching partnerships. Teachers of record who expressed co-teaching during their resident experience should include constructing relationships with students as well as mentors for theory to meet practice. Additionally, teachers suggest regulating the co-teaching environment, which requires compatible placement with a mentor. Emerging barriers informed the lack of placement of residents in favorable co-teaching environments, as the development of teacher candidates is largely dependent on being placed in conducive co-teaching environments.

My goal in completing this study was to utilize the findings to benefit stakeholders involved in teachers' development, expose nuances of co-teaching in inclusive classrooms, and to provide original groundbreaking research; henceforth, heightening the educators' co-teaching experience by redefining standards for teacher preparedness curricula and influencing professional development.

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APPENDICES

Appendix A

XAVIER UNIVERSITY OF LOUISIANA
DEPARTMENT OF PSYCHOLOGY

1 Drexel Drive • Box 115
New Orleans, Louisiana 70125-1098
(504) 520-7400 • Fax: (504) 520-7952

TO: Ryan D. DeRousselle, MA, Principal Investigator

FROM: Charles Gramlich, PhD Xavier University IRB

DATE: December 19, 2019

RE: Research Proposal entitled: "Case Study of Special Educators' Pedagogical Practices Beyond Year One of Teacher Residency."

The above-named study poses no more than minimal risk to the participants and is eligible for expedited review. The following actions have been taken regarding this study.

1. The proposed study is approved.
2. The informed consent is approved.
3. The Teacher Residency Program Letter is approved.
4. The Teacher Interview is approved.
5. The Teacher Questionnaire is approved.

This study is approved for a period of one year from the date of this memo. Any request to extend this study for more than one year must be made in writing to the Xavier University IRB at least two weeks prior to December 19, 2020. Any changes to the proposal that might affect the wellbeing of participants must be approved by the IRB prior to implementation. Please inform the Chair of the IRB when all data collection has been completed.

This project is assigned study number #780 in the IRB files. It is *very* important that you refer to this project number in future correspondence regarding the study.

Reviewed and Approved

Charles Gramlich, PhD
Xavier University IRB

cc. Kaneisha Akinpelumi, Associate V.P. for Research and Sponsored Programs

Appendix B

Xavier University of Louisiana
Department of Education and Counseling
1 Drexel Dr. New Orleans, La, 70125

RE: Permission to Conduct Research Study

Dear Program Director and Division Chair:

I am writing to request permission to conduct a research study in your Department. I am currently enrolled as an Ed. D student at Xavier University of Louisiana and am in the process of writing my Dissertation. The study is entitled: Case Study of Special Educators' Pedagogical Practices Beyond Year One of Teacher Residency.

As a component of meeting requirements for Doctor of Educational Leadership, I would like to perform a study with special education teachers who have completed year 1 of the teacher residency. My experience as a teacher in preparation, special educator, school leader, and co-teacher influenced this study. Due to the progressive residency model and co-teaching restrictions/incitements in inclusion classrooms, I am seeking to conduct an investigation that can potentially change the co-teaching experience in teacher preparation and in the inclusion classroom. The sole purpose of the study is to identify co-teaching strategies and pedagogical approaches special education residents are using once becoming the teacher of record.

As the principal researcher, I am requesting that the administration allow me to recruit 4-5 special education teacher residents who are teachers of record in the teacher residency program's partnering Charter Management Organizations. Due to the nature of the study, the participants will have to complete a 45-minute interview. After the completion of the interviews, the researcher will request observational notes from the department chair. Interested teacher residents, who volunteer to participate, will be given a consent form to be signed and returned to the primary researcher.

If approval is granted, I would like to receive email addresses of participants. An informed consent will be emailed explaining the purpose of the study, procedures, and confidentiality. The teacher's and school's identification will be protected using pseudonyms.

I look forward to hearing from you and thank you for your cooperation. If you have any questions, please contact me at (504) 470-5140 or Rderouse@xula.edu. Enclosed for your review is the participant's informational fact sheet and informed consent letter.

Sincerely,

Ryan DeRousselle
cc: Dr, Renee Akbar, Research Advisor

Appendix C

Ryan DeRousselle
Division of Education and Counseling
1 Drexel Dr. New Orleans, La, 70125
rderouse@xula.edu

INFORMED CONSENT

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.
The purpose of this study is to examine if co-teaching influences the first-year experience of special education teachers trained in a university-based teacher residency program. The aim of this study is to identify co-teaching strategies and pedagogical approaches special education residents are using once becoming the teacher of record. The participants will be novice teachers who are completers of a teacher residency program in southeastern United States.

STUDY PROCEDURES

After you have signed and returned your informed consent, you will be asked to complete a questionnaire and a 45-minute audio-taped interview. Your data will be analyzed, and conclusions/implications will be made.

RISKS

There is not any foreseeable risk in the procedures of this study. You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

There will be no direct benefit to you for your participation in this study. However, we hope that the information obtained from this study may enhance teacher effectiveness through supportive systems for educators, schools, and school systems to benefit student outcomes.

