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Cooperative teaching as a method of collaboration between regular and special educators in an integrated setting

Mary J. Takes
University of Northern Iowa

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**Cooperative teaching as a method of collaboration between
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Takes, Mary Jean, Ed.D.

University of Northern Iowa, 1993

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COOPERATIVE TEACHING
AS A METHOD OF COLLABORATION
BETWEEN REGULAR AND SPECIAL EDUCATORS
IN AN INTEGRATED SETTING

A Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Approved:



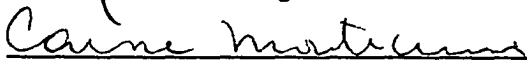
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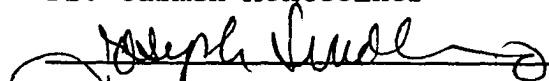
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Fall, 1993

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COOPERATIVE TEACHING
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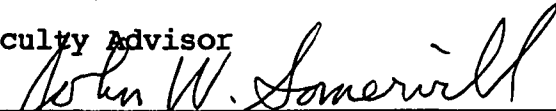
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**Title: COOPERATIVE TEACHING AS A METHOD OF
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EDUCATORS IN AN INTEGRATED SETTING**

ABSTRACT

Concerns about meeting the needs of students with disabilities through integration have led to increased collaboration between special and regular educators (Johnson, Pugach, & Devlin, 1990). Cooperative teaching, a nontraditional method of meeting the needs of students with disabilities, lacks sufficient research regarding its implementation.

This study investigated, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements. The researcher collected data regarding 10 different cooperative teaching partnerships. Data collection included the use of observation, interviewing, and the collection of documents. These facilitated a constant comparative method of analysis which allowed the researcher to discern patterns in the data regarding the cooperative teaching participants and the issues which emerged as influential in their relationships. These emergent issues included the areas of shared commitment to the cooperative method, issues of isolation and autonomy, forms and acceptance of assistance, trust and balance of

power, relationship development and conflict resolution, and professional growth.

Those issues helped delineate patterns among the cooperating partnerships which led to the creation of a model depicting the following four levels of cooperative relationships:

1. Parallel relationships were those in which partners worked in the same room--but almost always in a separate fashion--where separate goals may have been achieved by individual teachers despite little cooperation or communication between the 2 teachers, and where 1 or both partners were dissatisfied within the partnership.

2. Collateral relationships were those in which both partners worked compatibly on the surface and with common purpose, but one partner held a subordinate position to the other--especially with respect to decision-making power--and 1 or both teachers were dissatisfied within the partnership.

3. Convergent relationships were those in which partners had mostly similar philosophies, worked together in a constructive fashion towards an agreed upon purpose within the existing classroom structures, and were both satisfied within the partnership.

4. Transformative relationships were those in which partners had mostly similar philosophies, worked together in a constructive fashion towards an agreed upon purpose which exceeded the limits of existing classroom structures, and were both satisfied within the partnership.

CHAPTER I
THE PROBLEM AND ITS SETTING

Schools throughout the United States serve students with a complement of regular education services and additional services directed to students with special needs. Providers of each of these services are assigned responsibility for educating students; however, they often function separately in their attempts to accomplish this objective.

In the early 1900s, special education became an accepted method for meeting the needs of students who were not being adequately served in the regular education setting (Stainback, W., Stainback, S., & Bunch, 1989). After years of separating special needs students from the regular education students, educators raised concerns regarding the later integration of the special education student into a nonsegregated adult world. Legislators addressed this concern by enacting the Education for All Handicapped Children Act of 1975 (PL 94:142), containing provisions which required all special education students to be placed in the least restrictive environment possible (Madden & Slavin, 1983). Despite the enactment of PL 94:142, this dual system of education has continued to influence numerous program decisions made for the education of the handicapped.

Today, many educators are again questioning the benefits of this dual system. Their concerns include

overidentification, limited programs, eligibility limits, overemphasis on standardized testing, and the negative social effects of labeling (Iowa Bureau of Special Education, 1988). Such concerns precipitated the emergence of a new initiative to increase the extent of integration of students with disabilities into the mainstream (Reynolds, Wang, & Walberg, 1987; Stainback, S. & Stainback, W., 1985; Will, 1986).

A merger of the regular and special education systems was proposed by S. Stainback and W. Stainback (1985) to allow for a unified attempt to meet the needs of all students. Subsequently, the Regular Education Initiative (REI), described by Davis (1988), maintained that the regular education system must assume the primary responsibility for all students (both regular education students and those identified with special needs) without relying on pull-out programs.

The Regular Education Initiative has been met with some disapproval from both regular and special educators. Many regular educators feel that a wide range in student abilities and increased class size already negatively affect the amount of individualized instructional time available in the regular class (McKinney & Hocutt, 1988). The addition of mandatory integration requirements may serve to heighten this feeling. Inadequate preparation, lack of time and resources, and fear of failure are just a few of the concerns felt by regular education teachers regarding proposals for meeting the needs

of students with disabilities in the regular class setting (Asselin, 1983; Messersmith & Piantek, 1988; Sachs, 1988).

Some special educators are also resistant to the changes that accompany the REI, fearing special needs students will return to the environments that caused their initial frustrations (Messersmith & Piantek, 1988). Some of these teachers perceive the REI to be criticizing the educational values and practices they have held and used for many years.

The concerns held by all educators regarding meeting the needs of students with disabilities through integration and the growing concerns regarding accommodating the needs of students who are likely to drop out of school have led to increased collaboration among educators (Johnson, Pugach, & Devlin, 1990). Collaboration between special and regular educators is emphasized as a key component within recommended educational practices (Allington & Broikou, 1988). Johnson et al. (1990) described collaboration between regular and special educators as the facilitation of a "supportive system in which teachers freely access each other's expertise to solve problems" (p. 10). Educational collaboration for the planning, evaluation and/or implementation of teaching students in the regular classroom can include arrangements such as Teacher Assistance Teams, collaborative consultation, or cooperative teaching.

Collaborative consultation, as identified by Pugach and Johnson (1988) and Teacher Assistance Teams as defined by

W. Stainback and S. Stainback (1989), involve either partner or group discussion and problem-solving among educators. Valdez (1990) found team teaching in the regular classroom to be the most common service delivery model of nontraditional resource specialists. Cooperative teaching:

refers to an educational approach in which general and special educators work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings. (Bauwens, Hourcade, & Friend, 1989, p. 18)

Iowa's response to the Regular Education Initiative was a more specific plan called the Renewed Service Delivery System (RSDS) which was proposed in 1988 as a method for encouraging improvements in the delivery of services to students with special needs (Staff, 1989). This prompted many districts in Iowa to develop alternatives, such as collaboration between special and regular educators, in an effort to participate in the proposed system.

Justification of Research

As various collaborative efforts between regular and special educators increase in Iowa and other states, the need to examine these efforts becomes important. The information gleaned from this examination would benefit educators in several ways. First, the implementation of cooperative teaching poses a challenge to traditional practices in place among special and regular educators, and therefore warrants investigation and explanation. Second, if implementation of such a model increases, it may have an effect on current

teaching training practices. Finally, it may affect inservice decisions made by people in leadership positions who might be considering the adoption of such a model.

An investigation of cooperative teaching may require the consideration of various forms of research methodology. Stell (1989) recommended that such an examination utilize ethnographic research to "capture the elusive nature of school culture . . . and the role of the resource teacher in its context" (p. 88).

The purpose of this study was to investigate, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements.

Initial Research Questions

Upon entry into the field of study, the researcher used the following initial research themes to guide the investigation:

1. What formal and informal organizational structures exist in a cooperative teaching effort? How do these structures influence the cooperative effort? Why do they influence this effort?

2. What communication networks exist in a cooperative teaching effort? How do these networks influence the cooperative effort? Why do they influence this effort?

3. What support networks exist in a cooperative teaching effort? How do they influence the cooperative effort? Why do they influence this effort?

4. What incentives exist in a cooperative teaching arrangement? How do they influence the cooperative effort? Why do they influence this effort?

5. What barriers to collaboration exist in the cooperative teaching arrangement? How do these barriers influence the cooperative effort? Why do they influence this effort?

Definition of Terms

In order to provide clarity for the terms used in this study, the following definitions are provided:

1. Special education: instruction that is specifically designed to meet the educational needs of exceptional students, or those students whose needs are not being met by traditional educational programs (adapted from Taylor & Sternberg, 1989).

2. Regular education: instruction provided in traditional educational programs by teachers not specifically assigned to special education services (adapted from Taylor & Sternberg, 1989).

3. Regular Education Initiative (REI): an educational movement which advocates that the general education system be primarily responsible for the education of all students in

the public schools--including students with disabilities (Davis, 1989).

4. Renewed System Delivery System (RSDS): the implementation of improvements to make the delivery of special education services better in Iowa which has, as a primary focus, the examination of how support personnel are utilized (Staff, 1989).

5. Mainstreaming/integration: the provision of appropriate educational services for students with disabilities in the least restrictive environment (Johnson & Johnson, 1980).

6. Least restrictive environment: the educational setting in which a student with disabilities is placed that meets his/her needs as much as possible and where the student is placed with same age, nondisabled peers (Miller & Loukellis, 1982).

7. Inclusive schools: a school which educates all students in the regular class setting with the necessary supports to assure the success of every student (Stainback, S. & Stainback, W., 1990).

8 Collaboration: the facilitation of a supportive system in which teachers freely access each other's expertise to solve problems (Johnson et al., 1990).

9. Collaborative consultation: a "reciprocal arrangement between individuals with diverse expertise to

define problems and develop solutions mutually" (Pugach & Johnson, 1988, p. 3).

10. Teacher Assistance Teams (TAT): support groups which brainstorm, discuss techniques and methods, and assist teachers in solving problems (Stainback, W. & Stainback, S., 1989)

11. Cooperative teaching: "an educational approach in which general and special educators work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings" (Bauwens, Hourcade, & Friend, 1989, p. 18).

12. Pull-out programs: programs providing instruction for exceptional students on a supplementary, part-time, or full-time basis (as denoted by Levels 2, 3, and 4 of the Model for Special Education Services, Deno, 1970).

CHAPTER II

REVIEW OF LITERATURE

The purpose of this study was to investigate, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements. Research and other forms of literature pertinent to the current investigation of a cooperative teaching setting are presented in this chapter.

Initial research conducted for this investigation was comprised of the existing literature on special education services and the changes in those services. The resulting literature presented in this chapter includes an historical background regarding the development and evolution of special education services, a description of one movement in special education--the Regular Education Initiative--and collaborative solutions proposed as a result of the Regular Education Initiative. In addition, variables thought to influence collaboration are also presented.

Throughout the course of the study, subsequent review of literature was needed to help interpret and make sense of the data collected. This literature included topics such as shared commitment, teacher autonomy and isolation, forms of assistance, trust in a relationship, balance of power, relationship development, conflict resolution, and

professional growth. These topics are presented in the last part of this chapter.

Special Education: An Historical Perspective

Early Beginnings

Special education as it is known today is a result of tumultuous changes in our educational system. In the early 1900s, compulsory attendance and child labor laws were enacted which enabled children who would normally have dropped out or have been marginalized from formal schooling to attend school. All students were then taught within a single system by general educators who were expected to teach students with varying backgrounds and academic ability. Later, in the 1950s and 1960s, a movement to exclude children with disabilities and place them in special classes created the dual system of special education and regular education which has since become the standard method for delivering educational services (Sapon-Shevin, 1989; Stainback, W., Stainback, S., & Bunch, 1989).

PL 94:142

In 1954, a widely publicized court case, Brown v. Board of Education resulted in a ruling that "separate was not equal." Though this ruling applied directly to racial minority students, it had an eventual effect on the education of the disabled. In 1965, Congress passed the Elementary and Secondary Education Act which, among other things, allocated funds to support the schools in the effort to educate the

disabled (Campbell, Cunningham, Nystrand, & Usdan, 1990). A decade later, the Education for All Handicapped Children Act of 1975, better known as PL 94:142, was passed which stated that children with disabilities would receive an education alongside nondisabled children whenever appropriate. The nondisabled setting became known as the "least restrictive environment" for special education students (Biklen, 1985).

Why Mainstream?

Placing students back into the "mainstream" of the regular classroom has caused many educators to reflect on the effects of the dual system utilized for decades. A great deal of concern is expressed in the literature about the negative effects of the separate system currently being used (Iowa Bureau of Special Education, 1988; Messersmith & Piantek, 1988; Stainback, S. & Stainback, W., 1985).

Concerns regarding eligibility and placement include the reliance on the use of pull-out programs to educate most disabled students (Davis, 1988); overreferral and placement of students into special education programs; and the focus on students fitting into a regular education "mold" or being placed into special education programs (Iowa Bureau of Special Education, 1988). Also included are concerns for the limiting of special services only to students qualifying for special education, and the limiting of options available for those students who are determined eligible for special services (Stainback, S. & Stainback, W., 1985). In addition,

another concern is the limiting of special services only to students qualifying for special education (Lerner, 1987).

Once placed in special education, a concern for the likelihood of that student's return to the mainstream surfaces (Messersmith & Piantek, 1988). A social concern also emerges upon placement. The negative effects of labeling upon students can be emotionally damaging to a student (Iowa Bureau of Special Education, 1988).

Curricular concerns exist as well. The use of curriculum within special programs which is parallel to that used in regular education is often lacking in necessary functional skills (O'Neil, 1988). The separate systems can additionally create negative effects due to the barriers produced between regular and special educators (Allington & Broikou, 1988). Finally, recent concern has been expressed about the current movement towards excellence in education which may limit funds available for the population of disabled individuals by shifting emphasis to students capable of higher achievement (Braaten, Kauffman, Braaten, Polsgrove, & Nelson, 1988; Davis, 1988).

These concerns have led many to examine more carefully the options available in education to meet the needs of special students. As Reynolds et al. (1987) stated:

Unless major structural changes are made, the field of special education is destined to become more of a problem, and less of a solution, in providing education for children who have special needs. (p. 391)

Regular Education Initiative

REI: The Beginning

One reform which may be described as a major structural change in special education and is recommended in recent literature is the Regular Education Initiative (REI). The Regular Education Initiative had its beginnings in a publication by Madeleine Will, the Assistant Secretary of Education, in 1986. This reform, initiated by the Office of Special Education and Rehabilitation Services, clearly proposed that a renewed commitment must be made to the success of children with disabilities by encouraging a partnership between regular and special educational systems. The objective of this partnership would be to share knowledge and expertise among all educators so that the needs of all students, disabled and nondisabled, can be met within the regular classroom (Heller & Schilit, 1987).

The ultimate goal of a reform such as the REI is to reduce dependence on pull-out programs. This does not mean, however, that pull-out programs would necessarily be eliminated. O'Neil (1988) stated that some educators believe that a number of students will continue to need some or all of the services currently being provided in separate educational settings.

Educators' Concerns

Critics of the Regular Education Initiative have perceived inherent flaws with the reform. The lack of a

definite research base, the assumption that regular educators will willingly accept the proposal, the possibility of harming the very students for whom the initiative is intended, the absence of educators in the regular classroom who are trained for integration, and its impact on a move towards excellence in education are among many criticisms against the REI (Braaten et al., 1988).

Integration has long been a concern for both special educators and regular educators for many reasons. These concerns may affect attempts made to implement integration plans and therefore merit examination.

Special Educators

Special education teachers express different opinions on the integration of students with disabilities. While some are in favor of an integrated setting for their students, others feel that mainstreaming their students is not the best way to meet the special needs of these students.

Several reasons may exist for the hesitancy that some special educators feel towards mainstreaming. First, some teachers in the field of special education question whether regular educators are qualified, ready, or even willing to learn about and develop ways to meet the needs of these individual students (O'Neil, 1988). O'Neil also stated that increased pressure for academic excellence will hinder the tolerance of individual differences in the classroom, and that many regular class teachers have negative attitudes

toward mainstreaming which will have an adverse affect on the special students' success in the integrated classroom (Reisberg & Wolf, 1986). Sarason (1982) suggested that although regular class teachers are not unsympathetic to the needs of the student with disabilities, they consider this student's reentry to the regular classroom an "interference to the progress of the rest of the class" (p. 237). Special educators, anticipating the failure of mainstreamed students in such an environment, are often hesitant to allow their students to return to the regular class setting and will wait until students are practically guaranteed success before the student is integrated (Messersmith & Piantek, 1988).

General Educators

It is not surprising that general educators have a number of concerns regarding integration, since they are affected most directly by this plan. These problems may have a significant affect on the success of integration.

One concern expressed frequently was a lack of time or resources available for the additional needs of the students with disabilities (Asselin, 1983; McKinney & Hocutt, 1988; Shechtman, 1989). Many teachers already feel pressured to accommodate the needs of many other students who are at risk of failure in school (Conway & Gow, 1988; Trent, 1989). Regular classroom teachers feel these students would undoubtedly be met with social rejection by their peers in the regular class (Conway & Gow, 1988). Current educational

standards have applied additional pressure to regular educators. Meeting the demands for accountability will be difficult to accomplish if special class students are integrated into the regular class setting (Davis, 1988; McKinney & Hocutt, 1988; Stainback, S., Stainback, W., & Harris, 1989; Shechtman, 1989). Another concern noted by S. Stainback, W. Stainback, and Harris (1989) is the problem of existing large class sizes which will only be compounded further with integration.

Many general educators feel inadequately prepared for meeting the needs of special students. This may result in a fear of failure for many of these classroom teachers (Asselin, 1983; Miller & Loukellis, 1982; Sachs, 1988; Shechtman, 1989). The belief that special education teachers have great patience in working with needy students may have contributed to the apparent split between regular and special educators (Bogdan & Biklen, 1985). S. Stainback and W. Stainback (1985) noted that, over the years, the differences between special educators and regular educators have been magnified to the point of separation into two different camps. These authors also noted, however, that these differences are due to training, not intrinsic qualities, and can therefore be bridged through inservice and preservice programs.

Although the concerns expressed by educators have not prevented some schools from recently implementing strategies

to accomplish the goals of REI, many schools have made little or no progress toward an integrated model (Stainback, W., Stainback, S., & Bunch, 1989). This lack of progress may be due to an underlying disagreement about whether mainstreaming is a good idea or not (Biklen, 1985). Biklen suggested educators need to address the issue of integration from a new perspective. It was suggested by Biklen and Taylor (1985) that special education never be considered an "add-on service" (p. 21). It should always be an integral part of the regular education system. The intent of PL 94:142 was for a more complete, inclusive public education for all students (Ferguson, 1989), and recent discussion of the integration issue has led to a more thorough examination of the alternatives available.

REI Alternatives

Increasingly, educational reform in the area of special education has included a number of alternatives for service delivery. Although many school districts choose to continue utilizing a dual system comprised of regular education and special education opportunities which are mostly segregated in nature, some school districts have turned to other viable alternatives for educating students with disabilities in a less segregated manner. These alternatives may have included adopting an inclusive school concept or one of the various forms of collaboration among educational professionals and

community to help meet the needs of these and other students at risk of failure in the public school system.

The concept of inclusive schools has developed somewhat recently in the literature and refers to schools in which students with and without disabilities are educated together within one educational system (Stainback, S., & Stainback, W., 1990). This concept represents a radical departure from the typical school setting of the past few decades and involves, among other things, cooperative and collaborative efforts. Although an integral part of the inclusive school concept, collaboration, in and of itself, is a practice recommended among school professionals as a whole (Pugach & Johnson, 1990).

Collaboration

Overview

The existing dual system for educating students has fostered definitive boundaries between regular and special educators which have prevented the sharing of expertise and support (Allington & Broikou, 1988). In this dual system, the regular class teacher is relieved of a few students with disabilities while they are helped in a special class setting, but this same teacher is left with many other students who are not identified for special services but need a great deal of additional assistance. This "at risk" segment of the student population seems to be growing and the regular class teacher feels the daily pressure of meeting

their needs (Association for Children with Learning Disabilities, 1986). Many of these teachers desire more assistance and support than they are currently getting within the dual educational system (Trent, 1989). Teachers are basically alone in their efforts to educate students with special needs in their classes. Little time is allowed for collaboration among other educators for the planning of appropriate instructional practices or the discussion of common problems and solutions when faced with these everyday challenges (Thousand & Villa, 1989). Scott and Smith (1990) contended that this isolation makes teachers more resistant to the changes advocated in educational reform movements. Villa and Thousand (1988) suggested, however, that these teachers would show more willingness to meet the needs of integrated students if they knew that support was available to them through a collaborative effort between regular and special educators. Collaboration, as described by Johnson et al. (1990), is a supportive system where teachers utilize the expertise of other educators to solve problems.

Forms of Collaboration

Collaboration has taken several forms in the literature. Bauwens (1991) referred to collaboration as an umbrella term which encompasses many models. Although Valdez (1990) noted that there is no one standard model of collaborative service, three common collaborative models described by Bauwens (1991)

are: Teacher Assistance Teams, collaborative consultation, and cooperative teaching.

Teacher Assistance Teams

Teacher Assistance Teams are groups of people (teachers, counselors, administrators, parents) who join together to provide support to classroom teachers in their attempt to provide appropriate educational opportunities to all students (Stainback, W. & Stainback, S., 1989). These groups might brainstorm, problem-solve, or discuss techniques and methods to use with these students.

Project ENTRY was a collaborative mainstreaming support program which employed a support team at the high school level (Springer, 1989). A problem solving and peer consultation approach was used with the regular classroom teachers of integrated students. A case study of Project ENTRY investigating the perceptions of the teachers involved in Project ENTRY toward the support program found that participants felt that there were risks involved in adopting such a program when accommodations needed to be made by teachers, when teachers and classes were selected for participation, and when decisions were made regarding the development and continuance of programs such as Project ENTRY. The benefits included the support given to at-risk students and their teachers and the improved relationship between special and regular education teachers.

Collaborative Consultation

Collaborative consultation, described by Pugach and Johnson (1988) involves an arrangement between a special education teacher and a regular education teacher, in which both teachers share their expertise with each other in an attempt to accurately describe problems and mutually develop solutions to the problems. This process often requires that the special educator be familiar with the regular curriculum and large-group instructional strategies. Both educators look for ways to adapt or modify curriculum or strategies within the regular classroom (Huefner, 1988).

Stripling (1989) investigated a collaborative consultation teaching model and its academic and social-emotional effects upon students with learning problems. At-risk and students with mild disabilities were assigned to either an experimental group for which collaborative consultation techniques were employed, or to a control group for which a dual educational system was employed. All students with learning problems were found to receive as much or greater academic and social-emotional benefits when involved in a collaborative consultation arrangement as when assigned to a total regular class placement or special education pull-out model for instruction.

In an effort to investigate how and why resource specialists have come to provide special education services in ways that differ from the norm, Valdez (1990) found that

each of the 11 nontraditional resource specialists had indicated that it was necessary to enter into a peer relationship with the regular classroom teacher and not adopt the expert role intended through collaborative consultation models. Each of these specialists preferred the term "collaboration" over "consultation" to describe their role. Valdez concluded that the term "consultation" be dropped from the literature and recommended the use of SE-CAM, or Special Education Collaborative Assistance Model.

Both Teacher Assistance Teams and collaborative consultation involve discussion and problem-solving efforts among professionals. This kind of consultation, as applied to education, adopts a client-centered approach in which meetings deal with the classroom teacher's lack of knowledge, skill, self-confidence, or professional objectivity (Pryzwansky, 1977). This often means, stated Pryzwansky, that the consultant may not assume responsibility for the client (student) and the classroom teacher is free to accept or reject the ideas presented in consultation. Cooperative teaching, as a third form of collaboration between regular and special educators, may require a higher degree of collaboration between special and regular educators.

Cooperative Teaching

Cooperative teaching defined. Cooperative teaching, as a form of collaboration, can be described as one in which regular and special educators coordinate their efforts to

jointly teach heterogeneous groups of students in integrated settings to meet the needs of all students (Bauwens et al., 1989). "Specifically, in cooperative teaching both general and special education teachers are simultaneously present in the general classroom, maintaining joint responsibility for specified classroom instruction that is to occur within that setting" (p. 18).

Cooperative teaching models. Bauwens et al. (1989) described three approaches to cooperative teaching which are all accomplished within the regular classroom by both a regular class teacher and a special educator sharing the responsibilities of that classroom. These approaches are: complementary instruction, team teaching, and supportive learning activities.

The first approach described by Bauwens et al. (1989), complementary instruction, is a classroom procedure involving primary content instruction provided by the regular class teacher and student survival skill instruction provided by the special education teacher. For instance, the regular educator might present the content of an instructional unit in one subject area. The special education teacher would provide instruction on such study skills as note-taking, outlining, or finding the main idea. These survival skills could be taught to the entire group or only to those students who are in need of specific instruction in this area.

In the second approach described by Bauwens et al. (1989), team teaching, both the regular and special educator share all the planning, preparation, and instruction for the classroom. The special educator might be responsible for the vocabulary development or specific concept teaching while the regular educator might have responsibility for another part of a lesson. Both teachers in team teaching situations have equal responsibility and alternately present content at various times.

Supportive learning activities was the third approach described by Bauwens et al. (1989). This involves the regular class teacher providing all instruction essential to the content of the course, and the special educator providing enrichment activities which support the content instruction. This might include the initial presentation of content and discussion led by the regular educator and the application activities, such as experiments or manipulation of hands-on materials, presented by the special educator.

In each of these approaches, the instruction is a shared responsibility. The role of the special education teacher involves more side-by-side collaboration than use of pull-out procedures to help meet the needs of students in the classroom. It is a shared expertise in which the specific strengths and qualities of each teacher are drawn upon to provide the best educational experience for all students. The skills of the general educator, which include content

preparation, curriculum sequencing, and large-group instruction, are combined with the special educator's skills which include individualization, behavioral analysis, and adaptive learning and teaching strategies, to provide a unique educational opportunity in one classroom (Walsh, 1991).

The Keystone Area Education Agency (1986) noted similar models of instruction marked by varying degrees of participation and inclusion for the special educator. No single teaching model was identified as being sufficient to meet the needs of all students. This agency listed six different models to choose from according to the needs of the situation. Five of these models described cooperative teaching arrangements.

The first model was a cooperative teaching model described as one in which both the special and regular education teachers shared ownership and the teaching responsibilities of their class. Each person brought his or her own expertise and experience to the teaching situation to assist in the effort.

The second model was a unit teaching model. In this model, teachers alternately took turns presenting the instructional material in the content area while the other teacher served as a helper. Similar to this was the third model, the teacher helper model. In this model, the special

educator consistently served in the role of helper to the regular educator.

The fourth approach was the small group model. Each of the teachers in this model had their own lessons and taught small groups simultaneously in the regular classroom.

The fifth approach was the study skills model. This model allowed for the presentation of study skills by the special educator for an initial 2- to 3-week period prior to the presentation of the unit material covered by the regular educator.

Affleck, Madge, Adams, and Lowenbraun (1988) noted another model called the Integrated Classroom Model (ICM) which was initiated in the Washington School District in 1980 and included "integrated classrooms . . . composed of about one third mildly handicapped students, and two thirds average to above average regular education students . . . [with a total] target size for a classroom [being] 24 students" (p. 340-341). Each of these classrooms was assigned an aide for 1 and 1/2 to 3 hours a day and received additional aide time for each student with special needs over the classroom limit of eight students. The teachers in the ICM employed practices such as direct instruction, guided practice, cooperative learning, independent study, and other modifications.

These models, as noted by Bauwens et al. (1989), the Keystone Area Education Agency (1986), and Affleck et al.

(1988), describe cooperative teaching arrangements in which the role of the special education teacher differed dramatically from the traditional role established in a dual service delivery model. Although the changing role of the resource teacher was described in a study by Stell (1989), and Valdez (1990) noted in a multiple case study of 11 resource specialists that the most common alternative service delivery model used by these nontraditional resource specialists was a team (cooperative) or parallel teaching approach in the regular classroom, cooperative teaching specifically, as a form of collaboration, lacks sufficient supportive research. Houston (1979) and Cline (1984) both recommended looking at the various incentives and barriers involved when instituting collaborative efforts.

Incentives to Collaboration

Numerous benefits of collaborative models cited by educators in the literature have provided incentives for those involved in such efforts or those intent on creating a collaborative environment. The advantages of collaboration range from those which benefit students to those which benefit the teachers and even the school as a whole (Little, 1990a).

For Students

Students benefit from the collaborative efforts of their teachers in several ways. Because collaboration involves meeting needs in the regular class setting, disabled students

will not suffer as much from the stigma attached to being placed in a pull-out program (Huefner, 1988). Madge, Affleck, and Lowenbraun (1990) noted only modest gains in social status for such students in the integrated setting, but stated that these gains "do not come as the result of other costs, such as a loss of academic achievement" (p. 443). In the integrated classroom, greater educational opportunities will be available for students with disabilities (Cosden, 1990), responsibility for instruction will be shared, and there will be a decrease in the duplication of services (Zvolensky & Speake, 1988).

Not only will the needs of special education students mainstreamed into the regular class be more likely met in that setting, Zvolensky and Speake (1988) asserted, but the needs of others considered to be "at risk" in our schools will be met as well. These students will receive increased assistance when needed and additional skill instruction needed for survival in the educational system (Cosden, 1990). With a cooperative approach, stated Walsh (1991), all students will benefit from the teacher's enhanced creativity and use of strategies, increased supervision, and responsiveness which result in an environment of improved learning and behavior.

For Teachers

There are benefits to cooperative teaching as a form of collaboration for the teaching staff as well. A cooperative

teaching arrangement can, according to Reisberg and Wolf (1986), provide relief for regular class teachers from increased instructional and management demands within the classroom. Too often, there is little communication between regular classes and special classes (Will, 1986). This results in teachers "reinventing the lightbulb" again and again within their own classrooms. A sharing of expertise among these educators through the utilization of other teachers as natural resources (Thousand & Villa, 1989) might benefit these educators greatly (Scott & Smith, 1987). In a collaborative setting, regular educators could share their expertise on curriculum and its sequencing, as well as their knowledge of large-group management techniques. At the same time, special educators could contribute their ability to analyze and adapt instructional materials and their knowledge of learning strategies (Bauwens et al., 1989). These combined skills could make a notable contribution to the education of all students in the regular classroom.

Shaplin (1967) noted that incentives for collaboration include the exchange of information and functions between teachers and the efficiency of instruction when combining students in a variety of ways for different reasons. Walsh (1991) added that teachers often perceive the benefits to collaboration to be their increase in job satisfaction and the reduced feelings of stress. Goodlad (1966) stated that time is wasted less in a collaborative setting, teachers get

an opportunity to know students better and have more time to share their observations with a colleague, and that there is more of an opportunity to discuss other truly professional matters with this colleague throughout the day on a consistent basis. These collegial groupings may benefit in ways similar to those noted by Beebe and Masterson (1982) regarding any small-group situation. These authors stated that small groups tend to have greater resources for knowledge, greater number of creative problem-solving methods, greater satisfaction with decision making, and better understanding of themselves as they interact with others.

Other advantages to collaboration noted by Fox and Faver (1984) include the division of labor which allows for faster completion of work with higher quality. The joint effort seems to be more efficient because participants can specialize in their area of expertise but with enough input from others so that improvements can be made in the outcomes of the task. Fox and Faver also noted an increased motivation level, due to the commitments made by each of the participants. Both parties are responsible for their share of the work and usually have equal loads. Similarly, Little (1990a) suggested that collegial relations in education tend to promote improvements in lesson planning and the rate and quality of innovation. Additionally, current recommended practices are often encouraged more and the close work of

colleagues tends to promote solidarity and a combined sense of confidence.

The beneficial outcomes of cooperative teaching, as a method of collaboration, may reflect the outcomes of mentorship as noted by Shulman (1986). These outcomes included greater access to resources, increased status among others, greater companionship and assurance, increased knowledge and ideas for teaching, greater access to models of teaching, greater adjustments to the teaching task, increased feedback on performance as a teacher, and greater support for thinking about teaching.

For Schools

Schools, stated Little (1990a), may also benefit from the establishment of collaborative environments. With collaboration in place, schools are better prepared to support students in need since the staff orchestrates daily work among classrooms to a high degree; new ideas, methods and materials are tested more frequently; and the negative effects of natural staff turnover are reduced.

Schools may benefit in financial ways as well. In one cooperative model, the Integrated Classroom Model (ICM), Affleck et al. (1988) found actual monetary gains due to the collaborative model used. When compared to the use of a resource model, the ICM provided a savings for special education of \$13,590 and a savings for regular education of \$41,250 in 1 year. These researchers felt that the

Integrated Classroom Model, when compared to the resource model, was efficacious due to its equal or increased academic effectiveness, its simplified approach to scheduling, and its improved coordination of curriculum used in both regular and special education settings.

A collaborative environment, as seen in the literature, provides advantages which affect students with disabilities as well as those who are unidentified for special services. In addition, advantages include those for teachers and the school as a whole. These advantages may provide incentives for schools to continue the use of collaborative or cooperative teaching arrangements and also for noncollaborative schools to move in the direction of establishing an environment which encourages joint responsibility and collegial interaction. There are, however, barriers which might prevent the existence of collaboration in the school setting.

Barriers to Collaboration

Will (1986) challenged special and regular educational systems to utilize strengths of both systems to create an effective educational environment within an integrated setting. The concerns expressed by special educators, regular educators, and parents regarding collaborative innovations, however, represent barriers which need to be addressed before effective integration into collaborative settings can occur.

Regular Educators' Perceptions

For some regular educators, special education is a necessary outgrowth of education as a whole. Their training "emphasized the need for two cultures in the school: the regular and special. The two cultures in the school mirrored the same two cultures in schools of education" (Sarason, 1982, p. 238). Sarason suggests that regular educators feel under attack from the community because of low academic achievement by regular education students and that mainstreaming is being mandated at a time when financial cutbacks are alarming. They see mainstreaming as a resource problem because more special classes are needed. Sarason argues that, due to this reason, educators need to redefine what is considered a resource.

Regular educators may see the intended collaboration of a special educator as more of an intrusion (Carter, 1989; Spodek, 1982). Additionally, it is suggested, they may fear that suggestions made by the special class teacher may be too time-consuming or difficult to undertake in the regular classroom.

Both regular and special education teachers may view each other's abilities with suspicion due to their differences in training (Pugach & Johnson, 1988). For instance, some regular class teachers may feel that class requirements must be met by all in the same way and standards shouldn't be lowered to accommodate these students (Conway &

Gow, 1988; Messersmith & Piantek, 1988). Behavior management strategies, as proposed by McGill and Robinson (1989) for use with these disabled students, are sometimes rejected by classroom teachers as unnecessary strategies for all students and may merely cause additional burdens in the regular classroom.

Special Educators' Perceptions

Special educators, on the other hand, may doubt the capacity of the regular educator to accommodate their classrooms to help meet the needs of all students. They may not want to subject students to teachers who either cannot or will not modify their activities or approaches (Pugach & Johnson, 1988). Special educators may also anticipate and fear meeting with resistive partners in cooperative relationships (Friend & Bauwens, 1988). In addition, special class teachers may have difficulties similar to student teachers in the classroom setting due to problems of classroom ownership. These difficulties may include: feeling intrusive when using the cooperating teacher's possessions, such as a desk, supplies, or gradebook; feeling frustrated by the lack of time to develop an interpersonal relationship with the cooperating teacher; feeling that a lack of experience in this setting results in having little instructional or curricular decision making power; and feeling others do not consider she or he to be a "real teacher" (Kleinsasser, 1989).

Generally, cited Walsh (1991), disadvantages to collaboration for both special and regular educators include the additional planning time and larger classrooms needed, the possibility of incompatibility of cooperating teachers, and the concerns for appropriateness of a cooperative teaching atmosphere for all special education students. In addition, problems reflected in any small-group situation may have an effect on the cooperative teaching arrangement (Beebe & Masterson, 1982). These might include the pressure placed on partners by other partners to conform to one opinion, the domination of discussion by one partner, the reliance on one partner to get the job done, or the length of time required to solve a problem as compared to that taken by one individual.

Fox and Faver (1984) asserted that there is a certain amount of emotional cost involved in collaboration, due to the effort involved in developing a good relationship with others. Collaboration would involve a great deal of communication between the two groups and would require an enormous effort from participants to openly share their work with others. This may leave their work open to criticism by others, causing fear and insecurity among participants. Pryzwansky (1977) cited the limited training that instructional staff members have received for functioning as problem solvers in the educational setting and stated that

educators are not given many opportunities to work with each other in an integrated manner.

Teacher competency is another area of concern within the collaborative process. Not all teachers are effective collaborators, stated Merrell, (1989). The communication skills necessary for the task may seem overwhelming. In order to meet the needs of all students in the integrated setting, suggested Merrell, both regular and special educators would need to show sincerity, empathy, and be able to listen, paraphrase, and encourage during their communications. Successful collaboration also depends greatly on parity and respect being exhibited among professionals (Pugach & Johnson, 1989).

Lee (1989) cited 30 collaborative consultation competencies needed for effective collaboration in a study involving special and regular elementary teachers agreeing on these competencies. A significant difference was found between the two groups on six of the competencies. When data was grouped for years of teaching experience or number of experiences with special education students, however, there was no significant difference. Lee suggested that inservice programs be created which would help teachers develop competencies in the areas of communication/consultation, technical skills, and specific knowledge from the special education field for use in collaboration.

A study by Cannon (1989), using a Delphi technique to identify and validate the teaching competencies needed by both regular and special education teachers for the collaboration process, resulted in expert panelists agreeing that the categories of managing student behavior, and planning and managing the teaching and learning environment were equally necessary competencies for both regular and special educators. The categories of assessment/diagnosis, instructional content, instructional practices, and monitoring evaluation were stated to be competencies needed more specifically by special educators.

Parents' Perceptions

Parents, too, are concerned with teacher competencies. Although 65% of the parents surveyed by Lowenbraun, Madge, and Affleck (1990) indicated that they favored an integrated classroom for their children, almost 7% commented that their choice to participate in this kind of a program depended a great deal on teacher characteristics. Parents who offer protest to integration, stated Sarason (1982), also see it as a "further dilution in academic standards and goals" (p. 272). In addition, suggests Sarason, some parents of students with disabilities have fears about their children being subjected to increased academic demands.

The disadvantages of cooperative teaching as a form of collaboration between special and regular educators represent physical, emotional, financial, and psychological barriers to

collaboration as an educational innovation. These barriers, as indicated by teachers and parents, may be the potential downfall of such innovations (Bryan, Bay, & Donahue, 1988), and can minimize the collaborative effort in the long run (Scott & Smith, 1990). To avoid such a downfall, it may be wise to examine variables which may influence collaborative efforts.

Collaboration Variables

Shared Commitment

One variable of collaboration in the integrated setting is the shared commitment which exists in this environment. This may include a staff's commitment to a change or a partner's commitment to common goals within the partnership or the organization. School culture may play an important role in the formation of such commitment.

In his study of the relationship between school culture and the changing role of the resource teacher, Stell (1989) warned that it would be "shortsighted to consider implementation of the role out of the context of the total school organizational structure itself" (p. 48). School culture is described by Morgan (1986) as a system of values, knowledge, ideology, laws, and daily ritual which create reality for an organization through shared meaning and shared understanding. This shared reality, stated Morgan, rests "as much in the heads and minds of [the] members as [it does] in concrete sets of rules and relations" (p. 131). Morgan

further contended that understanding school culture contributes to understanding organizational change.

Changes, such as cooperative teaching efforts which have resulted due to the REI, may prompt investigations of such efforts within the context of the implementing organizations. Purkey and Smith (1983) suggested that school culture may be the factor which determines the success or failure of such implementations. For example, results of a study of a professional development program by Sheehy (1991) indicated that the schools which were most successful in the implementation of the new program were those considered to have, among other things, collaborative cultures. Valdez (1990), in a qualitative study which examined how and why some resource specialists have come to provide special education services in ways that differ from the norm, stated that schools which had nontraditional resource programs tended to have a problem solving climate.

