



Case Four: Collaboration in Education

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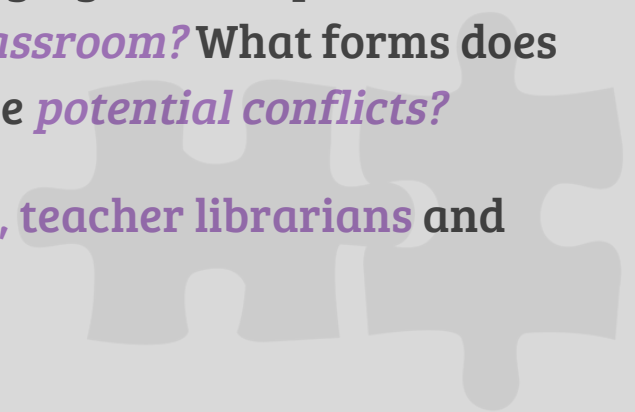
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Introduction

Years ago, teaching was a very isolated profession. Every teacher and support staff member had their own dedicated teaching space.

Nowadays, more and more research supports the idea that collaboration benefits students' learning experiences. Many of us know collaboration from our teacher education experience. But now we should consider applying it to our practicum. Some questions could be *what does it look like in the classroom?* What forms does it take? What makes *a successful partnership?* What are *potential conflicts?*

This research package explores how *general educators, teacher librarians* and *special educators* work together.



The Case

You just wrapped up a lesson on a Remembrance Day poem. It occurred to you that the **school librarian had a big part in including students for the Remembrance Day ceremony**. You start to wonder, **how can I integrate the librarian into more of my lessons?** The **teacher next door** approaches you and asks if you have any plans for winter holiday activities and asks your opinion on **having a joint lesson**. It seems like a good idea to you; however, you raise some concerns of **classroom dynamics** and because you have student with a designation, you'll need to **discuss with the EA** how to include them in the lesson. So much to think about when you haven't even started your holiday shopping yet...

Collaboration Defined

“Collaboration is a trusting, working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction.”

(Montiel-Overall, 2005, p. 32)



Worldviews on Collaboration



Collaboration – A Socio-Constructivist Perspective

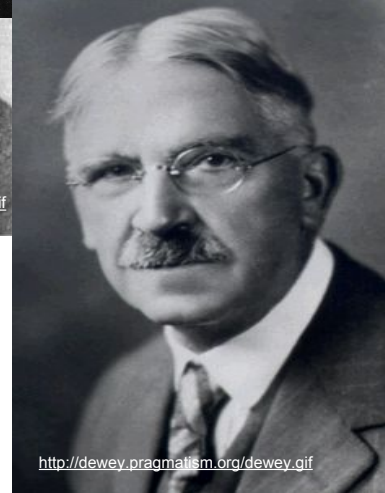
Lev Vygotsky:

Making meaning through interacting with others.

Vygotsky, Dewey and Bruner:

“Interaction between and among educators and those being educated” (Montiel-Overall, 2005)

A collaborative environment allows for social engagement of all members in the education community.



Linking Collaboration to the BC New Curriculum



Collaboration and the BC New Curriculum



Although the BC New Curriculum is geared towards the outcomes for students, educators can *model* the communication core competencies through professional collaborations.

1. Connect and engage with others (to share and develop ideas)
3. Collaborate to plan, carry out, and review constructions and activities

Approaches and Concepts to Co-Teaching



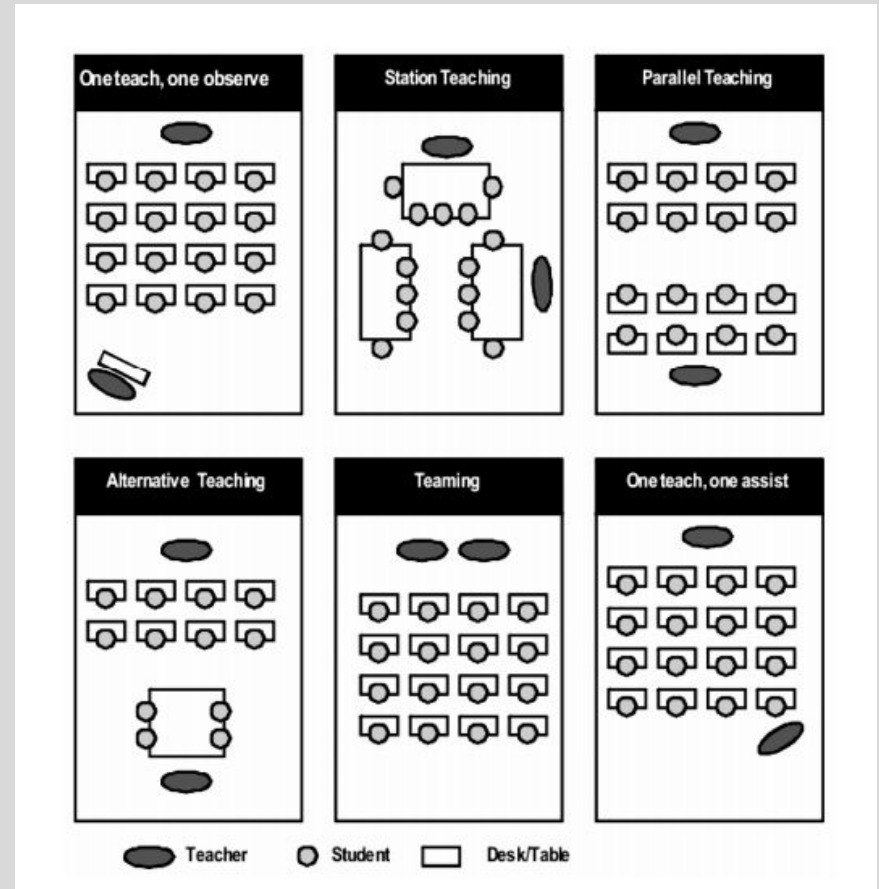
Concept of Co-Teaching

Co-teaching was introduced as a way of creating an inclusive classroom in order to ensure that students with disabilities interacted with peers. Eventually, it was revolved and mandated to educate these student with disabilities in the least restrictive environment. (Friend et al., 2010, 10)

