

EDUCATOR PERCEPTIONS ON CO-TEACHING MORE THAN A DECADE LATER

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We explored the contemporary state of co-teaching practices by examining co-teachers' perceptions. It is essential to understand the elements that affect co-teachers' views on preparation, supports, teacher interactions, and instructional practices if co-teaching is to achieve sustainability in school districts. We wished to contribute to the field of co-teaching by examining current secondary educators' perceptions to determine the next steps necessary to increase positive student outcomes in inclusive classrooms. In this study, we used the Perceptions of Co-Teaching survey. There were 63 secondary teachers in the study. Three conclusions were drawn. First, professional development should be offered to teachers who will be co-teaching and administrators who will supervise this initiative. Second, sufficient planning time must be allocated for teachers who co-teach. Third, administration must support co-teaching.