The problem with implementing changes in the school setting, cited Corbett, Dickson, Firestone, and Rossman (1987), is that not enough consideration is given to the meaning of the changes and how that meaning affects the school's existing culture. One aspect of that culture which might warrant exploration is the school staff's commitment to the goals of the proposed change and their commitment to professional growth through this change.

A factor which Corbett et al. (1987) theorized to be a response to planned change is the aversion to that change which is exhibited by school staff to varying degrees depending on the nature of the norms challenged by the proposed change and the newness of these challenges. These authors posit that a building staff whose members share a strong commitment to a common goal, such as increased student learning, is likely to result in a good school. This mutuality of concern, however, may be challenged when confronted with the goals accompanying a proposed change such as a cooperative teaching effort between special and regular educators. Since proposing such a change often requires group decision making, communication problems commonly found in group situations may surface because individuals bring different levels of concern or commitment to the group situation (Beebe & Masterson, 1982).

The degree to which the group's members are committed to the goals established by the group should be made known, stated Beebe and Masterson (1982), because individual goals, in the form of hidden agendas, can undermine group goals. For example, most teachers involved in planning organizational change may believe, as Sarason (1982) stated, that productive learning and mutuality in living are the goals of schooling, and that additional resources are needed in the classroom to achieve these goals. This may lead to support of the goals of change efforts such as cooperative

teaching arrangements between special and regular educators. If, however, as Sarason also suggests, some teachers believe that the presence of students with disabilities in the regular classroom interferes with the progress of the rest of the class, then the goals of the individual classroom teacher may likely not match those of the group intent on implementing such a change. This mismatch may lead to numerous communication problems, even within a particular partnership.

Structurally, the cooperative teaching setting differs from the more traditional "egg crate" model described by Flinders (1988). As Bauwens et al. (1989) stated, special educators in the cooperative teaching setting are involved in the joint responsibility of teaching students with special needs in the integrated setting as opposed to the more traditional pull-out method. Collaborative partnerships will be formed to accomplish the goals of cooperative teaching. This means that special educators and regular educators will have closer associations with each other than before and must find areas of commonality through which they can work to achieve these goals. Sometimes, however, other issues such as autonomy and isolation may have an affect on a partnership and the degree to which they can find areas of commonality.

Autonomy and Isolation

Leithwood and Jantzi (1990) maintained that in a school in which a collaborative culture exists, teachers' basic

assumptions and values tend to be challenged more frequently. For example, the infusion of a more collaborative effort into an existing school culture may challenge typical cultural norms of autonomy and isolation in the school setting.

Leithwood and Jantzi (1990) described teachers as members of a "highly autonomous professional culture" (p. 3) who adhere to norms which isolate them from their peers for asking for or offering advice on professional matters. "They can teach side by side. They can meet together in conferences. They may even join one another for coffee breaks in the teachers' lounge, yet remain isolated from one another" (Spodek, 1982, p. 306).

Flinders (1988) perceived isolation as a condition of work for teachers. Historically, teachers have always been physically divided from their colleagues and have developed an "egg crate" mentality because of this separation. Flinders stated that many teachers have accepted this condition as inherent in the position and feel that, due to lack of time and resources, isolating themselves from one another is a survival tactic. Although many teachers see this condition as isolation from their peers who can provide professional support, Flinders (1988) further stated that there are also many who view this situation as promoting their autonomy as individual teachers. This autonomy is not only promoted through the separate physical placement of

teachers, but also through individual personality and social constraints such as school timetables (King, 1983).

These organizational and social structures may seem formidable to the educational leader bent on change and innovation but, as Eggleston (1978) cautioned:

In this country there is a danger that the myth of teacher autonomy has lulled many concerned with the promoting of innovation into a state of complacency and even into an erroneous view that innovation has already been achieved. (p. 42)

As educational leaders strive to promote various school reforms including collaborative efforts, norms of autonomy and isolation may be replaced by collegial norms. Lortie (1975) suggested that norms of collegiality can actually ease the tensions between an individual's desire for both autonomy and collegial assistance. Although, as Baxter (1988) stated, "no relationship can exist by definition unless the parties sacrifice some individual autonomy" (p. 259), the tension is eased as people experience and reflect on their collaborative relationships.

By encouraging the establishment of collegial norms, some improvement may be seen in schools. For example, four innovative approaches all involving collaboration on the part of teachers were promoted in the Innovative Approaches Research Project (IARP), funded by the U.S. Department of Education (Rivera & Zehler, 1990). Researchers in this project found that teachers employed more variety in their methods when breaking away from their isolated styles of

teaching. Collaborative efforts, such as cooperative teaching, then, may be subject to cultural norms of autonomy and isolation as well as teacher initiative when facing change.

Forms of Assistance Requested or Given

Other norms such as those which support a teacher's noninterference with another may also plague cooperative teaching relationships. This may affect the degree to which assistance is requested or given in a partnership.

In the traditional school setting where collaborative efforts are few, teachers have been described as colleagues in name only (Little, 1990a). Roper and Hoffman (1986) stated that there is a reluctance on the part of teachers to be candid with each other and they resolve the collegial problem by simply being nice to other faculty members. Little (1990b) suggested that this is probably due to the fact that a norm of noninterference exists among teachers and, thus, cooperation and assistance is a less practiced behavior.

In situations when collegial assistance is requested, Zahorik (1987) found that 11 types of help were requested most often. Help was provided in the areas of materials (23%), discipline (15%), activities (16%), individualization (14%), evaluation (8%), methods (5%), objectives (5%), reinforcement (4%), lecturing (2%), questioning (3%), and room organization (2%). Zahorik stated that teachers cited a

number of reasons for receiving or dispensing these forms of help. These reasons revolved around teaching behavior, which the teachers described as being comparatively unimportant, personal and private, idiosyncratic, and intuitive. In addition, sufficient time and opportunity were said to be lacking for discussion of these teaching behaviors.

Those relationships which are truly considered to be collegial in nature are thought to be somewhat fragile, stated Little (1990a), and can suffer setbacks when there is a change in leadership. Little (1990b) claimed that many collegial relationships are often contrived and suggested that collegiality requires much more than merely working well together. "Colleagues [should] talk to one another about teaching often, at a level of detail that makes their exchange both theoretically rich and practically meaningful" (Little, 1990a, p. 177). The author further suggested that teachers should be actively involved in helping each other plan and prepare; evaluate topics, methods and materials; reduce planning time; and increase ideas and materials.

The amount of help offered and accepted within the collegial environment may be affected by the way in which that help is offered (Brickman et al., 1982). These authors stated their belief that one determinant of the method employed in helping may be the attribution of responsibility for problems and their solutions. Four models of helping behavior based on this attribution of responsibility are

described by Brickman et al. and further elaborated by Hughes (1987). These include the Moral Model, in which people are responsible for both problems and their solutions; the Compensatory Model, in which people are not responsible for problems but are responsible for the solutions; the Medical Model, in which people are responsible for neither the problems nor the solutions; and the Enlightenment Model, in which people are responsible for the problems but not the solutions.

Hughes (1987) supported the Compensatory Model for its focus on the empowerment of the individual to control their own life. This model is described as a nondeficit model in which all individuals are assumed to have some strengths and to know their own needs. It is important to understand the role of empowerment in help giving situations, stated Dunst and Trivette (1987), because with it an individual takes a proactive stance and is allowed "to acquire a sense of control" (p. 445).

When adopting one of the four models of helping behavior, Dunst and Trivette (1987) suggested that a helper be aware of the negative consequences of certain types of helping. These authors stated that help giving may produce learned helplessness, foster dependency or even a sense of indebtedness, make the help seeker feel inferior and incompetent, or result in "a mismatch between what is sought

and what is offered" (p. 446). To avoid these results, an empowerment stance is recommended for use by the help giver.

Help givers would most likely be perceived as empowering forces, said Dunst and Trivette (1987), if they are: positive and proactive; offer help rather than waiting for help to be requested; encourage help seekers to make decisions; offer help that meets the needs of the help seeker, does not result in response costs for seeking that help, and can be reciprocated; bolster self-esteem of the help seeker; promote the use of natural support networks; convey a sense of cooperation and joint responsibility for meeting needs and solving problems; and provide opportunities for the help seeker to become more competent and better at problem solving.

Colleagues who employ empowering strategies in providing help to other teachers, together with administrators who create a positive school climate, recognize the role of school culture in pursuit of innovation and change and foster a collaborative environment. Both add a necessary ingredient to the recipe for cooperative teaching as a method of collaboration. The assistance and support provided by these colleagues and administrators in the integrated setting may determine the degree to which cooperative teaching is deemed successful. This success may also be affected by the degree to which partners trust one another in the collaborative partnership.

Trust

One element of a relationship evidenced sometimes through verbal and nonverbal means of communication is the level of trust between partners. Trust, as described by Beebe and Masterson (1982), involves the act of self-disclosure between partners. This self-disclosure through communication may evolve through five stages. The first stage includes cliché types of verbalizations, followed by three more stages in which partners provide biographical information about themselves, share their personal attitudes and ideas, and discuss personal feelings. Finally, partners may achieve peak communication in which there is a shared understanding and acceptance of the differences in feelings as a healthy part of their relationship. Healthy interactions, stated Rossiter and Pearce (1975), involve satisfying communication which reflects a close yet autonomous relationship and demonstrates caring, flexibility, congruence, and empathy. Valdez (1990), in a study of nontraditional resource specialists and their programs, provided evidence which seemed to concur with Rossiter and Pearce (1978) by stating that, empathy, combined with the establishment of a mutual trust and the high degree of willingness to learn from others were three qualities which nontraditional resource specialists perceived themselves as needing to have within relationships with regular education teachers.

Initial interactions, stated Berger (1988), serve the purpose of reducing the uncertainty in a relationship and of establishing a trust. As partners progress through the various levels of communication, more evaluative interactions can occur between partners. At this level of communication, there are certain risks being taken by individuals. The risk that being honest and not having that honesty validated by the other individual is great (Rossiter & Pearce, 1975). This may provide a possible explanation for what Roper and Hoffman (1986) described in education as the tendency of teachers to be reluctant to honestly share their vulnerabilities with other colleagues.

Rossiter and Pearce (1975) contended that a number of techniques can be used to avoid this level of honesty with other individuals, including silence, distraction, lying, or signaling for distance. This reluctance toward being honest may exist, as Rossiter and Pearce also suggested, because an individual wishes to use it as a safety net for avoiding the loss of one's own values, responsibilities, or selfevaluation; or as a strategy for persuasion. Developing a trust in a partner seems to involve a certain amount of trust and can also, possibly, involve an exhibition of power within the relationship.

Power

As the cooperative partnership develops and resistance by either individual is exhibited, partners may exert what

power, or ability to control or influence another person (Beebe & Masterson, 1982), they possess in order to get the other individual to commit to a course of action (Maurer, 1991). This power may exist because of a person's authority, interpersonal attraction, knowledge, abilities as a communicator or reward giver, or because they use coercion to get results (Beebe & Masterson, 1982). Strategies which are employed within the partnership need to be evaluated in terms of their success or failure and also in terms of their effect on the relationship as a whole (Miller & Boster, 1988).

Rogers and Millar (1988) described a "Distancing Model" (p. 293) of relational communication in which such cooperation or competition existing between partners may be manifested in communicative behavior which serve to regulate the structure of the relationship or the emotional and interactional distance between partners. This model is described as having three dimensions: control, which regulates the interactions between partners; trust, in which each participant attempts to establish boundaries within the relationship; and intimacy, the strength of the attachment between partners.

This distancing within a relationship as a method of establishing power, combined with the development of trust and shared commitment, all play an important part in the development of a relationship. There are, however, initial

concerns which may assist in or impede the development of that relationship.

Relationship Development

The process of forming the necessary partnerships may be affected by the school culture within which they are formed. The desire or agreement to form a partnership, stated Rossman, Corbett, and Firestone, (1988), may be influenced to a small or large degree by elements of a school's culture, such as the "personal histories and biographical idiosyncrasies" (p. 5) of both people and the organizations to which they belong. This influence may be reflected in the actual pairing of teachers. Goodlad (1966) stated that teachers must first have the freedom to choose whether or not to participate in any collaborative arrangement. In terms of the partnership, specifically, Lortie (1975) recommended that cooperative arrangements of any kind be based on mutual choice and bonds of friendship. When teachers were paired for another kind of cooperation, collegial evaluation, Roper, Deal, and Dornbusch (1976) suggested from their experience that teachers were skeptical of random selection of partners and, in fact, preferred to select their own partners. The criteria recommended for this selection revolved primarily around the existence of previous friendships, feelings of trust, similar educational philosophies, and above all, mutual respect.

Relationships are formed and communication is fostered, theorized Schutz (1958), because people have three basic interpersonal needs which are satisfied through relationships. Schutz stated that people have a need for inclusion in satisfactory relationships with others, a need for some level of control in the relationships, and a need for affection. This idea is extended by Beebe and Masterson (1982), who stated that people join others to satisfy their interpersonal needs, achieve individual and group goals, and experience interpersonal and group attraction.

Once formed, partnerships, or dyads, exhibit certain organizational qualities. McCall (1988) described organizational features which a dyad might have, such as an awareness of an accepted social form, perhaps in the form of friendship; a sense of belonging; a shared culture; and division of labor. The peculiarities of the dyad, McCall also stated, include the members' senses of uniqueness of the relationship, intimacy in revealing about selves, joint responsibility, reciprocity for failings, and even mortality of the relationship.

Berscheid (1985) delineated three types of relationships commonly formed: close, compatible, and healthy. A close relationship is defined as one in which the members have frequent, strong impact upon each other, have impact on many kinds of activities, and have a lasting relationship with each other. Partners may be described as compatible if they

have primarily a good time with the partner and do not experience many bad feelings brought on by conflict. Healthy relationships, however, are those which may experience conflict but promote an individual's "immediate and future survival and welfare" (Berscheid, 1985, p. 158).

Conflict Resolution

The existence of conflict in any relationship is axiomatic, stated Miller and Boster (1988), and the emotional or interactional distance between partners may explain an individual's choice of methods used to deal with troubled relationships. Kaplan (1984) stated that "ultimately, people bound up in conflict must choose between going constructively toward the tension or avoiding it" (p. 128), and described six methods of dealing with conflict in a relationship. Partners may choose to spend time together in a productive manner, allow a third party to act as a go-between, allow one party to go around the other, lean on an outsider to help relieve tension but not to help solve the problem, work through the problem together, or end the relationship.

Filley (1975) recognized the positive values of conflict in interpersonal relationships. These include: the diffusion of a later, more serious conflict; the initiation of a search for new, mutually acceptable solutions; the increase in feelings of cooperation and teamwork; and the increase of joint power or ability for accomplishment.

Maurer (1991) stated that conflict is exhibited in education for a variety of reasons which include, among other things, the existence of ambiguous goals, conflicting interests, and communication barriers. Resistance may be found within such conflict. Corbett et al. (1987) suggested that the reasons for conflict exist in changing environments, and Friend and Bauwens (1988) indicated that resistance is an inherent part of the changing process.

Resistance on the part of teachers may be due to one of four reasons espoused by Friend and Bauwens (1988). These may include a desire to maintain the status quo, a feeling of possible failure and frustration based on prior experiences, the threat that such change will render them no longer proficient as a teacher, or a differing perception about the nature or severity of the problem at hand. Friend and Bauwens additionally listed symptoms of this resistance, such as blocking the change, delaying implementation, verbally supporting but failing to follow through with changes, threatening authoritative intervention, complaining about additional burdens, or citing the benefits of traditional methods.

Parties involved in conflict may choose one of four kinds of conflict resolutions as described by Rosenberg (1973): (a) legalistic, one in which the parties simply follow rules provided; (b) conflict avoidance, in which parties ignore the problem; (c) claimed expertise, in which

one or both parties exert influence due to their knowledge or previous experience; or (d) mutual consent, in which both parties reach mutual, or integrative, agreement on solutions. Pruitt and Carnevale (1982) cited four tactics which lead individuals toward or away from such integrative agreements. These included: an exchange of information between parties so that the two viewpoints are united; the incorporation of elements of one party's proposal with that of the other party's proposal; a heuristic trial and error process which allows both parties to suggest a variety of proposals without thought to their affect on the partner; or the use of pressure tactics evidenced in the use of persuasion, threats, or disrespectful comments. These authors cited the inevitability of conflict in a relationship and the need for quick resolution since

Its existence has both emotional and behavioral consequences for the relational partners (p. 277) . . . [and it is] possible that the presence or absence of opportunities for the parties to save face is an important predictor of whether a cooperative or competitive position is adopted. (p. 279)

If a cooperative position results, there may be a good chance for professional growth to occur.

Professional Growth

One commitment which may be shared in a cooperative relationship may be a commitment to the continued pursuit of professional growth through efforts among members of the partnership. Zahorik (1987) described collegiality among school personnel as being "an important source of

professional growth" (p. 386). Although one intent of organizational changes such as cooperative teaching arrangements may be to assist professional growth through increased collegiality, altering the organizational structure of the school setting may not result in professional growth in this manner for the individuals involved (Schlechty, 1976). Schlechty cited team teaching as an example of an organizational change in which professional growth through increased collegiality may be wholly avoided if teachers merely choose to work independently, despite the fact that they are in alignment with others in a manner which encourages open involvement.

Educational leaders may feel that increased collegiality may promote change towards school improvement. Little (1990b), however, cautioned that collaborations are often contrived and are plagued by problems of autonomy and individual initiative.

Bluntly put, do we have in teachers' collaborative work the creative development of well-informed choices, or the mutual reinforcement of poorly informed habit? Does teachers' time together advance the understanding and imagination they bring to their work, or do teachers merely confirm one another in present practice?
(Little, 1990a, p. 525)

Teachers may or may not be interested in professional growth through increased involvement with other staff members. Davis, McCarty, Shaw, and Sidani-Tabbaa (1991) suggested that it is important to examine cultural norms,

taboos, and customs in order to understand how, what, and why teachers change.

Summary

The purpose of this study was to investigate, using a case study methodology, the factors which influenced a cooperative teaching arrangement in an integrated setting. The purpose of the literature review was to explore areas of research and professional writing which may add insight to data related to a study of a cooperative teaching setting. This included an historical background of special education, the Regular Education Initiative, the development of collaborative alternatives, a description of cooperative teaching as a method of collaboration between special and regular educators, the incentives and barriers to collaboration, and the variables which may affect such collaboration.

Special education was created and developed as a separate educational system for meeting the needs of students with disabilities. Throughout the development of the special education system, statutes were enacted which supported the rights of the disabled and later, when special education services were examined further, promoted the reintegration of these students with disabilities back into the regular classroom. This was met with a variety of responses from special and regular educators who were concerned about the

effects of this integration on both special and nonspecial education students.

The Regular Education Initiative, as an educational movement started in the 1980s, kindled a debate over the appropriateness of mainstreaming students with special needs into the regular classroom. In addition, the REI prompted some educators to initiate innovative teaching alternatives to better meet the needs of these students returning to the regular classroom. Schools may have opted for an inclusive environment with which to meet the needs of all students in an integrated setting, or they may have chosen one part of the inclusive school concept, collaboration between regular and special educators, as the method of meeting the needs of all students.

Collaboration, as a supportive system where teachers call on the expertise of other teachers to solve educational problems (Scott & Smith, 1990), is seen in many forms. Three common forms of collaboration are Teacher Assistance Teams, collaborative consultation, and cooperative teaching.

Cooperative teaching, as a form of collaboration, is described as a partnership between regular and special educators in which their efforts are coordinated to jointly teach heterogeneous groups of students in integrated settings to meet the needs of all students (Bauwens et al. 1989). Although the changing role of the resource teacher in general has been investigated, cooperative teaching, as a method of

collaboration, has received little attention in research. Recommendations were made for looking at incentives and barriers to collaborative efforts.

Variables which may be influential in collaborative efforts such as cooperative teaching were presented in the chapter also. These factors included shared commitment among participants, issues of autonomy and isolation, assistance requested and provided, trust and balance of power in a relationship, development of the relationship, conflict resolution, and professional growth.

CHAPTER III

METHODOLOGY

The purpose of this study was to investigate, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements. The factors studied included shared commitment, isolation and autonomy, forms of assistance, relationship development, trust and balance of power, conflict resolution, and professional growth which influenced cooperative teaching arrangements in the integrated setting. This chapter will present the rationale for choosing a case study approach for investigation, an explanation of the type of case study design chosen, the theoretical and conceptual perspective of the researcher; case selection procedures and a description of the site chosen, and the data collection and analysis procedures used during the course of the study.

Rationale for a Case Study Approach

Cooperative teaching arrangements between regular and special educators are contemporary phenomena that involve complex interactions which are not easily controlled for experimental research. Manheim (1977) characterized case studies as research where the complexity of social organizations are richly described and analyzed. Stake (1988) described this complexity as a "precious discovery" (p. 254). The case, asserted Stake, is

a complex dynamic system. We want to understand its complexity. Lou Smith used a fancy name, bounded system, to indicate that we are going to try to figure out what complex things go on within that system. The case study tells a story about a bounded system.
(p. 256)

In addition, cooperative teaching is a fairly new method of collaborating to meet the educational needs of students with disabilities in a regular class setting which has received little attention in the literature and research. Due to the complexity of the social context within which collaboration occurs and the lack of research available about cooperative teaching arrangements as a method of collaboration between special and regular educators, the use of a case study approach to investigate cooperative teaching was employed. This ultimately resulted in the interpretative explanation of influential factors in creating and maintaining cooperative teaching arrangements, the generation of hypotheses for future research, and the development of policy recommendations.

The Case Study Design

Merriam (1988) described a case study as an "examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group" (p. 9-10) which is well-suited to situations in which the phenomenon is closely linked with the context. The nature of collaboration within the chosen context involved a complex communication process having various components which were not easily shuffled into distinct categories of behavior. An

attempt was made to approach the study from a holistic perspective, as suggested by Chilcott (1987), in which the "interdependency of variables affecting the school" (p. 209) was examined in depth.

The research design used for the purpose of this investigation was one of four designs described by Yin (1984). The design chosen was an embedded multiple case design containing more than a single case and involving the investigation of several aspects of each case. The investigation employed an explanatory case study which attempted to explain the influence that certain factors had on cooperative teaching arrangements.

Theoretical and Conceptual Perspective of the Researcher

Chilcott (1987) stated that ethnographers should identify the theoretical framework which best describes their perspective as a researcher.

Ethnography is more than data collection; it requires the use of a conceptual framework provided by cultural theory. . . . To accomplish this task, school ethnographers must first recognize their own preconceptions about cultural reality, that is, whether they are using a theoretical framework such as functionalism or symbolic interactionism. (Chilcott, 1987, p. 209)

The researcher in this study approached the investigation of cooperative teaching arrangements from a cultural ecology perspective. A cultural ecologist perceives culture to be influenced by the interactions between environmental, historical, economical, organizational, and

ideological factors existing within the context of that culture (Chilcott, 1987). Specifically, this study examined the interactions of organizational and ideological factors in depth and, to a lesser extent, environmental, historical and economical factors.

Goetz and LeCompte (1984) stated that a conceptual framework is also needed for ethnographic research. A conceptual framework should help the researcher identify the "main facts and events of interest in the subject of study, and the main features of the context in which these facts and events are occurring" (p. 75). In addition, Goetz and LeCompte also recommended that biases held by the researcher towards the subject of investigation as well as the researcher's own experience be included in the conceptual framework. The conceptual framework for this study is described in the following subsections and includes the focusing limitations, guiding research themes, and the experience and bias of the researcher.

Focusing Limitations

This study was limited to the examination of certain research themes identified at the outset of the investigation. It was not intended as an ethnographic examination of the methodology used within the cooperative teaching setting. It was not intended to validate the use of cooperative teaching arrangements as compared to the use of noncooperative teaching arrangements. The study was also not

intended to investigate the effects that a cooperative teaching arrangement had on academic achievement or social acceptance of students, although teacher and administrative opinion on these items are presented to a small degree. The focus was on factors which influenced the cooperative teaching arrangement itself. These factors included shared commitment, issues of autonomy and isolation, forms of assistance, trust and power in the relationship, relationship development, conflict resolution, and professional growth.

Guiding Research Themes

Case study approaches are used when the researcher intends to build, not verify theory (Merriam, 1988). Although Yin (1984) stated that propositions may not be present at the outset of a study, he also stated that case studies are often utilized to help answer "how" and "why" questions. These "how" and "why" questions are reflected in the themes which emerged as the focus of this investigation and which are presented in this section.

1. How does a shared commitment among cooperative teaching participants, or lack of such, influence the cooperative teaching effort?
2. How do do issues of autonomy and isolation influence the cooperative teaching effort?
3. How does a teacher's request for or offering of assistance influence the cooperative teaching effort? What forms of assistance are requested or given?

4. How does trust or lack of trust influence the cooperative relationship?
5. How does the balance or imbalance of power between collaborative partners influence the cooperative teaching effort? How is power obtained and for what use?
6. How are relationships developed in the cooperative effort and how are they maintained?
7. How does the presence or absence of conflict resolution in a relationship influence the cooperative effort?
8. How is professional growth influenced by the cooperative teaching effort? What kinds of professional growth occurred through this effort?

Experience and Bias of the Researcher

The researcher completed an undergraduate course of study within the middle school and special education programs at the University of Northern Iowa in 1981. She completed a Master's degree in special education 3 years later while employed as a teacher of students with behavioral disorders in a self-contained setting at the middle school level. Following this position, she held a position in a self-contained learning disability classroom for 8 years in a different district.

During the time spent as a teacher of students with learning disabilities, she often noted some of the problems with the pull-out method of instruction for students with

disabilities. These problems were later noted formally in literature which debated the issues involved in the Regular Education Initiative (REI). In her own school setting, continuous efforts were made to push for further integration of special education students to meet the requirements of PL 94:142, but little was done to encourage a collaborative approach to educating these students, as recommended in the REI. Although one building in the district initiated a collaborative consultative program, the researcher's own building continued to offer only the traditional pull-out services for both resource and self-contained students with disabilities.

While in the doctoral program at the University of Northern Iowa, she began to research further into the REI and Iowa's Renewed Service Delivery System proposal which sparked her further interest in the topic. She initiated short-term cooperative teaching arrangements with two regular education teachers at her building. Due to time, student and organizational constraints, one arrangement could only last 2 weeks and the other lasted 4 weeks. These arrangements did not last as long as those presented in the study; nor did they involve, to any degree, the amount of collaboration depicted in this study.

Procedures

Case Selection

Iowa's Renewed Service Delivery System (RSDS) was proposed in 1988 as a method of implementing improvements to make the delivery of special education services better (Iowa Bureau of Special Education, 1988). Under this proposal, Area Education Agencies were selected to participate as trial sites. Individual schools within these agencies were encouraged to develop detailed plans which would identify the improvements to be implemented during the first year as a trial site and describe the activities, procedures, and practices that would be used during implementation. With RSDS in place in Iowa, the researcher hoped to find and select three sites in which cooperative teaching was occurring, possibly under an RSDS plan, for the case study. These sites were to be selected through a process which would enable the researcher to identify initial similarities and differences for optimum selection.

To do this, a list of 240 schools containing grades which fell anywhere within the 5-8 grade level range and which were located within Area Education Agencies 6, 7, and 10 was made from the 1991-92 Iowa Educational Directory. The principals of all 240 of these schools were contacted by mail. This contact contained a cover letter and a self-addressed, stamped envelope for a return letter.

The cover letter (see Appendix A) was sent to building principals on July 27, 1991 so that the principals would receive the letters as they returned to the buildings at the beginning of August prior to the "rush" of the year's beginning. The letter explained the purpose and intent of the study, contained a definition and examples of cooperative teaching arrangements which may or may not have existed within the school, and gave directions for returning the self-addressed, stamped envelope with a return letter (Appendix B) which provided the researcher with answers to questions for site selection.

The return letter contained a definition of cooperative teaching, examples of cooperative teaching arrangements, and questions regarding the existence, number, and type of cooperative teaching arrangements in the building. An additional question asked about procedures necessary for the researcher to follow for obtaining permission to conduct such a study within the district.

Out of 240 letters sent, 109 principals responded (45% response rate). Out of 109 responses, 46 principals responded that a cooperative teaching arrangement existed, 59 principals stated that no such arrangements existed, and 4 others referred the researcher to other sources for contact.

Upon receipt of return letters indicating the existence of a cooperative teaching arrangement within the respective buildings, the researcher categorized each positive response

location in one of three categories (complementary instruction, team teaching, and supportive learning activities).

Each principal indicating a positive response was then contacted to get further information regarding the cooperative teaching efforts in the building. Clarification during these conversations regarding actual collaborative activities occurring within the buildings eliminated 18 sites from the 46 sites which had been indicated as having a cooperative teaching arrangement. This narrowed the choice for site selection to 28 buildings. After careful consideration of factors such as number and type of arrangements in a building, location of site, and grade levels contained in a building, the researcher narrowed the choice further to 14 sites for the selection of 3 sites. Nearly all building principals in the final group of 14 sites responding positively described isolated incidences in which one special educator had a cooperative arrangement with one regular education teacher. One principal, however, indicated that his building was undergoing major changes during the 1991-92 school year in the direction of cooperative teaching and had established 20 or more cooperative arrangements within the building for that school year. This setting, the researcher felt, provided a prime opportunity for complete immersion in a school culture for the in-depth ethnographic investigation of collaborative variables. For this reason,

the researcher chose Central Middle School (pseudonym) and obtained permission from the district and Area Education Agency to conduct the investigation at this site. A sample of the formal site agreement form can be found in Appendix C.

Central's special programs required the employment of two resource teachers, four self-contained special educators, one teacher of at-risk students, and two half-time Chapter 1 teachers. Each of the 20 cooperative teaching relationships consisted of a regular educator matched with one of the teachers from those special programs. After several weeks of initial observation of all partnerships, the researcher narrowed the study to the investigation of 3 special educators and their regular education partners. The special educators chosen were resource teachers Sara and Rose, and Nora, a teacher in a self-contained room for students with learning disabilities (all actual names used during the study have been replaced with pseudonyms). These 3 special educators and their partners were primarily chosen for study because they participated in more cooperative arrangements during the course of a day than the other special education teachers. In addition, the 2 resource teachers were chosen because they held teaching assignments which might be typically utilized for cooperative teaching efforts elsewhere. The teacher of students with learning disabilities in the self-contained setting was included in the study as a participant which represented a nontypical

teaching assignment included in cooperative teaching efforts. Each of these special educators, along with their respective partners, were considered to be the units of analysis for the course of the study. A copy of the participant agreement form used can be found in Appendix D.

Site Description

Central Middle School was located in a midwestern town with a population of about 29,000. The town was primarily industrial, relying on two major industries, numerous agricultural and small manufacturing companies, and service-related businesses. The school district consisted of one high school, two middle schools (including Central), and seven elementary facilities. The school district served approximately 4800 students with 675 of those students being served at Central. Of those students in attendance at Central Middle School, approximately 10% were of minority status (6% Hispanic, 2% black, 2% Southeast Asian and other). Although most of the student population of Central consisted of students from families of a middle-class socioeconomic level, 25% of the student population qualified for free or reduced lunches and approximately 10% were from families of upper to high middle-class socioeconomic levels.

Central's building climate was a positive one. Behavior of students in the hallways and classrooms was, for the most part, controlled well. Signs consistently posted in each room stated the expectations for behavior and resulting

consequences. Another sign posted frequently was one which had the words "Put Downs" on the inside of a circle with a diagonal line crossing through the words, meaning, "No put downs allowed." Phones were located outside many of the classrooms for teacher use. Teachers reported placing calls to parents regarding behavior or incomplete work. Secretaries seemed to have been given adequate inservice regarding protocol, for, when room numbers were requested, one secretary paused in an effort to correctly refer to the special education wing of the building using what had been identified for her as "politically correct" terminology.

Central was somewhat unique in that there were several programs from which to pull personnel who could be utilized in this effort. Within this building, 6 special educators, 21 regular educators (2 of whom were also half-time Chapter 1 teachers), and 1 teacher of students identified as at-risk of dropping out, all participated in the cooperative teaching project. Of the participating special educators, two were resource specialists, one was a teacher in a self-contained room for students with learning disabilities, two were teachers in self-contained and self-contained with integration room for students with mental disabilities, and one was a teacher in a self-contained room for students with behavior disorders.

In addition to having special education, At-Risk, and Chapter 1 programs, Central had a separate program run by one

resource teacher and an outside teacher whose one period a day participation was funded through a FINE grant (First in the Nation in Education). This program, called Skills for Success, consisted of two sections (one period a day on alternating days) of a class in which Kansas University learning strategies were taught to students at the seventh- and eighth-grade levels who were a part of the cooperative teaching program. A second additional program was the use of an alternative study hall called the Education Center, in which two full-time aides spent each period helping students complete work and study for tests. Several of the resource and special education teachers who were involved in cooperative teaching also went into this center on a fairly regular basis to keep aides informed of work assigned and to provide additional assistance. One last resource utilized as a part of the umbrella plan was a system of networked Macintosh computers which contained a particular program specifically designed to provide practice in reading and math skills. This program had been advertised as being able to raise standardized test scores of individuals. Nearly all students participating in cooperative teaching sections were also scheduled several times a week into this computer center for work on the program.

Shared decisionmaking, or the effort to allow decisions to be made by teachers and administrators alike at the building level as opposed to the district administration

level, was an effort that the district wished to promote. This seemed to be in place at Central. The cooperative teaching program was part of the first shared decision-making attempt in the building.

Central was approved as a trial RSDS site 2 years prior to this study. During the 1991-92 school year, its third year as a trial site, the Central staff was expected to have a plan implemented. The principal, Alan Adams, and the Area Education Agency representative for the building, Bob Baxter, had discussed possible changes in programming with regard to special services. Noting that there were several parallel programs in existence in the building, both of these men wished to combine programs in an effort to alleviate duplication of services. They also felt that several special programs, such as resource and classes for behavioral disordered students, were ineffective.

Nora, the teacher of students with learning disabilities in a self-contained program with integration who was later included in this study, had presented a plan for cooperative teaching among many staff members in the building based upon her 1 year experience doing this with one regular education teacher. With this as their basis, Alan, Bob, and others put together a plan which they entitled "Programmatic Blending and Integration of Resources" and which included their cooperative teaching program.

According to several of the sixth-grade teachers involved in the study, the cooperative teaching plan was not met with immediate acceptance. Several groups of teachers fought the idea and even presented counterproposals which were politely rejected in favor of the one plan which a large group of teachers had indicated they would be willing to try. The majority of resistance came from teachers who wanted research to back up the plan which would prove its efficacy. Additionally, they were concerned about the partner selection process.

The administration and Area Education Agency (AEA) representative reportedly handled the partner selection process in a discretionary manner. Special educators were asked what subject areas they would prefer to work in and also if there were any regular education teachers with whom they felt they could not work. A list of special education teachers was provided to regular class teachers for selection. An attempt was made to provide these teachers with their first choice for partner and to avoid matching them with teachers with whom they stated they could not have worked. In the spring of 1991, partners were announced and plans were made to put the cooperative teaching program into effect.

Information regarding the needs of students in fifth, sixth, and seventh grades was collected in order to determine how many cooperative, special, and regular sections of each

subject at each grade level must be offered. In an effort to alleviate fears regarding classroom overload, needy students were assigned to cooperative sections with a 1/3 cap on the number allowed in any one section. A computer error, however, voided this attempt and sections often contained more than 1/3 needy students. This became a primary area of complaint made by classroom teachers during the implementation year.

Class composition was not the only complaint expressed by teachers. Another area of concern cited by cooperating teachers was inadequate planning. Meetings were held during which discussions and problem-solving sessions ensued regarding these issues of concern within the cooperative teaching program. Plans were developed to help alleviate some of these problems.

Alan, as principal, was well-supported in his efforts at Central. He seemed to have the district and AEA blessings necessary to provide some relief for some of the problems exhibited in the program. For instance, although unwilling to change schedules for students during the year, he did make plans for assuring that the same problem would not occur with class overload the following year. He was also able to alleviate some of the problems of inadequate planning time. Through grant support from the AEA Special Education Director, funding up to \$5000 was provided to cover the cost of substitutes so that each cooperative partnership could

meet once a month for 1/2 a day to plan together. In addition, building personnel were utilized to relieve classroom teachers during a 20-minute period for homeroom once a 6-day cycle so that they could meet with their cooperative partner at that time as well. Overall, the cooperative teaching program seemed well-supported in an administrative sense and there seemed to be a concerted effort made to evaluate the program in a variety of ways. Surveys were completed by parents, teachers, and students which asked for input regarding the cooperative teaching program. When the possibility of this research was brought to the attention of the principal, it was anxiously accepted as a further means of evaluation.

Data Collection

The Case Study Protocol

Yin (1984) suggested the use of a protocol, an instrument which states rules and procedures to be followed during the course of the case study. The features of a protocol recommended for use in case study investigations are an overview of the project, the field procedures, the questions guiding the case study, and an outline or format for the final report. Each of these features are described below; however, the actual protocol can be seen in its entirety in Appendix E. It must be noted, however, that the protocol does not contain the specific and emergent areas of investigation later addressed in this study. Instead, it

reflects the initial areas thought to be of concern to the investigator.

The overview of the case study project consisted of any background information needed to explain the development of the project. This included information regarding the researcher's doctoral candidacy. The protocol also consisted of the relevant issues being investigated and any literature important to the issues. The literature reflected on the guiding research themes formulated and the theoretical importance of the topic.

Since the investigator had anticipated having no control over the environment in which data were collected, field procedures were noted to provide optimum conditions for investigation. The field procedures contained information regarding provisions for gaining access to the observations, documents, or interviewees; resources needed while in the field, such as paper and pencil supplies; provisions for guidance from colleagues regarding the case study approach; scheduling procedures for data collection activities; and provisions for alternatives to unplanned changes in activities.

Case study guiding questions were posed in the protocol as a reminder to the investigator about the information to be collected during the course of the study. These questions served as guidelines for interviews. Each question included

a list of possible sources of evidence such as documents, interviews, or observations.

The protocol included an outline or format for reporting the case study data. This enabled the researcher to keep data organized and helped to avoid the need for return to the case study site to obtain further information.

The Pilot Case Study

In order to improve the data collection procedures and plans, the investigator conducted a pilot case study of shorter length prior to the intended investigation. This pilot study consisted of the investigation of the same guiding questions within the context of a local building within the researcher's own school district. After gaining permission from her district, the investigator conducted the pilot study during which information regarding the relevancy of field questions or procedures were sought for later revision of the actual case study designed for this investigation. Data from the pilot study were not included in this investigation.

Collecting Evidence

Evidence for case studies can be found within documents, interviews, direct observation, and participant-observation (Merriam, 1988; Stainback, S. & Stainback, W., 1988; Yin, 1984), as well as archival records and physical artifacts (Yin, 1984). This investigation utilized three of these sources of evidence--documents, interviews, and observations--

-in an effort to provide a solid base of evidence which helped in the generation of grounded theory. Grounded theory is described by Strauss (1987) as the generation of theory grounded in data which are systematically collected, coded, analyzed and compared. These sources of evidence which were utilized in this investigation are described below and the corresponding forms used in data collection can be found in Appendix F.

Documents. Bogdan and Taylor (1975) indicated that documents useful in data collection might include logs, records, letters, memos, or other compositions. The documents collected in this investigation included explanatory summaries of the project itself, such as an innovation configuration consisting of the components of the planned cooperative teaching project; a list of the sections which were to be designated as modified in the school schedule; minutes of meetings pertaining to the cooperative teaching plan; a list of the cooperating teachers and their partners; teacher, parent and student opinion surveys regarding the implementation of cooperative teaching at Central; a transition checklist form developed for placement of students in modified sections; a roundtable summary report form used for discussion of students with needs in the modified sections; communication forms used between teachers; units of instruction jointly prepared by cooperating teachers; and one cooperating partnership's survey for

students. Other documents which helped to depict the culture of the school included a student handbook, daily bulletins, a school newsletter, team minutes, and third-quarter progress reports.