Co-teaching Characteristics:

1. If the ratio for teacher-student is 1:25, in co-teaching the ratio improves to 2:25.
2. Team teaching has both professionals that have similar areas of expertise and priorities which includes curriculum competencies, pacing, and classroom management. Co-teaching, there is an enrolling teacher who does all of these but the special educator adds expertise related to the process of learning, highly individualized nature of some students' needs. It adds depth and richness to co-taught class
3. Co-teaching term is used interchangeably is collaboration and inclusion.

(Friend et al, 2010, 15)



Approaches to Co-Teaching



One teaching, one assisting/observing

Assisting: https://www.youtube.com/watch?v=AeUa_cdaC6w&list=PLCDsTyftAA2D_buI_Rti5phLZ1DdFsAMc&index=2

Observing: https://www.youtube.com/watch?v=S3AK33YOZfE&index=3&list=PLCDsTyftAA2D_buI_Rti5phLZ1DdFsAMc

One teacher is clearly seen as the leader of the classroom while the other observes by roaming the classroom and checking on student work, providing assistance whenever needed. Minimal planning is needed for this approach, and provides some support to diverse learning needs. However, students may see the roaming teacher as having less authority, or may even feel that the roaming teacher is not a “real” teacher. This problem may be solved by having teachers alternate roles.



Station Teaching

https://www.youtube.com/watch?v=hrprg1r7kSs&index=4&list=PLCDsTyftAA2D_buI_Rti5phLZ1DdFsAMc

Teaching content is divided into two or more parts. Teachers provide instruction at two separate stations and then switch students. A third station may be used for students who wish to learn individually or in groups. This allows each teacher to work with a smaller group of students and therefore allow them to better address specific learning needs. Also, the problem of one teacher having more perceived authority than the other is eliminated. One potential drawback is an increase in activity and noise level due to the nature of learning stations. Another is that each teacher must stick to a strict schedule so that transition between stations go smoothly.

Approaches to Co-Teaching (cont.)



Parallel Teaching

https://www.youtube.com/watch?v=gLi4LiUopwY&list=PLCDsTyftAA2D_buI_Rti5phLZ1DdFsAMc&index=5

The class is split in half and each teacher instructs one half. Parallel teaching share the same potential advantages and drawbacks of station teaching. While station teaching is used to teach one lesson in separate parts, parallel teaching is used to teach different perspectives. Cook and Friend provide an example of teaching endangered species of animals. One group may be instructed on protection of wildlife while the other learns about what effects wildlife protection can have on a country's economy. Later, the students discuss and problem-solve the issue together.



Alternative Teaching

https://www.youtube.com/watch?v=fr-S5CGDXBQ&list=PLCDsTyftAA2D_buI_Rti5phLZ1DdFsAMc&index=6

One teacher instructs a large group while the other teacher instructs a smaller group, typically to address learning needs. However, this approach can also be used to assist students who were absent and need to catch up, students who have specific interests, or to teach students social skills such as turn-taking. One potential disadvantage is that students in the smaller group, especially those with learning needs, may be stigmatized. This problem may be solved by having all students included in the smaller group at some point.

Approaches to Co-Teaching (cont.)



Team Teaching

https://www.youtube.com/watch?v=MVeFjRdSH3c&index=7&list=PLCDsTyftAA2D_buI_Rti5phLZ1DdFsAMc

Both teachers lead the classroom. They may take turns instructing students, or one may instruct while the other performs demonstrations, or one may instruct while the other may handle other duties such as note-taking on the blackboard or handling the projection system. While some teachers may get a sense of energy from this approach, others may feel uncomfortable. This approach also requires a great deal of trust.

When selecting approaches, co-teachers need to account for their own preferences, student needs, and other factors such as room size, scheduling, and preparation.

Collaboration between Enrolling Teachers



Collaboration between Enrolling Teachers

Collaboration is often used to address diverse learning needs. Much of the literature on teacher collaboration therefore focuses on enrolling teachers and specialists working together to help students with learning needs or ELLs. However, even two enrolling teachers can benefit when they collaborate. For example, the Ontario Ministry of Education emphasizes the use of collaborative inquiry when seeking out new ways to improve student learning. Collaboration enables teachers to more effectively gather and analyze evidence of student learning, deepen their thinking on helping students academically succeed by reflecting on multiple perspectives, and refine their questions so that they can focus on specific issues. (Ontario Ministry of Education, 2010)

Collaboration can take on different forms, but this section will focus on two:

1. **Professional Learning Communities (PLCs):** Teachers and professionals come together to discuss and work towards ways to improve teaching practices.
2. **Team teaching:** Two teachers instruct a single class in a single room together.

Collaboration with teacher candidates will also be briefly discussed.

