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Purpose of the Study

- The purpose of this study was to explore how co-teachers construct the co-teaching relationship while working together in the co-taught classroom.

Guiding Research Questions
- How do special education and general education teachers interact and communicate with each other while co-teaching?
- What roles do special education and general education teachers adopt in co-teaching classrooms?
- What strategies do co-teachers use to plan for effective collaboration?
- What strategies do teachers use to promote effective co-teaching relationships?
LITERATURE REVIEW

Benefits

Challenges

Promote Effective Relationship
METHODOLOGY

– Instrumental Case Study

Phenomenon investigated in the natural setting, it provides in-depth details on the everyday interactions and relationships of the participants. Fair representation demands observation in context.
Participants

- Emma
  - Special education teacher, 7 years teaching. She taught special education for three years and then co-teach in a preschool classroom for 4 years.

- Jane
  - General education teacher, 25 years teaching. She taught pre-school and kindergarten, and this is her first year in first grade.

- Mary
  - General education teacher, 7 years teaching. She taught kindergarten and then moved to first grade.
Data Collection

Data Sources:

- Observations
- Semi-Structured Interviews
- Documents
FINDINGS

– Building the Relationship
– Roles and Responsibilities
– Using Co-Planning Time
– Ongoing Relationship
– Challenges
Questions and Comment

Thank you very much