Documents were sometimes requested by the researcher and photocopied so that the originals could be returned to the owner. In some cases, however, the documents were simply provided for the researcher by study participants. These documents were dated, cataloged, and organized for later reference and analysis. If necessary, questions regarding the development or use of these documents were included in informal interviews with participants.

Interviews. Special and regular education teachers included as participants in the study were asked to participate in semistructured interviews in which the investigator asked questions regarding their perceptions on the cooperative teaching arrangement. All interviews were prearranged and scheduled through written or verbal communication with the participants. In addition, a weekly schedule which specified the place and times of the researcher's intended interviews and observations was provided to the main office for staff reference.

Initially, the investigator met with participants to explain the procedures for the course of the study. Recommendations from Taylor and Bogdan (1984) regarding the statement of the investigation's purpose, the protection of

identity, the reporting of data, possible costs to hosts, possible payment, expectations for hosts and researcher, and interview scheduling were addressed at this time. A formal agreement (Appendix D) was written which included the obligations of the researcher and the host(s). The researcher attempted to establish a rapport with the teachers prior to interview sessions by spending time before or after classes or in the lounge at lunch time talking with participants and others in the building on a friendly and collegial level. Although it did not take the researcher long to establish a relationship with most participants, extra effort was needed with some participants whose philosophical perspective differed from most of the other participants. The researcher valued their input as key informants and attempted to establish a relationship by making time for "small talk" with those teachers on topics found to be of interest to them.

Interviews were held before or after school or during contract time designated available to participating teachers or related staff members. An initial round of interviews were held between February 18 and March 11 after two or three observations had been completed with each. A second round of interviews was held after additional observations, initial data analysis, and continued research on emergent themes were conducted. These interviews occurred between April 21 and May 6. The frequency and length of interviews varied,

depending on time available to the interviewee and number of questions to be asked. All participants averaged three to four 1-hour interview sessions during the course of the data collection phase. The interviews with cooperating teachers sometimes occurred not long after an observation at the convenience of the teachers. Observations often stimulated questions for the investigator regarding the issues of concern. Interviews with participants in the study other than cooperating teachers, such as principals or consultants, were conducted at their convenience and sometimes did not relate to information obtained from an observation.

The researcher attempted to ask a variety of question types, such as those regarding experience/behavior, opinion/values, feelings, knowledge, senses, and background/demographics (Patton, 1987). The researcher also asked questions suggested for use by Strauss, Schatzman, Bucher, and Sabshin (1981). These included inquiries such as hypothetical questions, questions in which one played the devil's advocate, ideal position questions, and interpretive questions which assisted in obtaining relevant interview data. During interviews, the investigator refrained from making judgemental statements or interjecting her own point of view.

Merriam (1988) recommended recording interviews via audiocassette if possible. Although some participants hesitated, all participants did agree to this arrangement.

Occasionally during an interview, the participant would ask for the tape recorder to be shut off for a few moments while they talked due to the nature of the discussion. These participants asked for this only when the discussion revolved around negative aspects of their partner, or the situation in the partnership or school. This occurred twice and the tape recorder was turned back on when the subject changed. After such interviews, the researcher dictated into the tape recorder a summary of the conversation held when the recorder was shut off.

Observations. The data collected from each observation were recorded in a notetaking fashion, including the elements suggested by Merriam (1988) such as the setting, the participants, the activities and interactions, the frequency and duration, and the subtle factors. The setting description included the place, time, context, and perception of the researcher concerning the feeling the setting provides. The participants were listed in coded form. Their roles were described if not done so previously in the data. The bulk of the observation data contained the activities and interactions within the observation setting, including the sequence of events and how the events were connected. The situation was described in terms of how long it lasted, whether it was of frequent occurrence, and how it came about. Subtle factors regarding the observation were noted, such as connotations of words, nonverbal communication, physical

clues to positive and negative situations, and the absence of some event if pertinent to the situation. The observations were noted in writing in abbreviated fashion on an observation form. The researcher attempted to write observations in abbreviated form and at unobtrusive times during the observation so that the research process would not be a distraction to the students or teachers. Later in the day, the researcher dictated a full description of the observation into a tape recorder for transcription and analysis.

Observations were made up of cooperating teacher interactions during planning, implementation, and evaluative stages of the cooperative arrangements. This included situations such as classroom lesson presentations, singular or joint lesson planning, and evaluative sessions regarding teaching or planning sessions. In the larger building context, observations included faculty meetings (when deemed appropriate) or meetings with support personnel or administrative staff or parents in which cooperative arrangements were affected in some way. The frequency of cooperative classroom observations depended on a number of variables including teacher absence, classroom activity, school schedule, and unpredictable circumstances. All 10 pairs of cooperating teachers participating in the study were observed in the classroom setting at least four times during the course of the study. Each pair of cooperating teachers

was observed, on the average, one time each week in the classroom setting. Out of the 10 pairs of cooperating teachers participating in the study, 8 of those pairs actually planned together in a joint fashion. The researcher was able to observe 6 of the 8 cooperating pairs during at least one planning session. The researcher was also able to observe several team, small-group, or faculty meetings which concerned the cooperative teaching effort in some way.

As recommended by Yin (1984), during some of the observation sessions, the researcher tabulated certain behaviors of the cooperating teachers. In order to provide quantitative evidence of the role of each teacher in the arrangement and the interactions observed, the researcher tabulated the number of times teacher-teacher interactions occurred and who initiated them, the number of statements made by either teacher to the students which made reference to the other teacher as an authority figure, and the type and number of tasks performed by each teacher.

Data Analysis

The data analysis section of this chapter consists of the criteria needed for judging the quality of the research and the treatment of data through the use of a qualitative research software program.

Judging Research Design Quality

The quality of research design for any case study, as in other forms of research, involves the examination of

procedures which might affect the credibility of data. Goetz and LeCompte (1984) described the credibility of data as the need for accuracy of the findings in ethnographic research. These authors recommended that, as part of the analysis, the researcher incorporate a self-monitoring procedure which subjects the research process to continuous evaluation. Yin (1984) suggested several tactics to ensure such credibility of data in a case study, including the use of multiple sources of data, the establishment of a chain of evidence, and a review of a draft report.

The multiple sources of data used in this investigation which were described earlier in this chapter included documents, interviews, and direct observations. A chain of evidence was established through the citation of documents, interviews, and observations (and the details of each situation) and careful attention was paid to procedures established in the protocol described earlier in this chapter. In addition, a summary of each participant's interviews was given to the participants for review as a validating procedure or triangulation technique. These participants were considered informants in the case and needed to agree with the presentation of facts. When they did not agree with the conclusions and interpretations drawn by the investigator, they were asked to correct the information within the summary and this was included as a part of the investigation data.

The researcher attempted to further ensure the credibility of data in this case study by explaining causal links within the study or making inferences. All rival explanations and possibilities were speculated. As suggested by Stake (1988), disconfirmation of data was actively sought to assist with this. One tactic for accomplishing analytical generalizability was the explanation-building mode of analysis described later in this chapter.

Another course taken by the researcher to ensure credibility of data was that, throughout the course of the data collection and analysis stages of the study, assistance was sought from others not involved in the research directly when developing theories regarding the patterns discovered. The researcher presented data orally to four peers in an attempt to establish and eliminate possible theories through the discussion of this data.

Replication through the use of several cases to be studied and a multicase analysis of the data were also used in an attempt to satisfy the issue of generalizability. Bogdan and Biklen (1982) suggested that the generalizability of findings in ethnographic research is a job for the reader, who must determine how the conclusions formed in such a study "fit" with the reader's view of the general scheme of the educational settings to which the reader wishes to generalize the findings. In this ethnographic study, no attempt was made to present statistical generalizations of findings to

other cases. Instead, as recommended by Yin (1984), an analytical generalization in which the investigator tries to find coherence with existing literature on theory was applied.

Treatment of Data

All data collected through observation and interview were dictated onto cassette tape and transcribed on computer into a consistent format utilizing word processing software. The data was then printed in hardcopy form and the computerized version was transferred into a software package, HyperQual (Padilla, 1991), which was designed for qualitative analysis. This data was organized into "stacks" of similar information within the software program. Once entered into observation stacks and interview stacks, the information was read thoroughly once again. The researcher searched for data which identified patterns and coded chunks of data, or exemplars, utilizing identifying terms for later sorting (Appendix G). Once all data were coded, the researcher reread the coded data and sorted the information into categories for pattern matching and linkage for developing theories. The researcher attempted to rule out alternative interpretations of the data, and/or develop ideas or hypotheses for future study by applying an explanation-building technique to analyze the existing data. Each case (special educator and partnerships) was compared to other cases to test the matching of patterns in order to build

explanations within themes which emerged. These explanations were then revised and tested against further data, if needed, so that emerging propositions could be reformulated again. This process was repeated until all data were utilized and patterns were noted which were supported by the existing data. These patterns were then defined and described and data were once again examined for inconsistencies until four fairly consistent patterns were delineated.

Summary

This chapter focused on the methodology used during the course of the investigation of the cooperative teaching effort initiated between special and regular classroom teachers at a midwestern middle school. The rationale for choosing a case study design was illuminated and the theoretical and conceptual perspective of the researcher was described. The case selection, data collection, and data analysis procedures were also delineated in this chapter.

A case study design was chosen for use in this investigation for several reasons. The complexity of the social context within which the study was to be conducted was of importance, since the researcher felt that cooperative teaching arrangements were primarily contemporary phenomena involving complex interactions which would not be easily controlled for experimental purposes. In addition, the researcher considered the lack of research in the area of cooperative teaching to render the use of experimental

research somewhat futile since pertinent variables would not have been clearly identified.

The researcher chose an embedded multiple case design, one of four case study designs described by Yin (1984,) for use in this investigation. This design contained more than a single case and involved the investigation of several aspects of each case.

The researcher then described her perspective as an ethnographer. This perspective, one of cultural ecologist, perceives culture to be influenced by the interactions between environmental, historical, economical, organizational, and ideological factors existing within the context of that culture. Additionally, the researcher identified the conceptual framework from within which the researcher intended the study to be conducted.

A brief description of the experience and possible bias of the researcher was also presented in this chapter. This investigator completed undergraduate work in middle school and special education, received her Master's degree in special education and has taught for 10 years in the self-contained setting for students with behavioral disorders and learning disabilities. During the year prior to this investigation, she initiated a short-term cooperative arrangement with two regular class teachers in her own building, but she had no experience with the extent of collaboration depicted in this study.

Although intending to investigate one cooperative arrangement at each of three separate sites, the researcher became aware of one building, Central Middle School, at which there were 20 pairs of teachers working in such a relationship. This building was in its third year, an implementation year, as a trial site for Iowa's Renewed Service Delivery System plan.

After obtaining permission to conduct the study at this site, the researcher began observations of all cooperative teaching partners which eventually led to the selection of cases for the study. Three special educators and their respective partners were chosen for the investigation. These special educators consisted of 2 resource teachers and 1 teacher of students with learning disabilities normally in the self-contained setting.

Data were collected in the form of classroom, planning time, and meeting observations; interviews; and documents for later analysis. All observations and interviews were tape-recorded for later transcription and analysis.

Data analysis was completed by utilizing a software program, HyperQual (Padilla, 1991). Data were entered, coded, sorted, and interpreted through the use of this program until an explanation building process was completed. This explanation-building technique allowed for the constant comparison of data from one case to data from another case in

another case in an effort to build theories or patterns regarding the themes flowing throughout the investigation.

CHAPTER IV
A DESCRIPTION AND ANALYSIS OF INDIVIDUAL
COOPERATIVE PARTNERSHIPS

The purpose of this study was to investigate, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements. In this chapter, data is presented which was derived from observations and interviews conducted during the course of the study, as well as documents obtained from various sources at the site. Data are presented and analyzed for each case in this chapter. Each case consisted of 1 special education teacher selected for participation in the research and his/her respective partner.

The study consisted of data derived from three such cases. Data is first presented regarding Sara Shaefer and four of her partners: Allie Anderson, Irving Ingram, Jack Johnson, and Ken Kessler. This is followed by data presented regarding Rose Russell and her three cooperating teachers: Brenda Booth, Cindy Coulter, and Ellen Eastman. Finally, data representing Nora Nelson's partnerships with Jan Jacobs, Ernie Evans, and Gary Gray are given.

After presenting background information on the special educator in each case, data from the special educator's cooperative teaching relationships are presented in six sections or categories. The first section includes

biographical information of the regular education teacher and personal characteristics of both partners. The second section examines the philosophical viewpoints which helped to determine the compatibility of the two partners. The third section recounts how partners give and receive help through the roles and responsibilities taken by each within the partnership. In the fourth section, the level of trust established in the partnership is analyzed. The fifth section shows how conflict resolution strategies were used within a partnership. Finally, the sixth section examines the degree to which partners have achieved professional growth.

Sara Shaefer

A veteran teacher of 20 years, Sara had been an elementary classroom teacher for 4 years before becoming a teacher of students with mental disabilities and finally, a resource teacher for the last 11 years. In addition, she had taken on coaching responsibilities, as well, during some of those years. Her formal training was in elementary education and she later received a master's degree in special education. At the time of the study, she had an additional 30 hours beyond this degree. When not at school, her roles include wife and mother to four young children.

Sara described herself as friendly, accepting, energetic, observant, and respectful. Sara could be additionally described as positive and professional. She

appeared at the doors of her cooperative teachers' classrooms with a smile, even if she was not having a particularly good day. She had good things to say about each of her cooperative partners and seemed to approach more critical comments with a great deal of care out of respect for her partners. Sara appeared to be a good listener and yet had no trouble sharing her own opinions with others. When asked how Sara shared her opinions and ideas with others, she replied:

I probably deal with things a lot slower than other people. Because I think I am always more hesitant, I mean I don't think I . . . I am assertive but I am not . . . pushy. And I think sometimes I am not pushy enough. I am not pushy enough. I rather error in that. (4.204)

When asked if she felt she had an ability to influence others, she stated that people had told her she did but that she felt "the reason people listen to me [is] because I don't say very much" (4.204).

Sara was motivated to be involved in cooperative teaching because she felt that the resource room was not meeting the needs of the kids. As a resource teacher, Sara felt isolated in her efforts to accomplish her task:

Oh yeah, I was much more isolated and I tried to make--I tried to get out and see the teachers and get their input, but it was just a impossibility to get to everyone. Team meetings have helped give us more input and not feeling like we were completely on our own. Being able to go to a team and talking about it and getting everybody's ideas all at one time. Everybody hearing everybody's else's and then sometime something would click and you would hear the same thing in each one. So that has really helped, you know a long time ago you were

just one your own completely and to me that is not the way you can ever be effective in resource. (2.114)

She felt that, as resource teachers, they never knew what the students were doing in the regular classroom. She really wanted to be in those classrooms to get an overall picture of what would really help the students. Sara seemed concerned about knowing exactly what was occurring in the regular class. This was not because she doubted the regular class teacher's skills. It was because she felt that, with exact information about the procedures and methodology used in the classrooms, she could be of more assistance to her students.

You know what you become more aware of is how much the teachers have really covered the material and really have given the time. Before we were avoided and the kids would say, 'They never even taught us how to do this, or they never did this or they never did that.' Well now we are more of a working pair and we are in agreement, maybe like a marriage or something. (5.190)

Sara also indicated a concern about the inefficiency of the traditional resource model. "I've always been concerned about the students that were not ever served in the resource room. I felt for us to be valuable and to really earn our way, I felt that we needed to serve a lot more than 15 kids" (7.4).

Efficiency seemed to be a recurring theme of importance for Sara. With four children of her own at home, there was little time there for school work. She

tried to make the best use of her time at school to accomplish her task. Aside from her belief that cooperative teaching is an efficient use of her time because she can meet the needs of more students, Sara also felt that she needed to take advantage of her time at school with teachers for planning. Given the opportunity to take a 1/2 day to plan with each of her five cooperating teachers every month, Sara commented that, "if you talk every day you can get a lot done just in little 5-minute talks to keep everybody up to date, so that is helpful if everybody uses that time" (2.113). She felt that she couldn't afford to take a 1/2 day off as often as the principal would allow for, but that she was willing to take the time once a semester.

Although Sara had some initial fears regarding the cooperative teaching arrangement, such as the regular class teachers' expectations and whether or not she could fulfill them, this did not detract from her commitment to cooperative teaching as a method of achieving increased modification for students with special needs.

I think cooperative teaching is the only way that you will get regular education teachers to adjust and modify because it is asking too much to go in and say, 'You need to modify and have this student,' and walk away. This is the way we will get modification done with the least resistance.
(7.292)

Modification was a goal for Sara in the regular class, but she described the partnerships as both wonderful and frustrating in this respect. "It's just such a slow process. Sometimes I get frustrated because I wish I could go in there and . . . change the world . . . and just say 'I think we should do it this way,' and not have to be so diplomatic" (4.169). It seemed as though Sara's need for efficiency played out once again in this area of her relationships. Since some relationships were more frustrating than others, Sara had resorted to concentrating her efforts on what she considered to be the more promising ones. For example, Sara's cooperating teachers had all been scheduled for release time so that they could plan with Sara during homeroom. On one such occasion, I walked into her planning area prepared to observe a planning session. Sara laughed at the idea, since this was a cooperating teacher who refused to take advantage of this time. Sara explained that she had not made much attempt to convince this teacher of the need for planning time and, instead, had chosen to work more closely with her other more willing partners.

Sara did not, however, seem to communicate a feeling of hopelessness regarding her progress with unwilling partners. Sara felt that one of the major problems in these situations was that the role of the

special educator was small or unclear. "I think that it just takes time to evolve and sometimes it evolves faster because somebody keeps asking, 'Well, what do you think we should do here?' But in other classes, it doesn't evolve very fast because you just have to take a step at a time and when you see you can do something you do it and it just takes time" (7.317). Sara felt she should not push forward in some relationships too fast because it is "their curriculum and it is really their class yet" (8.720), and she was unwilling to risk the relationship for the sake of reaching her goals faster. Besides, Sara felt, even those partners she considered to be less willing seemed to be changing to a degree. "You know, they are still doing their own thing, but I think having somebody in there . . . in time they will ask more for help and suggestions" (5.189).

Although she felt progress was being made, Sara felt it was the regular class teacher's responsibility to ask for help from her. "They just need to realize that all they would have to do is say, 'How do you think we should do this, Sue?' Then it would give me an opportunity to maybe make suggestions" (4.200).

Although Sara seemed to shy away from assuming direct responsibility for creating an environment for change within these collaborative partnerships, she made up for this in an indirect way. On several occasions, I

observed Sara initiating cooperative learning group activities in some of the classrooms she was involved in. This was apparently an outcome of an assignment given to Sara in a course she was taking through a nearby agency. Sara didn't realize that the class would be so helpful to her in the cooperative teaching setting. She felt that one way she could initiate change with her collaborative partners was to ask if she could fulfill course requirements by practicing the cooperative learning activities she learned about in this course utilizing students in the collaborative sections at Central. In this manner, she could accomplish her goal of increasing modification by placing blame on the course. This would, in effect, allow Sara to not seem "pushy" herself and the relationship would remain unscathed.

Each relationship Sara had with a cooperating teacher, she felt, was a compatible one:

I think we are pleasant to one another. I think we respect each other's ideas. I think they all respect me . . . [but] I think there is a difference between being cooperative and being compatible. To me cooperative is when you really, really work together and you come up with what kind of test you want and how do you want to teach it and how are we going to do it and get across those outcomes that we want. Compatible to me is just that I go in there and we can visit or we just get along. (4.94)

Out of all her partnerships, Sara felt merely compatible with only 2 teachers. Her other, more "cooperative" relationships resembled marriages in certain aspects. Commitment was a key to a cooperative relationship for Sara. "It is a commitment to try to make things work and to do your part all of the time. You need to be able to discuss and you need to be able to share the responsibility and things like that. I suppose that is like a marriage" (8.613). Of course, like in a marriage, partners may not totally see eye-to-eye on some issues. Sara felt that there should definitely be some give and take, just as in a marriage:

You have to work together. I have to even though I might not agree with something they are doing. I have to go ahead and be supportive just like you would if you were a parent and I didn't really agree with what my husband said had to be done, but yet I had to go along with him so they could see that were were a team. I think you have to do that in your partnership in the teaching. You have to support each other even if you don't always totally agree with what they did, you know I would support them in the class and then maybe sometime I would try to change it. I would work on it but I wouldn't work on it in class. (8.629)

One aspect of relationships is the ability to relate on a personal level with each other. Sara felt that there was not enough time during the day to do that and still accomplish her job. This attitude seemed again to again reflect her overriding concern for efficiency. She stated that, while she tried to have fun with most of the teachers, she didn't tend to joke

around about anything. "I hardly ever talk about families . . . because I just don't have time. I mean there is too many kids to talk about and if I don't talk about the kids here, then I don't have time" (8.612).

When I asked Sara how she would feel if the relationships she had worked to build this year were to be discontinued the following year due to reasons such as scheduling changes, she said it did not bother her. She felt that whatever she had accomplished this year with each of the teachers she would pass along to the next cooperating teacher. Again concerned with efficiency, Sara had kept a folder for each cooperative class in which she organized units of information and notes taken to help herself or another cooperating teacher to reacquaint themselves with the course and teacher.

The issues which plagued Sara's thoughts on cooperative teaching were ones of efficiency of resources and time, the need for an increase in modification of curriculum, the utility of special educators, and the commitment needed to sustain the partnerships. These issues came into play with each of the four relationships observed during the course of this study.

Sara and Allie Anderson

Biographical Data and Personal Traits

Allie's educational background consisted of a bachelor's degree in upper elementary education with an emphasis in the English and language arts area. Through her experience with her brother, who had Down's Syndrome, Allie gained knowledge about dealing with those who have special needs. Her formal education, however, included no courses in teaching students with disabilities. Allie was in her seventh year of teaching when observed in the cooperative partnership she had with Sara in a sixth-grade social studies class. At 43 years of age, this was actually her second year at Central Middle School and also her second year back to teaching after a 14-year absence from the educational field. Allie had just 1 year under her belt again when she volunteered to become a part of the cooperative teaching venture. In addition to this, she had recently gone through a great deal of personal trauma which made dealing with the return to teaching at this time in her life somewhat difficult.

Despite these difficulties, she was admired by her partner, Sara, as a compassionate person who was also very open to ideas and willing to try new things. Allie even described herself as positive, flexible, and one who likes adventures. She also felt Sara was similar in

nature. Allie described Sara as positive, organized, and very knowledgeable in her field. She particularly liked the fact that Sara was willing to share that knowledge.

Allie, who had six children of her own, additionally admired Sara for her commitment as a mother to a family of four children. At times they both talked about their families with each other and Allie felt that they had similar values regarding the issues of motherhood.

Although neither Sara nor Allie knew one another much prior to their year together, Sara made a good impression with Allie almost immediately by calling to make plans to meet together during the summer.

Well the first day that she called me about teaming with me and suggested that we should get together in the summer. I thought . . . well, she is very organized. She took the initiative to call me and I thought, 'Good for her', you know . . . she is going to make me get started on this, and I wanted to; I just hadn't done it. (4.74)

Philosophical Viewpoints

During those initial planning sessions, Allie and Sara did not openly discuss their educational philosophies, but Allie felt confident that their views were similar in that regard. "I think we both really believe in structure and organization and accountability" (6.145). When asked if this was ever verbalized between the two of them, Allie replied, "Not in so many words, but because we always expected the work to be in on time and things like that. We knew we both

were like that" (6.145). During classroom observation, Allie and Sara were seen speaking to students in a similar fashion. Expectations that each had for the students were similar and evidenced in their discipline of student behavior. As an outsider looking in, one might have thought these 2 people had been working closely for years. Instead, they were first observed on only their second day of cooperation in the classroom. Due to a rotating schedule for sixth-grade social studies, the partnership that Sara and Allie had begun in the summer (when they planned together) did not actually go into effect until January.

Despite the fact that Sara and Allie worked fairly well together, Allie indicated that she did not know how committed she was to cooperative teaching as a method of meeting needs of students with learning difficulties. This became a recurring issue for Allie during the course of the study.

One reason for Allie's hesitancy to be completely sold on the idea of cooperative teaching was the effect it had on her own two sons. Although Sara's children attended schools in the district, none were currently at Central Middle School. Allie, on the other hand, had all six children going to school in the district and had two boys who attended Central. These boys were in seventh and eighth grade and were both scheduled, at Allie's request, to be placed in cooperative sections for several subjects. Allie felt strongly that having two teachers in their classrooms would

be beneficial to her two sons. She heard another point of view regarding cooperative teaching from her two sons, however. One, who was involved in an eighth-grade cooperative language class, thought that the two teachers had to deal with student behavior so frequently, it was hard to learn anything. The other son had a similar problem in a cooperative math class at the seventh-grade level. Both boys felt that having two teachers was somewhat confusing because the teachers talked a lot with one another during class. Even Allie cited confusion as a problem.

I hear that at home and I'm real back and forth on it myself yet and I don't know how you want to evaluate it because I can see . . . just like sometimes when I'm teaching and you know a class is all with you when it's quiet and they're listening and you learn to look at them and you see that they are understanding or they're not getting it or whatever and when there is another teacher walking around and helping and talking . . . sometimes the other kids start talking and you kind of lose it. There's noise and confusion going on over there, so then they start to talk among themselves.
(7.53)

Allie's indecisiveness regarding her commitment to cooperative teaching was also affected by talk among her team members. When Allie was first introduced to the idea of cooperative teaching, comments she heard were negative in nature. She heard teachers say that they feared that there would not be enough planning time and that the cooperating teacher coming into the regular classroom might be just a helper and that one person would end up doing most of the work. Nevertheless, despite the fears expressed, Allie

decided to become involved anyway. "I like to try new things and I would have wanted to see what it is. Is this going to be good for the kids? Because when other people would talk about it, I would want to know for myself" (1.21).

Aside from the fears expressed by others, Allie had her own set of fears to overcome in the cooperative setting. Allie had not been sure of herself when returning to the teaching field. She expressed concern regarding her "competence and how much things [had] changed and how much [she] would be able to keep up on stuff" (1.85). Allie cited her recent return to education as an asset to the situation, however, as well.

At least I had one year back before I had to do this. Maybe that was to my advantage, you know, I am not set in anything because I'm just back and I am prepared to change. I am prepared to have to do new things. So I guess that is some preparation that maybe even some of the others don't have because they have been here and it hasn't been this way and they have gotten more set. I'm not set at all, because it is just new. (1.138)

When asked to commit to the cooperative teaching experience, Allie presented an alternative proposal to the principal, Alan. She asked if, instead of one cooperative class of 30 students, if she and Sara couldn't just each teach 15 students and have two rooms with equal numbers of needy students. This idea was met with polite rejection but Allie wondered if it would not have been a better plan. She stated that she really liked working with slower students but

that, although she liked the sharing of ideas, she really liked working alone.

I think if the kids would have one teacher, it would be less disruptive. We could still get together and plan it, you know? I would like the relationship for ideas and ways, but I would like to have my class to do it and try it and just see how successful it would be. (1.132)

The issue of commitment to the cooperative teaching effort seemed affected by Allie's autonomous nature. Ultimately, she wanted a class of her own despite her desire to have input from others. "I would like to plan with people and hear ideas and discuss things and then be able to come back into my own room and do it the way that I want to do it in my own time" (1.134). Although cooperative teaching, she felt, did not necessarily eliminate this as a possibility, she thought that she had allowed it to be more restrictive than she needed to. Allie felt that cooperative teaching meant relinquishing some of that autonomy and, thus, her feelings did not appear to dictate the roles taken by each partner in this relationship.

Roles and Responsibilities

Out of all the relationships that Sara had, she felt that her partnership with Allie most resembled a team teaching situation. Although Allie considered herself in more of a leadership role than Sara, she also felt that they both contributed equally overall. "I think we're equal--we make decisions faster about things because we kind of know what the other one expects" (2.18). Allie felt she had taken

ultimate responsibility for the grading, but felt that she should have included Sara in that more than she did. "I really should have talked to her about [the grades] . . . but I think she would say yes, send [the progress reports]" (8.47). When the partners were observed during the course of this study, however, both were seen grading student projects during class presentations. On one occasion, they shared this role, alternating between the two of them, often making comments with one another during or after presentations.

During class time, both teaches shared instructional time. Sara sometimes arrived after the bell and mostly because of this, Allie chose to assume the role of getting the class started and wrapping things up at the end of class. Both teachers also shared the planning of units. Planning occurred on a semiregular basis, mostly after school. During this time, both partners seemed equally and actively involved in the conversation when observed. Both contributed ideas which were explored for strengths and weaknesses, and both assigned themselves part of the task which was determined necessary.

Overall, Allie was very satisfied with Sara's role in class. She found her helpful in many situations. For example, when the sixth-grade social studies class that Sara followed as they rotated to all the teachers during the school year finally made it to Allie's room, Sara was able to make up a seating chart for Allie based on what she already

knew about the students. During the summer, Sara introduced the idea of creating packets of information which included individual and group work during the unit of study. Once Sara developed the first packet for use in their cooperative arrangement, Allie produced similar packets for later units based on the format suggested by Sara.

Allie felt, however, that certain elements of the arrangement were somewhat of a distraction and once again, her preference for autonomy became an issue. Once Sara and the group of students rotated on to the next teacher, Allie compared her current planning time with that which she shared with Sara. "Right now I am planning the very same thing and in a way it is just easier [to do it by myself] because it is me. Yeah, because it is just me and I can make all the decisions on my own" (5.149). Despite her intermittent longing for autonomy, Allie felt that the roles and responsibilities still managed to be equally shared between the two of them.

I think when we did the first packet . . . that was more Sara's idea . . . [and] I feel that she did more work. And then I went ahead and made up Units 11 and 12 and did all the rest of it on my own, but I followed what she and I had done together. So I feel like I did most of the work for that, but then, when she came in she was quite willing to teach every other day . . . [and] you know, she was taking a class and she did special things which I really liked and tried new things with the kids . . . so even though I went ahead and did the other packets on my own which was work, I don't feel that I did the majority of work, because she helped with the grading of it. (5.148)

During the course of this research, it seemed that, roles were indeed shared equally for the most part. The roles of each of the partners were closely monitored and tabulated during classroom observations. Within this partnership, the roles observed were sometimes equally and sometimes unequally shared. It was noted, however, that when roles were unequally shared, these roles were not always primarily taken by one of the partners. There were times when Allie performed one kind of task more than Sara and the reverse was true as well. Out of six classroom observations made of this partnership, five of those observations included tabulations. Tasks such as answering student questions, getting students organized, correcting or grading papers, or passing out or collecting papers or supplies were observed in equal or nearly equal amounts. Allie, however, performed tasks such as behavior management and giving class instructions nearly twice as much as Sara. On the other hand, Sara monitored students at their seats twice as much as Allie (see Table 1).

Although Sara and Allie both felt Sara's role in this class was acceptable, Allie sometimes wondered if Sara's qualities as a special educator were used "to the maximum" (4.147), as she thought they should have been. Allie regretted that she did not have an opportunity to really watch Sara in action more. "Whenever she was in front of the

Table 1

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Sara Shaefer and Allie Anderson

	SARA/ALLIE	SARA/ALLIE
Total # Classroom Observations with Tabulations	5	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	9	39
initiated by regular class teacher	14	61
We/Us Inclusive Statements		
initiated by special educator	6	50
initiated by regular class teacher	6	50
Tasks/Roles Performed		
Indiv Teacher/Student Interactions		
Behavior Management (sped)	2	33
Behavior Management (reged)	4	67
Answering St. Questions (sped)	11	41
Answering St. Questions (reged)	16	59
Getting Sts. Organized (sped)	1	50
Getting Sts. Organized (reged)	1	50
Monitoring Sts. (sped)	25	68
Monitoring Sts. (reged)	12	32
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)		
informal interaction w sts (reged)		
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
Group Teacher/Student Interactions		
Class Instruction/Directions (sped)	4	36
Class Instruction/Directions (reged)	7	64
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)	1	50
Correcting/Grading (reged)	1	50
Pass/Collect supplies/papers (sped)	2	50
Pass/Collect supplies/papers (reged)	2	50
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
Organization/Management		
Taking Attendance (sped)		0
Taking Attendance (reged)	2	100
Equipment Management (sped)	1	100
Equipment Management (reged)		0
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

class, then I was helping and . . . I think that would have been very beneficial to me to watch a special ed teacher interact and teach with the lower ability kid" (4.147). Allie had a great deal of respect for Sara's ability as a special educator and grew to trust her as a colleague.

Trust and Balance of Power

Sara contended that, in all of her relationships, the regular educator has the final say in the decision-making process. "It is all right to ask for my suggestions, but it is either they decide to do it or not to do it. So I would say that they always have the final decision. However, some of them really except my opinion and will initiate it right away" (1.154). Allie admitted that she would just as soon be the person in charge as well.

You know, I'm in this room all day. This is my room, she comes in--I think that kind of lends itself to [being in charge] anyway. It just seems to me that somebody kind of has to go ahead. Are you going to call each other at 10:00 at night and make a decision or is that person just going to go ahead and make a decision? See, I think that person just goes ahead and I've done that. It's been okay, its not been any big things, just little stuff. (8.48)

For all the undercurrent feelings of autonomy, Allie seemed to relinquish enough power to make Sara feel comfortable. When asked how much power Sara felt she had in her partnership with Allie, Sara replied, "I had a lot. I could have done anything. I could have made up the tests. I could have done whatever I wanted to do if I would have had time" (4.203). This seemed to reflect the level of trust

which Allie had in Sara. This kind of trust was observed in one of their planning sessions when Allie asked Sara if she wanted to grade half of the papers for their cooperative section. Sara agreed that she would and both agreed to touch base again the next day regarding other tasks they each had assigned themselves within a joint plan of action attempted during that time.

Both partners verbalized their trust for one another as well. Allie felt confident that information regarding students in their class would remain confidential with Sara. She also trusted Sara to get things done. "She is very organized. She said she would order films. They were done. She said she would run off copies. It was done" (8.308). Even when things weren't done, Allie seemed satisfied with Sara's efforts.

She took this big stack of papers to [correct] and she said she would get to them. Well, the next day they weren't done but I really didn't think she would [get them done]. I had done them the time before and they are terrible, they are so long to get done and that didn't bother me. I mean, whenever she got them done it was fine with me. (8.308)

Allie seemed to understand that things do not always go as planned. She also felt comfortable that Sara felt the same way about Allie. "She knows that I am messy and when I lost something and later found it . . . She just laughed about it. I mean, I'm more that way than her and she seemed to handle it okay" (8.310). Allie, it appeared, was able to overcome the need for autonomy in the classroom and relinquish some of

the responsibilities of the classroom to Sara. At the same time, they developed a trust in each other's skills and confidence. The trust exhibited in this relationship, however, did not exist without some effort and even a bit of turmoil.

Relationship Development and Conflict Resolution

On the first day that Sara and Allie were to have a classroom of students together, a conflict arose. Allie had made arrangements to leave the class very early in the period for an appointment and had not talked to Sara about these arrangements. Allie had assumed, based on their relationship built in the summer, that Sara would not be upset about such an occurrence. Sara, however, having experienced desertion on a frequent basis in a previous partnership, immediately assumed the worst and was indeed upset with Allie for not having notified her of the arrangement.

Allie knew that Sara was upset, but she could not deal with the issue immediately because of time factors. She felt she needed to talk to Sara the next day, but time became a problem then as well. "I can't ignore things. Sometimes you're forced not to deal with it for awhile without any control, . . . but there comes a time when you know, I just, I had to deal with it" (8.298).

Allie had assumed, during this conflict, that their relationship was closer than she had thought. She compared that to what happens in a husband and wife relationship.

That happens in a marriage. You assume that you and your mate are so close that you can maybe act a certain way or require something. . . . It happened on the first day and I did not prepare her for it, so I was at fault. But I didn't think it was going to be a big thing. It was a big thing to her and that's also like a marriage, it was a big thing to her because of what had happened to her in her previous class, where this happened all the time. Coming in, there is all these past things that you don't know about sometimes. . . . The next day I came and I couldn't handle that and so then finally I just said, 'Can you stay a few minutes, I just really need to talk to you about it,' and told her that because of our working together, I assumed that we were close enough that I could do that and I could tell that it wasn't okay and I wasn't angry about that at all, I was mostly hurt. (8.297)

Both Allie and Sara were glad to have talked together about the problem and felt that it was resolved in an acceptable manner. Allie felt it was a "blessing" because she thought it might have been an assurance to Sara that Allie would "deal with something and not cover it up" (8.595). In addition, it allowed them to reestablish their relationship with each other and move forward from that point.

All observations made of this partnership occurred after this conflict and, during these observations, the relationship appeared to be on solid footing. Teacher interactions were monitored through tabulations. Both Sara and Allie referred to each other in front of class in an inclusive manner such as, "Mrs. A and I were pleased with your performance in the classroom presentations." Throughout the course of five tabulations, these kinds of statements were made equally by both Allie and Sara (see Table 1). Both

teachers felt that it was important to use this kind of language to demonstrate that they were a "team" to the students. For Allie, though, it also served as a reminder to her of the commitment to the relationship. "I did it for me, to remind myself that it is our class, and [for] the kids and for her. I would never have given her the impression that she was an intruder and not welcomed in the class" (8.302).

Allie appeared to consistently show through her actions and words that she was committed to the relationship. This may have been a contributing factor to the amount of growth both teachers felt had occurred during this partnership.

Professional Growth

Allie's class was one of the places that Sara felt her ideas were most accepted. The course that Sara was taking for credit on cooperative learning group activities was instrumental in the growth which occurred in Allie and Sara's partnership.

She's taking a class and wants to do some things in cooperative groups so that has evolved and changed because we weren't maybe going to do some things cooperatively. . . . The first time we did it . . . we were really surprised at how well they worked. . . . I've liked her knowledge about the cooperative pairs and groups and different ways to do it. (3.25)

In addition to trying cooperative learning in the classroom, the use of packets was a new approach for Allie as well. "She thought making the packet and having everything so spelled out for them would be good . . . and I probably

would . . . not have organized it that way . . . if it hadn't been the way Sara and I did it this summer" (4.17).

Sara had also demonstrated in class a method for answering questions given on worksheets by utilizing headings and subheadings in a chapter. Allie noted that, although one might think students at this age would be able to do this on their own, these students had great difficulty with this task. She liked how Sara approached the instruction on this issue and used the same approach with her other classes.

Overall, Allie felt that she had learned a lot from Sara. She enjoyed trying new things and felt that it was good to be willing to learn and change. In the end, however, Allie still felt uncertain regarding future participation in cooperative teaching and summarized her perspective.

Part of me really wants to be in on it . . . and part of me just wants to have the class because I realized . . . this social studies class that I am doing now just seems to go so much--it's really less planning and easier for me but then that is not just because I don't have a co-op teacher. It is because the class is easier because the co-op class has so many needs. So it is so hard--and the students that I do have in there because you see my nonco-op classes have those low kids, but there is not so many and I feel really good about the help I give them and when there are so many it was just harder and I am really torn back and forth. There is such benefits to both and I feel I learned from Sara and I would miss that, I would miss that relationship with another person and the learning because I love learning and doing new things. I am just so torn. (1.130)

Sara and Irving Ingram

Biographical Data and Personal Traits

If one word were used to describe Irving both personally and professionally it would be the word "positive." Both Sara and Irving himself agreed that this was true. Irving stated, "In fact, I would feel very uncomfortable working with another person that wasn't positive. . . . I think you have to have positive people to work together. That's the most important thing" (1.25). Fortunately, Irving did indeed consider Sara to be a positive kind of person, and Sara felt Irving was positive as well as "fun and compassionate" (4.158). At 53 years of age and with 24 years of teaching experience, Irving's attitude toward life and education could best be exemplified through a statement made during an observation of his classroom partnership with Sara. As Irving gazed around the room at the students involved in several activities, he paused a moment from monitoring students along with Sara and commented, "Isn't variety just the spice of life?" (1.265).