The Spiral of Inquiry



<https://www.youtube.com/watch?v=hLoQHKkV1EI>

Some schools in BC have integrated Kaser and Halbert's Spiral of Inquiry into their professional learning programs. This model is used in cross-district learning communities, but can also be used in PLCs in individual schools. PLCs can be used to address a wide range of issues, from student learning needs to curriculum implementation to school involvement with the community. Kaser and Halbert emphasizes two things when using inquiry to address issues: (1) Input from learners, their families, and their communities are used to identify and address issues about student learning, and (2) inquiry must be collaborative in order to be effective. **The Spiral consists of six stages:**

1 - Scanning

Scanning involves gathering a breadth of data, not only academic achievement in numeracy and literacy but also arts, physical education, empathy, resilience, and social-emotional learning. Data gathering is done not only through reports filed away at the office but also through teacher observations and surveys to students or community members. For example, observations on how students treat each other in the playground or when new students enter the class can say much about their empathy, social-emotional learning, or resilience. Surveying community members can give schools an idea of what reputation it has built and bring to light concerns that parents have about the schools.

The Spiral of Inquiry (cont.)

2 - Focusing

Focusing means deciding on which issues have priority and which must be dealt with at a later time. The teachers must also make sure that the issues are manageable, and therefore select only a few issues so as not to be overwhelmed. This stage also involves data gathering through student feedback in order to determine whether or not the teachers have the right focus. Another consideration at this stage is alignment, which means that all – or nearly all – teachers can agree on which issues to focus on.

3 - Developing a hunch

A teacher has hunches about what factors or teaching practices lead to what learning outcomes. Those hunches may be correct or completely inaccurate. The important part is that each teacher voices their guesses and test them by looking at evidence in order to see which one is the most accurate. It is also important for teachers to focus on things over which they have direct control, such as their mastery of certain subjects or their teaching practices. There would be little point in blaming parents, other teachers, the community, or the government for their students' learning outcomes. This stage requires courage as teachers are sharing their thoughts and opening themselves to judgement and potential conflict. It also requires respect in order to create an environment where members of the learning community are not judgemental or feel that their ideas are being ignored.

The Spiral of Inquiry (cont.)

4 - New learning

As Kaser and Halbert puts it, “new learning – how and what we are going to learn – emerges from a thorough scan, is sharpened through focusing, and is informed by the hunches we have developed” (Timperley, Kaser & Halbert, 2014, p. 14). Once learning needs are identified through scanning, focusing, and making hunches, teachers must now decide on what new knowledge or skills need to be learned in order to change their teaching practices. This involves not only studying current research but also understanding how teachers should adapt this research to their classroom. When implementing changes in their practices, teachers must understand why these changes are important.

5 - Taking Action

This phase involves not only having teachers implement changes in teaching practices, but also deepening their understanding of their new learnings. At this stage, abstract ideas gained from the new learning stage become more concrete. Teachers can now reflect on how learning outcomes have or have not improved. They can also discuss their ideas with other teachers and support each other if their plan of action does not turn out well. Courage and respect is also necessary in this phase as teachers need to try and retry courses of action without fear of judgement.

The Spiral of Inquiry (cont.)

6 - Checking

The guiding question that teachers must ask themselves is, “Have we made enough of a difference?” (Timperley, Kaser, & Halbert, 2014, p. 19) This question leads teachers into examining evidence to see what improvements were made to student learning outcomes. It can also lead them into revisiting other stages of the spiral, for example, examining new sources of evidence in the scanning phase, or deepening their understanding of principles in the new learning phase. The checking phase may also reveal that the teachers’ new course of action resulted in little improvement in student learning. Rather than to view this as a failure, teachers should view this as a learning experience. With this new knowledge, teachers can go through the spiral and investigate new approaches.

It is called a Spiral of Inquiry because these phases are not sequential. Some stages are done throughout the inquiry process, such as scanning (which is done throughout the school year), new learning (which may take over a year in order to fully internalize new information), and checking (which must be done constantly throughout the inquiry process). The checking phase may involve revisiting other phases, or going back through the loop again with new information.

Team Teaching: Advantages

Much of the research done on collaboration focuses on general educators working with resource teachers, TAs, teacher candidates, or teacher-librarians. This is not surprising, seeing how co-teaching arose from around the 1970s when students with learning needs were integrated into general education classrooms. Co-teaching started as a way to accommodate these diverse needs. It was also used to address other issues such as increased student-teacher ratio and increasingly complex curriculums. The underlying principle behind team teaching is synergy, the idea that two teachers working together can accomplish more than they can individually (Meyers, 1968).

Whether schools choose to use team teaching out of choice or necessity due to unique job situations or lack of classroom space, this approach can benefit even students who are not ELLs or have particular learning needs.

Advantages:

- **More variety in instructional approaches:** Each teacher may have different approaches to teaching or have an expertise in certain areas. This allows for differentiation so that individual instruction can be given to students with learning needs or more intense instruction can be given to gifted students. More generally, the student-teacher ratio is reduced and teachers can have a better focus on individual students. (Cook & Friend, 1995)

Team Teaching: Advantages (cont.)