CONFIDENTIALITY

Your responses to the interview and questionnaire will be kept confidential. Please do not write any identifying information on your questionnaire. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents and,
- Keeping notes, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the researcher.

- Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have questions regarding your rights as a human participating in research, you may contact Dr. Charles Gramlich, Chair of the Xavier University IRB, at cgramlic@xula.edu, or at (504) 520-7397.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read, and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study. In addition to agreeing to participate, I also consent to the audiotaping of the interview.

Agreement to be Audio-Recorded or Not:

o I agree to be audio recorded

o I do not agree to be audio recorded

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

Appendix D

Teacher Questionnaire

The purpose of this questionnaire is to learn from your co-teaching experience. The results will be used to help improve co-teaching practices. Your participation in this questionnaire is voluntary. Your responses will be kept strictly confidential, no identifiers will be used, and all responses will be presented as aggregated data.

PART ONE

Teacher Questionnaire

Definition of Terms

Co-Teaching refers to the assignment of a general education teacher and a special education teacher to work together, sharing responsibility for the planning and execution of an instruction.

Co-Teachers, as defined for the purposes of this study, are general and special education teachers who are teamed for providing instruction to a heterogeneous, inclusive class for one or more periods of instruction per day.

1. What are the content area(s) of the class(es) that you co-teach?
2. What is the grade level in which you are currently employed?
3. How long have you been a teacher of record?
4. What is your gender?
5. What is your age range? Circle one. 18-24 25-34 35-44 44 and up
6. What was your highest level of education have you achieved?
7. What was your major in each level of education?
8. What was your career path before enrolling in the teacher residency program?

9. Please indicate the number of:

   a. Years as a co-teacher _____

   b. Years taught with your current co-teacher _____

   c. Number of *teachers* with whom you co-teach daily _____

   d. Number of *classes* you co-teach in a day _____

   e. Number of *subjects* you co-teach in a day _____

10. Please select the response that best describes the amount of scheduled common planning time you have been provided to work with your co-teaching partner (mentor teacher):

    ____ No common planning time has been provided ___ More than one hour per week

    ____1-30 Minutes per week ___ 31-60 Minutes per week

    ____My co-teacher and I don't have common planning time but find time to co-plan on our own.

Seven Types of Co-Teaching of *the Academy for Co-teaching and Collaboration (2016)*

1. **One teach, one observe-** One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on other roles.

2. **One teach, one assist-** One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who hesitate to participate or add comments.

3. **Parallel teaching**- In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example,

both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.

4. **Alternative teaching-** Both teachers are responsible for planning, and they share the instruction of all students. Both teachers, who actively engage in conversation, not lecture, to encourage discussion by students, teach the lessons. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

5. **Supplemental teaching**- Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the information or materials extended or remediated.

6. **Station teaching**- Both teachers divide the instructional content, and each take responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and student teacher working with the two stations that need the most supervision. It is also possible to use an aide or parent volunteer to supervise stations.

7. **Team Teaching**- Both teachers are responsible for planning, and they share the instruction of all students. Both teachers, who actively engage in conversation, not

lecture, to encourage discussion by students, teach the lessons. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.

During your teacher residency experience, have you participated in any of the above types of co-teaching? If so, please indicate in the chart below.

Type of Co-teaching	During What Subject	Description/Outcome

Please check the strategies you are familiar with and/or check the strategies you have used or are currently using as the teacher of record.

Instructional Strategies	**Familiar**	**Used**
1. Setting goals and objectives	☐	☐
2. Reinforcing effort/providing recognition	☐	☐
3. Cooperative learning	☐	☐
4. Cues, questions, and advanced organizers	☐	☐
5. Nonlinguistic representations (teaching with analogies)	☐	☐
6. Summarizing and note-taking	☐	☐
7. Identifying similarities and differences	☐	☐
8. Generating and testing hypotheses	☐	☐
9. Instructional planning	☐	☐
10. Rewards based on a specific performance standard	☐	☐
11. Direct instruction	☐	☐
12. Scaffolding instruction	☐	☐
13. Provide opportunities for student practice	☐	☐
14. Individualized instruction	☐	☐
15. Inquiry-based teaching	☐	☐
16. Concept mapping	☐	☐
17. Reciprocal teaching	☐	☐
18. Developing high expectations for each student	☐	☐
19. Providing clear and effective learning feedback	☐	☐
20. Teacher clarity (learning goals, expectations, content delivery, assessment results)	☐	☐
21. Higher order questioning	☐	☐
22. Question-Answer Relationship	☐	☐
23. KWL Chart	☐	☐
24. Comparison Matrix	☐	☐
25. Anticipation guides	☐	☐
26. Response notebooks	☐	☐

Appendix E

Teacher Interview

1. Are you currently co-teaching in your present position? If you are not, please explain why?
2. Do you believe that you were prepared to work in the classroom as a teacher during your teaching residency?
3. Have you received additional training regarding co-teaching in your present position?
4. How have your responsibilities as a co-teacher changed in your present position?
5. Which co-teaching strategy or strategies do you currently utilize? Please tell what subject and check whether you are using.