Irving majored in social studies and he received a secondary teaching certificate in an undergraduate program. He received 30 credits beyond this degree, but none of these hours involved curriculum or methodology geared towards meeting the needs of special students. Although adequately prepared for classroom instruction, Irving had initial feelings of isolation as a classroom teacher which were

partially alleviated when Central became a middle school and his building initiated a team concept. These feelings also led him to become involved in peer counseling a number of years ago and then, he stated, "After 5 years I [was] ready for a new challenge" (1.144). When the school became involved in shared decision making and that led to cooperative teaching, Irving decided to try this next.

Philosophical Viewpoints

Irving considered himself committed to cooperative teaching despite existing problems. He cited two major problems with the cooperative teaching concept as it existed at Central during the year of the study. One problem was the class size. Students with disabilities and students considered to be at risk of dropping out were supposed to comprise just one third of each of the cooperatively taught sections. Best intentions aside, the needy students in Irving's class ended up comprising nearly half of the total class roster.

The other problem was a lack of adequate planning time together. Although these two partners had a regularly scheduled 20-minute planning time each 6-day cycle, this did not seem to be enough. The half-day allowance for planning given to cooperative partners at regular intervals during the year by the administration was also not enough time for the kind of planning Irving and Sara wished to do. Nevertheless,

both Irving and Sara took advantage of the planning time they had together to meet the needs of more students.

Ultimately, Irving was a "people person" and this motivated him to take on the cooperative teaching challenge.

I guess to me the biggest motivation would be the chance to work with another colleague. Since we started the middle school and have had a chance through the teaming, had a chance to work with other people, there's not a better way to go because you are just going to do a better job for the kids when you've got two minds working together. That was my motivation. (7.56)

Working with others in a positive direction to the benefit of students seemed of the utmost importance to Irving. This was a common thread woven throughout Irving's discourse on cooperative teaching which seemed to affect many aspects of their relationship. One issue affected was that of the role Sara would take in his class.

Roles and Responsibilities

Irving seemed satisfied, for the most part, with the role Sara played in his class this year.

Right now, I see her making sure that the little things happen. . . . Things like that are important to happen, but when you get so busy and you have too many classes they just sometimes [don't] get done. And I see things getting done a lot more now. . . . I guess that makes me more relaxed. If I'm more relaxed, I should be doing a better job. (1.24)

Both teachers agreed that Irving presented nearly all the initial core instruction in this cooperative section. Sara recognized that, while Irving was the instructional leader in this relationship, she played an important part as well. She provided review activities and modified materials

and tests for students a great deal in Irving's class. One review activity observed in the classroom was a review game based on the television game show, "Jeopardy." Sara developed this game for Irving's class and shared the idea with other teachers as well. Sara recalled some of the other activities included in her role as cooperative teacher:

He also has folders that everybody has to have organized, so the kids that aren't organized, I get their folders and we get through them and I help them with that kind of thing. I have [also] taken them out for study groups. When we do the tests . . . I'll take the kids out and make sure that they can read the test, or I read the test and they can fill in the answers. (8.4)

Irving recognized that he played a greater role in planning for "the class itself because, obviously, all [his] other classes [had] to stay pretty much together anyway" (2.21). He did not, however, feel that either one of them necessarily did more than the other. Instead, he felt their roles were different, yet equally important; in terms of accomplishing his goals with students.

It's two different roles . . . Sara did different kinds of things rather than, maybe standing in front of the class. See, she is doing other things with the kids. She is making sure that things get done at the ed center and it seems like I know for years that I should have done things to get ready for that, but the time commitment was not there. Well I think together we are able to remind each other that these things need to be done. (4.88)

During four classroom observations in which teacher behaviors were tabulated, Irving and Sara were noted to have similar roles when interacting with students on an individual

basis. Much of the individual monitoring and question-answering was accomplished in nearly equal amounts by both partners. The only large difference found in teacher-student interactions was within the realm of large group instruction, when Irving's contributions exceeded Sara's by more than three times as much (see Table 2).

Some roles and responsibilities were shared within this partnership. For instance, during homeroom time, Irving and Sara also began having an additional review session for any students needing help studying for tests. Together, Sara and Irving built mnemonics into these review sessions for students to use. Another role which was definitely shared, stated Irving, was the grading of students. Irving felt Sara's input was important in this area and considered it a team effort.

We will sit down at the end of the 9 weeks and we will go over them together and what we're going to grade them . . . you always have those border-liners and there are things that we can do to help those kids. (8.51)

Another shared role for Irving and Sara was that of planning together. The two of them utilized each scheduled planning session which occurred once each 6 days. In addition, they took advantage of the half-day planning offered by the principal during which a substitute was hired for Irving. During one conversation, the two of them attempted to arrive at a convenient date for both of them to hold a half-day planning session. They were having great

Table 2

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Sara Shaefer and Irving Ingram

	SARA/IRVING	SARA/IRVING
	TALLIES	% OF TOTAL
Total # Classroom Observations with Tabulations	4	
From Classroom Observations:		
Teacher-Teacher Interactions		
initiated by special educator	15	50
initiated by regular class teacher	15	50
We/Us Inclusive Statements		
initiated by special educator		0
initiated by regular class teacher	3	100
Tasks/Roles Performed		
Indiv Teacher/Student Interactions		
Behavior Management (sped)	3	60
Behavior Management (reged)	2	40
Answering St. Questions (sped)	30	55
Answering St. Questions (reged)	25	45
Getting Sts. Organized (sped)	3	100
Getting Sts. Organized (reged)		0
Monitoring Sts. (sped)	11	38
Monitoring Sts. (reged)	18	62
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)		0
informal interaction w sts (reged)	2	100
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
Group Teacher/Student Interactions		
Class Instruction/Directions (sped)	2	22
Class Instruction/Directions (reged)	7	78
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)		
Correcting/Grading (reged)		
Pass/Collect supplies/papers (sped)	1	25
Pass/Collect supplies/papers (reged)	3	75
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
Organization/Management		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)		
Equipment Management (reged)		
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

difficulty coming up with a mutually agreeable date and were laughing and teasing each other about this fact. Irving recognized that Sara's schedule, which involved working with five teachers other than himself, placed great demands on Sara's time. Sara, always concerned with efficiency, was interested in which part of the day the session would occupy because she had commitments in certain cooperative sections.

If it would have been possible, Irving would have liked to have had more planning available for the two of them. Irving felt that, at the present time, Sara was providing supportive learning activities for the most part within the cooperative relationship. He stated, however, that he would like to see the two of them move more toward a team-teaching situation for the following year. Sara also saw greater possibilities for the following year.

He does a lot of things within the class in groups. So my role there, so much is support because there is a lot of needy kids in that class but the way he has his classroom structured, I give a lot of help just within that class period. Irving and I have gotten together, and we have planned out things. Next year I think I will teach more in his class. We keep talking about next year--if I just plug into certain days that I feel comfortable, he feels fine with that. It's just, this year, I wasn't sure how he wanted it taught or how much he went over it . . . and I think next year I'll see myself teaching more in that class. But probably still not doing all the planning. (8.4)

Despite the fact that this was not a team-teaching situation, roles were either shared or divided in an equitable fashion for both partners for the most part. Each partner seemed satisfied that each had contributed their

share of expertise to the partnership. This, in turn, likely contributed to the trust building necessary for the existence and sustenance of such a relationship.

Trust and Balance of Power

Initially, Irving had a certain amount of fear going into a cooperative relationship with another teacher. "Anytime you are working with a person that you have not worked this closely with before, that is going to be a fear. I guess, my fears were alleviated when I knew I was going to be working with Sara" (5.89). Although Irving hadn't known Sara very well prior to their partnership, he felt he knew enough about her philosophies and attitudes through talking with her previously to feel assured of a positive relationship. Almost immediately, Irving felt he could trust Sara to take care of situations which involved meeting student needs, to contribute her share of work to the partnership, and to help make decisions.

Sara, indeed, felt a part of the decision-making process in this relationship. She felt that Irving had most of the decision-making power, but that she had a lot of input.

It is hard to give advice if nobody ever says, 'What do you think?' and that is one thing about Irving. Irving is always asking me 'Well, Sara, what do you think would be the best way to reteach these kids?' or 'What do you think we should do for review?' or 'What do you think we should do for this or that?' (4.170)

Sara believed that Irving, much like Allie, was this way because he was more open in the first place than others might have been. Despite the fact that Sara felt comfortable with

the amount of help she was asked to give, she also felt that curricular decisions were primarily left up to Irving. "Irving's social studies--he's pretty much all organized and is going to do it his way" (8.4). When asked if he had more power as the regular educator in this partnership, Irving replied, "In my own mind I think I don't feel that way, but I think that maybe she does. I think she might feel uncomfortable trying to say 'Hey, we need to restructure all of this stuff'" (2.107). Irving admitted to a certain amount of autonomy on this issue, but contended that he did not mean for it to be that way.

Being in the classroom all by yourself for so many years and then to have another person just share it equally--that is difficult, I think. [It is] probably more my fault than anybody else's [because] I am not relinquishing things that I probably should be . . . I just do because it is my classroom and I am not conscientiously doing that. (5.173)

Irving felt he made an attempt to share what power existed within the relationship. One example given was when students tried to play one of them off against the other. A student would ask a question of one teacher and receive a negative response and then try the other teacher to see if a different response would be given. Irving felt that Sara and he communicated well with each other in such circumstances. "We try to not let that kid come to me and I say, 'No,' and then go to Sara and get permission to go because that obviously is working both ends . . . we just kind of eyeball one another" (2.107).

Irving made what he thought was an attempt to share the power within the relationship and made Sara feel as though she were an equal in the partnership as much as possible. This was likely due to Irving's interest in maintaining positive relationships with others. Perhaps it was also for this reason that Irving saw their relationship as one which resembled a marriage.

Relationship Development and Conflict Resolution

Irving described his relationship with Sara as close. Although they talked about their families with each other in a general fashion, they did not, according to both Irving and Sara, confide in one another regarding personal or family matters. Overall, Irving felt that he had made a personal commitment to making the relationship work. "I hope that she has [made a commitment] because I think I have. I really want it to happen again next year" (8.383).

Irving felt that a similar kind of commitment needed in a marriage was needed for cooperative relationships.

I think that one of the biggest problems in America today is the problem of people giving up on things too quickly and marriage is a prime example, I guess. If you don't work at it, it is not going to work anyway. You have to work at it and I think that--I think that the only problem that I see right now is not having the time together. (7.158)

Irving felt committed enough to the relationship he had with Sara that he would not be willing to give up a piece of that relationship for the sake of some objective of his own. "I think the relationships that we have are the most

important" (8.660). Sara also thought that the relationships were the most important aspect and was unwilling to risk the relationship for an objective she wished to accomplish.

The students, Irving thought, saw the two partners as a team. This was important to Irving.

I still think that we've got a good enough relationship that I think the kids see that--that it is a pair that is working with them. It is not me and Sara's helping me; it's not that way at all, I don't feel so anyway. The kids have no problem coming to me or to Sara no matter what the problem is or question. It is just--when they look up and they are looking--it is who is the closest one in the area. (8.663)

Irving cited an example of Sara simply taking over where he left off when the principal came to the class and needed to speak to Irving. When he returned to class, Sara continued in front of the large group and Irving moved around the room helping students.

Irving was conscious of the need to include Sara when speaking to students. He used the pronouns "we" and "us" to refer to the two of them as a team. Although Irving admitted that his forgetting to do this at first was a weakness, he stated that he knew that "we needed to make sure that the kids realized that we had two teachers in here and both people had the empowerment" (7.163).

In this respect, Irving felt that his relationship with Sara was also similar to a marriage. He felt that they had to be able to work together on helping students as well as disciplining them. He felt it was important to present a

"united front" (8.362) to the students with regard to the cooperative partnership.

This united front was supported through classroom observations. During four classroom observations, Irving made a total of three statements which included reference to Sara in front of the class. No such statements were made by Sara during this period. This may have been due to opportunity. During those four observations, Irving conducted large-group instruction more than three times as much as Sara (see Table 2). In addition, when one was speaking to the class, the other could often be seen in the back of the room or off to one side nodding in agreement to what was said.

The number of times both teachers interacted with one another was also noted during observation. Both Sara and Irving were observed, over four sessions, to each initiate some form or length of interaction with one another 15 times, averaging to nearly 4 interactions per session for each teacher. The content of most interactions heard clearly were usually about students, plans, requests, or clarifications.

Communication between Irving and Sara seemed rich and plentiful. Aside from small interactions during classtime, they also interacted well together during planning time. Here, they mostly discussed curricular plans and students. During planning time observations, comments such as, "Good idea, let's try that," were heard frequently. Irving felt

that they were able to accomplish a great deal together and still have fun.

That is another trait that I admire in a lot of people--not just the positive, but having the sense of humor, because if you can't have a sense of humor in most jobs--but especially this one--I guess you are in trouble anyway. (8.368)

Irving did not believe that conflict, as such, existed in his relationship with Sara. In fact, he viewed conflict as a negative aspect of a relationship and stated that he would have none. "We are not going to have any conflicts, that is just the way it is going to be . . . we just all learn how to get along. That is just the way I like to be with people" (1.142). This did not mean that he was naive enough to believe that his partner had no concerns.

She has come to me with a couple of things--Oh, a particular test and she said something like, 'I believe maybe this test was a little bit too hard in this respect.' So we've sat down and we've talked about it. I think, I just think she is an easy going person to get along with and she's able to point out those things to me. After all, that's one thing I'm looking for from that person that's in here . . . that they can point out some things that I can do better for the kids. (8.53)

Once again, Irving's desire for a positive relationship with his cooperating partner overrode any fear of conflict which could have resulted from recommended changes in test composition.

Sara made other recommendations as well, and she and Irving were anxious to utilize the summertime to work on some of their ideas. This, they felt, would be an opportunity for professional growth through program changes.

Professional Growth

Professional growth, to Irving, could have consisted of simply confirming one another in their present practice. He felt that taking on the risk of having another individual in the classroom could probably be considered growth as well, for some partners. Within their partnership, however, there were indeed several areas in which Irving and Sara could have claimed that some collective progress was being made.

Officially, Irving and Sara had participated in their own evaluation project funded through Iowa's Phase III program. Through this project, Irving stated, they intended to create a survey for students in their class which would serve as "a gauge as to where we were at . . . and then we want to share this with the other people who are doing the coop classes. . . . Maybe they can use the survey" (7.59). This survey was given to the students in their class at the end of January, 1992. Irving and Sara's written report of the results of this survey included the following three positive generalizations:

1. Almost 70% of the students felt they were more involved in this cooperative class than in a regular class.
2. Seventy percent of the students said that they would choose to be in a co-op class versus a regular class.
3. Ninety-seven percent felt that the teachers work together for the good of the students. (6.287)

Recommendations made by Irving and Sara based on the negative results of the survey included: improving student-

to-student communication through cooperative learning techniques; improving communication with parents by sending home a Friday report; and improving assignment completion and test results by developing enrichment activities, reteaching activities, and parallel tests so that all students could master subject matter content material. While these seemed, on the surface, to be lofty goals, Irving and Sara were already on their way toward improvements in some of these areas before the school year ended.

One of the goals they attempted to work on and pilot during that school year was the use of Friday reports which were to go home to parents. During one planning session, Sara noted that some teachers currently used a Friday report of some kind but that much of the responsibility for completing this form was on the teacher. Sara suggested that they create a form which was intended to be completed by students and that teachers could simply sign the completed form during homeroom. Irving agreed that this was a good idea and suggested that they pilot such a form in their own class.

Sara felt that Irving was very open to change, and she anticipated a lot of growth and change in practices through their upcoming summer work together.

I knew that he had used materials that he had for 20 years. We talked about it and he said let's do that this summer. That is what I like about Irving--is that he is open to do it. . . . I would like him to get more OBE [outcome based education] and get it down to maybe 20 questions that relate to his main concepts that he wants to carry throughout the whole year. . . . He is

going to add a skills section to every test. Maybe there will be a graph they will have to read, but if that's the main goal . . . then we need to add it to every test . . . so that they don't come in at the end of the year and wonder what latitude and longitude is. (1.137)

Although Irving felt that the cooperative partnership was operating much as he had envisioned, he also had another vision for their future. "I think that we're barely scratching the surface of what we can do, but I think that's just going to take more time working together" (2.19). Working together professionally was of the utmost importance to Irving.

Working together professionally with another person is number one with me because I think I grow. I think it's--I found this eight years ago before we went to the middle school. I think I was stagnant at the time, and being able to work with professional people during the school day is going to make it that much easier for you to get through the day. You know, you can only work with kids so long before you need some dialogue from some adults too, as to what's going on professionally. (7.60)

Growing professionally through dialogue with each other was not one-sided in this partnership. During a planning session, they discussed dates during the summer that they might be able to begin to plan for some of their desired changes. Irving, at one point, said that he was really looking forward to learning how to do the revision of the tests and that he would be interested in knowing how to do the skill section of that. Sara laughed at this and stated that they may be learning about that together.

Between Irving's need for a positive relationship and Sara's concern for efficiency, these two educators seemed more than suitable for a cooperative relationship. The kind of sincerity and sharing in the learning process shown between these individuals marked Irving and Sara's relationship as a truly special one.

Sara and Jack Johnson

Biographical Data and Personal Traits

In his 50s, Jack Johnson had 31 years of teaching experience and had been at Central Middle School for 2 years before joining the cooperative teaching movement in the building. Married and with one child who was in the school district at the time of this study, Jack held a teaching certificate which he received at the undergraduate level with an emphasis in American History. He later received a master's degree in supervision and administration. He did not, however, receive any formal or informal training in dealing with students with special needs.

Jack and Sara had known each other for a number of years and had worked together in another building when Sara had had an opportunity to go into his classroom. She had also known what his curriculum was like through the work she did with students in the resource setting who had had him previously.

The relationship between Sara and Jack as cooperating teachers was one of two relationships for Sara which seemed less successful than her partnerships with Allie and Irving.

Sara's relationship with Jack did, on the surface, seem compatible. Their general personal characteristics did not appear to clash. Jack felt, in fact, that their personalities, while different, tended to balance out each other. "She's a very daring individual . . . she's the type of individual that would balance me out perfectly. She's easy-going, easy-natured. I'm more demanding, exacting" (1.35).

Philosophical Viewpoints

Jack felt that compatibility meant more than just getting along. He felt that it also included having the same kind of philosophies and goals. It was clear to Jack that he and Sara were indeed compatible because she was child-centered, respectable, and because they had similar levels of frustration. "She also gets to the point where she can get frustrated at about the same point where I do. I think we compliment each other that way, I think we are both easygoing type of individuals" (4.98). Unfortunately, he may have equated this last point with a similarity in philosophy.

Sara, for the most part, considered the two of them compatible partners, but only in that they could get along. She did not find Jack's teaching styles agreeable to her. Although Sara considered Jack to be very organized, quite knowledgeable in the social studies subject area, and even a skilled mapmaker, she felt that he needed to modify his curriculum more to meet the needs of certain students. "I

don't think Jack would do anything with those kids. I have been with him for a long time and if they would have failed, they would have just failed. There would have never been any retake" (8.714). In fact, Sara disagreed with his approach to testing. She felt that Jack was asking students to memorize unimportant information.

I have talked to Jack before and so I kind of knew what I was getting into there . . . and I can figure out how kids can get through it. It is just--I have a hard time deciding whether it is really important. To me it would be more important for them to know where Europe is and how to find that information more. . . . He's been better, like Africa-- he didn't make them memorize all the countries in Africa, just a few of the really main ones. (1.137)

Sara felt that Jack was one of several teachers who participated in the cooperative teaching venture because of pressure to do so from administrative staff. Sara thought that several teachers, especially in the area of social studies, had been asked specifically to participate because few teachers from that subject area volunteered to do so. Jack, however, seemed unsure of his willingness to take on new projects.

Oh yeah, I am an old dog . . . I still love being in the classroom and you don't want to lose that contact with the kids . . . but it is so negative and you are constantly facing a dilemma or facing a new demand. You know, I can see a lot of people saying, 'Hey, it isn't worth it,' and just shucking it all. (7.312)

For Jack, some of the problems associated with cooperative teaching needed to be addressed before he would be willing to consider it for the following year. Like other

regular class teachers, Jack was dismayed to find that one-half of the class was comprised of needy students instead of the intended one-third. Because of the large concentration of special needs students in one class, Jack felt that he was not going at the same pace as his other classes. "I think I'm behind. They [needy students] need more a chance on direct [instruction], and I think in that way, the better kids in that class are being a little short-changed (7.76).

If the problem of class size and ratio of needy students to average and above average students were solved for the next year, Jack was willing to try cooperative teaching again. He felt that he could work with Sara for a long time. Sara, although willing to cooperatively teach with Jack again, wondered if her role in this partnership would change.

Roles and Responsibilities

In the classroom, Sara contended, her role consisted of wandering around the room answering student questions. Jack presented nearly all the material to students in the cooperative section. He stated, "I have to teach it two other times during the day and I know she's busy with four other classes and I think it's just as easy for me to teach it" (6.20).

Primarily, when observed in the cooperative setting, Jack was noted to be sitting in a large, cushioned chair behind his desk. Instruction was short and usually conducted from this chair. Jack's high degree of organization was

noted as well. Students often worked on worksheet-type materials and these worksheets were kept in meticulously neat piles in the rear of the classroom. During one observation, Jack instructed students to form a line and pick up one copy of each of the 12 worksheets piled on the back counter. On closer examination, these worksheets involved map skills and appeared to be teacher-made but of high quality. The students were told they would be working on these at their desks for the next few days.

Many individual teacher-student interactions occurred within the classroom, but the responsibility of this task fell disproportionately on Sara's shoulders. When students asked questions regarding assignments during the course of four different observations, Sara was observed to have answered these questions nearly 6 times as often as Jack (see Table 3). Sara thought that students preferred to ask her questions rather than Jack.

It is funny in Jack's class--even though he does the planning and all that stuff, they always come to me because I am much more available because Jack just sits in his chair, you know. It is just my availability and they have gotten in the habit that I am the one that is going to answer all their questions. It is very rare that they ask Jack anything about anything. (7.294)

Jack seemed to feel that supervision of students was a task shared equally between the two teachers. This notion, however, seemed unfounded. Aside from the disproportionate amount of student questions answered by Sara, it was also

Table 3

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Sara Shaefer and Jack Johnson

	SARA/JACK	SARA/JACK
Total # Classroom Observations with Tabulations	2	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	6	86
initiated by regular class teacher	1	14
We/Us Inclusive Statements		
initiated by special educator		
initiated by regular class teacher		
Tasks/Roles Performed		
Indiv Teacher/Student Interactions		
Behavior Management (sped)	2	50
Behavior Management (reged)	2	50
Answering St. Questions (sped)	58	87
Answering St. Questions (reged)	9	13
Getting Sts. Organized (sped)	1	33
Getting Sts. Organized (reged)	2	67
Monitoring Sts. (sped)	8	100
Monitoring Sts. (reged)		0
Dealing w/ st. health/passes (sped)	8	100
Dealing w/ st. health/passes (reged)		0
informal interaction w sts (sped)		0
informal interaction w sts (reged)	1	100
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
Group Teacher/Student Interactions		
Class Instruction/Directions (sped)		0
Class Instruction/Directions (reged)	2	100
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)		0
Correcting/Grading (reged)	1	100
Pass/Collect supplies/papers (sped)	1	50
Pass/Collect supplies/papers (reged)	1	50
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
Organization/Management		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)		0
Equipment Management (reged)	2	100
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		0
Org. of Teacher Materials (reged)	2	100
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

noted during observation that monitoring individual student progress during the period was completely handled by Sara. In addition, Sara dealt with all instances of students needing hallway or nurse passes.

On the other hand, Jack handled all class or large-group instruction. Interestingly enough, although Jack and Sara were observed on 4 separate days, this large-group instruction occurred only two times and lasted only a few minutes each time. In addition, Jack handled all organizational tasks, such as managing equipment in the room and passing out or collecting supplies.

At the beginning of this study, Sara and Jack were not meeting to plan together during their designated time. Jack felt comfortable with the day and a half they spent during the summer "getting some of the material changed over" (7.73), but Sara felt that Jack met because he "just wanted to tell [her] what he was doing" (4.158). Although Jack stated that any help Sara could provide in the areas of subject matter material or presentation would be welcomed, Sara contended that Jack rarely asked for help on anything.

Jack seemed to assume that Sara would have no time to participate more fully in their partnership.

I would think that most of the responsibility for the class would come to me. I'm sure that the cooperative teacher would like to have more of it, but then if I start giving more and the other four [cooperative teachers Sara has] start giving more, pretty soon it's going to be swamp time. (8.64)

Jack also contended that most of his planning was completed for the remainder of the school year and that additional planning would be limited.

I was the dominant one in determining . . . what the subject area was going to be . . . In some cases this--I showed her what exactly was going to be planned for each day or hopefully what was going to be covered. We finally got resolved that there really wasn't that much planning about this school year. It was all pretty much cut and dried. (1.110)

Sara seemed to accept Jack's dominance in planning instruction, but hoped for progress in other areas. "I don't have any input in the instructional file yet, but I think that we are going to work on tests and reteaching" (4.203). Jack expected her role to change next year because he felt that social studies was becoming a stronger area for Sara. "As far as I am concerned, I have to rely on her more. You know, she is the expert in learning style, slow learners, or the student in need. I am not that expert" (4.209).

Sara seemed skeptical that any changes in her role would actually occur. She stated that Jack "loves to philosophize . . . you know, we just talk and talk about that kind of stuff. In his own way, I kind of think in the back of his mind he is wondering what he is doing . . . you just have to talk and talk and sometimes he will change things" (6.158). Through such persistence, Sara hoped to build a more trusting relationship and find other ways to work with Jack and offset the imbalance of power in their relationship.

Trust and Balance of Power

Jack, like others, saw his relationship with Sara to be similar to that in a marriage.

It is a partnership and you are working towards a common goal. You are working to satisfy the needs of the students--but the accomplishment of those needs, you have to agree on. It is a partnership about how you're going to get to them. It is a trust. The roles that we are each going to play. You know, I got complete trust in her that she can do a good job. (8.426)

In addition to trusting her skills, Jack also trusted that Sara was "professional" and that any difference of opinion would "be aired between the two of [them]. It [would not] be talked about in the office" (8.426).

Building this kind of trust was likely not easy for a man such as Jack. For someone who had been teaching alone for 31 years, he considered it an effort to get to know Sara and to "accept the fact that there [was] another individual--adult in the classroom at all times" (1.157). Jack felt, however, that he had indeed learned to accept that and stated that, as far as her feeling comfortable in his room, "all [he] had was hers" (4.210). Trusting Sara enough to allow her to have access to materials in his room paled in comparison with the trust it would have taken to allow her more decision-making power. As it stood at the time of the study, Jack felt that he, indeed, had more power. "Until we get it organized as to what we're going to be teaching . . . but when we--once we get going . . . I would assume it's going to drop down closer to 50/50" (4.215). An interesting

note to this statement, however, was the idea that Jack felt he was the subject-matter expert and that Sara was the teaching method expert "for the resource students" (4.215), and that this combination was what would make the balance of power more equal. One might have wondered if Sara's eventual increased input would be limited to topics involving resource students only. This would be a great loss, since Sara had much training in cooperative learning, outcomes based education, and alternative assessment as well as educational methods for students with special needs.

Of course, Sara found another way to exert influence upon Jack's decision making. When hoping to initiate change, Sara found it helpful to talk a great deal with Jack on the issue at hand.

I can work it around so that Jack comes up with the ideas. I think the reason he has a Level 1 and a Level 2 [test] this year is because we talked about different--that you can put those--plant those in his mind, but then he will do it. You know, he doesn't want to be--he always wants to come up with it. It is just the different personality. (8.401)

Regardless of who held the power within their relationship, the trust which existed between Jack and Sara was built on a roller coaster ride within their partnership. This relationship, which began in the summer, had many occasions for frustration for Sara which led to eventual conflict between the two of them.

Relationship Development and Conflict Resolution

Communication, at least on the surface, seemed to be lacking in Sara's relationship with Jack as displayed in the classroom. Interactions between the 2 teachers during two different observations were few. Of a total of seven teacher-teacher interactions, only one was initiated by the regular class teacher, Jack (see Table 3). Most of the interactions which did occur, and which were initiated by Sara, revolved around instructions given and questions asked. At no time did either teacher make statements which referred to the other teacher in front of students. Although this behavior, or the lack thereof, was tabulated on only two separate occasions, other observations which included no tabulations seemed to provide further evidence that this lack of communication existed on a frequent basis.

This lack of communication may have been one indication that a commitment to making the relationship work was not in place for Sara and Jack. Sara admitted a lack of commitment to this relationship as it stood. Concerned, once again, with efficiency, she felt that she would rather concentrate her efforts on relationships in which progress might be more readily seen.

Oh, I think I could have made more of a commitment if I would have had more time . . . I think maybe the reason I don't do more with Ken and Jack is because they were the type of person they are and I didn't work as hard to get as involved because I was working harder on the other ones . . . [because there was a possibility] of quick progress. You know right away who is open and who's not. (4.197)

Jack admitted that, initially, he felt a little bit uncomfortable having a cooperative teacher in the room with him. "The first couple of days you wonder, 'What sort of impression are they getting?'" (5.194). These feelings of insecurity may have been one sign of a lack of commitment on his part to the relationship in general. At the beginning of the study, Jack seemed unsure of what it would take to make the relationship work. When asked what kind of commitment this relationship required, Jack focused on peripheral items such as a "commitment from the subject matter point of view to the material that is going to be covered" and a commitment "to backing what she does" (8.429). No mention was made of a commitment to work through problems together which may have existed early on within the relationship.

In retrospect, Jack recognized that he may have, indeed, pushed the relationship a bit in his attempt to meet an objective of his own.

I think, maybe, in the back of my mind, even though it's not written down, I know what I want to cover and what my objective is. I think sometimes I pushed forward to meet that objective with the kids. Where Sara--I think would feel like, 'Let's slow down and pull out these students,' or 'Let's go through and maybe re-test or do a different style.' I don't think that maybe she's come out and voiced that opinion and I think maybe in that respect we've taken from the mutual cooperation that we have--that I pushed ahead when maybe I shouldn't have. . . I probably sacrificed something in that relationship. (2.117)

One item he had discussed with Sara to a degree was his feelings about cooperative learning. Although he thought he

needed to take advantage of her expertise in the matter and it was, he felt, indeed beneficial to students, he also felt "uncomfortable at times using cooperative learning" (8.743). This may have been an explanation for why Sara was disturbed by his response when she asked to adjust lesson plans 1 week to include some cooperative group activities. He explained that all the lesson plans were done--all the way up through spring. She then suggested that they take his normal worksheet activities and allow students to work in groups on these, but he rejected that idea as well. This event, coupled with the fact that Jack was making no attempt to officially use the planning time given to them, made Sara wonder if their partnership was in trouble or if there were other things bothering him outside of school.

I think he became more aware that I was sensitive to the point of him not talking to me, you know, and not communicating with me and not coming down. And I know that he felt like he had everything all organized and there was no reason for my input because of--he had it so organized . . . but he just didn't involve me and I still think there was things going on at home. . . . I never felt that with anybody. (1.152)

This situation occurred midway through the study, and at that point, Sara felt that she needed to talk to him. It had bothered her for too long. She was scheduled to go to an educational conference in another state, but before she left, she told him that they needed to talk about some things when she returned. When the issue came up in an interview with

Jack, he seemed relieved and grateful that she had felt a need to have this "talk" with him.

She initiated it before she left. Which you see, I think is another quality I admire in her because if it was me, I would just keep it to myself. I've always handled my own problems. I never had any, you know, never gone to anybody for help. Instead, I just resolved them on my own. I think she is the type that is very open and more open that way than I am. (1.110)

Even though Jack perceived a conflict as well, and felt relieved through their discussion, he downplayed the intensity of the conflict. "It wasn't really any problem at all. It was just maybe the two of us getting frustrated and things weren't going right. The kids at that time had quit performing" (5.111). Sara felt better after talking to Jack and decided that the problem was not about her, in any event.

Both Sara and Jack came away from the conflict resolution phase of their relationship with better feelings about their partnership. Jack began to attend their planning sessions and Sara noted some promising signs that Jack may utilize her more fully because they made plans to work on revising tests that coming summer. Jack, too, felt that their "air-clearing" allowed their relationship to progress forward.

If Sara had not said when she left that, 'When I come back we are going to talk,' and if I would have kept it within myself, and Sara would have continually gotten more frustrated, I don't think that we would have had a snowball's chance in hell of cooperating again next year. (8.428)

This seemed to be an insightful statement on Jack's part, considering his previous reluctance to acknowledge a problem. As the study continued and the school year came to an end, there indeed seemed to be promise of growth for the partners through their continuing relationship together.

Professional Growth

Jack appeared convinced that growth, on his part, had indeed occurred during their relationship together. Aside from the different levels of test difficulty that he and Sara had worked on during the previous summer, he also cited that he had a greater appreciation "of the resource person and appreciation of the type of students that they're working with all the time and an appreciation of their knowledge of strategies and efforts" (5.198). Additionally, he felt that he had learned to share the class with another teacher. He stated that he had learned to "[turn] over a share of the responsibility of that class and the outcome, to fight--no not fight--I'm not sure how to say this . . . accept the opinions of others instead of my own set way I've done things for 30 years" (5.198). Overall, he felt that he had grown in the area of "interpersonal relationships and maybe some strategies, methodologies" (8.766). He felt that Sara had a higher level of tolerance for student behaviors than he and that he had been "observing [her] like crazy" (1.156). He stated that he expected students to get the information needed and move on.

I am more demanding from my students. I'm demanding of my time. In many ways I'm too much of a perfectionist. I like everything ordered and neat. I'm very definitely left-brained compared to right. It's a real struggle for me to go into certain types of learning situations where the kids are not structured and just give an assignment, to just say, 'Okay, this is what you're supposed to do. You're going to do it in groups, individually, or how you want to do it.' I wasn't taught that way and I didn't have my methods courses that way, and that's really difficult for me to change. (1.35)

Although Jack felt uncomfortable with cooperative learning, he nevertheless had positive thoughts about it.

I think right now, . . . [for] the better students, or the students we have helping the special needs students, I think it's working fine for those students. I think that's one of the beautiful things that's come out of this--and that's the peer relations. (6.21)

Jack seemed to have mixed feelings about outcomes based education also. In an early interview, he stated that his involvement with outcome-based education depended on what Sara and Irving came up with during the next summer on this issue.

I am not sure if I'm ready to jump into OBE right away. I would like to take a look at it, but at least she will have the ground work done, where she can step in. That might facilitate me going into it quicker. (4.100)

In an interview later in the study, however, Jack seemed a little more sure of himself on this issue.

I basically have OBE right now but I don't call it that. All my map curriculum is designed around outcome-based. It would be very simple to change it over and basically everything repeats itself throughout the year hoping to continue on tests so it would be simple to change. (4.213)

This statement, it was noted, sounded quite similar to the content of an earlier informal conversation with Sara in which she stated that Jack's materials could be easily changed over to an outcome-based education philosophy. Jack's feelings on the issue seemed to change as his relationship with Sara evolved. Perhaps this change in feelings was prompted by, as Sara explained previously, the planting of a seed of an idea in his mind to think about on his own for awhile. Perhaps, though, it was due to the resolution of previous conflict between them.

After the resolution of their problem together, Jack seemed, more readily, to realize the need for change. "I have to be willing to eliminate and adjust curriculum and that's where I would hope Sara comes in because she knows better . . . what they can accomplish" (7.176). Sara, however, seemed skeptical of his commitment to this idea, and seemed to take a "wait and see" attitude toward these promises. "Jack acts like we are going to change" (6.193). Jack's past practice, however, had not been a favorable indication for change and cast doubt in Sara's mind as to his actual commitment.

Jack hoped that Sara's role would change the following year to include "more of the actual classroom teaching" (4.209), and even pictured the two of them sitting in the front of the class discussing content with students in a

casual manner. He seemed to feel that, with 1 year under her belt, Sara might feel more comfortable the following year.

She can see now the total thing--how it operates and you know, I think she is going to feel more comfortable and she is going to say, 'Hey, I'd like to do this or I would like to try this style,' and now that we have been through it, we can say this is it, this is good, this is bad. She may not agree with me on this and I may not agree with her on that. I think that next year I think she is going to have more--I would assume more teaching. (8.411)

Jack and Sara's relationship was troubled from the beginning. Although Jack felt comfortable using the methods and materials he had used for a number of years, Sara found these to be unacceptable. She felt her assistance and input was ignored and unwanted, and this led to an eventual conflict between the two of them. Sara initiated the resolution of this conflict and both came away from a discussion of the matter with more positive feelings. Despite the rough start that these 2 individuals had as cooperative teachers, some professional growth occurred, although it was minimal. They did, however, appear to have potential for a growing future relationship together in which both would contribute their skills and knowledge to meet the needs of all students.

Sara and Ken Kessler

Biographical Data and Personal Traits

Ken was a veteran teacher with 30 years experience and who taught a social studies class at the time of the study. At age 53, Ken was married and had two children, neither of

which were currently attending school within this district. Although his undergraduate program prepared him as a secondary level educator with an emphasis in physical education, Ken later received his master's degree in history. Ken received no formal or informal training in dealing with students having special needs.

Ken was a highly autonomous individual who held, in high regard, another person's right to be autonomous as well. Ken had known Sara before their cooperative relationship as a coach, and when asked about his initial impression of her as a coach, he replied, "I don't criticize the coaches here . . . anybody that was in the coaching profession was putting in a lot of extra hours. As far as liking her coaching techniques . . . I don't get into that. What they do is up to them and what I do should be up to me" (1.77).

Ken's description of himself included reference to his autonomy.

I think in my class I tend to be a domineering type of individual. I'm probably a very traditional type of teacher and . . . I'm not sure that I am a good cooperating teacher because, as I say, after 30 years there's things I want to teach and I want it done my way. And I'm not sure that that is conducive to having a good cooperating approach. (1.29)

Ken's autonomous nature was displayed through his classroom curriculum. After observing Ken and Sara on four separate occasions during 1 month, the exact content of the eighth-grade social studies curriculum utilized in Ken's class was less than obvious. In an informal conversation,

Sara laughed, and explained that it was supposed to be the history of the United States from its discovery to the Civil War. Although two lessons observed were related to United States history and consisted of students writing an essay on "What America Means to Me," and the presentation of an outline of information regarding Manifest Destiny, two other lessons focused on disabilities, and more specifically Helen Keller as a person with disabilities. Ken may have utilized his decision-making power to choose topics of interest to him rather than those designated by the district.

As a cooperating partner, Ken described Sara in mostly a positive fashion. Ken felt that, "as far as having Sara in there, I don't think I could have anybody better than Sara" (1.34). "[She's] energetic, more than willing to go 50%. She's a good person, dedicated person. But she needs to have much more discipline too. That's my own personal opinion. She's very sincere about it in there. No question of that" (1.33).

Sara admired each of her partners, and Ken was no exception. Although she had difficulty with his teaching style, she admired Ken for his "knowledge of the curriculum and his willingness to do some special outside activities with the kids" (1.135). As for the amount of cooperation Ken contributed to their collaborative partnership, Sara said,

There is none . . . I mean, he is nice to me but that is all . . . whatever I do outside, you know, when I am not in there--he thinks it is nice that I help the kids, but he doesn't really help make adjustments. It would all be left up to me. That was my--he got me with that

understanding and there was never anything he had to change, his curriculum or anything when he got me, it was letting me be in the room and seeing what I could do. That was the understanding with all the teachers. It was whatever you worked out with them. You know, he worked that out with me right away. (1.106)

In fact, Sara said, the first time she met him, she knew he would not be open to a lot of ideas. "He just patted me on the back and said, 'You will learn a lot about history this year.' Not like--not ever, 'How can we work together?' or, 'When do you want to meet?'--like everyone else" (4.158).