- **Increased professional support:** Having a team teacher allows one teacher to take over the class if the other teacher needs to attend to other matters. A team teacher can also clarify or add new information while giving lectures. Furthermore, a team teacher can help observe the class to see if certain learning needs need to be addressed at any point during instruction. (Cook & Friend, 1995)
- **Opportunities for professional development:** Whether the team teacher is a resource teacher or not, one teacher has some sort of area of expertise that the other may not have. They may contribute to each other's content knowledge of certain subjects, classroom management skills, curriculum adaptation, or ways of differentiating instruction. (Scruggs, Mastropieri, & McDuffie, 2007)
- **Increased student cooperation:** Teachers and researchers have found that team teaching can serve as a social model for students. As a result, some students became more sensitive to other student's needs, displayed more concern, and became more helpful to other students. (Scruggs, Mastropieri, & McDuffie, 2007)
- **Student achievement:** Researchers and teachers generally agree that team teaching has had a positive effect on student academic achievement. (Scruggs, Mastropieri, & McDuffie, 2007)

Team Teaching: Disadvantages

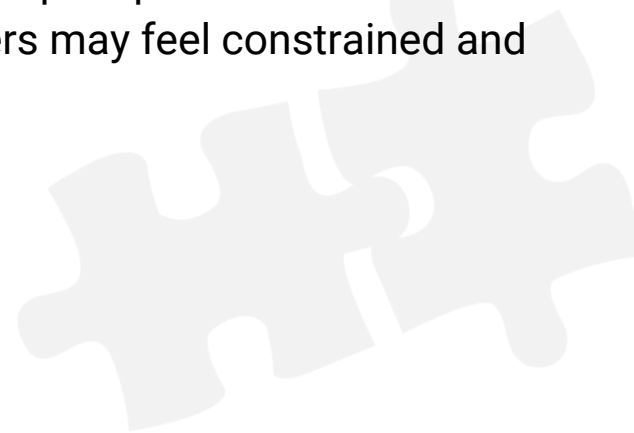
We have learned from previous cases that cooperative learning – students working together on a task – may not be for every student or may require training. Similarly, team teaching may not suit every instructor. Before considering team teaching, instructors need to also investigate potential disadvantages.

Disadvantages:

- **Conflict:** When beliefs, opinions, or practices do not align, conflict between team teachers may result. One teacher may insist on a change of certain teaching practices while the other may resist such a change. One teacher may voice criticism against another teacher which puts a strain on their relationship. The team teachers may even attempt to dominate over the other, believing that their approach to teaching is in some way superior to the other.
- **Factionalism:** This may happen especially if there are multiple teams of teachers in a school. Differences in beliefs, opinions, or teaching practices may cause a team of teachers to compete against other teams. Therefore, some teachers may form circles in which beliefs align, and anyone outside of the circle may be considered “outsiders” or even “enemies.”

Team Teaching: Disadvantages (cont.)

- **Increased work load:** Some teachers argue that, rather than teachers sharing the load, team teaching results in an increase of responsibility and workload due to the necessity of having frequent discussions and team planning.
- **Loss of autonomy:** Some teachers feel that being in a team puts pressure on them to conform with some sort of norm. As a result, team teachers may feel constrained and unable to make their own decisions.



Collaboration between School Advisors and Teacher Candidates

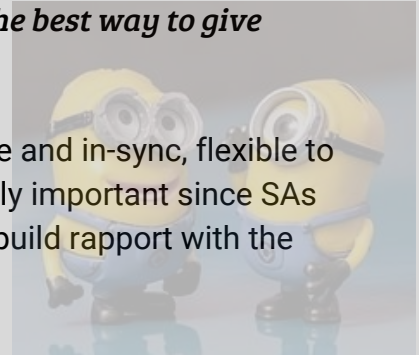
The affordances and challenges listed above also apply to teacher candidates who co-teach with a school associate. However, school associates take on an additional role as mentors while teacher candidates observe, co-plan, co-teach, reflect on their teaching practices, and adjust their methods accordingly. Some factors to a successful collaboration between SAs and TCs are:

- **Communication:** SAs and TCs should be honest (even if being honest is difficult), open to feedback and suggestions (especially when bouncing ideas off each other), attentive to body language and other non-verbal cues, and open to compromise (since the co-teachers would have different approaches to teaching).

Questions to consider: Do we leave aside enough time to discuss and plan lessons? What records and materials do we have when we plan lessons? What information should and should not be shared between us? What is the best way to give feedback?

- **Relationship between SAs and TCs:** SAs and TCs should be respectful, trusting, cooperative and in-sync, flexible to change, and accepting of differences in personality and teaching practices. This is especially important since SAs and TCs need to be able to exchange ideas with each other. The SAs should also help TCs build rapport with the students.

Questions to consider: How do we divide responsibilities? What are our pet peeves, and how do we avoid them?



Collaboration between SAs and TCs (cont.)

- **Relationship between TCs and the class:** Students should view TCs as a “real” teacher. TCs and SAs should share leadership and control, co-teach to differentiate instruction, help each other handle interruptions so as not to disrupt the flow of the class, and each must be attentive even when not giving instruction to the class.

Questions to consider: How do we help students, their parents, and other teachers to view the teacher and teacher candidate as equals in the classroom? What are the instructional and organizational routines that the teacher and students have? What is acceptable behavior, and who intervenes in unacceptable behavior? What is the acceptable noise level?

- **Knowledge:** TCs should have good support from their post-secondary institutions. TCs and SAs should also have a good understanding of each co-teaching method and when to implement them. Each should also be able to explain the benefits of co-teaching to students and their parents.

Questions to consider: What philosophies and approaches do we agree or disagree on? How do those philosophies affect the way we teach?

The Teacher and Librarian Collaboration (TLC)



Give A Little “TLC”

Gone are the days where school librarians sat behind the circulation desk scanning barcode after barcode among a long line of students.

In today’s educational landscape, school librarians, or teacher librarians, need to take on a more active role in preparing students to become “information literate citizens.” (Zurkowski, 1974) To achieve this, collaboration with enrolling teachers is paramount.

Thanks to the digital age, various forms of information and media are available to students. But how students can successfully access and utilize these forms depends on the piloting of the teacher and teacher librarian. **Essentially, the teacher - teacher librarian partnership bridges that gap between students and accessing the plethora of resources.**

The Mission of School Librarians: to make sure all members of the education community are “effective users of ideas and information” (Montiel-Overall, 25, 2005)

What does Teacher and Librarian Collaboration look like?