Type of Co-teaching	During What Subject	Currently Using
One teach, one observe- One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation on specific behaviors. Both the teacher candidate and the cooperating teacher are able to take on other roles.		
One teach, one assist- One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who hesitate to participate or add comments.		

Parallel teaching- In parallel teaching, the teacher and student teacher plan jointly but split the classroom in half to teach the same information at the same time. For example, both teachers could be explaining the same math problem-solving lesson in two different parts of the room. If the room had two computers, each teacher could use a computer to model the use of the Internet or a new piece of software to half of the class. Each half of the class could be involved in a literature study group during a novel study.		
Alternative teaching- Both teachers are responsible for planning, and they share the instruction of all students. Both teachers, who actively engage in conversation, not lecture, to encourage discussion by students, teach the lessons. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.		
Supplemental teaching- Supplemental teaching allows one teacher to work with students at their expected grade level while the other teacher works with those students who need the Information or materials extended or remediated.		

	Station teaching- Both teachers divide the instructional content, and each takes responsibility for planning and teaching part of it. In station teaching, the classroom is divided into various teaching centers. The teacher and student teacher are at particular stations; the other stations are run independently by the students or by a teacher's aide. For example, three or more science stations, each containing a different experiment, could be organized with the teacher and student teacher working with the two stations that need the most supervision.		
	Team Teaching- Both teachers are responsible for planning, and they share the instruction of all students. Both teachers, who actively engage in conversation, not lecture, to encourage discussion by students, teach the lessons. Both teachers are actively involved in the management of the lesson and discipline. This approach can be very effective with the classroom teacher and a student teacher or two student teachers working together.		

6. In your opinion, which co-teaching method do you find most effective? Why?
7. In what ways has co-teaching influenced the way you design instruction?
8. Did you feel comfortable co-teaching during your teacher residency? Why or why not?
9. Do you believe that co-teaching during your teacher residency benefited you? If so, please explain how.
10. Did you experience any barriers while co-teaching during your teaching residency?

Appendix F

Competency 1: Operate as professionals with positive mindsets

	Proficient
Resident displays a high level of ethics and professionalism in dealings with managers, colleagues, students, and families	☐
Resident holds themselves and those around them to high expectations and assume personal responsibility for the success of their classroom and their school.	☐
Resident takes responsibility for their own successes and failures and persevere though challenges.	☐
Resident focuses on the right outcomes and drive towards them intentionally.	☐
Resident follows policies, meet deadlines, are on time for required meeting, classes, and events, and follow through on commitments.	☐
Resident responds positively to feedback and implement it.	☐
Resident continuously increases their own effectiveness, using self-reflection and data analysis as tools to do so.	☐

Competency 2: Contribute with purpose to the professional communities

	Proficient
Resident participates in professional communities and promote positive professional relationships with school-based staff, colleagues and managers, students and families, with members of the Xavier community and with each other.	☐
Resident treats others with respect and a spirit of generosity.	☐
Resident operates as a team player, engaging, listening, and communicating effectively in groups.	☐
Resident is self-aware and brings this awareness to diverse teams, understanding the limitations of their own perspectives.	☐
Resident continues to develop positive attitudes toward cultural differences and value the beliefs of the community in which they work.	☐
Resident leverages collaboration as a tool to improve practices (their own and others).	☐

Competency 4: Prepare to present meaningful learning experiences for students

	Proficient
Resident internalizes the appropriate standards and/or curriculum for their grade and content area.	☐
Resident identifies appropriate standards-based objectives for learning and align the lesson and activities to those objectives.	☐
Resident considers the needs of all learners in their planning and design appropriate learning experiences for all students.	☐
Resident sequences learning activities and materials used to build toward student mastery of content and engage learners throughout.	☐
Resident plans formal and informal assessments that gauge student mastery of material and use data from those assessments to adjust in-the-moment and future instruction.	☐

Competency 5: Execute effective instruction

	Proficient
Resident can effectively communicate lesson objectives to all students and support students to meet that objective throughout the lesson.	☐

Resident gives precise directions such that all students clearly understand what is expected of them throughout the lesson.	☐
Resident presents accurate content in a manner that is logical and accessible to students.	☐
Resident introduces new material in a way that sets students up to master the information.	☐
Resident facilitates sequenced and timed lessons that allow students to carry most of the cognitive load and master the learning objective(s).	☐
Resident facilitates learning experiences that cognitively engage all students and do not waste time during the lesson.	☐
Resident poses a wide range of scaffolded questions that challenge all students and support students to answer correctly and/or extend their thinking through their answers.	☐
Resident provides feedback to students that is specific and timely.	☐
Resident checks for understanding using different techniques that yield actionable data on students' progress toward mastery of the learning objective(s), adjusting where appropriate.	☐
Resident ends the lesson with a clear picture of student mastery and/or misunderstandings, both for individuals and for the whole group.	☐
Resident engages in critical reflection, constantly revising practice to increase	☐