Philosophical Viewpoints

Ken did not mind the idea of cooperative teaching, but was upset, as were other teachers, with the number of needy students in his class.

I like Sara and I like the concept if we would have stuck with the concept of having seven or eight students in the class. I think what bothered me was when the whole class ends up being a co-op class, because then it's not a co-op class, it's a slow class. Period. (1.34)

Ken seemed to be lacking information about students in his cooperative section. When asked about his concerns regarding the make-up of his class, he stated that he had 30 students in that class and that 25 of them were "co-op" students--"so what it is is a slow class" (7.64). Regardless of the actual make-up of the class, he did not seem informed about special education categorization labels. When asked if all 25 of these students he called "co-op" students were identified as special education students, he said,

I don't think they are identified in either one of those categories more as they are just slow kids . . . I don't

have a mix of A and B and C and D students in there. In that class, I have a few C students and most of them are D or D- or failures. (7.64)

In terms of effectiveness of the cooperative arrangement, Ken felt that for about a half dozen students, Sara's time spent outside of class helping them had been fruitful. Without this help, he thought, "they would have flunked history" (7.66).

Because the class is so loaded with needy students, however, Ken was unwilling to participate again the following year unless this problem was addressed. In addition, he was unconvinced that cooperative teaching was the best method.

The slower kids need to be put in a special class where they can be helped on an individual basis--not in a large class. I don't think--socially, maybe they get something of it, I don't know. But from an educational standpoint I don't think they gain by it and I think, for sure, it slows down the other kids. (1.32)

Ken was one of the two teachers who Sara worked with who she thought had participated in cooperative teaching because they felt pressured to do so by administrative staff. Ken agreed with this assessment of the situation. "I think that there is some pressure--that they would like to see a lot of co-op teaching done in the building" (1.81).

What puzzled Ken about his cooperative teaching assignment was that he felt he had not been informed of his participation. Although, according to the principal Alan Adams, all teachers were informed the spring before the year they were to participate, Ken recalls no such information.

When asked if he felt he were forced to participate, he replied, "Not really forced. But to say that I wasn't mildly shocked when I got here and found out I had one . . . I wish somebody would have said something, that's all" (1.81).

Ken's "domineering" and no-nonsense approach to his classroom, coupled with his curricular decisions and lack of commitment to the cooperative teaching project, seemed indicative of a highly autonomous nature. Unfortunately, this autonomous nature greatly affected the role that he and Sara took in their relationship together.

Roles and Responsibilities

Ken believed that their cooperative partnership resembled complementary instruction, for the most part, because Sara's role was accomplished primarily outside of classtime. For tests, Sara would often take the students out for review sessions, but no in-class strategies were utilized with these students. This was likely due to a lack of time. Sara felt that Ken used every minute available each period and there was no time to introduce other strategies. Sara's role in class primarily involved listening, taking notes, and using proximity control on rare occasions when needed.

On three out of four separate visits, tabulations were taken of a variety of behaviors exhibited by both teachers. Interestingly enough, a small range of teacher behaviors were seen occurring in the classroom during these observations. For instance, Ken was solely responsible for behavior

management and class instruction. No other behaviors requiring teacher-student interactions were observed (see Table 4). Sara, each session, walked into the room, unobserved and in a businesslike manner, walked immediately to the rear of the room, and sat in a student desk. On rare occasions, when students nearby leaned towards her to ask a question, Sara would quietly provide an answer. Otherwise, she sat, listened, and took notes. Ken, on the other hand, stood in the front and lectured from notes or stood off to the side observing as students watched a movie.

Sara was only allowed to teach in front of the class one time. Ken was not happy with the results. "Discipline-wise, the class kind of ran loose. It was not the way I like it. They [the students] were doing everything" (8.56). Not surprisingly, Ken stated that he was conservative and wanted "control of that [problem] in my room . . . and I guess my terminology there is 'my room,' where, in a true co-op setting it's not 'my room,' it's 'our room" (5.62). Even if Sara improved her techniques, Ken admitted he would want control of the class.

In the meantime, Sara seemed hopeful that things might change in the future.

Maybe with the people who like being with themselves-- maybe they are changing some, you know, they are still doing their own thing, but I think having somebody

Table 4

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Sara Shaefer and Ken Kessler

	SARA/KEN	SARA/KEN
Total # Classroom Observations with Tabulations	3	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	1	100
initiated by regular class teacher		0
We/Us Inclusive Statements		
initiated by special educator		
initiated by regular class teacher		
Tasks/Roles Performed		
Indiv Teacher/Student Interactions		
Behavior Management (sped)		0
Behavior Management (reged)	5	100
Answering St. Questions (sped)		
Answering St. Questions (reged)		
Getting Sts. Organized (sped)		
Getting Sts. Organized (reged)		
Monitoring Sts. (sped)		
Monitoring Sts. (reged)		
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)		
informal interaction w sts (reged)		
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
Group Teacher/Student Interactions		
Class Instruction/Directions (sped)		0
Class Instruction/Directions (reged)	3	100
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)		
Correcting/Grading (reged)		
Pass/Collect supplies/papers (sped)		
Pass/Collect supplies/papers (reged)		
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
Organization/Management		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)		0
Equipment Management (reged)	1	100
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		0
Dealing w/ incoming msgs (reged)	1	100

in there--in time, they will ask more for help and suggestions. (1.155)

During the course of the study, and apparently the entire school year, Ken never met to plan together with Sara. "But . . . that's not Sara's fault. That's my fault. I decide, based on the last 30 years of what I want to--I usually lay it out one day at a time" (2.75). Sara knows what is being planned, however, because he posts it on a calendar a month in advance and Sara checks this on a regular basis. Ken realized, though, that Sara may have convinced his student teacher, Ben, to work together.

So I assume--well I know what they are doing now is closer to what she thinks. Cooperative teaching isn't when I'm in there because I am a domineering person in my classroom and I am sure that Ben is more willing to listen to some of her ideas and try them even if they fall flat on their face--which they have on a couple of occasions. (4.58)

Ken felt that cooperating with Sara did not take up much of his time but that maybe it should. "That's probably my fault too. To be done right, it probably should take more of my time, to incorporate Sara's ideas into my ideas and then come up with a way we want to do the class" (8.273).

It did not appear that Sara was utilized for much more than an aide who assisted students with their studies outside of class. Ken, from his comments, was well aware of this fact but seemed satisfied with the role assigned to Sara. The fact that this role remained unchanged throughout the year may have been one indication of the lack of trust Ken

had in Sara's abilities and, therefore, the imbalance of power within the relationship.

Trust and Balance of Power

Ken and Sara's partnership seemed to be sorely lacking the trust necessary to sustain a relationship. This was an issue, however, in which Ken's actions seemed to contradict his words. When asked if he trusted Sara, Ken said that he felt he could. He was, though, unable to state the things for which he trusted her. "Anything, I wouldn't worry about Sara--I would just trust her--period" (8.264). He even felt that he could talk to Sara about anything, including his own weaknesses as a teacher. "I think I could talk to Sara about anything . . . I have complete trust in Sara" (8.266).

It appeared that Sara, on the other hand, did not agree with this assessment because he would not depend on her for anything. Not only did Ken never ask for her advice or opinion on educational matters, but she felt that he could at least depend on her for certain kinds of assistance.

If there is a substitute or something--some of them really do and they just know that when I am there, I will take over. Some of them--like Ken, he never talks to me about what we need to do, I mean he will just get a film, when I could have really done some things, you know? That is just--I think he needs to depend on me more to help him and he just doesn't. (4.171)

Ken agreed that he did not depend on Sara, especially if it concerned instruction. He did not seem to trust her skills as a teacher.

I'm not sure the cooperative teacher had a real solid knowledge of American history either. So I'm not sure

how much I could depend on her in a team teaching situation. Whereas in my class, I look at her more as one to help the slower students with material that I have presented to them. We talked real early, and I felt that she was in agreement with me in that there were some areas of history that she didn't have. (8.54)

In fact, Ken admitted to probably giving his student teacher more decision-making power than Sara. This was primarily due to two reasons. "Number one: Ben's major field is history, he knows what he is teaching, and number 2: I think part of Ben deciding if he wants to be teacher or not is being able to fall flat on his face" (8.281).

If Sara and Ken taught a cooperative section together during the following year, Ken thought he would still have trouble with Sara doing any teaching.

Before I would let anybody take over one of my classes, I would want to see how they handle different discipline situations. What kind of control they have in the classroom. Maybe that's wrong on my part, but I'm not willing to turn over my class unless I know somebody can handle the situation. (8.248)

Sara's lack of discipline, in Ken's estimation, was due, at least in part, to the fact that Sara was female.

I really think that part of the problem--there's quite a few boys in that class, and when Sara says something to them they don't pay much attention. Different than if it comes from a male, and I'm not saying this to be a chauvinist or anything, but when some of the boys are confronted by a male, they are going to listen a little more than when Sara says something. (8.59)

Although no such negative student behaviors were observed when Sara interacted with the boys in this class, this may have been due to a lack of opportunity. Sara was never in a

position of authority in the classroom during these observations.

Ken appeared to have complete ownership of his classroom. In addition, he seemed intent on keeping that ownership to himself regardless of Sara's abilities or willingness to play a more active role. This independence on his part likely had an effect on the development of their relationship together.

Relationship Development and Conflict Resolution

Both partners entered cooperative teaching with different views regarding the partner-selection process. Sara had stated to administrative staff in the beginning that she was willing to work with anyone. She was not sure who would actually be assigned to cooperatively teach with her, but she stated that she could have predicted that Ken might become her partner. "I probably had the two people in the whole school that were really hard to get along with. I knew that I would get those--I mean I just guessed I would--the rest of them I didn't know." (4.96). Ken, on the other hand was more concerned with his partner wanting him--than who he wanted as a partner. "It doesn't matter to me, I would rather have somebody who wanted to work with me, rather than to feel I was assigned to somebody" (2.73).

Once in the cooperative partnership, both partners noted a commitment which was necessary for the relationship to continue. For Ken, the commitment was similar to that in a

marriage because it involved working together and compromising.

It has to be a compromise if it is going to work . . . I am a very domineering person . . . I'm probably not flexible enough in that area and I need to be more flexible, but that's a hard thing for me to do. (5.60)

Sara's commitment to her relationship with Ken, she admitted, could probably have been greater. Expecting his domineering style, she concentrated her efforts on other relationships instead. These different views of commitment to the partnership likely led to a general lack of communication in the classroom.

During classroom observations, very little interaction between the two teachers was noticed. During three separate observations from which teacher-teacher interactions were noted, only one such interaction occurred. This was a question regarding future lesson plans initiated by Sara and answered by Ken. No teacher-teacher interactions were initiated by the regular class teacher, Ken. In addition, no inclusive statements using the pronouns "we" or "us" were used by one in reference to the other (see Table 4). This observation was in stark contrast to Sara's other relationships, where interactions between teachers ranged from a few each session to many each session.

Communication, or lack thereof, was a problem which affected conflict resolution in this relationship. Sara knew, from the onset of their relationship, that she would

have different opinions than Ken. She did not feel comfortable addressing those concerns, however.

I will avoid it until it comes to the right time and we will try to change things. I mean, I could see a problem right from the very beginning but I wouldn't have told him, "You have to change your tests." It would have never worked. At least in my mind it wouldn't have. Now maybe somebody else would have been better at it than I was. (4.199)

Ken, too, would not address any problems with Sara. In fact, he felt that the rise of conflict in a cooperative relationship was cause for abandonment. "I would think that if a person had a conflict with somebody they would have gotten out of the team teaching situation right off the bat" (8.278). He felt that addressing conflict was not worth the risk of losing the friendship one might have. When asked if there was a positive way for addressing problems between two people without hurting someone, he replied, "Probably, but I'm not the most equal person in the world either" (8.257).

One conflict which did arise for Ken was the way Sara handled the discipline in the class when she took over the teaching for one day. He felt the students had been out of line and that Sara had attempted, in her own way, to talk to the students individually and to ask them to quiet down. He perceived Sara's attempt at discipline as inadequate, but he thought that Sara, herself, probably felt it was effective. He decided to handle the problem with the students himself after class, but would not attempt a discussion of the matter with Sara.

I wouldn't say anything. On the day she had the problem with the discipline, I stopped a couple of kids out in the hall and told them they acted that way and I say to them, I was going to deal with them. They wasn't going to get away with it. But as far as going to Sara and saying I thought you did this wrong or that wrong, I'm not going to do that . . . because she thought she'd handled the situation. She'd said something to the students but they just ignored her. (8.58)

When asked if he felt he could be honest with Sara, he affirmed that he could. He reasoned that honesty in this relationship should be similar to that in a marriage, yet it seemed that, in terms of this one issue at least, this principle did not apply.

When Sara had trouble in the classroom, I would find it very difficult to go to Sara and say, 'You didn't handle it very well.' I could tell by her actions she was upset; I didn't have to say anything. Now in her own mind . . . she probably doesn't think much of the situation. She probably thinks she ought to be back up there teaching, having another chance. (1.78)

Ken and Sara's evasiveness in dealing with issues pertinent to their continued alliance, combined with other factors such as Ken's need for control and Sara's resulting unwillingness to commit more of her time to improving the partnership, seemed to be indicative of a troubled cooperative arrangement. These factors might also explain the degree to which professional growth was observed and reported within the relationship.

Professional Growth

A self-proclaimed "domineering type" of person, Ken was not a likely candidate for initiation of change. Autonomy being a key issue for Ken, he reflected on this issue and its

effect on teaching improvement in the classroom. "I think some people can be so narrow minded that they would not except change under any circumstance" (5.66). This was not, however, something which affected Ken in this manner. Although admittedly conservative and autonomous, he did not feel that he would be unwilling to change under any condition, but that he did "hate to have something forced down [his] throat by somebody" (5.66). He stated that he would be willing to try new things "if they work. . . . There [doesn't] have to be a guarantee on that, but . . . once something has been tried and is a failure then . . . get off of that horse and try another one" (5.58).

Sara was quick to categorize Ken as immobile when it came to trying new things, but upon reflection, she recalled a few alterations made within his classroom.

I haven't seen Ken change anything. Oh, I shouldn't say that--you know, he started using the overhead, whereas he never used that before. So that is a little bit of growth, and I think maybe he is more aware of the differences with students and the reading levels and things where he wasn't before. He always gave them opportunity to come in as much as they wanted to after a test to keep working on it, but I don't think he ever really offered to help them read it or do things like that. (4.202)

Ken also cited Sara's work with students in reading a test to them as something "totally new" (4.22) in his class. He also mentioned the review sections that Sara provided for these students as well.

In addition, he was ostensibly pleased with his own personal growth in terms of his knowledge of special needs students. "I have always been aware before that they have special needs, but I didn't--I guess I didn't understand the depth you had to go to reach those people" (4.66). He seemed to have difficulty with this knowledge, however, and questioned his ability to meet these needs.

From my own standpoint, I think that I have come to realize how important it is to meet the needs of certain elements of students. On the other hand, I'm not sure I can reach them and get done what I've got to get done for the other 85% of the students. (8.284)

With Ken, Sara's role was quite limited and she made little to no attempt to initiate any discussion of change in procedures. Although Ken's awareness of the needs of special students seemed to increase through the cooperative arrangement, few changes were made to meet those needs. Sara, however, refused to give up hope in any of her relationships. She thought, perhaps, in time, Ken and the others would show growth in their efforts to meet the needs of special students.

I think . . . [Ken] would change a little bit every day. I think there would be progress. I don't think that I am working with anybody that is so set in their ways that they wouldn't change something . . . because I think over a period of time, there would get to be more trust. (4.95)

There was, indeed, some progress made through Sara and Ken's relationship in terms of growth. Although these changes seemed somewhat small when compared to those made in

other relationships in which Sara was involved, perhaps this was but a glimmer of the changes which would occur, given the proper amount of time.

Rose Russell

Rose came to Central Middle School with a diverse background in education. Although certified as a secondary educator initially, she served as a speech pathologist for 9 years before returning to school to receive her master's degree in special education. She taught language arts in a seventh-grade regular class and later became a resource teacher. At 47 years of age, she was in her second year at Central Middle School. She had two children, one of whom attended a Catholic school, and one who, at the time of the study, attended Central as an eighth grader, but who was not included in any cooperative sections.

During the course of the study, Rose was going through a rough period in her life. She had had some recent medical trouble for which she was taking medication which caused her additional problems and she was in the process of obtaining a divorce from her husband.

Despite her personal difficulties, Rose described herself as positive, friendly, flexible, and able to develop relationships with other teachers. "I think I have the perfect personality to do what I'm doing because I can sort of fit in anywhere and be flexible" (1.7). For the most

part, she felt all her cooperating teachers had favorable traits as well.

Rose was very excited about the cooperative teaching project occurring in the building. On the very first day of observations for this study, Rose made a point to say that she had many positive things to tell about the project. In her opinion, cooperative teaching was the best way to meet the needs of special students. She cited several advantages it had over a traditional pull-out model for resource students. First of all, she noted that she didn't have to go through the problem of finding regular class teachers to clarify assignment and test issues. Second, she had an opportunity to see the students more often and get to know them. This was true of being with the teachers as well.

To me, the advantages are: I see the kids more, I'm with the kids a lot, [and] I'm what the kids need. I feel like tires being used in more of a worthwhile way. I'm more in the mainstream with the teachers. I feel more--instead of being set off in my own little world and having to go and get information from the teachers, I'm right there. Another thing that I really like is getting to know the kids better. All the kids. It's fun, you don't get burnt out as much as far as just working with these needy kids all the time because there [are] bright kids [too]. (7.18)

Additionally, Rose felt that she was much more able to take care of problems such as organization and behavior because she was able to see the students more frequently. She could also help teachers make phone calls to parents to solve problems.

Although, upon reflection, cooperative teaching was "exhausting" (3.80) for Rose, she loved being with other teachers. This was, perhaps, one of the most important issues for Rose with regard to cooperative teaching. She was convinced that, as a method of meeting needs of special students and other students as well, it was excellent. She was, however, also very much excited about being out of the resource setting and being with other people. In the resource setting, Rose had felt isolated from others. "You don't learn as much. . . . it's better for the kids, I think, and better for me. You learn more, you have a better relationship with the kids and the teachers, and it is much better than being stuck up there" (5.179).

It was clear to Rose, even in the beginning, that she preferred a supportive role than a team teaching one. She feels that anything more would not allow her to accomplish what she believes to be her task--helping needy students.

I provide enrichment when I have it to offer but I wouldn't want to be one where I provide all the enrichment because then I wouldn't have time to concentrate on the needs of my kids. I'd be so busy trying to fend for the class and I think that is taking away from it. I don't want a team teaching [situation] because . . . if I have to plan and figure out everything on my own, that would defeat the purpose for what I'm there for, I think. (8.703)

Rose perceived her job to include helping all students, not just the special education students. She additionally felt that she was there to help the classroom teacher to

"take [a] load off and . . . keep those other kids on task and retest them or make sure they understand it" (2.8).

Part of her role as the resource teacher in the cooperative setting included: helping teachers plan lessons; teaching organizational, study, or learning strategies in class; correcting papers; monitoring students; sharing materials; taking care of classroom organizational tasks, such as attendance and record management; dealing with behavioral problems; keeping notes and handouts in a folder for later reference; modifying tests; making study guides; and reteaching/retesting students. On occasion, Rose was asked to run an errand for one of her cooperative teachers. She had no "hang-ups" (8.27) about such requests, and she stated that she did not mind if she were asked to teach while the cooperative teacher accomplished something else.

An important aspect of her role in the classroom, Rose felt, was her contributions made during instruction.

A lot of times I'll--because I can sort of sense that they don't understand what they're doing, and the teachers get so caught up in teaching and I'll see--I mean, if I feel like I don't understand what we're doing, I'm sure the kids didn't get it. So I'll ask the question. I'll say, 'Are they suppose to--is this due then, or, is this going to be applied, is this about the speech they're going to give,' to sort of help clarify things because sometimes I think a teacher just assumes that the kids know more than they really do. (4.10)

For the most part, Rose viewed the regular education teacher as the one with more authority in the relationship. She felt that, as regular class teachers, they should have

the final say regarding items such as curriculum and grades. Although Rose felt that she would like to have input on these items, she perceived her input as being greater only when concerned with issues regarding the special education students. She had strong feelings about cooperative teachers needing to be able to respect the classroom teacher's decisions.

You can't go in and try and tell anybody what to do or I think you have to use a lot of people skills to let your feelings be known on how things might be handled without any nonthreatening way because I think it is real threatening for a lot of teachers to have somebody come in. (8.683)

Although some teachers likely felt threatened by the presence of someone new in their classroom, Rose noted what she considered to be a positive side to that issue. "It keeps them more cognizant of what they are doing because somebody else is there. I think it keeps them more on their toes" (1.148).

Rose felt that she had the people skills necessary to work well with partners. Because of the relationships she had established through cooperative teaching, she believed her status in the building was greater than before. She felt she was considered "more of an equal" (1.149).

I have an advantage of fitting in because I work on it and I know their personality so I make it my personal challenge to fit in and get to know people on a personal level because it just makes for a lot better working relationship. (1.149)

One indication of a working relationship, according to Rose, was the regular educator's reference to the special educator, such as in the statements, "Mrs. Russell and I will be grading these papers," or, "We expect you to bring it to one of us." These statements of inclusion, she felt, showed that the two teachers were a team and that one was not merely an aide.

Rose believed the cooperative relationship took a great deal of time and commitment. She noted, however, that, although that aspect was similar to a marriage, cooperative partnerships were not like a marriage in that they were more temporary. "In a marriage it's more time indefinite for a commitment; it should be anyway. But this is a commitment and you spend time, but it is not that amount of time" (8.226).

For Rose, the commitment began during the previous year when the cooperative teaching plan was proposed. During that year, the sixth-grade team, which consisted of several teachers she considered her friends, and with whom Rose ended up cooperating with had offered a counterproposal to the administration which involved no cooperative teaching. The teachers were apparently upset, according to Rose, that things were changing.

They didn't believe that you should keep the kids in the classes . . . and see, what they had last year in the sixth grade--they had Sara and I teaching a reading class which they thought that would be, well, what it did was make their reading classes smaller. And see, they didn't like giving that up. See, we weren't going

to be teaching the classes plus they were going to have all those kids in their class now. (2.7)

This became an explosive topic between administrators, special educators, and the sixth-grade team. Rose, having considered herself a friend to members of this team, was on an opposing side of the issue. When teachers argued vehemently against cooperative teaching, Rose took it as an insult.

They all like me and they all said, "It's not against you, Rose. Don't take it personally," but it was pretty hard not to take it personally when they are sitting there and I'm thinking, "Goll!" But that was a real hard time last year. It was real stressful to sell it to the teachers and then, like I said, they fought it, but then they eventually finally had to do it. (2.7)

After a year of cooperative teaching being the primary method of meeting the needs of special students, Rose remains unconvinced that the teachers have really committed to the idea. When planning for their second year of cooperative teaching, the sixth-grade teachers had communicated with fifth-grade teachers at the feeder elementary schools to make plans regarding students who would be needing cooperative sections. When information regarding students referred to behavioral problems, they talked about a pull-out program for these students. Rose stated, "You know, the regular ed teachers still don't have it in their head . . . you are not going to be able to just pull them out and have somebody else take care of their problems" (1.145).

Aside from a difference of opinion on the issue of cooperative teaching, Rose had, for the most part, a favorable impression of each of her cooperating teachers. She was particularly close with two of the teachers. One, however, she felt was domineering and liked to have complete control of everything. It was not surprising to find that Rose was able to speak openly to all but that one teacher. Although she talked about being able to talk out problems with these teachers if the need arose, she found it difficult to do so with that one teacher.

Learning something from one another in the cooperative relationship was important to Rose. When relating her own growth, she reported having more empathy for the needy students.

I have a lot more empathy, which for a special ed teacher to say is really interesting, but I have a lot more empathy for the special ed kids in the classroom because I'm right there with them and I see. Before, I could probably guess on their struggle, but now I really see it and I really want to help them and I know how to help them more and I'm right there to help them and that makes me feel good. (7.280)

Another gain for Rose was the close friendships with her colleagues. This was an important issue to Rose, as she seemed to be in tune with people and relationships. An added benefit to these relationships was the increased knowledge of subject matter and teaching methods.

Personally, I like being really good friends. Professionally, I like it because . . . I am on top of the subject matter; I learn so much more about all the different curriculum . . . I really learn a lot from all three of the teachers: different techniques, different

ways of working with kids, just different philosophies.
(6.175)

Two primary issues were of great importance to Rose in cooperative teaching. These were the impact that she could have on students in the regular class setting and the social aspects of building collegial relationships through cooperatively teaching together. These issues, coupled with other personal factors, were instrumental in the success or failure of each of her cooperative relationships.

Rose and Brenda Booth

Biographical Data and Personal Traits

Brenda had been at Central Middle School for 2 years before cooperatively teaching during the year of this study. At age 48, she had been teaching for a total of 15 years. Her background was in elementary education and she had an additional 15 hours past her bachelor's degree in this area. Although at the undergraduate level her emphasis areas had been speech and English, she preferred teaching science and math courses at the sixth-grade level at Central.

Brenda was married and had three children, one of whom was attending Central Middle School at the time of this study. Brenda considered the cooperative teaching effort to be a viable one, and she requested that her son be placed in two cooperative sections because she felt that he would receive more help.

Her previous experience included some work with special needs students. She had substituted in special education

classrooms and also held a prior teaching position in St. Louis which afforded her an opportunity to cooperatively teach, to an extent, with a special educator.

During the course of the study, Brenda seemed stressed by personal problems. She had had some medical difficulties which sometimes interfered with her teaching and she was worried about her status in the school system regarding continued employment for the next year after budget cuts were made. She was additionally worried about her husband's status for continued employment with one of the major employing industries in town.

Despite these sources of stress, Brenda nearly always appeared cheerful. She described herself as cooperative, enthusiastic and positive. She felt she was structured in that she knew what objectives she planned to teach and she always communicated these to her students each day. She was, however, not interested in being a teacher who structured her time in class. "I go with the flow" (1.48). She enjoyed having fun with the students while learning as well.

The kids most of them tell me, "Mrs. B, you're fun," and I like that because--why can't teaching be fun? They say that I'm not like all the other teachers and, "Sometimes you're weird," and I say, "I like being weird." The middle school concepts--the conferences I've gone through, say that the middle school teacher has to be weird to be successful in the middle school. So I think the kids like my class and enjoy coming in every day, and I think that's important because if they're happy, then they are going to learn. (1.48)

What students described as "weird" behavior, Brenda perceived as classroom climate-building behavior. Nearly every time observed, Brenda was seen adding a bit of humor to her class to establish this classroom climate. For example, when the bell rang at the end of class one day, she and the students all sang a slightly changed version of an old song: "Day-o, Day-ay-ay-o, bell has rung and we gotta go on." On another day, when reviewing for a test, she and the students did a cheer for themselves: "S-U-C-C-E-S-S, that's the way we spell success." On student birthdays, she made a point of giving the student special attention. She had them stand near her while the class sang an abbreviated medley of birthday songs.

Brenda used some unique methods to make learning fun as well. When teaching students place values, she and Rose did the "Comma Rumba" together. This was a short dance movement in which students learned to count three places from the right side of a whole number to place commas in their correct position utilizing a rumba-type beat.

Rose had great respect for Brenda's teaching ability. "She uses everything she learns" (1.238). In informal conversation, Brenda noted the various educational innovations she was trying. She displayed the portfolios she was keeping on her students. She described this type of assessment as one which the district was moving toward adopting. She also applied cooperative learning in her

classroom. Students sat in groups and were assigned tasks for those groups. She believed that this was one method which would assist student learning and retention.

The other thing I do is cooperative groups and going to the middle school workshop I was told that 90% of the material is retained if they do and say, 10% is retained by lecture. And most all my classes are hands on and doing. . . . I don't think lecturing would do any good. So we go to the board every day, we do cooperative groups every day, and there is action going on. Involvement. Students doing and saying recitation, active participation every day. (1.48)

For Brenda to work well in the cooperative teaching arrangement, she wanted a partner who had similar qualities. She needed someone who could "go with the flow" as well. Rose, she felt was the same type of person as herself. "She is free spirited and she's very cooperative with the kids, she's positive, she's fun" (1.48). She felt that Rose made cooperative teaching a smooth process.

She knows the material now; she knows the structure of my classroom. She know the objectives. She knows all the things and methods I use to motivate my kids and we just--where one stops the other one kicks in. It's just a smooth transaction of teaching. (8.153)

Overall, she felt that Rose and herself were quite compatible. This was very important to Brenda, because she felt that she would not be comfortable unless the person she worked with could accept her teaching style. Although students thought her style was "weird," Brenda's methods really appeared to be further evidence of her personal convictions as an educator.

Philosophical Viewpoints

Brenda's previous experience with cooperative teaching in St. Louis was, unfortunately, a negative one. There had been no planning time whatsoever and it appeared to be a very disorganized system to Brenda. The cooperating teacher never seemed to know the curriculum or the lesson plans and Brenda never knew when this teacher was going to be present in the classroom. This experience prompted Brenda to be reluctant to cooperatively teach at Central.

I was not willing to volunteer because I had already done it and it was not successful, but we were told that it was going to be implemented at Central so I decided that . . . I should sign up. I might as well go along with the thing. And that's what I did, and I signed up for one class. (1.44)

Brenda felt assured that the administration had taken care of the planning time issue and she decided she would give it a try.

Once she began to cooperatively teach, she found many advantages to the arrangement. She felt the students were getting more help than ever before. In fact, she speculated, the success rate of her students was higher because of the cooperative teaching arrangement. "All of our kids have a least a C average" (7.95). Brenda noted that this was likely due to Rose being in the classroom.

If we went on to a test, like for our last test, we had to just stop and . . . she had to take half the kids and go back and reteach the test and make sure that they understood those concepts. There is no way we could do that on a success rate that I could work with like 12 or 13 kids. But with her we divide the class out, I took the other kids we did problem solving with the kids that

did very well on the test, and here she went back and retaught the test. So I think that's really positive and very successful. And there's where we're going to get how effective we are. Kids are having above a 70 average. (7.96)

In addition to the progress Brenda felt was occurring in the classroom, she also liked the collegial, social, and supportive aspects of cooperative teaching.

It's fun having two teachers in the classroom with ideas. It's fun for the teacher to have somebody in there that they can say, "Oh boy, what a day," or, you know, to give you support of if you're not feeling well --if we need to rerun tests off it's positive that somebody is in the classroom--that you can go take care of it. If you have a student problem you can go take care of it. (7.97)

The negative side of cooperative teaching for Brenda this time around was that students sometimes said they became confused with two teachers in the room. The students were unsure of to whom they should be listening. In addition, Brenda objected to the resource teachers being spread across grade levels. To Brenda, this seemed to cause problems with finding common planning time and it increased the case load for the special educator.

All in all, however, Brenda perceived the collaboration between educators an effective and fun approach to educating children and meeting their special needs. "Anybody that would talk to me, I would tell them how great it is. I have defended it all year with parents" (7.189). Brenda's belief in the program and her unique teaching style may have made

the role and responsibilities taken by each of the partners more enjoyable.

Roles and Responsibilities

Both Brenda and Rose felt that their partnership consisted of team teaching, complementary instruction, and supportive learning activities. Therefore, they reasoned, it was a combined or an eclectic approach to cooperative teaching. Brenda felt that her role was to be the one in charge of planning for the most part, while receiving input from Rose. "She has five different classes, so I told her not to worry about [planning], but when she was in my room she was to interrupt if she needed to, or if she had another idea . . . she was to be 50/50" (1.112).

She felt Rose's job was to team teach with her and provide support.

She's not just there as an aide. She's working with the kids; she's teaching; and I don't really think that they have any--well, like my math class--they feel that there's really not a lead teacher because some days she'll totally take over and someday, you know, I'll be teaching. (4.28)

Rose's role also included such things as creating study guides for tests, taking care of student problems, contacting parents, and teaching study skills such as mnemonic development for studying information for a test. On occasion, she took over teaching completely while Brenda ran an errand.

Although Brenda did most of the planning, they did meet with each other after school or during second period

occasionally. Their situation for needing planning time together was somewhat unique in that, they felt, math lessons were laid out in sequential order through the teacher's manual. Additionally, social studies was a class, due to the sixth-grade rotation, for which Brenda had already made up lesson plans during a previous cycle of students. For these reasons, they did not feel compelled to meet on regular basis. While this was true, they nevertheless discussed students and problem solved together. For example, they often discussed student performance, assignment completion, and ways to motivate the students.

Both teachers share roles such as grading, teaching, and reteaching/retesting.

Rose grades some tests, I grade other tests and we both decide [if] the test [was] really too difficult in some areas. If so, should we change the grading scale? And we also retest every child that has a 70 or below, without a choice with the child because we want them to be more successful and receive a C average. (8.83)

When observed on six different occasions, this role-sharing seemed evident. Responsibilities such as answering student questions and monitoring students were nearly equal in number during observations. Getting students organized was a task that fell primarily in Rose's corner and so was the tasks of grading papers for their class, reading tests aloud, pulling out students for additional work, and dealing with student hall passes. Interestingly enough, although Brenda stated her satisfaction with the frequency and methods used when Rose dealt with difficult students, the behavior

management needed during the six observations was almost entirely handled by Brenda. Brenda was also observed doing most of the large-group instruction (two times as much as Rose), handling announcements, and dealing with organizational tasks (see Table 5).

Brenda seemed pleased, overall, with the role taken by Rose in her class. She often commented on how much more she felt they could accomplish because of this arrangement and how fun it was to work with someone. She particularly enjoyed working with Rose because Rose had a similar educational philosophy and teaching style. It is likely that these similarities led to each partner trusting the other and sharing the power as educators.

Trust and Balance of Power

Power within the relationship did not seem to be a critical issue for this partnership. Although Brenda stated that she felt certain that she had more decision-making power in the relationship than Rose, she felt this was primarily because she did most of the planning. She also stated, however, that she would be quite willing to use Rose's ideas and change things. She noted that both have, at one time or another, changed each other's minds on an issue.

Brenda did not feel that she was pressured to accept Rose's point of view. "Most of the time we usually really agree, like on kids, and I will listen to her point of view" (4.102). She felt that what others might view as

Table 5

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Rose Russell and Brenda Booth

	ROSE/BRENDA	ROSE/BRENDA
Total # Classroom Observations with Tabulations	6	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	12	60
initiated by regular class teacher	8	40
We/Us Inclusive Statements		
initiated by special educator		0
initiated by regular class teacher	8	100
Tasks/Roles Performed		
<i>Indiv Teacher/Student Interactions</i>		
Behavior Management (sped)	2	14
Behavior Management (reged)	12	86
Answering St. Questions (sped)	23	47
Answering St. Questions (reged)	26	53
Getting Sts. Organized (sped)	8	73
Getting Sts. Organized (reged)	3	27
Monitoring Sts. (sped)	7	41
Monitoring Sts. (reged)	10	59
Dealing w/ st. health/passes (sped)	2	100
Dealing w/ st. health/passes (reged)		0
informal interaction w sts (sped)		
informal interaction w sts (reged)		
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
<i>Group Teacher/Student Interactions</i>		
Class Instruction/Directions (sped)	2	33
Class Instruction/Directions (reged)	4	67
Announcements (sped)		
Announcements (reged)	1	25
Correcting/Grading (sped)	3	75
Correcting/Grading (reged)		
Pass/Collect supplies/papers (sped)	4	80
Pass/Collect supplies/papers (reged)	1	20
Reading test aloud (sped)	1	100
Reading test aloud (reged)		0
Pull out work (sped)		0
Pull out work (reged)	1	100
<i>Organization/Management</i>		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)		
Equipment Management (reged)		
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		0
Dealing w/ incoming msgs (reged)	2	100

interference, Brenda saw as encouragement. She cited an example when a student was not showing any type of responsibility and Rose encouraged her to keep trying with the student.

Rose [kept] saying, "I know, I know, but it is still our responsibility to come back and try to help him." Even though he shows no initiative, he doesn't care, his parents have told me not to call anymore, but Rose [was] still after me to hang in there with him, so I [did]. (4.102)

Brenda did not appear intimidated by Rose's suggestions. She did not appear to perceive the input she received from Rose as an infringement upon her rights or power as the regular classroom teacher. In fact, Brenda had felt somewhat isolated as a teacher and welcomed a chance to receive the input "as long as you are working together and you feel the freedom to discuss something with them or better their teaching and they can better yours. As long as you have that rapport with each other" (8.460).

This kind of communication, Brenda thought, required a certain amount of negotiation which may be perceived as an infringement to some.

It only infringes in that you have to negotiate with somebody else, where if you were by yourself you have 100% freedom to do whatever you want to, so with me-- maybe 75% of that, because the person that I am dealing with has such similar philosophies, I really don't lose much of my freedom because she agrees with most things I do. (5.202)

Rose felt that Brenda was excellent in sharing the decision making with her. She also stated that the sharing

of ideas involved little risk because "my opinion is respected and usually we come to some consensus. There [aren't] any problems" (4.186).

The communication necessary for a truly cooperative effort, Brenda felt, also took a great deal of time. The two partners have to work together and discuss issues in order to come to an agreement.

Yeah, it takes two of you to work things out . . . I often give progress reports, we have to sit down and talk about kids that are right on the borderline, should they receive a progress report, what will this do to their self-esteem and . . . I feel that she should have 50% of the input on the kids. That takes time, talking about whether we should go back and reteach the unit, what she thinks, if the kid is really grasping materials at this point. Otherwise I would just go on and do it myself. (5.115)

One might speculate that a certain amount of trust existed in the relationship for this kind of effort and communication to be evidenced. A trust such as this was likely built over time throughout the development of their relationship.

Relationship Development and Conflict Resolution

Brenda's largest concern, when volunteering for cooperative teaching was getting a partner who had a similar educational philosophy. She trusted the school's AEA representative, Bob Baxter, who was part of the decision-making team in partner matching, to align her with someone who would fit with her style. She felt that Rose fit the order well.

Well, I knew Rose from the beginning. She and I were friends and I really like the way she works with kids. She's very personable with the kids . . . she and I are very good friends and we both know each other's personalities and strengths and weaknesses . . . she knows, you know, my moods, my swings, and she just picks right up after me. (8.79)

Brenda viewed her relationship with Rose as a compatible one and was upset that Rose would be gone the following year. Rose, while in the process of obtaining a divorce, made a decision to leave the state when the school year ended. To Brenda, this meant starting all over.

It will be a real loss because the kids really do like her a lot. Her rapport with them is really good so it will take me--I'll have to start all over. I feel insecure about starting over with somebody new that does not know me . . . that's devastating. (8.159)

Brenda, did indeed, seem somewhat devastated by Rose's impending departure. In one informal conversation, she wondered who she would find next year to "get crazy" with her and who would be willing to do things like the "Comma Rumba" in class with her.

Their similarities and shared concern for students were clear during observation. When a student had been absent frequently, Rose stopped while taking attendance to discuss this briefly with Brenda. Each of them made comments such as, "Gee, I wonder what's up with him," and, "Maybe we should call home." In a way, their relationship patterned parenthood, where both parents share in the concern for their children. Not surprisingly, their cooperative relationship seemed to foster close relationships with the students.

We're always talking with the kids . . . she and I have taken kids off to the side that are having problems at home and talking to them . . . [about] how we can help. In fact, they all call us mom. My name is Mom B and Mom R--they also do that now with Rose. (8.163)

The students, Brenda stated, were not really aware that Rose was a special education resource teacher. Although the students are often split into two groups, one high ability and one low ability, for reteaching/retesting, Rose and Brenda have taken either group at one time or another during the year. This seemed to help distinguish them as a team.