David Loertscher developed a classification system to evaluate the levels of involvement between teachers and librarians.

Loertscher uses the term “library media specialist” to address the shifting role of the school librarian. Through his taxonomies, he suggests that their role is to “support instruction provided by teachers.” (Montiel-Overall, 2005)

Teacher’s Taxonomy of Resource-Based Teaching

Level 1	No involvement of library media center specialist or use of materials from the library media center
Level 2	Permanent room collection created. Little need to interact with the library media center.
Level 3	Materials borrowed from the library media center, public library or other sources for classroom use.
Level 4	Library media center specialist provides ideas and suggestions regarding materials for instruction
Level 5	Use of library media center materials to supplement unit content.
Level 6	Library media center materials/activities are integral to unit content rather than supplementary.
Level 7	Library media specialist is a teaching partner to construct unit of instruction (i.e. information literacy).
Level 8	Library media specialist is consulted as curriculum changes are being considered.

School Library Media Specialist Taxonomy

Level 1	No involvement. Library media center is bypassed.
Level 2	Students access information when needed.
Level 3	Specific requests from teachers and students addressed.
Level 4	Materials gathered on the spur of the moment.
Level 5	Informal planning in hall or lunchroom.
Level 6	Advance notice for needed library materials.
Level 7	A concerted effort to promote library.
Level 8	Formal planning with teacher on a resource based project or unit.
*Level 9	Participation in development, execution, and evaluation of a resource-based teaching unit (Level I).
*Level 10	Participation in resource-based teaching units where the entire unit content depends on the resources of the LMC program (Level II).
Level 11	Participation and contribution made along with teachers to planning and structure of what will be taught in school.

Loertscher provides taxonomies from perspectives of both **teacher** and **librarian**.



https://www.youtube.com/watch?v=z_ybY5O7WvA -

Watch for a cameo appearance by David Loertscher!

What Does a Teacher and Librarian Collaboration Look Like?

(Montiel-Overall, 2005)

From Loertscher's Taxonomies, Patricia Montiel-Overall developed **four models of TLC** which identify types of collaboration. This is to provide a better understanding for educators and to assess what they would like to engage in. She explains these models move on a continuum, from low to high relevance of involvement.

Model A: Coordination

Low level of involvement.

Minimal communication between Teacher and Librarian.

Mostly organize and/or synchronize events. One person could essentially "do all the work."

Model B: Cooperation

Both start to work together to make the most for students' learning opportunities.

Tasks are divided based on lesson plans or units.

The goals and objectives may be developed independently, however both can instruct together.

Model C: Integrated Instruction

Increased levels of involvement and commitment.

"Integrate innovative learning opportunities" that relate to their areas of expertise (content and information literacy - referencing, bibliographies, research skills.)






Model D: Integrated Curriculum (school wide level?)

Models A, B and C all integrated across the curriculum. This includes the highest levels of involvement, commitment and communication.

Principal involvement is also crucial to ensure equal participation and proper logistics. Information literacy is integrated in all subjects.

What Makes for a Successful TLC?

The “High Five” Elements *(Montiel-Overall, 2005)*

-  **Interest** - in each other’s teaching areas, appreciation of each other’s work, willing to share in professional development, establishing a friendship.
-  **Intensity** - the “degree of commitment”, drive for success, amount of time put in.
-  **Improved Learning** - the effect of the collaboration that leads to student achievement. For example, a collaboration on a book fair event may not have as much long term influence on students academic achievement than a collaboration on a science unit.
-  **Innovation** - a “new” concept, way of instruction, or material. Involves thinking creatively. In the TLC context, new technological devices can be integrated into a lesson to enhance the learning experience.
-  **Integration** - creating a more “holistic” learning opportunity by incorporating subject content with information literacy skills. For example, inquiry based projects require extended research.

Research still needs to be conducted to determine whether or not a teacher and librarian collaboration lead to improved academic achievement. However, high levels of each element can lead to a more “synergistic” TLC - thus enhancing the students’ learning experience.

The School Librarian in the Digital Age

The driving force that **brings the teacher and librarian together** is technology and the **“information explosion.”** (Simpson, 1998) The duties of the school librarian are expanding beyond the walls of the library - reaching into the classrooms of the students. The BC New Curriculum enables education to shift from a passive to a more active engagement. Thus librarians need to keep up with this shift.

Shifting Roles of the Teacher Librarian

(Simpson, 1998)

“Warehouse Manager”

- material circulation
- reshelving
- library room facilitator
- material ordering and budgeting

*Traditional tasks can be assigned to library assistants or even the students themselves. As seen in public libraries, the **self-scan system** is making its way into school libraries.*



“Resource Consultant”

- acquiring, suggesting materials to teachers and support staff
- assisting with technology (computers, tablets, makerspace)
- fostering digital information literacy: online search engines, online media retrieval
- raising awareness of copyrights
- providing media support to school community
- material ordering and budgeting
- facilitating library space as a learning space

...so students can master critical 21st-century skills in the context of the content curriculum.



Some questions to consider for your future practice!

Don't Forget the Print!

Although the digital age is exciting and accessible, school librarians **cannot forget the printed resources** that still provide an abundance of information.

Not all resources have been digitized - nonfiction resources especially! Students still need the information literacy skills to select and evaluate print materials. (Curtis, 2003)

Classic children's literature is also still mass produced in print form. School librarians need to promote and make use of the printed materials that make up the library. (Curtis, 20013)

A study done by Lanning & Turner (2010) investigates the preference of print among elementary school and university libraries. Print sources are still preferable in elementary schools as opposed to universities. Do you agree?



