

# Action Research

Math Department School Improvement Goal:

Students, including students with IEP's, will demonstrate achievement by maintaining or increasing the overall class average, using first quarter as a baseline.

Action Research Question :

Will understanding student perceptions of the co-teaching models increase teachers':

- 1) effectiveness
- 2) comfort level, and
- 3) ability to share teaching responsibilities?

## Strategies:

1. Purposefully implement all six forms of co-teaching\*
2. Pre-questionnaire for students
3. Explanation and assessment of strategies
4. Post-questionnaire for students

## Sources:

1. Tips and Strategies for Co-Teaching at the Secondary Level, Murawski, Wendy W., and Dicker, Lisa A. "Council for Exceptional Children, 2004.
2. Six Steps to Successful Co-Teaching: Helping Special and Regular Education Teachers Work Together, Marston, Natalie.
3. Is Co-Teaching Effective? Friend, Marilyn, and Hurley-Chamberlain, DeAnna. Council for Exceptional Children.
4. High Performance in High Poverty Schools: 90/90/90.

# Six Co-Teaching Approaches

## 1. One Instruct, One Observe

Either teacher 'takes' the lesson; Helpful with struggling students; Informal

## 2. One Instruct, One Assist

New concepts, practice/review; Most often-used strategy

## 3. Parallel Instruction

Same Concept, different ways or same concept, same way; Test/test review

## 4. Alternative Teaching

Teach two things at the same time; Concept Review; Divide class by skill level

## 5. Station Teaching

Use to re-teach one group / accelerate another; Test Review; Opposite concepts

## 6. Shared Teaching

Working together, flowing; Drill and practice; Instruction of new concepts.

Number 6 is where we want to be, as much as possible!!

# Teacher Perception Survey

The survey consisted of 9 questions, which were to determine who students' perceived as "in charge" of certain aspects of the class:

1. In math class, Mrs. Schiller is in charge of teaching math.
2. In math class, Mrs. Smith is in charge of teaching math.
3. In math class, Mrs. Smith and Mrs. Schiller are equally in charge of teaching math.
4. In math class, Mrs. Schiller is in charge of discipline.
5. In math class, Mrs. Smith is in charge of discipline.
6. In math class, Mrs. Smith and Mrs. Schiller are equally in charge of discipline.
7. I think Mrs. Schiller can help me best when I don't understand my math.
8. I think Mrs. Smith can help me best when I don't understand my math.
9. I think both teachers can help me equally when I don't understand my math.

The Rating Scale was as follows:

1. Strongly Agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly Disagree

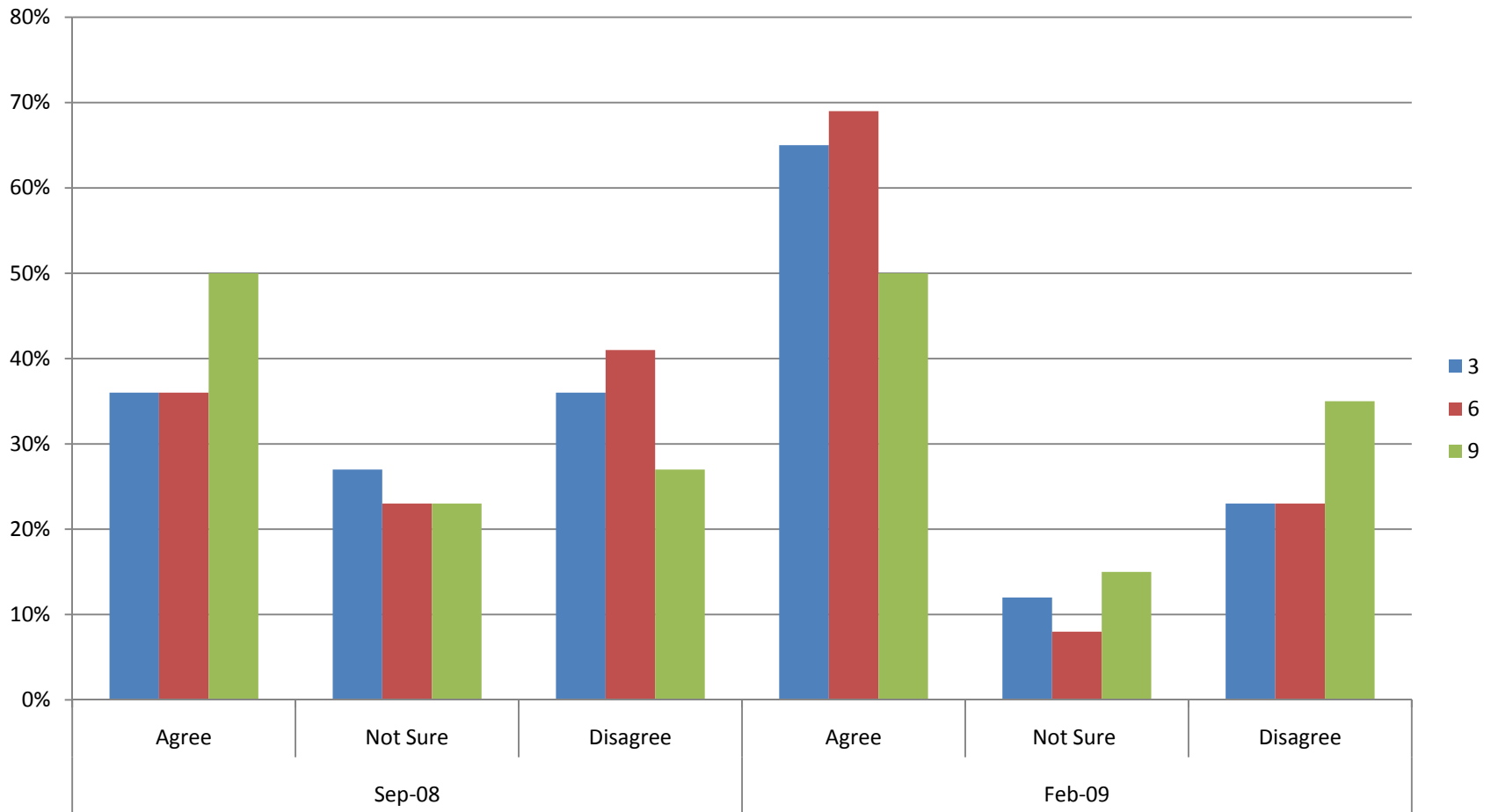
We surveyed 22 students in September, 2008, and 26 students in February, 2009.

\*\*2<sup>nd</sup> Survey was earlier than originally planned.

# What strategies were utilized ?

- One Instruct, One Observe: 19%
- One Instruct, One Assist: 64%
- Parallel Teaching: 1.5%
- Alternative Teaching: 0%
- Station Teaching: 1.5%
- Shared Teaching: 14%

3. In math class, Mrs. Smith and Mrs. Schiller are equally in charge of teaching math.
6. In math class, Mrs. Smith and Mrs. Schiller are equally in charge of discipline.
9. I think both teachers can help me equally when I don't understand my math.



# So...What does this mean?

- The perception that Mrs. Schiller was the best able to help students with the math remained unchanged. This makes sense because she was the one working with students at lunch and after school.
- Simple co-teaching strategies were utilized significantly more often because the more complex ones (3,4,5, and 6) require planning. We do not have team-planning time, and while we tried to meet, our schedules often made it impossible.
- While using co-teaching strategies is important, it is more important to me that students learn the math. I was willing to sacrifice my “classroom lead time” to be sure that Mrs. Schiller communicated complex concepts when that needed to happen.
- This process DID make me more aware of purposefully utilizing team-teaching strategies whenever I could, and it did carry over into my other team-taught classes. I believe it also made Mrs. Schiller more aware of the fact that we needed to work together to create and/or modify assessments.
- Without a formal team-planning time, it will be very difficult to successfully implement team-teaching in the way that it should be implemented.