During observations, references were made by 1 teacher or the other in front of students. Inclusive statements such as, "Mrs. Russell and I will be grading those projects today" were observed. During eight classroom observations, Brenda was noted as having made eight such statements regarding Rose in front of the students in class. Rose made similar statements during these observations. This may have been due to opportunity since Brenda conducted class instruction twice as much as Rose (see Table 5). An interesting observation which seemed to drive home the "team" feeling for students was that, on the day before a test, Brenda held up the test to show them what it would look like. During this display, she reminded students that they could call each other to help study for the test or they could call either 1 of the 2 teachers. She also interjected a little humor in the announcement. "Now you have my number or Mrs. Russell's number. You can call us anytime regarding anything that's

coming up in the test, but never call about homework . . . That will just get my hormones up if you call us about that" (6.248).

Other kinds of communication were noted as well. Positive interactions between teachers were frequently tabulated. For instance, Rose was noted to have initiated interaction with Brenda 12 times total in a period of eight observations. This amount outnumbered Brenda's initiated interactions only by four (see Table 5).

When either teacher was in a bad mood or was having a stressful day, they tended to talk to each other about it or relieve each other for a little while. On one occasion, Brenda appeared ill in class. When Rose saw this, she took over the class while Brenda went to lie down for awhile.

While Brenda felt that she and Rose were so similar in philosophies that there was little risk that the relationship would be severed if an objective were ardently pursued, she also stated that she would not give up an objective for the sake of saving the relationship. She did, however, indicate that if a conflict were to arise between the two of them, she would try to discuss the matter with her partner.

No major conflict existed during the course of the study for these 2 partners. There was, however, one recurring problem which sometimes became an accepted, underlying, and undiscussed issue for Brenda. This was the issue of Rose being late to class or being gone for extended periods of

time during their cooperative class because Rose needed to take care of personal or family issues caused by the impending divorce. Sometimes, Brenda was uninformed that Rose would be late or absent during that time. Although this seemed to cause some stress for Brenda, she was willing to ignore the problem due to the stress of the situation for Rose. "I understand what she is going through, so, it is just the kind of wondering--or I might have needed her that day . . . [but] I don't think it needs to be pushed under the circumstances" (7.184). If, however, the situation had occurred during the following year, if Rose had stayed, Brenda felt she would have needed to address the issue.

Rose was conscious of her tardiness and the resulting predicament, for when observed, she whispered immediately upon entry, "You're never supposed to be late" (8.844). While this admission seemed to be truly apologetic, Rose was nevertheless observed being late on several occasions to her various cooperative assignments. One would wonder if Rose had been taking advantage of the close relationship with certain partners in her efforts to solve her personal problems during stressful times.

Tardiness, however, was not a behavior observed of special educators alone. On one occasion when an observation of Rose and Brenda was ready to begin, the bell rang and neither Brenda nor Rose were in the room until nearly 2 minutes after the bell had rung. A lack of communication on

this issue seemed to cause a small problem for the two partners in this relationship.

The commitment needed to make the cooperative relationship work, noted Brenda, was not the same kind of commitment as in a marriage. "The difference is . . . marriage is a lifelong commitment and we don't really know from 1 year to the other if we'll get the same [person]" (8.164). Despite her unwillingness to discuss the tardiness issue, Brenda seemed convinced that she had made a commitment to the relationship. "To work it out, no matter what the problem--to not have any type of friction between the 2. I think that any time that there is friction in the air, you are not going to be very effective in the classroom" (1.111).

Brenda and Rose, for the most part, enjoyed a positive relationship in which they each shared in the ownership of the classroom and supported one another in personal and professional matters. This kind of relationship might be conducive to promoting professional growth among partners.

Professional Growth

An innovative teacher to begin with, Brenda viewed the cooperative teaching venture as a positive one in which she grew professionally. Although, before her relationship with Rose, Brenda had already been using educational strategies and tools such as cooperative learning and portfolio assessment, she did begin the reteaching/retesting cycle based on Rose's recommendations. Rose indicated that they

had discussed the arrangements for this procedure as problems occurred. "We talked about how to grade kids and how much help to give them on a retest, how to grade the retest--if you should average them, or you know" (6.109).

Brenda seemed pleased with their decision to reteach and retest the students.

I have never reached so many kids before, I don't think. I mean, I really feel comfortable about all the kids we are really helping . . . I don't think I have ever retaught so much in my whole life. I feel really good about that. (8.457)

Brenda felt that she grew a lot from the input she received from Rose. "[The] more ideas and the more help I get, the better teacher I am" (5.119). Brenda was confident that Rose also enjoyed learning new things through her relationship with Brenda. She had heard Rose in the lounge talking to others about the cooperative learning group method being used in math and how it benefited the students. She also talked about their various review activities for tests. "I heard her talking about 'Hey, that's really a neat idea to review with kids,' and she was telling people in the lounge about that" (4.105).

Brenda considered her growth to consist of learning about how to work with students with special needs. She tried methods she had never considered before.

I have picked up on a lot of ideas that she--I've changed and you know, learning how to work with kids with learning disabilities. For example, some of the kids we just flat have to teach orally, so Rose will come and say, "Brenda, Matt just really doesn't understand the concept." We really have to talk it

through and now with his tests most likely every time--in fact, the last three tests we have given it to him, talked to him about it. He does fine if you explain it to him orally. (6.208)

Overall, Brenda felt that she grew personally and professionally through her cooperative partnership with Rose.

I think personally she has taught me that no matter what conflicts--she has always tried to be positive and I am not sure I handle my job and handle 2 kids as well she does, plus the conflict that she is going through right now and being such a positive person. Professionally, she has just kept me trying--don't give up and all the different methods she taught me, you know what to do with kids that just really don't understand--her patience. (4.106)

The cooperative relationship developed between Brenda and Rose seemed to be, overall, a positive one. With similar educational philosophies, they seemed not only to get along well, but also work together as a team to accomplish their objectives for all students. Through trust and communication, they appeared able to build a close relationship with each other, despite the outside stresses which plagued their lives at the time. Some of these stresses seemed to affect the classroom at times and this presented a small conflict which was left unaddressed for fear of adding further stress and ruining the positive relationship built. One might wonder if a small conflict such as this one would have become a larger one had the relationship thrived another year. As it was, the partnership between Brenda and Rose seemed to be a good example of cooperative teaching in action.

Rose and Cindy Coulter

Biographical Data and Personal Traits

Cindy Coulter had been at Central Middle School 3 years before becoming a cooperative partner in a sixth-grade classroom. In her 40s, she had been teaching for 18 years. She had an elementary teaching certificate with an emphasis in the area of language arts. She additionally had a master's degree in education. Married, she had one step-child who did not attend any schools in the district at the time of this study.

Cindy described the traits which she has needed to be a cooperative partner.

You have to be very patient. That would be the first one. Keep a sense of humor--kids don't learn if there's not some humor. You've got to look for the other persons' strong suits and then play on the strong suits. Don't ever let the other individual not look as confident as what you are--even if they give a wrong answer. Some way or another smooth over that for the kids. Don't ever let that other individual lose face in front of the kids. . . . Generosity. Sharing. You have to share these kids. Really it goes back to you really become very possessive and people don't understand that but you are possessive of these kids. . . . so now you're sharing with another individual and those are your students and you're both looking out for their well-being. Better organized. Better organized so that I've got things already in black and white to hand to Rose and say, "What do you want to add to this?" instead of--I'm so use to just teaching off the top of my head. (1.16)

Philosophical Viewpoints

People caring for one another and being supportive seemed to be a critical issue in Cindy's life at school. She

felt that her team always took care of each other. For instance, Cindy cited the time when the weather was very threatening and the school day was not quite over. Her team members, knowing that Cindy lived quite a distance from school and out in a more rural area, told her to go home early and they would take care of her last class.

Cindy perceived her team members as almost a family. They each knew each other so well, she thought, and this led to a counter-proposal from her team when the cooperative teaching project was raised by administration. As a team, they wished to cooperatively teach with one another instead of with someone new.

In fact we--that is the reason we suggested as a team we coop with each other, because we are already close and we already know our teaching styles, and we already know our handicaps. You know the science guys know I know nothing about science, so that I could co-op with you because I know about writing and you are doing a lot hands on activities that the kids could be writing [about]. I could do that part and so we would like to coop with each other just simply because we already are past that hurdle, we are close already. It is not like a stranger coming in, but also I know that I can go outside this room and get more support. (2.105)

Although Cindy stated that she liked cooperatively teaching, she had strong feelings regarding their previous program. When Central became a middle school and sixth grade was added to the building, the teachers were asked to build a program for the sixth grade. Cindy and others on her team were proud of the program they had built.

I thought we had a real good program they dumped on us, they said, "Do it," so we made a program; we constructed it. I thought it was fantastic and every year it has

been whittled down, whittled down, until the middle school concepts have been changed as much as they can to fit a junior high philosophy. I think we have lost a lot of the caring, the helping students adjust into a new atmosphere and . . . honestly if we progress that way, if there are openings next year I will go back to an elementary position. (2.104)

When cooperative teaching became a possibility, she and other team members argued that it could not be justified in terms of the money spent. "How can you pay me \$30,000 and a resource teacher \$40,000 and justify \$70,000 to teach one room full of kids. We just thought that was unreal" (1.14). In addition, the team had wanted further proof that cooperative teaching would really benefit the students. A great deal of apprehension existed regarding the efficacy of the proposed program.

We couldn't see this really helping the kids . . . I think the biggest problem was not having anything in black and white and there was no research to show us that this is going to work and this is going to help your students and we were afraid our program was going to go down the tubes. . . . We had a lot of pressure about, "Well, the rest of the building wants to do it so, why don't you?" At this time, I was gone . . . and the team, I guess, really went to blows with Alan and Bob and, okay show us your plan on paper, show us statistics, show us some research, why is this going to work, how are you going to make this work, prove to us that this is a program that will work. In fact, show us what your program is suppose to look like. It was pretty much blind faith. You are to do this program and you will make it work and go do it. (3.21)

For Cindy, there seemed to be an additional fear of returning to the way students with disabilities were educated in her early years of teaching. She referred to a recent article in the newspaper regarding the elimination of

labeling in special education programs and the increase in integration. Cindy recalled students in the past who floundered in the regular class because their needs could not be met there. "There was the unknown. How was I supposed to teach a kid on a first-grade reading level, plus keep my other students challenged and keep them going" (3.21).

Fear of the unknown seemed to plague Cindy's thoughts when first contemplating cooperative teaching involvement. Aside from not knowing how to reach very needy students, Cindy also felt she did not know enough about cooperative teaching itself. There was additional apprehension regarding the incoming teacher.

We absolutely had no idea of what it was supposed to be. I had read about different schools that had done this and it hadn't worked out. . . . It was almost like I was going to be sharing my territory. Was this person just going to leave me without any notice whatsoever? Was I going to expect this person to be teaching something and they wouldn't be, they'd be gone? We just didn't know. Too many unknowns. (5.10)

Interestingly enough, she made the assumption that Rose was motivated to cooperatively teach ultimately because she felt she had no choice.

It is not easy in a classroom--I would think it would be a lot easier to have children coming to you, you've got your own room, you have a quiet area, you have a folder planned with what you're going to do with them, instead of having to travel from room to room. She has to switch gears all the time from personality to other personalities. She's constantly got to be switching all the time. (7.36)

Cindy suggested that Rose probably felt she had to participate because of a fear of losing her job in the future. She cited as reasons for this the way "things [were] going. Lack of money. They've already started with behavior disabilities, doing away with those" (7.36).

There were a number of positives about this form of collaboration which Cindy cited as well. First of all, she stated that there was a distinct advantage in having someone around who could back you up if there was a problem. Second, she felt that having two people to brainstorm was an advantage also. Another positive was the ability to simply take a break and use the restroom, or have someone offer to help grade papers or make a worksheet. "It really helps with your work load" (7.38). As for days when Cindy was absent, she felt that there were, "no wasted days with substitutes" (7.254). Rose was able to pick up where they left off. Another point made by Cindy was that behavior problems decreased and more help was available to students.

As far as the children go, they can't get by with anything. They've got two of us on them and they know that, and its my best class because of that. We've got some kids with behavior problems that are unreal, but you would never really know it because they know that they can't really get by with very much. Also, they've got two of us that can help them--that they don't have to wait very long . . . so I think it works out well for the resource kids to make sure that they don't get left. (7.39)

Although Cindy generally stated that she liked cooperatively teaching, her apprehension about giving up

"possession" of the students was still quite hard for her. She felt that she had to give up some of the time spent talking with those students before and after class.

Well, usually to start the day I would tend to visit or talk about some current project or someone's birthday or whatever, you know to kind of set the mood . . . I felt like the first part of the year that time was spent talking to Rose about what we were going to do with class. So the first ten minutes or so they would study their spelling while we got together our act for the day. Instead of--I was talking to Rose instead of just talking to them. It wasn't that I was wasting time, we needed that time to talk, but yet, it took away from my students' time . . . It can [do that] if you don't have it planned out ahead of time, and so I felt like I lost a little bit of intimacy with the kids. (7.256)

Although Cindy enjoyed, for the most part, her cooperative partnership and saw some advantages to this arrangement, she did not seem committed to the goals of cooperative teaching. The historical past of her team and the evolution of their previous sixth-grade program seemed to haunt Cindy as she contemplated the new program. Many fears appeared to unsettle her as she wondered about the unknown dimensions of this new program. Nevertheless, she seemed to adapt to the environment and was able to focus on the roles that she and her partner would take in this endeavor.

Roles and Responsibilities

Cindy viewed the partners as having taken an eclectic approach to cooperative teaching. This consisted of a combination of roles for the special educator which included providing complementary instruction, supportive learning activities, and participating in team teaching. Cindy felt

that this combined approach was ideal for cooperative teaching.

The roles involved in this combined approach were varied. At first these roles were determined on an "as needed" basis. Each would volunteer whatever they felt appropriate to the situation.

We had such a--not a rough start but kind of uneasy, because we didn't have any time to plan and it was just like on the spot, "I'll take this, let me do this," and it's gradually gone so that we were able to say, "Okay, tomorrow we are going to be doing this" . . . or I will say, "You know, I have an activity," or maybe Rose will say she wants to take it. (4.173)

Cindy, upon reflection, felt that, at first, she had done most of the work in the relationship. This, she surmised, was primarily because Rose was unaware of what was needed since she had so many other tasks to accomplish. For the most part, however, the tasks seemed distributed fairly evenly at the time of this research.

When observed in the classroom setting, Rose was seen leading class discussion and instruction as well as monitoring student progress while Cindy led the instruction. Both teachers sporadically ran errands for the class, such as running off more copies of a worksheet, or ran errands for each other, such as getting cups of coffee. They each took turns calling parents. On one occasion, when discussing a student during planning time, they came to an agreement that the parents of this child should be contacted. Rose volunteered to make the phone call, but stated that she had

called the parents last time and that perhaps it would be wise for Cindy to do it this time. Cindy readily agreed.

One major role taken by Rose was the reteaching/ retesting of students who did not reach 70% passage on an assignment or test. Often, this was done during their study hall time, but sometimes they were taken out of class for this. In addition, nearly each language arts period when it was time for spelling, Rose took approximately half of the students and met with them in another room to help them study the words on their current list.

During eight classroom observations, both teachers were nearly equal in the number of times seen interacting with individual students by means of managing student behavior, getting students organized, and monitoring students at their seats. Only in two areas did Rose's interactions with individual students exceed that of Cindy's. These were: answering student questions and having informal interactions with students. In terms of large group teacher/student interactions, both teachers nearly equally divided responsibilities such as class instruction, reading announcements, correcting or grading papers, and passing out or collecting supplies and papers. Although few organizational activities were observed occurring, those such as taking attendance, managing equipment, and organizing teaching materials were primarily observed as Cindy's role.

Rose was seen dealing with incoming student messages (see Table 6).

Cindy stated that both of them were included in the planning process. At first, they were unable to find common planning time and this caused a large problem in the classroom.

We didn't have any planning time--much. It would be almost like I would get things started and Rose would come in and say, "What are we doing today?" That's the way it was . . . See, if we had some planning time, we'd have been able to sit down and say, "Okay, what can we come up with--like a password game? What can we do, what kind of activities can we do?" Instead, it was [done in] 10 seconds. "Okay, I've got this, this and this, we've got to get it done today in order to get to this objective, and let's go." (2.14)

In retrospect, Cindy recognized that they should have met during the summer to accomplish some of the planning needed. Once things calmed down during the year and they got used to the arrangement, they found that they did not need to meet every day. They were able to meet about once each cycle of 6 days to plan for the next week. Basically, Cindy said, they list ideas and discuss them during these lesson planning sessions. "Usually, if one of us comes up with an idea, the other one is free to go with it or think of more to add to it. That's okay. We usually just use each other to bounce ideas off of until we come up with our plan" (6.44). This was precisely what was observed during planning sessions. One person would suggest an idea for meeting an objective and the other would build on that idea. Discussion

Table 6

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Rose Russell and Cindy Coulter

	ROSE/CINDY	ROSE/CINDY
Total # Classroom Observations with Tabulations	4	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	8	53
initiated by regular class teacher	7	47
We/Us Inclusive Statements		
initiated by special educator		0
initiated by regular class teacher	1	100
Tasks/Roles Performed		
<i>Indiv Teacher/Student Interactions</i>		
Behavior Management (sped)	2	50
Behavior Management (reged)	2	50
Answering St. Questions (sped)	32	63
Answering St. Questions (reged)	19	37
Getting Sts. Organized (sped)	1	25
Getting Sts. Organized (reged)	3	75
Monitoring Sts. (sped)	14	56
Monitoring Sts. (reged)	11	44
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)	2	100
informal interaction w sts (reged)		0
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
<i>Group Teacher/Student Interactions</i>		
Class Instruction/Directions (sped)	3	43
Class Instruction/Directions (reged)	4	57
Announcements (sped)	2	67
Announcements (reged)	1	33
Correcting/Grading (sped)	2	50
Correcting/Grading (reged)	2	50
Pass/Collect supplies/papers (sped)	1	25
Pass/Collect supplies/papers (reged)	3	75
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
<i>Organization/Management</i>		
Taking Attendance (sped)		0
Taking Attendance (reged)	1	100
Equipment Management (sped)		0
Equipment Management (reged)	1	100
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		0
Org. of Teacher Materials (reged)	1	100
Dealing w/ incoming msgs (sped)	1	100
Dealing w/ incoming msgs (reged)		0

would ensue regarding the positive and negative aspects of each idea or plan. This was all done in a leisurely manner in Cindy's room, usually while sipping coffee and sharing treats of some kind.

The roles in this cooperative partnership seemed to be flexibly shared. This seemed surprising, given Cindy's previous statements regarding her ownership of the students and the fears she had regarding sharing that ownership with someone else. This kind of sharing likely required trust on the part of both teachers.

Trust and Balance of Power

In one way, Cindy stated, the cooperative teaching relationship was like a marriage. This had to do with the trust aspect of that relationship. "Trust in the other person--knowing that they are there to back you up--knowing that you're there to back them up. General respect of one another's ideas" (8.176).

This trust apparently did not come easily. For Cindy, who had stated that she was apprehensive about sharing her classroom of students with someone new, this was a slow process of working together with this person. Trust developed between the 2 partners only after much observation.

It took me a long time to make sure that I wanted to give away that responsibility to someone else. You know, that I could rely on that person to cover the material as well as what I could cover it . . . just being in the trenches with her. (6.43)

Rose, while understanding Cindy's hesitation to rely on others, felt that Cindy did indeed trust her. Rose had known Cindy from a previous school position. Rose was concerned, however, that Cindy would not readily trust another in Rose's absence the following year.

Cindy is not as trusting as Brenda, you know--she knew me, she trusted me, and wanted to do it with me and it has been successful; but now she doesn't think she could work with Sara--which I can't imagine . . . she needs to feel safer, you know? (6.176)

This trust seemed to translate into balance of power and the degree to which Rose felt comfortable with Cindy. "Like Mrs. Coulter--I feel totally free to suggest anything and give my opinion on anything and take over at any time during the class" (8.22).

Cindy, however, wondered if Rose truly felt that there was a balance of power between them. She stated that, in class, Rose often deferred to Cindy's judgment and told students that Cindy was the boss. This bothered Cindy a little bit.

Well, I don't want her to think that I'm stepping on her toes. I want it to be both of us being the boss, you know, because if she thinks I am way out in left field, I want her to be able to say, "That won't work, lets do it this way," . . . So I kind have got to take the lead . . . but I hate for her to think that I am a bully or something. She has commented that, that is the reason she likes to teach down here, upstairs she is not asked for her opinion. So she feels like an aide. (8.650)

In fact, noted Cindy, at first they went out of their way to make sure that both felt the ownership in the classroom and students. "We were putting both names on the

attendance slips, you know, trying to make sure that both of us knew that this was their class, little things like that to make sure we didn't step on each other's toes" (2.14).

Perhaps these efforts were part of the reason for Rose's comfort level in Cindy's room. "I feel like it's mine--it's her room, but it's my room too" (8.691). Together, they shared materials and supplies. She also felt that she had a good portion of the decision-making power because of her ability to influence Cindy. Rose felt that, in terms of power, she had "as much as she wanted" (8.692); Cindy would listen to her.

A relative sense of trust appeared to exist within the relationship between Cindy and Rose. Cindy, although hesitant to release some of the power she held as classroom teacher, did, through "being in the trenches" with Rose, learn to trust her and therefore was able to give up some this power. This trust was probably a result of the development of their relationship over time.

Relationship Development and Conflict Resolution

At the first of the year, when no planning was available to them, Cindy and Rose were busy trying to back one another up as best they could. "Now since we know each other so well and know how we teach, it'd be a lot simpler next year" (7.112). Of course, Cindy knew that Rose was leaving the following year due to her personal difficulties. She did not

seem to be looking forward to the challenge of getting to know someone new.

Now I have to go through it with a brand new person If you have someone that you really can't get along with, you've got to pretend for a whole year. Your stomach just goes in knots so oddly. It's going to have to be someone compatible. (7.122)

Cindy, it seemed, viewed the relationship development phase of their partnership as one fraught with stress. There was so much to be done and so little time to do it. Cindy seemed frustrated with the amount of work it took to meet the needs of all students. "We've been able to kind of appease both ends, but it--at times, you feel like you're in the circus with the three dishes. You're running to this pole and then running to this pole to make sure that you don't run off and leave anyone" (7.43).

Cindy speculated that this circus-like feeling probably made it difficult for Rose to contribute to the development of the relationship as well.

It wasn't--I really hated it for Rose because she didn't know what I wanted. I didn't know what I wanted. It was just horrendous what we expected these resource people to be doing. And not make anyone angry and . . . it just wasn't planned well I think . . . it's been a miracle that it's been more positive than negative and we weren't just ready to kill each other. (2.14)

By the end of the semester, a close relationship emerged and they had a lot of fun together. "We got into our grooves and we kind of knew the other one's strong suit and what the other one was going to expect. It was a lot easier" (8.641). They were able to laugh at each other's mistakes and help

each other out when needed. Cindy stated that one thing for which she depended on Rose was "emotional stability. You know we've got two of us here to kind of set the tone and if one of us gets down the other one tries to pull them up and get them moving" (8.183).

Rose, too, cited this as a reciprocal contribution. She stated that she was able to recognize when Cindy was having a particularly bad day. "She's just, you know, sort of tense and hassled and upset, and she usually tells me about [it] . . . [I] try to take over more of the stuff and be even more helpful than normal" (8.493). Rose felt that Cindy reacted in a similar manner when things were rough for her as well.

It was clear to Cindy that this relationship required a similar commitment to that required in a marriage. She viewed their partnership as one in which they tried to be there for one another, make time for communication, laugh together through the worst of things, and share the concern for students.

Those students, Cindy felt, seemed to consider the two teachers as a team. "They go to each of us readily and you know . . . it's almost like being a parent. They tried going to one of us and then they will go to the other and as soon as we find out we go, 'Wait a minute'" (8.178).

These same students may try to pit the two partners against each other, as they might with parents, if the teachers are not careful.

You really have to watch it that they don't see any screw-ups between the two of you or even any facial expressions whatsoever. If someone interrupts you or comes in late or does something the might p.o. you, you cannot ever, ever show it because they will use that-- just like kids use Dad against Mom. They will use that. (8.40)

If a conflict were to arise, speculated Cindy, she would try to ignore it unless she deemed it harmful to students. "Then I wouldn't do it in front of the kids. I'd just quietly--'What do you think about'--and in the best way I could, kind of talk it out" (8.41).

Although Cindy admitted that, at the first of the year, she felt she could not have raised an issue with Rose for fear of hurting her feelings, she later felt that she would be able to say something to Rose about a conflict. She stated that she tended to "keep a lot of things inside" (5.12). She cited that she primarily volunteered to cooperatively teach because she thought, if she had Rose, she could probably talk to her if something was bothering her.

The one issue which seemed to arise but was never discussed was Rose's tardiness to class. On one occasion, Rose stated in an informal conversation, that she was going to be late to Cindy's class. It was surprising to note, that during observation of that class, Rose showed up a full 40 minutes late. This may have been understood by Cindy all along, but upon Rose's entry, Cindy, without word to anyone, picked up her coffee cup and exited the room. Although it was unclear as to whether this caused a certain amount of

friction between the two teachers, Cindy had at one time explained that she understood Rose's situation as she, too, had been through a similar one. She, therefore, may have chosen to ignore the situation.

The relationship between Cindy and Rose had a somewhat troubled beginning due to a lack of planning time and an element of fear in working with another person closely. In time, as they worked together and grew to know each other's strengths and weaknesses, they were able to provide the kind of support which fostered trust and allowed the relationship to thrive. This kind of relationship sometimes produces a side product of professional growth.

Professional Growth

Cindy felt she had a better understanding of the resource teacher's responsibilities after having cooperatively taught with a resource teacher. She noted that it had to be difficult going from one teacher's personality to the next, keeping on top of the work students were doing, keeping in contact with parents, and staying on top of the paperwork involved for special education. "It's just unreal" (7.42).

Cindy reflected on her year with Rose and cited the different ways that she felt she had grown as a classroom teacher.

Professionally, probably more ideas. Different ways of going about the same objective. Personally, I think it has been really fantastic to have someone that I could depend on, talk to, or I have this problem that I need to solve what do you think, what do you think I should

do or how should I handle this. Having two of us to contact parents, one can watch the class while the other one goes and gets the parents on the phone or one can take a child outside the room and get them calmed down, while another one goes on with every day life in the classroom. That has really been beneficial. Having someone else that could reteach, you know, I could take a small group over here for enrichment, she could take someone or a group out and reteach. (4.172)

It seemed to Cindy that growth occurred simply because Rose was in the room. She felt that most people "are more willing to try activities because they have got two co-oping . . . you're more willing to take a risk simply because, if I sink and fall apart, well, I have you to take over" (6.165).

Among the new things tried, Cindy cited cooperative grouping and reteaching/retesting. She anticipated, however, further growth in the following year. She was not quite satisfied with the effectiveness of the cooperative groups and felt that some new things in that area could be attempted next time.

On the whole, Rose's relationship with Cindy seemed to be a positive one. They each seemed to have taken the risk of going through the hardships of developing a relationship. Although approaching the idea of cooperative teaching from different viewpoints, they managed to, over time, establish and share the roles required in the partnership. Only by working "in the trenches" together were they able to establish the kind of trust needed for a lasting relationship. Although no overt conflict occurred between them, there may have been some underlying issues which went

unaddressed. Nevertheless, a certain amount of professional growth seemed to occur through the risk of partnership.

Rose and Ellen Eastman

Biographical Data and Personal Traits

Ellen Eastman had spent the last 3 of her 13 years of teaching experience at Central Middle School as a part-time language arts teacher and part-time Chapter 1 Reading specialist. Ellen was 48 years of age, was married, and had two children, none of whom attended schools in the district in which she taught. Her educational background included a bachelor's degree in secondary speech and language with a reading endorsement. She had since returned to school and received a master's degree in effective teaching. She had no formal or informal training in teaching students with special needs.

Ellen described herself as organized, yet flexible. In fact, she noted, she usually planned to be flexible through her organization. "I usually have, and that's part of my organization, plan A, B, and C in my mind" (1.56). Organization did seem to be one of Ellen's more notable traits. For example, just before beginning an interview, Ellen was observed straightening all the items on her desk into piles and neat rows. Another example included her use of a kitchen timer in class to signal the beginning and

ending of certain class segments. "I'm an organized person. I like to have order. I like order" (8.111).

Ellen also felt that she was creative, loved to learn, loved drama, and was enthusiastic. In addition, she stated that she loved school, even though she was frustrated by the problems students had which interfered with their learning.

While both Rose and Ellen had good things to say about their partner, neither partner had extensive praise for the other. Ellen described Rose as enthusiastic, caring, fun-loving, and social. She also admired Rose for her ability to function in her role as a resource teacher while at the same time facing the personal dilemma of divorce. On the other hand, she perceived Rose as almost too social.

She's social and I think I've tried to be very careful . . . This is a personal bias of mine . . . I think I also have to watch that we don't talk during class. Okay. I think if I encouraged it or if I let it develop that she could very easily, like yesterday, spend time chit-chatting while the kids are working . . . and I'm not saying I never do, you know . . . but I think that's one thing I'm conscious of--that we are all the time along with the kids. (1.57)

Rose spoke of certain qualities in her partner as well. She felt that Ellen had a high level of knowledge of the material in her subject area. She also seemed to sense that love that Ellen had for school and her area of expertise. On the other hand, she felt that Ellen was domineering. She also thought she and Ellen differed with regard to students. In her opinion, Ellen failed to

. . . really take them under [her] wing and care and try. And like, I'm more on the kids's side, and I don't

think Ellen seems on the kid's side much. She's more into her content and if they don't get it, there's something wrong with them. (8.487)

While on the surface both partners seemed to like each other, just below the surface, each partner seemed to have some reservations regarding personal traits of the other. These reservations eventually broadened into differences in educational philosophy and their ideas about educating students with special needs.

Philosophical Viewpoints

Ellen was in favor of the cooperative teaching plan and recognized the benefits of this arrangement for students with special needs.

I think sometimes when you have students in a small, pull-out section, they feel isolated. They only have models to follow that are other students, often with the same problems, behaviorally, academically. And so, they sometimes don't get a chance maybe--or didn't get a chance, to be exposed to what I think they are in a regular classroom setting. (7.213)

Ellen additionally saw cooperative teaching as an adventure for her as an educator. She stated that she liked cooperatively teaching with others, and she felt that she could not only "bring something to a cooperative situation out of [her] own background, [but also] . . . work with another teacher and learn from another teacher" (7.114).

On the negative side of the issue, Ellen did not see the cooperative arrangement as an entirely effective one. She felt that more modifications needed to be made to be more effective. She additionally perceived cooperative teaching

to have the adverse effect of sacrificing the average to above average students in the effort to meet the needs of the lower ability students.

An interesting element of Ellen's participation in cooperative teaching which seemed to affect how her philosophical viewpoint was displayed was that Ellen had two cooperative relationships. In one, she was considered the regular education counterpart to Rose's role as special educator. In the other, since Ellen was a part-time Chapter 1 Reading teacher, she was considered the special education counterpart to Deb Dunlap, a sixth-grade reading teacher. This second arrangement presented some stark contrasts to her relationship with Rose which allowed for a more in-depth look at the cooperative partnership she had with Rose.

Ellen was able to have some input into the partner selection process which resulted in her two cooperative arrangements. Teachers were asked to specify if there was anyone they could not work with. She was glad to have had this kind of input since she felt she would have been upset to be assigned to someone she specified as incompatible with her.

That may sound real petty and immature and, in a sense, I guess it is if we consider that we're professionals . . . There's too much stress and there's too much to do and there's too much we're expected to do to be thrown into a situation where I have to work with someone I really feel I cannot work with and there are some people in this building I cannot work with. (4.131)

Although Ellen ended up, for the most part, pleased with whom she was matched, she had fears that she would not be matched at all. "Everyone has a fear--what if no one chooses me? What if no one wants to work with you? Then you would feel really badly" (5.77). Another fear for Ellen about the matching process was that she would feel she had to change her methods to please the another person. Both of these fears seemed unfounded to Ellen in the end because of the persons with whom she had been matched.

Ellen stated that she considered her partnership with Rose to be one which was an example of cooperative teaching working well. She hoped that Rose considered it a positive experience. Unfortunately, Rose did not always consider it to be such.

Rose felt that her philosophy and Ellen's did not match. First of all, she felt that Ellen did not make enough modifications for students.

She really doesn't give the kids breaks. Like I try to tell her. She wanted the kids to read the story themselves, she didn't want me to read to the kids. Well, some of those kids can't read very well. It is not very fair . . . so I said, "Well, maybe we should kind of tell them that the quiz is going to be tomorrow so that they can be kind of be looking when they read." She didn't take my suggestion at all. (4.54)

Rose also disagreed with Ellen's assessment of student progress. She had difficulty with the fact that Ellen would not allow any retaking of tests and, at first, a lot of students apparently received failing grades from Ellen.

There were a lot of kids that she flunked that I wouldn't have flunked under any circumstances, but you know, [one girl is] borderline IQ. She's no problem, always does her work. The quality is just poor, so I think she saw that a little bit, so she won't flunk her but she'll give her a D-. (6.8)

Discipline was another issue on which Rose was at odds with Ellen. Although Ellen thought that behavioral problems were at a minimum due to Rose's presence and movement through the room quietly correcting such problems, Rose thought that Ellen's room was in chaos at times. She also stated that she would not have grouped students the way Ellen had for fear of the very behavioral problems she perceived to be occurring in Ellen's room.

Philosophically, Rose and Ellen were not in agreement on a number of issues. Ellen's reservations about the partner selection process and her views on the efficacy of the cooperative teaching program, coupled with Rose's reservations regarding Ellen's point of view on meeting the needs of lower students seemed to create a distance between the two partners. This likely affected the roles and responsibilities assigned to each of the partners during the course of their relationship together.

Roles and Responsibilities

Although a combination of approaches such as team teaching, complementary instruction, and supportive learning activities seemed the best method to use when cooperatively teaching, Ellen stated that the type of cooperative teaching

arrangement which most closely resembled theirs was probably a variation of the supportive learning activity.

I do provide instruction; basically plan what we're going to do, make all those kinds of decisions, and she provides support in terms of monitoring assignments, in terms of working with students for test preparation, pulling a group aside to read to them, or pulling a group aside to talk to them about the story. But I'm not--but she doesn't really plan enrichments, she doesn't plan hands-on activities. (4.138)

Both teachers, Ellen noted, shared the role of monitoring students in class. Ellen, however, was primarily responsible for developing lesson plans and grading. Although, she reflected, Rose often volunteered to do one of these jobs--grading papers--Ellen liked to do this job herself. She also felt that one important responsibility of hers was to greet the students as they arrived. Rose was often unable to perform this function. "Sometimes she's late to class and sometimes she has to go out and do something, and in and out, and I just feel the kids need the stability of [me] being here" (4.39).

Sometimes, Rose documented student behavior when needed or wrote terms or reminders for students on the board when Ellen was instructing. Rose's role, however, primarily consisted of walking around the room and helping students. Rose did not feel that this was the most efficient use of her time. "Crowd control--yeah, that's exactly what I feel in here, like I'm more of an aide. I mean an aide could do what I do" (4.193).

During four classroom observations, it was noted that both teachers performed several tasks in equal or near equal amounts. These tasks included answering individual student questions, having informal interactions with students, and passing out or collecting papers or supplies. Ellen, however, chiefly performed the tasks of behavior management and class instruction. Rose, on the other hand, basically took responsibility for tasks such as getting individual students organized and monitoring students around the room (see Table 7). Most of the observed behaviors were not surprising, considering the statements made by the 2 teachers.

At the time of the study, Rose and Ellen were not planning on any regular kind of basis. Interestingly enough, this planning time was viewed slightly differently by both individuals. At first, Ellen stated, they planned at 7:30 in the morning before school. Ellen understood that this was a viable plan for Rose since she had to bring her son into school early for band. Then things changed.

She wouldn't come up. She wouldn't be here. She would be running late, she was always running late. She had things come up with her family, and you know . . . that's fine. So I said, if you're here, you're here, and if you're not here, that's fine. So I sort of drew out the broad outlines and I made her a red notebook like mine and put all my stuff in it. You know, here's all the things for the different units. And when we've been able to get together then we do more planning. But it's really bad, it's really become a problem. She covers somebody else's homeroom for homeroom time so she's not available then. She's busy most of the time after school and if she's not, I am. So, it, for all the, I guess, my sanity, it's just been easier for me to

assume more of that burden, I guess. Because we just don't have any other time to get together. And we haven't--we just haven't taken it. And she's hectic . . . and I just think for her situation, right now, it's probably just easier for me to go ahead and do it. (4.39)

Rose viewed the planning time a little differently. She felt that, since she had little input, her inability to be there in the morning to plan with Ellen was of little consequence.

I don't see Ellen Eastman as much, and when I go down there and she comes early in the morning and we started out planning on doing that. But then my home situation changed and it just wasn't workable for me to go and get there early in the morning. So, we, you know, we see each other, but really, I don't think of it as part of our planning. It's not really planning time. I try to do it just to keep a communication kind of thing going, but it's more or less her telling me what we're going to do. (4.116)

Ellen seemed to recognize, though, that Rose could play a more active role in the partnership. It was unfortunate, perhaps, that during the course of their year together, the situation never changed.

I know what I want and she's very willing and very supportive . . . and what I need to do is say "Rose, would you like to teach more, and are there certain things that you would like to teach," and give her the opportunity to do it. (4.39)

Although both Rose and Ellen shared the function of monitoring student behavior and progress, Ellen took nearly all responsibility for lesson plans, instruction, and grading. While Ellen felt that shared planning time was disrupted because of Rose's tardiness, Rose considered the

Table 7

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Rose Russell and Ellen Eastman

	ROSE/ELLEN	ROSE/ELLEN
	TRILLIES	% OF TOTAL
Total # Classroom Observations with Tabulations	3	
From Classroom Observations:		
Teacher-Teacher Interactions		
initiated by special educator	5	56
initiated by regular class teacher	4	44
We/Us Inclusive Statements		
initiated by special educator		0
initiated by regular class teacher	3	100
Tasks/Roles Performed		
Indiv Teacher/Student Interactions		
Behavior Management (sped)	2	22
Behavior Management (reged)	7	78
Answering St. Questions (sped)	19	45
Answering St. Questions (reged)	23	55
Getting Sts. Organized (sped)	2	100
Getting Sts. Organized (reged)		0
Monitoring Sts. (sped)	13	76
Monitoring Sts. (reged)	4	24
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)	1	25
informal interaction w sts (reged)	3	75
chkg bhvr sheet/stamps (sped)		
chkg bhvr sheet/stamps (reged)		
telling grades to sts (sped)		
telling grades to sts (reged)		
Group Teacher/Student Interactions		
Class Instruction/Directions (sped)		0
Class Instruction/Directions (reged)	3	100
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)		
Correcting/Grading (reged)		
Pass/Collect supplies/papers (sped)	2	50
Pass/Collect supplies/papers (reged)	2	50
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
Organization/Management		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)		
Equipment Management (reged)		
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

time together as unnecessary because she had no input. The roles and responsibilities taken by both partners did not seem equitable, if that were a desired result, and may have been influenced by the amount of trust each had in the other.

Trust and Balance of Power

The one factor which seemed to be sorely lacking in Rose and Ellen's relationship was trust. Each partner appeared distrustful of the other's skills and even in each other on a personal level.

Rose stated that she did feel comfortable being in Ellen's room and getting supplies needed. Some things, however, she did not feel comfortable in doing. "I don't feel free to open her grade book and write things in her grade book or anything like I would with all the other teachers I have" (8.23). She also felt that she was never allowed any ownership in the class, that Ellen never really felt that Rose could be depended upon.