HAVE A LAUGH!

<https://www.youtube.com/watch?v=2MuGDMLbSso>

The Evolution of School Libraries



CHECK IT OUT!
SELF-CHECK
STATIONS MAKING
THEIR WAY INTO
SCHOOL LIBRARIES

Collaboration between Enrolling Teachers and Special Educators



Main Goals of Co-Teaching

For students with special needs/disabilities

- To provide students with special needs/disabilities access to an appropriate education.
- To provide an educational environment which emphasizes effective instructional practices for all students to learn and succeed.
- To provide more opportunities to build friendship in a more typical educational setting
- To provide more opportunities for interaction with peers
- To provide more exposure to 2 caring adults who can offer assistance, support, expertise and different points of view.

(Wilson et. al, 2011, 10)

Collaboration between Enrolling Teachers and Special Educators

To reform K - 12 education into more an inclusive one with students with disabilities, this encouraged the enrolling teacher educators to use collaborative teaching and co-teaching as essential element to a more inclusive classroom for diverse student population.

(Nevin, Thousand, Villa, 2009, 569)

It has been shown that the collaborative partnership between special educators and enrolling teachers will provide necessary differentiated instruction to accommodate for students with disabilities.

(Nevin, Thousand, Villa, 2009, 570)



Collaboration between Enrolling Teachers and Special Educators

There seems to be a strong shift in trying to transform education practice from taking teaching from a solitary practice to the one where it involves enrolling teachers and special educators to work collaboratively as a priority.

Co-teaching would include shared goal-setting, pedagogy, planning, and assessment. These were mentioned as hallmarks of an instructional service delivery model involving enrolling teachers and special educators.

(Bessette, 2008, 1376)

Co-teaching in other words, the sharing of instruction by an enrolling teacher and a special education teacher or another specialist in a general education class which includes students with disabilities seems have evolved over the years. Co-teaching has been done to have these students who need extra support to take part in the same curriculum and have access to and receive the specialized instruction to which they are entitled also.

(Friend et al., 2010, 9)

Co-Teaching Classroom: Roles & Responsibilities of Special Educators

Special/disabilities educators:

- Helper rather than co-teacher, partly due to their lack of content knowledge
- Less stigmatization for students with disabilities when being in the class with the rest of the classmates
- Provide for more individualized attention for other students
- As co-teachers, they share the responsibility in educating all the students in the class together.

(Friend et al.,2010, 16)

The two teachers in the classroom need to:

1. understand and know the needs of individual student
2. Plan effective instruction
3. Exchange roles and responsibilities
4. Incorporate flexible teaching practices to create more opportunities for student learning.

(Wilson et. al, 2011, 9)



WHY?

Why Co-Teaching?

**For students with
special needs/disabilities**

It is important to implement co-teaching strategy especially for a classroom with student with special needs/disabilities because these students are:

1. More likely to be retained for at least one year
2. Have a lower graduation rate (frequent drop outs)
3. Less likely to go to college
4. Less earning potential

(Wilson et al., 2011, 8)

Advantages in a Co-Teaching Environment:

For students with disabilities/special needs & special educators

- Students with disabilities in a classroom where teachers co-teach, performed better when comparing grades on report cards than students in single-teacher classes. (Friend et al., 2010, 17)
- Provides opportunities to share expertise during teaching
- Motivates students
- More help available for classes
- Students preferred co-teaching, and received higher grades in these classrooms
- Multiple instructional approaches are available
- Multiple teaching styles and teacher perspectives are offered
- More skill development available for students
- Participation of students with disabilities is increased since the student-to-teacher ratio is reduced.
- Expectations for students with disabilities are increased.
- Achievement and social gaps between typically achieving students and students with disabilities are reduced.
- Variety of effective strategies used as learning strategies, teaching strategies, adaptation of materials, and continual assessment
- Stigma for attending segregated special education classes is reduced.
- Students learn to accept and understand diversity.

(Friend et al., 2010, 18)

(Wilson et al., 2011, 11)



Watch this!

<https://www.youtube.com/watch?v=qUoIkA4U4Ko>

Disadvantages in co-teaching environment:

For students with disabilities/special needs & Special Educators

- Co-teaching does not fit into traditional ways where special education service were delivered in the past
- Difficult to find a common planning time between the teacher and special educator
- Always having to arrange and find at least one common planning time on a weekly basis as an essential factor
- Lack of special educators available and schedule arrangement. (Friend et al., 2010, 17)
- Students are constantly observed for any behaviours
- Standards are higher than in other classes
- Multiple teacher perspectives can cause confusion.
- Needs of students with special needs/disability may be prioritized of the needs of typically achieving students
- Lack of evidence that explores educational outcomes of the students with and without disabilities in co-taught environment.
- Inappropriate ratio of students with and without disabilities in a classroom
- High demands in incorporating the curriculum that overshadows the needs of the students with special needs/disabilities.

(Friend et al., 2010, 18)

(Wilson et al., 2011, 12)

Conclusion

Collaboration is becoming increasingly important in a profession that used to be more isolated to individual classrooms. Some educators are hesitant or even resistant to the idea due to differences in opinion or practices they may have with others. However, research shows that educators, with their own strengths and areas of expertise, can do much to help all students, not just ones who have learning needs. The role of the teacher-librarian has also expanded beyond the library. They can assist both students with technology and digital information and also teachers with media, materials, and even co-plan and co-teach lessons.

Glossary

Collaboration:

“Collaboration is a trusting, working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction.”