It was nice and we were courteous in working together . . . but I've gotten definite feelings from her that she was flatly, you know . . . maybe I was too sensitive about it, but it was never--there was never this or that feeling of complete trust for me or something. (5.174)

Rose perceived herself as having little power in her relationship with Ellen. She speculated that Ellen was a person who liked to maintain control of her environment. "I thought at first I wasn't doing anything in there; but she is the type of person that wants control . . . I don't know if

that's negative or positive; it's just the way she is" (8.23).

Rose did not feel she was considered to be on the same level as Ellen, since Ellen rarely spoke to her in class. Ellen, however, had indicated that she tried not to encourage "chit-chatting" between the two of them because she did not think two teachers should socialize much during class. Perhaps unaware of Ellen's feelings on the matter, Rose perceived this as Ellen not treating her as an equal.

All in all, Rose had a seemingly negative attitude regarding her partnership with Ellen. Rose had tried to describe the type of cooperative teaching relationship she had with Ellen while looking at three types--complimentary instruction, supportive learning activities, and team teaching. Finding none which seemed to describe this relationship accurately, she commented dryly, "Where--where is it when she's in charge? I just do whatever I can to fit in" (4.193). She cited several situations in which Ellen's behavior, to Rose, seemed to exemplify this kind of control. On one occasion, when first draft papers and quizzes were being handed back to students, Ellen did not offer this job to Rose. Rose made a point to interpret this during observation. "Did you notice that she had to hand out those tests by herself? She wants to have that personal contact with the students and refuses to give anything up to me" (8.114). Rose also cited an incident when she was asked by a

student who had some vision problems if she would copy a paper for him. Rose had said that she would. Ellen, however, took the paper from Rose and said that she would do it on the typewriter after school. Rose commented, "She wanted that ownership, so I just let her do it. It's like she is a little bit jealous when the kids come to me for help" (8.677).

Planning time was an issue which was viewed differently by both partners. While Ellen admitted that she does most of the planning for lessons, she believed this to be necessary "just because I've done this curriculum before and I know kind of what I want to do with it" (5.133). This did not mean, however, that she did not consult with Rose at all. They did plan together occasionally, but Rose felt that this was inconsequential. "It was sort of a token, and the planning time wasn't really planning time. It was just for telling me what we are going to be doing" (4.188).

The two teachers did not perceive the grading of papers similarly either. While Rose often volunteered to help out with correcting and grading papers, Ellen did not feel comfortable sharing this task with Rose.

I like to read them myself and grade them myself to know what the kids wrote and how they're doing. If they were multiple choice, true/false, or fill-in-the-blank, I think I would let her do it. Again it's not that I don't trust her, I guess I think--I haven't worked with her enough to know what her standards would be in terms of how they would match mine and I don't think it's fair for the kids to have two sets. (2.56)

Class instruction was another area for which Rose felt there was an imbalance of power due to lack of trust on the part of Ellen. Although Rose's background included three years of teaching in the regular classroom, Ellen may not have known this. Rose admitted that Ellen did make an attempt to include her in class instruction, but she felt that the attempt was not sincere.

She had everything in her notes for the year and that is what she is going to do . . . and I had made suggestions on what we could add to it as far as the teaching. She asked me at one time if I wanted to teach but I didn't feel comfortable, you know, because she knows what she wants and it was like a token, 'Do you want to,' and I said, 'No, if you want me to that's fine,' but I guess I didn't feel comfortable. (4.187)

Ellen, on the other hand, was unsure of Rose's skills as a teacher and hesitated to let her teach more.

I think, some of those skills in teaching the whole class-- because I, I've had her do it two or three times . . . and again, I just think there's a difference between dealing with a small group of kids and dealing with an entire class and knowing some of those things that you just know in terms of how to respond, how to keep going, how to react. And that, it's not a put-down on her, nothing on her, it's just not her experience. The large classroom is not her experience. (4.39)

Although Ellen claimed to trust Rose, it did not seem that that was necessarily the case. Another element of the trust issue was the trust between the two educators on a more personal level. If Ellen had an overall concern within her job or her personal life, she felt that Rose would not be the person in the building to whom she would turn for assistance. To a degree, Rose must have sensed that this might be the

case. She described a situation in which Ellen would not allow her to help out when things were rough for Ellen.

[One day] she looked like she was ready to cry and I asked her if she was okay, you know . . . I said, "If I can do anything," and she didn't talk about it again. Then Alan came in later and wanted to talk to her and then I sort of - she finished--instead of doing something like the other two would do and say, "Rose, would you take over here," and then go and talk to Alan. Alan stood there for 5 minutes while she finished what she was doing. (5.126)

Collegial interaction seemed an important aspect of teaching life for Ellen. She felt that the discussion of such things as grading, discipline, mainstreaming, shared decision making and outcome-based education was an activity which Rose and she shared. She also cited other ways in which they shared. She stated that, although she felt Rose was willing to share materials, she may not have the time to think about doing that. On the other hand, Ellen felt that Rose shared in class.

We were doing a thinking skill, so I was acting it out and I just said, "Okay, suppose this was Mrs. Russell," you know, and she just fell right into it, played right along with me, took the side. And then I turned around and read it the other way, totally unrehearsed and unprepared for her, really, and she just picked right up, went right with it. You know, I feel like that we share. (7.204)

In terms of decision making, Ellen did not seem to feel that cooperative teaching infringed on her power in this regard. She seemed to rather like Rose's input on educational matters. Rose noted that Ellen received some input well and had taken some of the suggestions made. Rose,

however, also felt that while she was comfortable saying things and making suggestions, she did not think enough of them were accepted. "Yeah. She sometimes she makes some changes but not as much as I'd like her to" (8.26). She also does not feel that her expertise is utilized enough and that perhaps she may have caused it to be this way herself. "She doesn't consult me as much, you know. Maybe it's my fault. I don't ask about it. See, I don't know, I haven't figured that class out as much" (4.10).

A noteworthy element to the balance of power issue was that in Ellen's other cooperative relationship with Deb Dunlap, Ellen, as the teacher coming into Deb's classroom, perceived Deb to have the final say in the decision making process. Yet, Ellen also felt she had a lot of input into that process. Ellen noted a distinct difference between her relationship with Rose and her relationship with Deb Dunlap in terms of the balance of power. "I think there it's more equal. Here it's more me" (5.142).

During the course of the study, unbeknownst to Rose, Ellen seemed to be examining her stance on the issues of power and role assignment.

Her indication last year to be more of a support person . . . that maybe is the role I assumed she wanted, and maybe now that the year has gone on, that's not the role she wanted. But we've never sat down and said what roles we want and just how we need to change that. I guess it really makes me feel like I'm totally short-changing Rose in terms of what she would like to do or like I said, because of the time and probably because of me and my personality that it's sort of I'm the boss and

she's the helper and I don't really regard it as I'm the boss and she's the helper. (5.139)

Given this kind of reflection, it was interesting to note Ellen's thoughts on having a new cooperating teacher, since Rose was not going to be at Central next year. She stated that she would want someone who would match the supportive role. "I think I would probably start off with the most supportive situation. It would have to be somebody that I felt comfortable enough to spend all this time [with] and would know their teaching styles" (1.89).

After several interviews during which the issue of trust and power came out, Ellen indicated further thought on the issue.

After our last talk . . . I got to thinking about . . . giving up more power . . . I thought I should, and it happened that I was gone for something which I can't remember what it was now, and so she ended up teaching the "Captive Outfielder," and when I came back I sat in the back and let her do that and I think I would have to talk that over with her and see if she was more comfortable and I would just have work that out I think. (8.316)

Ellen seemed indecisive on this issue and continued to share her own reflections as the study progressed.

Part of it, I think part of it is probably selfish. We were talking last night in our "Keys to Motivation" class about power, how much you keep, how much you share, how much you give away. And we were talking, we keep it. And I think I keep more, maybe, than I should. I don't know. I know how I want the class to go, I know the classroom climate . . . and I guess maybe I'm not ready to let some of that go yet. So it's not necessarily Rose, it's just I'm not ready to let some of that go. (8.108)

The introspection exhibited by Ellen on this issue might have assisted her with her on-going relationship with Rose if this relationship had indeed to continued to the next year. As it was, some personal and philosophical differences existed in the relationship between Rose and Ellen which likely affected the degree of trust they had in one another and the degree to which power was shared within the relationship. This relationship was, very likely, built upon what historical past the partners shared and their approach to their collaborative partnership.

Relationship Development and Conflict Resolution

Rose and Ellen's relationship had its beginnings in years prior to that of the study. They had known each other from other teaching positions in another building. This relationship seemed fraught with preconceptions, misconceptions, and noncommunicative behavior which led to some conflict just below the surface. Both, however, went into the relationship with similar expectations about working together.

Compatibility to Ellen meant personalities might be similar, but more importantly, two people might "share a philosophy in classroom management, and wanting to try new things and not being afraid of--trusting to try new things and to try to work out a relationship" (8.313).

The cooperative partnership, thought Ellen, was similar to a marriage in that it takes a certain amount of commitment to make it work past the beginning stages.

I think there is that idealistic part that you love each other and everything is going to work wonderfully well together and then reality sets in and it isn't always wonderful so you have all the ups and downs to get along with . . . the commitment to do it, to make it work.
(8.326)

Ellen felt that, together, they conveyed a sense of partnership to the students. She cited that students often went to either one of them for help. She also stated that they, as a team, used each other's names and the pronouns, "us" and "we" to convey this message. Whereas, Rose, on the other hand, stated that she felt such statements were not made, at least not by Ellen in class. Observations made during their classtime seemed to support Ellen's perceptions on this issue, however, more than Rose's. Over the course of four classroom observations, Ellen was heard making such inclusive remarks three times, whereas Rose made none during this same time (see Table 7). Although the absence of such remarks made by Rose may have been due to lack of opportunity, Ellen still did show an attempt which Rose perceived as nonexistent.

Both teachers seemed to view the relationship as a whole with mixed feelings. While Ellen described her relationship with Deb Dunlap as a "marriage made in heaven" (8.536), she was not as excited about the relationship with Rose. "I think we have to work on it . . . We'll have to evaluate it,

but if she's here next year, I'd want to co-op with her again" (8.536).

Rose appeared to enter into this particular relationship with some preconceptions regarding Ellen. She had formed an opinion as to her teaching style based on several pieces of information. Rose had previous knowledge of Ellen's acquaintance with another woman in another school whom Rose had found rude and insulting. She inferred, through the appearance of friendship Ellen had with this woman, that Ellen, too might have a similar disposition. From this other school also, Rose formed an opinion about Ellen's classroom management. "Every time I'd go in to talk to her about a student or give her something during her class, there was always chaos, and I heard other people talk about that too" (5.127). In addition, Rose made an assumption about the amount of control Ellen had in her home based on information she cited regarding Ellen's husband and his career status. This seemed to verify, for Rose, her convictions regarding Ellen as a person who wanted complete control in the classroom. This conclusion, that Ellen was a controlling person, seemed to be Rose's focus of conversation when discussing this partnership.

Rose saw her relationship with Ellen as one which developed over time. "When you work closely with somebody, you really--even Ellen--[develop] just a closeness you know, you know how--I just know her more and I like her. She's

real different than I am" (4.55). This statement seemed contradictory to other statements made by Rose, for despite these feelings, Rose stated that she never looked forward to going to Ellen's class all year because of Ellen's authoritarian style.

Even though, for both teachers, there seemed to be some underlying conflict with one another, neither teacher felt compelled to address the issues. For Rose, on an issue such as grading, she felt she had to give up an objective of hers for the sake of the relationship. She stated that she would never give up the relationship by addressing a conflict regarding an objective she had. "I don't have the guts to do that. It would make it pretty uncomfortable . . . yeah, because you have to work together every day. I don't think it would solve anything" (4.186).

Ellen, too, seemed a bit fearful that the results of facing conflict with a partner might include causing emotional stress or pain, increased anger, or, in a school setting, gossip. "The same thing as it is in a marriage--you don't want to hurt the person's feelings or you don't want to have it escalate and become something more. You don't know how the person is going to react and again the talking, you know" (8.329). She cited that this was similar to what happens in a marriage.

Like all good marriages have ups and downs, this partnership is going to have ups and downs. And how we handle that is important . . . You hope the person you're working with is somebody that--you don't want it so lovey-dovey that you never grow by the experience,

but it is, again, like a marriage relationship. It's real touchy and you can hurt people's feelings. (5.30)

Ellen acknowledged the fact that, while she and Rose never had enough time to develop the relationship, they also had no major arguments. "We've never gotten to a point where we don't talk or anything. We have never had any major battles this year, so that is good" (8.236).

For Ellen, the conflict must be great before it is worth the ensuing encounter with the partner. She felt that she probably tended to stay away from such conflicts simply because it is within her personality not to want to offend anyone. Again, she compared this aspect with that which exists in a marriage relationship.

This might be another aspect of the marriage metaphor. I want to be Ellen, I am also Bob's [wife], and Lillian's and Angie's mom, but I want to be me in the marriage and Bob wants to be himself in the marriage, and yet somehow, we also have to be us in the marriage. . . . Maybe that's where we're at in this process--that we each want to be ourselves and be us and be a cooperative pair and the problem is that nobody wants to offend anybody in the process. And so, you know, we are back to the how big of an issue do I want to make out of these things that bug me about my husband? How much of this is conflict avoidance? And I think in some cases it is, and I think in some cases it is with me--just because I know my personality and I know some things that I am avoiding in my life, that are not school related . . . that is my personality. I like everyone . . . to get along and I do tend to shy away from that. (1.91)

In fact, Ellen, stated further that she would probably not address an issue that bothered her unless either it was repeated to the point she had to do something about it, or it

was harmful to students. For Rose, the situation was similar. In an informal conversation, when asked about what would happen over time if the communication problem were not addressed, Rose admitted that she knew it would be a greater problem and she did not think she'd like that. She then wrinkled her face and said that she still did not know if she could tolerate feeling uncomfortable for a number of years. She stated that she would probably give it another try next year if she were not leaving. "Maybe she'd feel more secure and give up a little bit more ownership and I'd be more influential on her. I'd give it another year" (4.117). At the time of the study, however, she was not willing to disband the relationship due to the complications and hard feelings that might be brought on by ending it. "What could you do to get--how could you get out of the situation gracefully?" (4.117).

Rose and Ellen's cooperative teaching relationship was somewhat rocky and both seemed to lack the commitment needed to have a successful partnership. With such turmoil bubbling below the surface, one might wonder to what degree any growth occurred between the two partners.

Professional Growth

Rose, not all too surprisingly, saw little growth occurring in the relationship in terms of effectiveness of program on student achievement. When comparing the effectiveness of the class she cooperatively taught with

Ellen as it compared to the other partnerships she had, she stated, "I wouldn't say nearly as effective. It is for some of the kids. Some of the kids are really receptive and we split the class up a lot and get smaller groups and separate them and that helps" (7.16). For about half of the really needy students, the class had been effective, Rose decided.

An interesting area of growth for herself, which Rose noted during an observation of a planning session between the two of them, was that of seating arrangements. Ellen felt that if, as a teacher, you planned for their talking, even if it was just between activities, it was less stressful for the teacher and the students were happier too. During the planning session, Rose made the comment that Ellen let them sit with their friends and that Rose had learned about that from Ellen. This was an interesting admission for Rose since later, in a classroom observation, she specifically pointed to the groupings of students and their behavior and said in a voice Ellen could not hear, "See, I can't handle this" (8.1195). When asked to clear up the inconsistency, Rose commented that, while she did feel that the students having a chance to talk together was acceptable, she also felt that the behavior within those groups exceeded that for which she was comfortable. Nevertheless, she had once again avoided an issue of concern and had indicated approval in front of Ellen.

Ellen considered herself to have grown from the partnership for a number of reasons. First of all, she stated that she was able to see how she operates through someone else's eyes and grow because of this.

Taking on the risk of having another person come into your classroom, I think that's growth. I think seeing, maybe seeing things differently just because Rose has been in here, being more aware of the students who need the help and being more aware of all the students in the class as a group and so having to change what we do.
(4.133)

For these needy students, Ellen noted that she had made several changes. She used more advanced organizers, graphic aids, and visuals in her presentations. She also allowed students to read aloud more in class.

On the professional level, Ellen stated that she was able to examine some of her own beliefs and practices through cooperative teaching. The arrangement seemed to pose some questions for Ellen to consider. "I think just . . . am I teaching to all of the students? Am I watering down? Am I raising expectations and finding different ways to be sure they'll be met? You know, again, what's working and what's not" (6.127).

Although having changed some tactics, Ellen felt that the year needed to be evaluated in terms of effectiveness. Some methods were used which Ellen had already determined to be somewhat ineffective. For instance, Ellen stated that they had tried some homogeneous groupings of students which

failed to produce the desired results. She felt the students were completely aware of who was in a high ability versus a low ability group.

On a more personal level, she felt that she grew merely from her relationship with Rose. She was able to get to know someone she would not have been able to get to know, perhaps, otherwise.

In terms of her relationship with Rose, Ellen had an idea how to tackle a plan for next year if Rose were to stay.

I think we'd have to sit down and decide if we wanted to keep the supportive relationship or if we wanted to change more to a collaborative/cooperative arrangement . . . and sit down and go through the curriculum and say, what things do we need to change . . . so we can put those into place if we need to next year. And I think probably just a real honest, "What did you like about it, what didn't you like about it?" . . . I think just, maybe not even here at school, maybe just like at Country Kitchen, or I'd go over to her house or she'd come over to mine, but somewhere where we just had the time and it wouldn't get hectic. (6.126)

The cooperative partnership between Rose and Ellen seemed marred by each teacher's inability to face the underlying issues which plagued their thoughts. For Rose, these issues seemed to include the preconceived notions of her partner she brought to the relationship which, in turn, seemed to affect her perceptions of this partner's methods and motives. In addition, Rose's philosophical views differed sharply from Ellen's, especially when dealing with students with special needs.

Ellen, on the other hand, appeared insecure with regard to her acceptance within any cooperative relationship and considered such relationships risks. In addition, Ellen did not seem to hold Rose's skills as a classroom teacher in high regard, and Rose seemed to sense this lack of trust and further interpreted this as part of Ellen's need for control.

Both teachers seemed to avoid issues of concern and the conflict which might arise from these issues. Each appeared to give up on the idea of communication to resolve these issues and settled for what they had together.

Nora Nelson

Nora began her 20 years of teaching experience with a bachelor's degree in elementary education with an emphasis in special education. At 41 years of age, she also held a master's degree in special education. Married and with no children, the year of this study was Nora's second year at Central Middle School as a teacher of students with learning disabilities in a self-contained setting with integration.

Nora described herself as motivated, flexible and a risk taker. She enjoyed working and planning activities. This seemed evident upon observation because Nora continuously, for the sake of this study, handed out and chatted about packets and activity sheets she had put together.

An additional appropriate descriptor for Nora would have been positive and good-willed. When asked to name teachers she knew to be exemplary, she stated that all the teachers in

the building were good ones. She could easily list strengths of the teachers she worked with, but stated that she was uneasy speaking about weaknesses of any kind. Instead, she stated the general qualities she admired in educators, such as intelligence, organization, ability to communicate with students, and understanding of students' needs. She additionally noted that all of the teachers she worked with were flexible and that this was another trait she admired. Nora's positive outlook and goodwill followed her in her relationships with others, and seemed to allow her success as a cooperative teacher.

Nora's special education colleagues had both praise and concern to share regarding Nora's abilities. Sara, for the most part, saw Nora as an innovator who was group-oriented. She did, however, state that she disagreed with some of Nora's methods and philosophies. Rose, too, described Nora as motivating, caring, and dedicated. She cited, however, some instances where regular educators had had trouble with Nora's beliefs regarding disciplinary and grading practices. Although Nora seemed, from her colleagues' description, to have many admirable qualities to contribute, the AEA representative, Bob Baxter, stated that it was hoped that Nora would be able to sharpen certain structural skills as a teacher through her participation in cooperative teaching.

The cooperative teaching program came about, primarily, because of Nora and her relationship with Jan Jacobs during

the year prior to this study. Both teachers were new to the school that year. Jan, one one occasion, introduced herself to Nora and discovered that Nora was a teacher of students with learning disabilities. Jan, as a science teacher, had had previous experience working in a learning disability classroom on a part-time basis and immediately assumed that the same kind of arrangement might occur at Central Middle School. Things evolved from that point.

I met Jan, the science teacher, and she said to me--she asked what my role was and I explained it and she said, "Oh, we'll probably be working together." That was before, really, I had set up a schedule for the kids and knew their abilities and that kind of thing. So I just remembered that information and then as the year progressed I had--I had a group of science students who had reading difficulties and I remembered that she had said that, so I went to her and said that if I came in with this particular group of students, would that be all right with you and work with them to complete their packets right in the class and help with the class. So we were the first sort of guinea pigs, so to speak, and worked together last year for that one particular period. (3.15)

When the administrators and AEA personnel were looking for ideas for the building's RSDS trial site plan, Nora told them about the arrangement she had with Jan. In one meeting, she presented a sheet which described how many special education teachers and how many special sections they would need to utilize cooperative teaching to a larger degree.

Nora had been supportive of the cooperative teaching effort from the start.

I would say for giving kids the opportunity to be in a regular ed class but yet giving teachers the support to

know that . . . they are not completely on their own. I think for those reasons it is really good. (7.193)

One of the reasons she felt this way, she noted, was because cooperative teaching did not only impact a few students, but rather, impacted a large number of students who either were identified or not identified as having special needs.

Nora was motivated personally to become involved with cooperative teaching because she wished to accomplish more than just provide sporadic help for a few students. For herself, she enjoyed working with another adult. In addition, she was a strong proponent of integration into a "normal" setting. She felt that the changes made in the cooperative teaching model were positive ones.

If you say that change is . . . providing kids more opportunities to learn, allowing everybody to learn, providing good role models for the kids, I think there is more learning that happens in the cooperative class than the old model. (7.240)

Generally speaking, Nora considered cooperative teaching to be effective because of the flexibility applied. She felt that people were willing to look at things in different ways. She did state that, although, for some, cooperative teaching was quite time-consuming, it was worth the effort.

Well, there are always times where you maybe spend more effort to accomplish something initially than if you had just done it yourself. I am sure that is true for the regular teachers too. Sometimes it is probably just easier for them to do activity A, B, C, and D, but easy doesn't always mean best. (7.238)

In fact, cited Nora, there are times when the effort requires a certain kind of commitment from teachers. One person might

be asked to do something when it is not necessarily "convenient" (8.202).

Other drawbacks noted by Nora were the large class sizes and the concentration of needy students in the classes. She felt that taking on this model had been a gamble. Whether or not students would learn through this model, whether or not they would behave, and whether or not the teachers would work together and create a good learning environment were all given as examples of gambles taken.

Despite these concerns, Nora assumed the role of cooperating teacher in three sections. In each of these sections, she described her role as one in which she provided supportive learning activities. Due to time and preparation factors, Nora thought that her role was probably limited to this supportive role. She also noted, however, that she really did not like to classify the roles so stringently.

I guess my problem--if you want me to be honest--my problem with this is pigeonholing it and saying that there is just one kind of major thing that you would do when there might be one week where maybe your work would be the presentation of the class . . . But there might be another week that would go by where . . . there would be a guided quiz and some proximity control and some helping kids with their reports and kids to get their health work done . . . Another day might go by and [it] might be completely different so a changing of roles, I see more of a continuum. (4.163)

In any event, the roles taken by Nora were either decided by the regular classroom teacher or Nora asked if she could take the roles on herself. She did not think that any one person in any of her relationships did more work than

another. Although she acknowledged the fact that the regular class teacher likely did more in terms of classroom presentation, she also stated that she put in a great deal of time herself into preparing packets and activities.

Some of the responsibilities she volunteered for were things done outside of class, such as taping a news show, developing a "wellness" lottery, revising and checking tests, and creating study guides for chapter work. In addition, she was actively involved in a regular planning time with each classroom teacher she worked with. In class, she monitored student daily progress, helped with lab activities, and sometimes presented material. The most difficult part of her job, she noted, was "absorbing all the curricular information for each class" (1.117). She cited that she had to become very good at managing her time to accomplish all that needed to be done within her role.

Another part of Nora's job was to share in the decision-making process. To accomplish this, Nora realized that teachers had given up some of their own decision-making power. "They gave up tradition, they gave up their own domain and running the entire show themselves" (5.125). Nora seemed to feel comfortable with the amount she was able to contribute to the decision making process within each relationship. "It is important too, that I get to make some decisions. That's really important, but I would say that in

my relationships I get to make plenty of them--enough to suit me fine" (2.102).

When necessary, Nora felt that she could even be persuasive; but, her approach seemed indicative of the type of person she was--positive. She stated that she often used a "soft sell approach" (1.120).

If I'm bringing up an idea about how to review for a test or about a project, then I need to present the idea--and I would never say this is my idea, you must like it or something. I mean, that is really hard, very hard sell but I would present it, and if someone didn't want to do it at that time . . . that is fine. I think I have probably a higher return rate there than I deserve, you know people are very open minded to my ideas . . . that is a compliment to the people that I work with. That they are so accepting of the things that I suggest. Not everyone would want to. (1.120)

One item she felt quite strongly about having input on, though, was students passing a class. "I want to call the shots on making sure everyone passes. That is my bottom line. What can we do so that everybody passes the class? Maybe it's change the grading scale, maybe it is . . . revise an assignment" (8.485). She appeared to be aware that her thoughts on this issue bothered some, but also, in the spirit of goodwill perhaps, was hopeful that such decisions might come more her way.

Well, in a regular class, you know, one person makes all the decisions. So in a cooperative you're sharing the decision making about everything about the class. Some things you don't change--the grading scale and so on, but there's a lot of give and take for it to happen. (7.11)

In order for this "give and take" to occur, the relationship between each partner may have needed to go through developmental stages. This may have begun by getting to know each and every one of them.

Nora admitted that she does not have the opportunity to socialize much outside of school with any of her partners. She did, however, still feel that each of her relationships was compatible. It was not necessary to Nora that each of her partners have the same style or philosophy as she. Rather, those kinds of differences added something to the relationship. This fact merely seemed to reinforce another quality of Nora's that accompanied her positive outlook on school life. She considered all of it a challenge which she enjoyed.

To me it's a challenge. Probably--you ask about qualities that describe me. It's hard to describe yourself, but I see it as a challenge to work with anyone. There would not be anyone in this building that I would not be able to work with and enjoy because I would--would work to make sure that that happens. Even though someone might have a completely different style, I think that's what makes it so much fun. Very challenging to work with someone with different styles.
(5.4)

Nora stated that one of the problems in developing the relationship with partners was that there was little time to discuss things such as educational philosophy. She, therefore, had some fear going into the partnerships regarding her partners' acceptance of her methods. She felt, however, that the teachers she worked with were flexible and

had, indeed tried some of the new things she had suggested to them.

As for a risk of conflict in her relationships, Nora had no real fear of this. Instead, she once again took a positive outlook, and stated that she knew what she was getting into. "I knew those risks would be involved before I signed up, but I like change. I like new challenges, so I knew those things would be a possibility" (1.116). Not surprisingly, given Nora's positive outlook, she did not feel that she had had any conflict with any of her partners. She stated, however, that if she had any such conflict, she would go to her partner first to settle the problem. She stated she would approach it in a subtle manner, though.

I have my own way of dealing with things and that would be not to--I'm not the type that is literal, you know, like if someone has an ugly dress on, I don't say, "You have and ugly dress on." I'm not that type of person. I would come around to an issue from the side. That's how I would approach it, but I really don't see any problems that I need to work on. (8.203)

Nora stated further that she adhered to the French model of not voicing every feeling one had. "I think there are certain things you need to keep under raps" (8.203). This belief may have accounted for her positive approach to most things discussed and, ultimately, for her success within her partnerships.

Nora noted that it took time to get comfortable with a person and to feel comfortable in their territory, but that the relationship development was an ongoing event.

I probably don't feel completely confident that I'm probably 100% effective as I would like to be in the cooperative teaching relationship but to me that is on-going. I see it as, this is the first year you know we have learned a lot, both sides of the fence and now we will move ahead. (1.118)

If the relationships she had during the year of the study were to terminate for whatever reason during the following year, Nora felt that she would, indeed, be disappointed. She would have felt this way because of all the wasted effort in preparing activities and presentations. Once again however, as might be expected, Nora saw the other side of the issue. "It would be disappointing, but on the other hand, you have to be ready for change, so that's fine, too" (4.109).

Nora reflected on the amount of growth she felt had occurred professionally for her through her relationships. She stated that getting to know people better was indeed growth for her. She noted also that cooperative teaching helped reaffirm her belief in integration. She additionally learned about different teaching techniques she would not have seen otherwise, plus there was a side benefit.

[There are] lots of good ideas about how to present, about discipline, how to do active participation activities. The enjoyment of working with someone else, you don't feel totally responsible for every single thing that happens in that class. (4.111)

One might have wondered, after Nora's admission to this side benefit, if cooperative teaching might have been a relief from the stress of teaching in her own self-contained

classroom. Her enthusiasm to work with others and her anxiousness to develop activities and presentations might have even been an escape from the seemingly isolated world of special education and the problems she might have had as a classroom teacher which were of concern to administrative and AEA personnel.

Nevertheless, Nora felt that she did, indeed, grow in many areas and she intended to continue this growth. After one interview session which got into the issue of professional growth, it was obvious that Nora had done some thinking about the future possibilities.

We would have to put [down] things that we would work together on. How could we improve our communication? How could we improve our effectiveness in presenting? How could we improve our effectiveness in testing or in various workings in that particular class? (6.107)

During the course of this study, however, Nora's growth seemed to have been confined to the previously mentioned items. These growth areas were represented in each of the three cooperative relationships accounted here.

Nora and Jan Jacobs

Biographical Data and Personal Traits

Jan, one of the youngest members of the Central faculty, was in her second full year of teaching during the year of this study. She had an elementary teaching certificate with a bachelor's degree in middle school education. She additionally had an emphasis area in science and this was her preferred area of instruction. In her mid-20s, she was

engaged to be married and was currently teaching in a seventh-grade science class. Although she had had no formal training in dealing with students with special needs, she had had some prior experience during her student teaching when she was a relief science teacher for a special educator.

Jan used several descriptors for herself: responsible, motivated and able to motivate students, organized, a hard worker, flexible, and a risk taker. Nora's comments regarding Jan provided additional insight. Nora stated that Jan knew her subject, was empathetic of students, and was very cooperative.

Jan had complimentary things to say of her partner as well. She thought that Nora was sincere, caring, flexible, and easy-going. She additionally admired Nora for the activities she was able to suggest and produce with such dedication. She and Nora seemed to have compatible styles and, for the most part, many of their philosophical viewpoints were compatible as well.

Philosophical Viewpoints

Jan was the regular educator counterpart in the unintentional "pilot" program of cooperative teaching the year prior to this research. Her previous experience teaching students with special needs had not been particularly pleasant. It seemed somewhat surprising that she agreed to allow Nora to bring her students into the regular class where Nora could help more directly.

Well, I student taught in Bilden. I did have--it wasn't a cooperating teacher it was just a special needs class and everybody in the class was a special needs and there was like 12 kids and their special ed teacher would come into the room. She would not teach; she would not do anything. She would sit there and if they were goofing around or something she would get on them. (1.126)

During the year of this study, Jan had been disappointed with cooperative teaching to a degree. She loved the assistance she was receiving, but the combination of students in that particular class was frustrating for her. The computer program used by the administration of this building had mistakenly scheduled 40 students into one class. This was excessive, so a teacher who was on staff for the remainder of the day to work in a special computer lab was assigned half of the students for that period and Nora cooperatively taught with the two teachers on alternating days. Of the students who were assigned to Jan, however, many had behavioral problems. At one point during the year, they even had had a third teacher in the classroom. This third teacher was a "crisis teacher" specially assigned on a temporary basis to a student being considered for placement in a behavioral disability room. This third teacher, Jan noted, was helpful because it was virtually an impossible job for Nora and herself alone. In fact, the year had been so frustrating, in terms of behavior, that Jan stated she would try to get out of cooperative teaching the next year if "the class was large or had bozo kids like this year" (1.129).

Although Jan felt that all students would benefit from having two teachers in the room, she was concerned about the higher ability students going unchallenged or unassisted in their areas of need.

The brighter student might be affected because maybe they have a simple question that needs to be answered but we're too busy with the lower kids trying to get them through the lab--trying to get them through something or if we pair them up with a lower kid, it might slow them down. (7.35)

Jan and Nora parted in philosophy when it came to the amount of work lower ability students could produce. While Nora proposed doing whatever necessary to get students to pass, she also admired Jan's "tough love" attitude. Jan felt that some of these students needed to be more responsible for their learning.

Well I think that sometimes we give more time for those students. I think sometimes these kids don't feel like they are accountable until it is too late and then they have to be helped. They have to be spooned fed. That really bothers me, I am not that type of person . . . I think they are capable of doing what we expect them to do and I'm more of well, if it is not done, that's tough. (7.222)

One philosophical area on which Jan and Nora agreed was that of curricular instructional methods. Both Jan and Nora subscribed to an activity-based, hands-on science approach. This was supported by classroom observation during which both were involved in and excited about numerous activities occurring in the classroom.

There seemed to be no time for discussing philosophical topics, Jan said. They only discussed situations as they

arose. Jan recalled, however, that they did have a discussion on topics covered at a science update conference they had both attended together during the year. Jan felt confident that as far as curriculum and methodology was concerned, she and Nora were quite similar.

Never have we just really sat down and said, "Well, my educational philosophy is . . ." We've been in science curriculum meetings together and we all basically--in the science field--believe that students can all learn. If it takes somebody more time than the other person then you just need to give them enrichment activities to help them do that. So I think basically we kind of come from the same field. (6.40)

Similar philosophies and attitudes toward the teaching of science likely had an effect on each of the partner's roles in the cooperative partnership. For Jan and Nora, many of these roles were shared.

Roles and Responsibilities

Jan felt that neither complementary instruction, supportive learning activities, nor team teaching singly and accurately described their cooperative relationship. Instead, she felt that they fit all three categories. "It depends on the day" (4.146).

Nora stated that her role outside of class included such things as developing quizzes, creating game-like activities such as "Jeopardy" for review, taping the national news and finding other media, or bringing in games, puppets, articles or other supplemental materials. In class, Nora sometimes led instruction, discussion, or an activity. More

frequently, she could be found wandering around the room helping students. Four classroom observations included tabulations of teacher tasks which seemed to support these estimates (see Table 8). While not observed in the same amounts, Nora and Jan's activities in the classroom seemed, for the most part, equitably distributed between them. Roles which were shared equally or nearly equally included getting students organized, giving class instruction or directions, and managing equipment of some kind. Jan, however, took care of 90% of all behavior management during those observations, answered 59% of all individual student questions, and passed out or collected papers or supplies needed 100% of the time. In addition, Jan was seen completing tasks such as checking behavior modification sheets of individual students, telling grades to students, and correcting and/or grading papers, all tasks which were only observed one time in four observations. Nora, on the other hand, did 75% of the monitoring of students' in-class progress on an activity or lab. This often included roaming from lab group to lab group, pointing out things to do, asking guided questions, and checking student performance. One task which was only observed once in four sessions, which Nora did solely, was pull-out work with students. On this occasion, the pull-out work included an enrichment activity of experimenting with plants in the greenhouse. This activity was occurring at the same time Jan was going over grades with individual students.

Table 8

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Nora Nelson and Jan Jacobs

	NORA/JAN	NORA/JAN
Total # Classroom Observations with Tabulations	4	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	6	67
initiated by regular class teacher	3	33
We/Us Inclusive Statements		
initiated by special educator	1	14
initiated by regular class teacher	6	86
Tasks/Roles Performed		
<i>Indiv Teacher/Student Interactions</i>		
Behavior Management (sped)	1	10
Behavior Management (reged)	9	90
Answering St. Questions (sped)	29	41
Answering St. Questions (reged)	41	59
Getting Sts. Organized (sped)	10	42
Getting Sts. Organized (reged)	14	58
Monitoring Sts. (sped)	9	75
Monitoring Sts. (reged)	3	25
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)		
informal interaction w sts (reged)		
chkng bhvr sheet/stamps (sped)		0
chkng bhvr sheet/stamps (reged)	1	100
telling grades to sts (sped)		0
telling grades to sts (reged)	1	100
<i>Group Teacher/Student Interactions</i>		
Class Instruction/Directions (sped)	4	50
Class Instruction/Directions (reged)	4	50
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)		0
Correcting/Grading (reged)	1	100
Pass/Collect supplies/papers (sped)		0
Pass/Collect supplies/papers (reged)	6	100
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)	1	100
Pull out work (reged)		0
<i>Organization/Management</i>		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)	1	50
Equipment Management (reged)	1	50
Notetaking (sped)		
Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

Jan saw Nora as helpful in class. Outside of class, Nora participated regularly in their weekly planning sessions. From the onset, Nora posed the question, "What can I do that would help out the most?" (4.9). She was given several tasks by Jan, one of which was developing a lottery to encourage wellness behavior in all students, and another which was the regular taping of a national news segment for which she had come to depend on Nora. This dependency most likely came from the trust built within their relationship.

Trust and Balance of Power

It was clear that there was a certain amount of trust between these two partners. Jan believed the trust between she and Nora to be like that between marriage partners. She felt there was a commitment to each other in this regard.

The commitment here is like a marriage. Again, you have to be responsible toward each other. I have to make sure that Nora's going to be responsible enough to bring that tape in. We were going to be going to the UNI update and I wasn't going to be here all morning. We were leaving at 7:30 and so she brought the tape over and brought the paper summary and I had written out my sub notes and I just had to make sure that she would do it. And obviously I trusted that she did that, where if it was another teacher, maybe I wouldn't. I just know that she'll have it done, I don't have to worry about it. Commitment to me means always being able to trust somebody and always have them be able to trust you back and knowing that they're going to be there for you and I'm going to be there for them and I think that's true of Nora and I. (8.132)

Both Jan and Nora had been absent on that day and Jan had trusted Nora to do her part in preparing for a substitute. In the spring, Jan's trust for Nora extended to Nora taking

the place of a substitute needed to replace Jan up to two times a week for two periods of the day while Jan attended track meets as a coach. Nora volunteered for this task and Jan felt it was a positive choice which forced Nora to be more involved.

Now that I have track, she basically takes fifth period --the last half and all of seventh period. It kind of forces her to know what's going on every day--not that she doesn't--because she does, but sometimes if we don't meet each other in the hall all day long and she comes in and she's like, "What are we doing in here today?" and I think that now she's more, "Well I've got to know what's going on because I may have to teach it." (3.52)

Although Jan admitted that she had most of the power for decision making in the relationship, she also stated that Nora had more input into decisions regarding special needs students. One of the things which had changed for Jan was her ability to give up some of her own power and ownership in the classroom.

I think that I have become more--well, you know, it is our classroom, it is not mine. You know, like last year, I was always the leader; I was always the teacher. Everything that I said was the way it was going to happen. We didn't have planning time, we didn't have time to discuss tests. You know, you come in. It is my room; you help your kids, and I will help mine. (4.143)

Jan wanted Nora to become even more involved in the classroom during the next year if possible, but she seemed to not be completely sure of this in terms of her ownership as the classroom teacher. "I could probably just ask her to do that too, but I--you know, sometimes--I don't know if I feel bad or I don't want her to have all that pressure or, I don't

know. I just feel like it's my class, I need to--maybe it's selfish, I don't know" (4.13).

Nevertheless, Jan enjoys the input she gets from Nora. "I could take it or I could leave it and I really take Nora's advice a lot because I think she makes--she wants kids to have fun and she does things for fun" (8.575). She did not view Nora's help as an infringement to her because she used the ideas Nora gave her in her other classes as well. "I mean, yeah, sure, it takes time . . . [but] it helps more than hinders" (4.142).

The trust which seemed to have developed between Nora and Jan likely developed over time, through a continuous effort on their part to make the partnership work. In this way, they were able, for the most part, to share the power within the classroom in an equitable fashion. This relationship, however, did not progress this far without turmoil.