(Montiel-Overall, 2005, p. 32)

Co-Teaching:

Partnering of a general education teacher and a special education teacher or another specialist for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs, in a general education setting and in a way that flexibly and deliberately meets their learning needs. Used interchangeably with the word, collaboration and inclusion (Friend et al, 2010, 11 & 15).

Enrolling Teacher:

Teachers that have their own designated classrooms

Non-Enrolling Teacher:

Teachers that do not have their own classroom but have instructing or supporting roles

Professional Learning Community:

“A group of education professionals...who work collaboratively using inquiry, experimentation, and innovation to improve teaching and student learning.”

Retrieved from:

<http://www.etfo.ca/AdviceForMembers/PRSMattersBulletins/Pages/Professional%20Learning%20Communities.aspx>

Synergy:

When two parts come together to produce a larger effect than when separate

Taxonomy:

A type of classification system

Team Teaching:

Partnering of two teachers (general educator, special educator, or teacher candidate) to instruct the same material to the same class in one room. One speaks while the other assists by, for example, modeling or demonstrating. (Cook & Friend, 1995)

Annotated Bibliography

Bacharach, N. L., Heck, T. W., & Dahlberg, K. R. (2011). What makes co-teaching work? identifying the essential elements. *College Teaching Methods & Styles Journal (CTMS)*, 4(3), 43. doi:10.19030/ctms.v4i3.5534

This study examines a number of elements that teacher candidates feel are important for successful co-teaching with school associates. Six university professors were asked to create a list of these elements and teacher candidates then rated these elements according to importance. These elements were then divided into four broad categories: (1) Communication, (2) Relationship, (3) Classroom applications, and (4) Knowledge base of co-teaching. The researchers conclude that successful co-teaching comes from incorporating all of these categories as they are all intertwined and do not come naturally to all teacher candidates.

Bessette, H. J. (2008). Using students' drawings to elicit general and special educators' perceptions of co-teaching. *Teaching and Teacher Education*, 24(5), 1376-1396. doi:10.1016/j.tate.2007.06.007

This article describes co-teaching with special educators in the classroom. The article some aspects of co-teaching such as, goal-setting, pedagogy, planning, and assessment. It also discussed about increase in trying to transform education practice from a solitary practice to one where it is inclusive of the special educators and most importantly of the students with special needs/disabilities. For Case 4, this is an important article since it highlights how the special educator and enrolling teachers collaborate in the classroom.

Annotated Bibliography

Cook, L., & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. (Cover story). *Focus On Exceptional Children*, 28(3), 1.

This article was heavily referenced by other articles which dealt with co-teaching or team teaching. It discusses co-teaching specifically for the benefit of students with learning needs, but their model for different approaches to co-teaching can be generalized to different teaching contexts, whether it involves addressing different learning needs or working with different kinds of co-teachers such as resource teachers, teacher-librarians, or teacher candidates. They outline some rationales for using co-teaching the classroom (such as extra support for differentiation, reduced stigma towards students with disabilities), some cautions and considerations to think about before using co-teaching, and the advantages and disadvantages of using each approach to co-teaching.

Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-teaching: An illustration of the complexity of collaboration in special education. *Journal of Educational and Psychological Consultation*, 20(1), 9-27. doi:10.1080/10474410903535380

This article discusses about collaborative teaching between enrolling teachers and special educators. It lists some advantages and disadvantages for co-teaching environment for students with special needs/disabilities. It also listed some roles and responsibilities of special educators in the classroom where collaborative teaching is incorporated. In Case 4, this article is important because this article displays reasons for co-teaching environment.

Annotated Bibliography

Johnson, B. (2003). Teacher collaboration: Good for some, not so good for others. *Educational Studies*, 29(4), 337-350.

The author starts by listing some benefits of teaching, such as mutual moral support, increased effectiveness in teaching, and feedback that helps teachers reflect on their methods. However, due to disruptions to normal routines and possible power dynamics between teachers, complications may arise when the school has the teachers work collaboratively. Possible downsides include increased workload due to increased meeting times and increased responsibilities due to changes to their routines. Conflicts between teams of teachers or between members of a team may arise due to differences in opinions. The author concludes that more research into the micropolitics that come into play in schools should be further investigated before implementing programs that involve teacher collaboration.

Lagarde, J., & Johnson, D. (2014). Why do I still need a library when I have one in my pocket? the teacher librarian's role in 1:1/BYOD learning environments. *Teacher Librarian*, 41(5), 40.

Another colourful article to respond to the question of “Why do I still need a library when I have one in my pocket?” The main idea of teacher librarians needing to keep up with technology is highlighted in this article. The role of the teacher librarian is crucial now in our society today, so that the position does not disappear. It is underscored that it is the teacher librarian’s duty to bring value of print to supplement students’ learning. The authors explore ways in which teacher librarians can address these challenges in a “BYOD” (Bring Your Own Device) environment; how they can work with them instead of against them. These include learning space configuration, facilitating rather than “librarying” and collaboration. It concludes with the idea of the “future role” of teacher librarians to combine both digital and print to enhance education. When investigating the role of a teacher-librarian, it is important to consider the influence of the digital society on education.

Annotated Bibliography

Lanning, S., & Turner, R. (2010). Trends in print vs. electronic use in school libraries. *The Reference Librarian*, 51(3), 212-221.
doi:10.1080/02763871003800601

A common question in today's society is whether or not one prefers print or digital format. This article conducts a study on this preference in the context of education. The results show that print sources are still favoured at the elementary level whereas the digital is preferred at the university level. This resource helped in the exploration of the changing 21st century school library. Although more digital formats are being introduced, print sources are still prevalent in the library. The article helped clarify the need of school librarians to support print sources in education.

Montiel-Overall, P. (2005). A theoretical understanding of teacher and librarian collaboration (TLC). *School Libraries Worldwide*, 11(2), 24-48. The focus of this article is the collaboration between teacher and librarian (TLC). Montiel-Overall supports this collaboration with a theoretical approach and develops "four models" as a type of framework. It is made evident that further research needs to be conducted to determine if a teacher and librarian collaboration will guarantee student academic achievement. However, TLC is needed to adapt to the changing 21st century classroom. This article was consulted to the majority of the teacher and librarian focus of the research package. Along with the frameworks, the resource provided helpful visuals and charts to better grasp the ideas of the author and other researchers. The author links the TLC to theories of Vygotsky, Bruner, and Dewey, to put the idea of collaboration into perspective.

Annotated Bibliography

Myers, M. (1968). A Study of Team Teaching as Implemented in the Elementary School. *Honors Projects*. Retrieved from http://digitalcommons.iwu.edu/cgi/viewcontent.cgi?article=1005&context=education_honproj.

This paper was written at a time when team teaching was not necessarily new, but was beginning to become fairly widespread. It is interesting to note some of the same rationales that many researchers still hold today for team teaching, such as emphasizing an inquiry approach to learning, differentiating instruction according to needs and strengths, and to encourage collaboration among the students in order to become “successful citizens.” The key rationale, however, is that two heads are better than one.

Nevin, A. I., Thousand, J. S., & Villa, R. A. (2009). Collaborative teaching for teacher educators—What does the research say? *Teaching and Teacher Education*, 25(4), 569-574. doi:<http://dx.doi.org.ezproxy.library.ubc.ca/10.1016/j.tate.2009.02.009>

This article focuses on how collaborative teaching is incorporated in the classroom. The article discusses about how reform took place to make classroom more inclusive for students with disabilities. In addition, it highlights co-teaching as an essential element to a more inclusive classroom for diverse student population. The partnership and relationship between special educators and enrolling teachers seem to be key. In Case 4, this is a relevant article because the relationship and partnership between special educators and the enrolling teacher in the classroom seemed highly important as we observed it in our practicum classrooms.

Annotated Bibliography

Ontario Ministry of Education (2010). Collaborative Teacher Inquiry. *Capacity Building Series*. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_collaborative_teacher_inquiry.pdf.

This document outlines what a program of collaborative teacher inquiry should look like in a professional learning community. The framework they give outlines seven characteristics of teacher inquiry: (1) Relevant – centered around student learning, (2) Collaborative – teachers work together to inquire about and understand student teaching, (3) Reflective – they look at student engagement and learning outcomes from their teaching practices, (4) Iterative – teachers constantly analyze and go through the process of inquiry with new knowledge, (5) Reasoned – they examine evidence and draw conclusions, think about how certain principles can be applied to their own classroom, and test hypotheses, (6) Adaptive – teachers should constantly adapt their knowledge and practices according to the needs of the class or the school, and (7) Reciprocal – teachers should discuss with each other what they have discovered through the inquiry process.

Scruggs, T. E., Mastropieri, M. A., & McDuffie, K. A. (2007). Co-teaching in inclusive classrooms: A metasynthesis of qualitative research. *Exceptional Children*, 73(4), 392-416.

This article is a synthesis of research to investigate the benefits that co-teaching has to teachers and students. These include learning opportunities to become more effective educators, modeling cooperation for the students, and differentiation for students with different skill levels or learning needs. Some needs of co-teachers are also listed, such as support from the administrator, voluntary (rather than mandatory) co-teaching, adequate planning time, and compatibility in terms of personality and teaching methods. The authors mention that several studies compare co-teaching to a marriage as it requires close partnership, compromise, and a great deal of effort.

Annotated Bibliography

Timperley, H., Kaser, L., & Halbert, J. (2014). *A framework for transforming learning in schools: Innovation and the spiral of inquiry*. Centre for Strategic Education. Retrieved from <http://www.educationalleaders.govt.nz/content/download/74475/611763/file/Spiral%20of%20Inquiry%20Paper%20-%20Timperley%20Kaser%20Halbert.pdf>.

This document discusses the Spiral of Inquiry, which was introduced to teacher candidates during the November mini-conferences. The Spiral is also used as a guide to teacher inquiry, but unlike the one published by the Ontario Ministry of Education, it is a series of steps rather than characteristics. It is a spiral because teachers must continually examine whether their focus of inquiry truly gets at the heart of the issues that they are attempting to resolve. If the teachers need to adjust their focus or if their new approach does not go according to expectations, they should see it as a learning experience. Armed with new knowledge from their experience, teachers can then revisit previous steps in the spiral.

Wilson, G. L., Blednick, J., & Ebrary Academic Complete (Canada) Subscription Collection. (2011). *Teaching in tandem: Effective co-teaching in the inclusive classroom*. Alexandria, Va: ASCD.

This article clearly discusses about co-teaching between enrolling teachers and special educators who work in elementary schools in the United States. It states some of the benefits and challenges about co-teaching in a classroom with students with special needs/disabilities. It also discusses about the importance of co-teaching especially for a classroom with students with special needs/disabilities. This article is a relevant article because it provides the reasons behind co-teaching or collaborative teaching in a classroom.

Collaboration between Enrolling Teachers/Concepts of
Co-Teaching - Chris Yagi

The Teacher and Librarian Collaboration - Myrna Ordon

Collaboration between Enrolling Teachers and Special
Educators - Scarlet Kim