Relationship Development and Conflict Resolution

Jan stated that since she and Nora had comprised the original cooperative teaching arrangement, the principal, Alan, had paired them up during the year of the study as well. "I knew Alan would put us together because we knew how it was going to work. Basically, he wanted somebody to be successful" (7.116).

Jan felt that this success was due, at least somewhat, to their compatibility as partners. Compatibility to Jan was

when partners were flexible with each other, valued each other's ideas, and were willing to try something new based on the other's suggestions. Though she would not have considered Nora a close friend, Jan felt that they had a great deal of fun together in and out of class. They both shared a commitment to students and Nora felt that the students saw them as a team as well. Students saw both of them monitoring academic and behavioral concerns during class with students. This change in roles, she said, was something that evolved over time. "I think Nora has taken a teacher role instead of a special teacher role" (2.12).

Nora stated that she felt comfortable in Jan's room and that Jan made a point of making her a part of the class when she addressed students. "Let's say she's presenting. She might say, 'Mrs. Nelson and I want you to be sure to do this and we will be checking to see that you do this.' So that's kind of unique" (2.63). This assessment was supported by tabulations made during six classroom observations. During these observations, Jan was observed making such inclusive statements six times and Nora was observed making a similar kind of statement one time. In addition, their in-class interaction was tabulated. As the special educator, Nora initiated interaction with Jan on six occasions during those six observations. Jan was observed doing this three times (see Table 8). These interactions often revolved around classroom activities and questions on content or procedures.

Communication seemed to be an important element in their relationship together. Jan stipulated that working together with someone in a cooperative relationship was much like being married to someone. "In a marriage . . . you need to make things work out. If something goes wrong, and there's an argument or a disagreement, you have to deal with it the best you can and maybe not blow up in anybody's face" (8.126). Jan had, indeed, needed to deal with a disagreement in this relationship regarding one of the things she feared most.

One of Jan's fears in this arrangement was that students would not respect one teacher's authority in the same way as the other. She noted that sometimes students tried to play one teacher against the other in an effort to acquire the desired response from one of the two teachers. In fact, one issue of concern to Jan was that of discipline for students. She felt that Nora's disciplinary method was too lenient.

That was a big one, because Nora isn't one to totally discipline a student. Like, I would blue slip a kid for saying the F word, whereas, she would say, "That was inappropriate," and discuss it. Well, I would send them out of the room and say, "You get out of here, if you're going to talk like that, get out of my room." So it's one big thing, discipline. (5.34)

On one occasion when Jan had been absent from school, Nora cooperatively taught with a substitute. Upon return, Jan found that one student had behaved rather badly and she did not approve of the method with which Nora had handled the situation. The substitute had been upset about the whole

matter and Jan was able to address the issue with Nora when she returned to school.

I had a sub one day and one of the students stood up and said, "F you," to some kid and the sub thought that Nora was going to take the kid down and blue slip him and she just took him out in the hall and discussed that it was inappropriate and took him down to her room and gave him the test. Where, I would have agreed more with my sub in saying, the student obviously needed to be out of the situation and probably just needed to be by themselves to cool off. . . . I just said that I would have probably blue slipped, and she just said that she didn't know [that]--it kind of happened so fast, the test was going on and she didn't want to disrupt every student in the classroom, so she just took him out and thought she'd just give him the test. And I said, "Well, I would have blue slipped, and she said, "Well, I could have done that; maybe I should have." (5.34)

Although Jan felt that Nora was better than she at setting students up for good behavior, she did not agree with her methods of discipline, or lack thereof. Perhaps, since Nora approached things in such a positive light, she did not perceive this situation to be the problem that it was to Jan. Then again, maybe she did see the problem, but wished to bury her head in the sand and not address the issue. Nevertheless, Jan raised her concern and it came out in the open, perhaps resulting in, from Nora's statement, a bit of growth on her part in this area.

Jan and Nora's relationship seemed a relatively solid one with a trusting foundation and a belief in each other. It may have been this relationship development together that allowed them to survive moments of crisis or conflict. Perhaps, too, it allowed them to grow in many ways.

Professional Growth

Jan cited one problem she felt existed in various cooperative partnerships around the building.

There are people in this building that are not sincere, good cooperating people, or maybe teachers don't want that cooperating person in that room, but they just do it because they agreed to do it. They don't want to learn professionally from each other. (5.147)

Learning from each other is something Jan felt to be important and she felt that, although her teaching hadn't changed that much, she had done many more activities as a result of having Nora as a cooperative teacher. Aside from all the games and activities they had tried, one thing she had changed was that she had created study guides for the students to use to prepare for tests.

Jan enjoyed exchanging new ideas with Nora and stated that Nora had told her that she had learned from Jan as well. Nora felt that she had learned how to ask questions which would make students think a little for themselves instead of giving answers to them.

Jan and Nora, together, made a pretty successful team in the cooperative teaching arrangement. With 1 year of this kind of arrangement under their belt, they faced the challenges early that others were only beginning to face. Although they differed slightly on some philosophical issues such as expectations for students and discipline measures needed, they managed to work together as issues occurred during their time together. Neither one seemed particularly

afraid of facing conflict; they were just interested in making things work so that students could benefit. Perhaps it was their time together during the previous year which helped prepare them for the issues they might be facing during the year of the study. In addition to their increased ability to deal with issues of concern, they also grew in other areas. They gained new ideas from working together. New techniques such as study guides and review games and activities were seen more frequently in their class. Jan learned about the skills needed to work with students with special needs. Nora, perhaps as her superiors had hoped, learned more about how to be firm in disciplinary matters and how to encourage more responsibility in students. All in all, a worthwhile relationship existed between these two.

Nora and Ernie Evans

Biographical Data and Personal Traits

Ernie, aged 46, was a sixth-grade science teacher. His third year of teaching at Central was also his 23rd year in education. Ernie began his teaching career with a bachelor's degree in upper elementary education and an emphasis in social studies. Later, he received his master's degree in the guidance area. He was married, and had three children, all three, of whom were attending schools within the district, but none at Central.

Ernie was a quiet sort of a person who spoke infrequently, softly, and in somewhat of a monotone.

Although Ernie used similar words like mild-mannered and softspoken to describe himself, he also stated that he was a cooperative, compromising sort of person who was willing to try new things.

Both he and Nora enjoyed working together and felt the other had some admirable traits. When asked what Nora admired most in her partner, she stated that

he is very knowledgeable about the subject matter. He can talk on any subject at the drop of a hat. He is very cooperative. [As for his]--teaching style he agrees . . . there should be activities and information.
(1.71)

Ernie, in turn, had good things to say about Nora. To him, Nora seemed very positive and energized.

As a teacher, Ernie felt somewhat isolated in his job because "you're in your own room, where everybody does his own thing" (5.131). One might think that this would lead him to volunteer for something such as cooperative teaching, but it didn't. He was "drafted" (2.30).

Philosophical Viewpoints

Ernie was asked to participate in cooperative teaching because his subject area, science, was one in which the administration wanted to be included due to its difficulty for students. For this reason perhaps, Ernie did not seem particularly committed to the idea of cooperative teaching. He did have some knowledge of the historical background and rationale for going in this educational direction. When asked if he knew about Iowa's RSDS plan and how this might

have brought about changes such as cooperative teaching, he seemed to guess at the answers. He was, however, able to state the gist of the matter. He thought that it was a method to "integrate all students in the building instead of keeping them off in their separate other rooms" (7.156). He felt that the rationale behind all of that was likely money and that the decision was probably based on research regarding students' needs to be integrated based on evidence showing little or no growth. When asked how committed he felt to such a plan, he stated, "It seems like something to try anyway. It's a step in the right direction" (7.156).

Ernie, along with Nora, noted that there were some advantages that they felt accompanied cooperative teaching. Nora cited the fact that there was an increase in vertical articulation within the building. For instance, in science alone, she was able to get supplies which she knew existed elsewhere in the building because of her other partnerships. Ernie, on the other hand, cited the increase in the number of hands-on activities he was able to prepare for students because of Nora's presence in the room. For instance, when studying the properties of yeast, Nora suggested they bake bread. Ernie stated that he would never have considered such an idea without her being there to help. In addition, Ernie noted other advantages.

I get . . . insights into other ways to present things . . . we should be able to stay on task better because there are two to monitor . . . So it gives more opportunities for them to see the teacher if they need some help. (7.80)

Although Ernie stated that he did not see any real disadvantages to the cooperative teaching situation, he did make one comment that seemed to summarize general frustration with teaching. One day, as students were working in groups on a particular project and Nora was out of the room with a group of students, Ernie appeared exhausted from the activity in the room. Out of earshot of the students, he confided, "Some days, I just don't want to be here" (1.264). This was a somewhat surprising admission from such a quiet man and may have been an indication of an excessive level of stress in his life as a teacher. What seemed to advance this idea further was his tongue-in-cheek response to a question regarding what advantages cooperative teaching might have held for Nora. His answer was, "Well, she can leave (laughter), she can leave and go to another class where, we probably see the students again because this is the only sixth-grade class that Nora has" (2.80).

Despite the possibility of high levels of stress, Ernie seemed committed to working together in the cooperative relationship. He thought that both he and Nora had committed themselves to certain aspects of the situation. He noted that, while Nora was committed to utilizing a packet approach to the work involved, and he was committed to the class presentation format, they both remained committed to the students.

As for their similarities with regard to philosophy, Ernie stated that it was not necessary for them to discuss their educational philosophy because if they were different, it wouldn't matter anyway. "I think we both have been there long enough for . . . I don't know, we both respect the way we teach it . . . it doesn't have to be the same" (6.81). He strongly felt that having different philosophies or styles might benefit students in the long run.

Even if it is different--it doesn't matter exactly, because not everybody does things the same way anyway, and just because there's two different people in the class and they present it differently, maybe that's good in some cases, kids get two ways of looking at the problem or the objective to be stated. Don't have to be clones out there, doing the same things, in other words. Variety is different, that's great. (6.112)

Ernie seemed to like the idea of having another person with him to help out in the classroom, even if that person might have differing viewpoints from his own. The help which Nora provided was evidenced through a variety of roles which they divided or shared.

Roles and Responsibilities

Given the choice of complementary instruction, supportive learning activities, or team teaching, Ernie thought that both complementary instruction and supportive learning activities best described the type of cooperative partnership they had in terms of the roles taken by both. Nora sometimes provided instruction, especially within activities. Ernie thought that an ideal situation might

include the two of them alternately preparing and presenting an entire unit. As it was, Ernie stated that they decided on the role each would take by dividing them up and sometimes alternating. "[We] take turns, and so, it's not like one person is stuck with a job you don't like doing, like correcting tests . . . That's been kind of divvied up" (8.508).

Nora's role in the classroom often consisted of providing support during labs in the classroom, developing packets to go with the science units, and reading tests to students. In addition, Nora created study guides to help students study for the tests.

In sixth-grade science, I compared study guides over the summer, so now when we come to every unit, there's a test study guide and I think Mr. Evans appreciates that. He has the kids check them out and it helps them go over some information and that's available for everyone. It's in a completely different format, but it's something that helps them study for the test. (4.9)

Nora sometimes also helps round up supplies needed for activities. On one occasion, she had suggested they have students make terrariums out of two-liter pop bottles. Nora took on the responsibility of calling the redemption center and reserving the number of two-liter bottles they needed. She and Ernie both went to the redemption center to pick these up.

In class, both she and Ernie wandered around the room during student lab activities, but with different purposes in mind, apparently. Ernie traveled the room in a general

fashion, not speaking to students unless asked a question. He seemed to be observing the process as a whole, whereas Nora was traveling the room, but in a more specific fashion. She went from table to table, asking students questions and leading them in a specific direction.

When observed on four occasions, tabulations were made of a variety of tasks performed by each teacher. On the whole, tasks which were performed by both teachers on an equal to near-equal basis included class instruction/directions and passing out or collecting supplies or papers. Tasks which were performed more frequently by Ernie included behavior management and answering student questions--both almost twice as many times as Nora, and monitoring students. Those tasks performed more frequently by Nora were checking student behavior sheets, managing equipment, and taking notes (see Table 9).

Both teachers took advantage of their planning time together on a regular basis. They were observed meeting in the library on several occasions for this purpose and seemed immersed in the lesson plans, grades, or other topics of conversation. Nora took notes on her own sheet of paper which was designed much like a lesson book and seemed to contain the lesson plans for all subject areas for which she was involved in cooperative relationships. Together, they planned the next few lessons. Nora had brought some books containing content material examples she asked to show in

Table 9

Tabulations and Percentages of Total Teacher Interactions with Partner, Teacher Use of Inclusive Statements, and Teacher Tasks Observed in the Cooperative Teaching Arrangement Between Nora Nelson and Ernie Evans

	NORA/ERNIE	NORA/ERNIE
Total # Classroom Observations with Tabulations	4	
From Classroom Observations:	TALLIES	% OF TOTAL
Teacher-Teacher Interactions		
initiated by special educator	6	46
initiated by regular class teacher	7	54
We/Us Inclusive Statements		
initiated by special educator	2	67
initiated by regular class teacher	1	33
Tasks/Roles Performed		
<i>Indiv Teacher/Student Interactions</i>		
Behavior Management (sped)	7	35
Behavior Management (reged)	13	65
Answering St. Questions (sped)	6	35
Answering St. Questions (reged)	11	65
Getting Sts. Organized (sped)		
Getting Sts. Organized (reged)		
Monitoring Sts. (sped)		0
Monitoring Sts. (reged)	2	100
Dealing w/ st. health/passes (sped)		
Dealing w/ st. health/passes (reged)		
informal interaction w sts (sped)		
informal interaction w sts (reged)		
chkg bhvr sheet/stamps (sped)	1	100
chkg bhvr sheet/stamps (reged)		0
telling grades to sts (sped)		
telling grades to sts (reged)		
<i>Group Teacher/Student Interactions</i>		
Class Instruction/Directions (sped)	3	50
Class Instruction/Directions (reged)	3	50
Announcements (sped)		
Announcements (reged)		
Correcting/Grading (sped)		
Correcting/Grading (reged)		
Pass/Collect supplies/papers (sped)	4	57
Pass/Collect supplies/papers (reged)	3	43
Reading test aloud (sped)		
Reading test aloud (reged)		
Pull out work (sped)		
Pull out work (reged)		
<i>Organization/Management</i>		
Taking Attendance (sped)		
Taking Attendance (reged)		
Equipment Management (sped)	1	100
Equipment Management (reged)		0
Notetaking (sped)	1	100
Notetaking (reged)		0
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

class and he agreed to this. He went on to suggest an activity which students could begin based on the information she had brought with her. Much of their planning appeared to be mutual brainstorming.

Their planning time together was only 15-20 minutes and obviously seem short for the two of them, for as they heard the bell ring, Nora said, "Time already?" (7.430). For Ernie, the planning time they had was never long enough or even often enough.

Before or after school isn't good, we are always busy doing something else. Finding that one time for planning time, see, it's that important that we have to meet together more often than if you are just doing it by yourself. (5.86)

In fact, planning time was taken whenever and wherever possible for these two. One day while the school was under construction, which caused a great deal of turmoil, the fire alarm went off two times during the course of the day. These two fire drills occurred during observation of Ernie and Nora's science class. As students filed out of the room, both teachers took advantage of the time to talk together and planned more as they walked out of the room after the students, shut the door, and observed all the other fire drill regulations.

Nora's assistance was received in a variety of areas. She had an active role in and outside of class, providing enrichment, study skill activities, and even instruction at times. The active role which Nora took in Ernie's class as

well as the planning sessions for this class seemed to indicate a degree of trust in the relationship and perhaps a reasonable balance of power.

Trust and Balance of Power

Having Nora come into his classroom and share the responsibilities and decision making regarding his students was not threatening to Ernie.

I suppose initially you feel a threat, a newcomer coming into the room, but after awhile you get used to it and it's not a threat anymore. I don't feel like I've given up anything--it's just things added to--some more different ideas or something that could be combined with what I was doing already. (4.118)

It did not take long for Ernie to feel that he could trust Nora. He knew that she would follow through with whatever she said she would do. He also trusted her to be there to help out, not to be late or to leave early, and not to gossip about their partnership or the events which occurred within.

Nora seemed to feel quite comfortable contributing to class discussion. While Ernie did the primary content instruction, Nora simply spoke out if there was something she wished to add. Ernie did not seem to mind these periodic interruptions.

Ernie had no qualms about sharing certain important things with Nora. He opened his gradebook during one planning session observed to share the grades he had written for their midterm report coming out soon. They discussed

these grades together awhile during that session and seemed to agree on the results.

In terms of the decision-making power, Ernie felt that both of them held that jointly. When asked if there was any topic for which he had the ultimate power to make decisions on, he stated, "No, because that's what compromise is supposed to be for, and planning and problem solving or whatever" (2.90).

Although Nora might talk more during planning sessions, he felt that was because he simply did not talk much anyway. He additionally felt that no one did any more work than the other. All in all, the decision-making power in this relationship seemed to be shared quite equitably. This may have been affected by the rate at which their relationship developed.

Relationship Development and Conflict Resolution

Ernie was actually surprised when he ended up participating in the cooperative teaching venture.

I was surprised that I even had one really because I put down a question mark. . . . If I didn't get one it didn't matter either, and so I was really surprised I had one. I wasn't expecting one. . . . I don't know, I wasn't really interested in doing this to begin with. I really didn't know what it was. I had never heard of it before. It was a new thing, and often times such things last a year and nobody pays any attention to it.
(2.83)

Before becoming partners, Ernie knew Nora only as "a 'special ed' teacher upstairs" (8.342). Once in the partnership, he felt that Nora and he were, more or less,

compatible, but he thought he would like their partnership to be more equal.

She seems geared to being real creative, and--um, that's not to say that I am not. But she seems to bring different ideas than I have and they look neat. I don't know if I would ever in a year's time think of something like that to do. So she has good ideas as to what to do for activities . . . sometimes it's not compatible because it is not equal. Having her maybe teach lessons would maybe make it more compatible. Like I said, she provides a lot of the secondary activities and things and that kind of makes up for it. I am not complaining or anything, it is all in the way the classroom is set. Compatible could be--maybe I am thinking of equal.
(4.79)

The two teachers appeared comfortable together in class during observations, but Ernie indicated that they did not really hold a friendship outside of class. He stated that he felt they had fun together as partners, but that they had no occasion to see each other at any other time during the day or outside of school.

Ernie was not sure that cooperative teaching was similar to a marriage in any respect, but he indicated that communication and compromise were important issues in any relationship. Although he was unable to recall any conflict he had had with Nora, he also stated that he anticipated no such conflict. He did, however, feel that, in the beginning, there may have been a risk of conflict with anyone who may have entered his room.

Only at the beginning, because you'd be more cognizant of somebody else being in the room, and so it's more or less becoming comfortable with them being in the room and listening to whatever you say and do. And once that's--once you feel more comfortable, then it's like

they're not there anymore and there wouldn't be any conflict. (5.129)

Ernie felt there must be a commitment to the relationship in that they must try to make it work. He felt theirs did just that. They shared a commitment for the students and this was often evidenced through their communication regarding student progress.

Ernie felt that the students realized that they were a team because they often approached either one of them for assistance. He further cited their use of the pronouns "we" and "us" or the use of each other's names when speaking in front of the class. He felt that this helped to show that they were, indeed, a team, but he admitted that he sometimes forgot. "Sometimes I have to catch myself, because when we grade papers you can't just say "I" because I do some and Nora does some, so I have to say "we," because I don't know who did their paper" (8.343).

During classroom observations, it was noted that, compared to all cooperative teaching arrangements observed, Ernie and Nora used statements which included the partner to a high degree, with both partners achieving this to near-equal degree (see Table 9). In addition, other teacher-teacher interactions occurred during the observations. In these cases, both partners initiated interactions and the interactions frequently revolved around student activity, lessons, or questions regarding content.

For the most part, Ernie felt that his partnership with Nora was a beneficial one. He stated that he enjoyed working with Nora and would ask for her the following year when he agreed to participate in cooperative teaching again. "I know what she is like and how she can help me or how I can help her" (4.80). Recognizing that help or assistance can be a reciprocal consequence of cooperative teaching may have been an indication of the presence of professional growth in this relationship.

Professional Growth

While Ernie did not feel that cooperative teaching had necessarily helped to increase the amount of time he was able to discuss professional issues, he noted several other ways in which he felt growth occurred due to the relationship. First of all, he cited that he now had a greater selection of methods for presenting a concept. He also felt he had greater access to materials and ideas through Nora. As previously mentioned, Ernie felt that there were some activities, like the bread-baking activity, that he would never have tried alone.

The importance of the increase in vertical articulation in the building which occurred because Nora had been assigned to cross grade levels through her partnerships should not be underestimated in Ernie's eyes either.

We've been using different equipment because she--with her help up there in seventh grade science--with pan balances for example, we did more things with that because she found out that when sixth graders come up to seventh grade, they just don't know how to use them

because they've never experienced that before. So she's brought ideas down for us to help sixth graders so when they get to seventh grade, they can do some of these things. So that's kind of a neat advantage because I really don't know what they do in the seventh-grade program. Then with the idea with the packets--we use these a little bit more because that's all they do up in seventh grade, I guess. They do science through packets, so it's kind of an introduction, yet we don't depend a whole lot on them, just the reviews and things like that. So the packet approach is different. (2.32)

Nora, too, cited growth within the relationship. She exemplified this by citing numerous activities which were attempted. She also stated that many other teachers recognized their efforts and made comments to Nora such as, "You and Ernie do neat things together" (8.213). Nora seemed to have also gained a great deal of knowledge in the science area. She had attended a number of science-related meetings and obtained many new ideas and materials. One day, Ernie and Nora were observed conducting a predator and prey activity outside with their class. Noting its success with the students, Nora explained where the idea had come from and how it had been adapted by Ernie and herself. "Well, I got it from a science workshop I had gone to and they were supposed to have used fruit flavoring instead of perfumes Ernie and I tried it and it didn't work. So we kind of regrouped and used the perfumes" (2.234).

The partners had shown a certain amount of growth in terms of curriculum ideas. Some new methods were tried, such as the use of packets of materials for students and the increased use of study guides for tests.

As a partnership, theirs seemed to be a successful one in terms of working together in a positive manner. Given that Ernie had considered himself somewhat isolated as a teacher previously, that at times he felt he did not want to be at school, and that he appreciated the help that Nora had given him in terms of ideas for activities, it almost seemed as if Ernie was relieved to have been assigned a partner, even though he had not expected one. This relief may have been due to stress Ernie might have felt as a classroom teacher. If this was indeed the case, it would be no wonder why he wanted Nora to take more of a leadership role the next year and teach content more frequently, as it would provide additional relief from that stress. On the other hand, one might wonder if Nora was hiding just a bit from some of her own difficulties as a teacher by delving deeply into the creative avenue of preparing a multitude of activities for this and other partnerships. In this respect, while appearing to "grow" through these activities, she may have simply avoided areas of concern and felt positive self-worth by contributing that which she did best. These suppositions aside, Nora and Ernie seemed happy together in their efforts to cooperatively teach and were anxious to do it again the following year.

Nora and Gary Gray

Biographical Data and Personal Traits

Due to district budget cuts, Gary was reduced from a full-time teacher in both English and Health the year before the study to a half-time teacher of eighth-grade health. In his 40s, Gary had had 12 years of teaching experience, with the last 2 of these years being at Central Middle School. He was married and had two children, both of which were attending schools in the district, but not at Central. Gary's background included a bachelor's degree in education with an emphasis in physical education and English. He had no formal or informal training in dealing with students with special needs.

Gary's self-description included words such as aggressive and high achieving. Additionally, he felt that he was a bit of a risk taker. Nora believed Gary to be organized, cooperative, knowledgeable, and to possess a rare sense of humor.

Although Gary did not know Nora very well prior to their year together, he felt he got to know her during that year. Gary described Nora as human, empathetic, and caring. He admired her because she was able to understand students' situations.

She's--I want to say empathetic, she demonstrates empathy towards these kids. She understands their situations and can deal with it. But by the same token, she has high expectations of, not only regular, but the special needs kids. And she's concerned. She's caring. She wants the same things for these kids as I want. And

I guess that helps us relate to each other in a better way. (1.43)

Both Nora and Gary had positive things to say about each other and seemed to get along well. This may have been due to similar educational or philosophical viewpoints.

Philosophical Viewpoints

Gary stated that he felt that both their sets of expectations for their students seemed to be similar.

Yeah, she's not real passive with these kids. She makes them work to the expectations we both have set for them. She doesn't let them get away and she understands that in some cases when they have failed to meet our expectations then my only recourse is to do this or that. She doesn't make any excuses for them. I have seen some teachers . . . try to make excuses and buy more time and she doesn't do that. She firmly believes these kids are--we give them what we think they can handle and if they can't live up to the their end of the bargain, they also got to live up the consequences of not having met the agreement we have arranged with them. (8.790)

Gary noted that the two of them had discussed this issue before in terms of how far they could push the students to achieve. Because of this, Gary was convinced that Nora had a similar philosophy. Yet, recalling Nora's conviction that all students should pass no matter what, one might wonder if Nora was exercising one of her other values--that of not communicating every feeling a person has--when she and Gary discussed this issue, and if Gary walked away mistakenly believing they were in agreement. In any event, both teachers were committed to the success of students. A

commitment to cooperative teaching, however, was something for which Gary could give no immediate support.

Gary stepped into the health position and was assigned Nora who had been matched for cooperative teaching purposes with another teacher who had held the position before Gary and who did not know his employment would be terminated. Gary was informed of the cooperative teaching arrangement during the interview process and took the job simply out of need. He therefore, had no knowledge of cooperative teaching as a method of meeting the needs of special students in the integrated setting. "Nothing had been laid out as far as how we were supposed to work together. There were really no guidelines--it depended on how the cooperating teacher wanted to be, because I've seen it different from talking to [others]" (2.33). Despite the apparent lack of information, Gary was surprised at the results he was seeing.

I have seen more positive come out of this. I was real skeptical in the beginning of the regular ed students I had in there. But what I have seen from the results of the special needs kids, I haven't seen that much negative side. (1.163)

What Gary feared, in the beginning, was not the fact that he would be cooperatively teaching with someone but, rather, the fact that he would be dealing with clientele whose needs were great.

Not having been around them much, I didn't know what they would be able to accomplish. I didn't know whether or not if I would have to slow down which would then, in effect, slow things down for the regular ed kids. I didn't know if Nora would be able to help these kids keep pace. (5.209)

Gary's fears were soon alleviated and he felt that the success he had with cooperative teaching in terms of student performance was noteworthy.

As far as it being effective--to me it's been real effective. . . . I don't see the failure rate as I do in my other classes. We can keep the lower ability kids achieving some kind of success. It may not be quite the same level as the regular ed kids but it's--they're not failing. They are passing the class or they're finding things within the class that they can be successful with based on the help and support that came from Nora or from both of us. I made the remark to her after the new quarter . . . that there was only one quarter report that I had sent out on this class and that was for a student that just wasn't here. . . . There's two of us in here and between the two of us, we have less kids to monitor and we can give more attention to not only the regular ed kids but also the special needs kids. (2.36)

The only drawback to cooperative teaching that Gary saw was the negative effect on nonidentified students when they were placed in classes where many students had special needs and required a slower pace.

Maybe they are being short-changed, because now we've got these kids in here, am I being taught differently than, say, my best friend Susie, who is in another class but has no special needs kids? That is the only downfall of the program I can see that could of occurred. . . . [This did not really occur] in my classes, because they were taught at the same rate in all three classes . . . so I haven't really seen that and I have not seen any friction between regular ed and special needs in my class. (7.328)

In fact, the cooperative partnership had been successful enough to Gary that he stated that he would likely be willing to participate during the next school year as well, if he was still employed in the position.

Gary seemed to have a few concerns regarding the program initially. In the end however, Gary's commitment to cooperative teaching as a method used to meet the needs of students with special needs seemed solid. Nora, whose commitment to the program remained constant, shared some of the roles and responsibilities of the class with Gary which helped to make their partnership a successful one.

Roles and Responsibilities

All three types of cooperative teaching--complementary instruction, supportive learning activities, and team teaching, existed within Gary and Nora's relationship, Gary thought. Supportive learning activities, he stated further, was the closest to what they actually had together, but there was evidence of some of the other two types as well. Although Nora shared the responsibility for classroom instruction, ultimately, Gary felt that it was his responsibility. "Technically, it's my class load" (8.74). Gary admitted, however, that it was probably important for Nora to do some teaching to help establish her authority in the room. "For them to respect the other person working with me, . . . she had to be able to do the same things I was doing, not just be an aide, so to speak. . . . She wasn't simply in here for those lower abilities--that she was in here for everyone" (2.34).

Nora noted her role in the partnership as one which was varied.

In health, my responsibilities are to present the key words and apply your knowledge and make sure the students have those completed in the large group to discuss them. I also present information from different chapters, in a lecture kind of format. I'm also in charge of giving the guided quiz, also prepare the study guides for all eighth graders and those are, I write those and then take those to the centers so that kids can study those prior to the test. I do that for . . . every unit. (4.4)

Most of the tasks cited by Nora were preparatory in nature. She and Gary both had other tasks while in the classroom. When observed in the classroom together on three occasions, certain tasks or roles taken by each teacher were tabulated for frequency overall (see Table 10). Some of these roles were equally or near-equally shared. These tasks included answering student questions, getting students organized, and passing out or collecting supplies or papers. Nora performed the task of monitoring students' in-class progress more frequently than Gary. On the other hand, tasks which were primarily performed by Gary were ones such as behavior management, class instruction, and correcting or grading of student work. It was interesting to note that while Nora did, indeed, present to the class as a whole, Gary did this 83% of the times it occurred. It was somewhat odd, given Gary's assigned importance to Nora's participation in this type of activity, to note that Nora participated in class presentation only about 17% of the available

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Answering St. Questions (reged)	10	43
Getting Sts. Organized (sped)	1	50
Getting Sts. Organized (reged)	1	50
Monitoring Sts. (sped)	6	75
Monitoring Sts. (reged)	2	25
Dealing w/ st. health/passes (sped)		
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informal interaction w sts (reged)		
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telling grades to sts (reged)		
Group Teacher/Student Interactions		
Class Instruction/Directions (sped)	1	17
Class Instruction/Directions (reged)	5	83
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Correcting/Grading (sped)		0
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Notetaking (reged)		
Org. of Teacher Materials (sped)		
Org. of Teacher Materials (reged)		
Dealing w/ incoming msgs (sped)		
Dealing w/ incoming msgs (reged)		

opportunities. Although the three observations may not have been representative of the average frequency displayed throughout the year, it was wondered if other factors, such as classroom ownership, might have influenced these results.

Gary stated that he had been quite pleased with Nora's contributions to their class. He valued her ideas for activities stated that she had "done more work than [he] would have expected her to do" (8.803). On one occasion, Nora brought into class guest speakers from Russia with whom she had an acquaintance through an exchange program with which she was involved. These speakers spoke to the class regarding the current topic of their health class. Another time, Gary was pleased when Nora suggested an activity which would quickly involve students in learning about the current topic--stress. Nora told the students she was going to present information dealing with stress, but that instead of her doing this, they would draw names from a hat and those chosen would be given the responsibility of presenting the material in her place--thus creating a stressful situation for students. Overall, Gary respected Nora as an "idea-person."

Both teachers were involved in the planning process for their class. Planning time was not considered too important to Gary because, he stated, "it's nothing new and we know what we're doing from week to week" (7.324). Nevertheless, both teachers met on a regular basis and discussed the

following week's activities. On two occasions, when this planning time was observed, Nora offered assistance by asking questions such as, "Now, do you want me to do this?" (8.1096). The two teachers, together, seemed to brainstorm as they went along, utilizing the text as a basis upon which they could begin to plan.

Although some teachers thought that cooperative teaching took more of an effort than it was worth, Gary did not feel this way. In fact, he viewed it as having made his life as a teacher a little better.

I think it has been easier for that . . . class because there has been some things that I know I haven't had to prepare for, because I know she is going to take care of [them] . . . It also has given me more time to find some of the enhancement things because I haven't had to worry about that basic. I know Nora is going to take care of it, so I can find something to expound [upon]. (7.322)

The roles and responsibilities which were taken by Nora and Gary seemed, for the most part, shared to a certain degree. While Gary seemed satisfied with Nora's participation and contribution, the degree to which she was observed presenting in class may have reflected the degree to which Gary actually shared the ownership of this class.

Trust and Balance of Power

Gary admitted that, in the end, he had more power in the partnership. He described himself as rather autonomous and he stated that he wanted to have the decision-making power, but he also liked input.

Oh, I would say--I don't want to sound like a dictator, but I have complete control. It's something that we have discussed first, it's not like I am going to surprise her with what I want to do, she knows what I am going to do. (5.216)

Actually, he stated, this lack of control on her part is likely a disadvantage for her and he was able to put cooperative teaching into perspective in terms of their relationship.

Really the basis of things is the fact that she--or anyone in her position really, isn't seen as having control--she doesn't have the control. It's based more on me telling her what I'd like to see done. She doesn't have the input that maybe she would want as far as--she makes suggestions from time to time, but more or less what she does is based on what I want her to do, what I need to accomplish, what I need. I see that as a disadvantage, but that gets back to the planning time. We don't have the planning time where she can come in and maybe take a whole unit and plan it out. Something like this takes time. I see that as an advantage and disadvantage. Through time, we'd learn each other's style, but at the same time we may not be able to get--we may not get into things that she'd like to get into. She's counting on me to get us through and it's kind of like just tossing out bits and pieces here. To me, it's not true cooperative teaching, it's just the cooperative effect that I know what I'm going to teach and what I want her to take over for me or whatever she feels comfortable with teaching. (7.89)

Decision-making power, then, could only be shared to a certain degree for Gary, because of the lack of time available to do anything else. Although he did not feel like he was a "dictator," the ultimate responsibility fell on his shoulders because of the situation. Nevertheless, Gary continued to accept Nora's input, because he did not view this as a loss of power but a gaining of insight. "Working

with Nora--we have the same goals in mind and we are going in the same direction so, I guess it is more--not so much losing personal freedom as having too much choice. What do I actually want to do?" (5.217).

One issue on which Gary wanted complete control was that of grading. He would have considered it an infringement if Nora had tried to impose an alternate grading standard for the special education students. As it was, Nora took responsibility for grading tests and quizzes, but handed them over for Gary to enter into the gradebook. This procedure, however, afforded Nora the opportunity to find out how students performed. On occasion, Nora felt it necessary to negotiate for student grades. One such occasion was observed during which Nora talked about two students' progress. She stated that one of these students had taken the initiative to go the education center during study hall time. Nora appeared to be attempting to get a commitment out of Gary on the issue of what it would take for this student to pass the class. Nora then said, "Well, can we just say that by the end of the grading time, if he has this work done that he can receive the P for passing?" (7.413). Gary appeared to think about this awhile, but finally agreed. This seemed to provide additional evidence that Gary and Nora's philosophies were dissimilar ones--not, as Gary had concluded, similar ones. It also seemed to provide further evidence of Gary's more prominent power in the relationship.

It seemed clear that the balance of power more heavily weighed in Gary's favor, but that Nora, too, had a great deal of input. Not long into their relationship together, Nora felt comfortable enough to begin giving this input. However, her input was somewhat limited in scope, and it focused primarily on activities which could be developed and services which could be provided.

Relationship Development and Conflict Resolution

Gary realized that he had walked into a good situation when he began his participation in cooperative teaching. He stated that he had been apprehensive, at first, until he found out he had Nora.

She came in, and in preparation for this cooperative class, had what I would say, done her homework. She really looked at the text, had come up with ideas on her own. She was not waiting for me to come in and say this is what I do, where can you fit in. . . . That helped me out because instead of me coming in and trying to give her the whole year's course, she was giving me some supplements that I thought were very good. That kind of relieved some of the edge . . . she's creative and in being in her occupation with other teachers, she knew more about how this could help kids that were in this class, rather than me trying to come up with things. So that helped take away my fear, so to speak, of having a cooperative teacher. (1.39)

Once in the partnership, Gary discovered the similarity between this relationship and that which would be found in a marriage. He felt that you must trust each other and have similar commitments. Gary noted that he felt he trusted Nora's judgment because he did not tell her how to do things; he let her decide. He trusted her to fulfill her part of the

responsibility to the class as well. He also felt that, as far as having similar commitments, they were both quite committed to students. They had a similar goal of wanting to see all students succeed. In addition, Gary cited other commitments necessary to make this relationship, like marriage, work.

You have to respect each other. There has to be a commitment to mutual respect, I mean if you don't respect the person you are working with, I think you are going to have a hard time actually working with them and setting up goals because you are going to be at odds with each other about what you want the outcome to be. I think there has to be commitment to enjoy what you are doing with that person. If I don't enjoy teaching that class with her . . . I am not going to be myself. I am going to be somebody else which would then effect my teaching style. In a marriage if you can't be yourself, the other person is never really going to get to know you and I think--just as I have learned about Nora, Nora's learned a lot about me by me relating experiences. There has got to be a commitment to communication between the two of you. If I don't tell her what I want done in there or where we are heading with materials she is not going to be able to read my mind and know where we are going and why I want to this or what our expectations are. (8.797)

Gary additionally thought that, together, they had a shared responsibility for students. He admitted, though, that Nora probably held a lead role when dealing with students with special needs. In fact, he had come to depend on her skills with these students in class, as he did not feel there was enough time to get around to all students in class.

One way in which Gary felt they had made a shared commitment to the students, however, was to use each other's names when in front of the class. They began sentences at times with statements such as, "Mrs. Nelson and I," or, "Mr. Gray and I." This, too, was observed in the class setting in three observational periods. During these observations, Gary utilized such statements a total of one time to Nora's three (see Table 10). These results may have reflected opportunity to make such statements. Nevertheless, both teachers did make an effort in this regard. In addition, teacher-teacher interactions were tabulated. Nora was observed initiating such interactions two times to Gary's one time total during the three observational periods. These interactions included remarks regarding content or clarification of plans within lessons.

An additional reason that Gary thought students were able to classify he and Nora as a team was that both teachers included themselves in discussions. Whoever was presenting information at the time received input from the sidelines from the other teacher.

Gary speculated that if there was an existing conflict between he and the cooperating teacher, he would address the issue with that person directly. While he did state that no such conflicts existed between Nora and himself, he admitted that he may have had to risk the relationship to accomplish an objective of his. He cited, once again, the issue of

grading. As mentioned earlier, he felt that Nora had a similar philosophy on this issue as he. In what Gary termed "a disagreement," his feelings on this issue later had to be "restated."

[We] not so much disagreed, but having to restate, these kids--granted, I realize there are special needs, but they are under the same timeline because we have limited the things that they can't do . . . I guess I don't feel--because I have already reduced their load to what we feel is acceptable, they still have to meet the same criteria in order to pass. (8.813)

Nora's reaction to this disagreement, according to Gary, was one of understanding, but he sensed a certain amount of nonacceptance. Since Gary maintained that Nora and he held a similar philosophy on the issue, Gary may have been asserting dominance on this point and assumed her acquiescence as a unified embrace of his own philosophy.

Despite what underlying conflict may have existed in the relationship, the two teachers seemed to work very well together. Nora did not seem dissatisfied with the partnership and, in fact, sang praises for all her partnerships. For Nora, perhaps, the challenge of working with someone and the chance to grow was enough to make it worthwhile.

Professional Growth

Gary felt that professional growth through cooperative teaching, for him, had been evidenced in several ways. First of all, he felt that cooperative teaching had allowed him to examine his own beliefs and practices as an educator. "It

has shown me that most of the kids--regular ed or special needs--can learn given the right environment. I guess, given the right stimulus, that all kids can achieve something" (4.235).

He felt that his teaching methods had changed to a degree for the better, as well, due to Nora's involvement. He cited the use of more role playing and group work to accomplish objectives. He described himself in the past as a teacher who primarily used a lecture format for classes.

It gives me ideas as far as what I can do. It's kind of like, in a way, she's seeing different methods from what I do and I'm seeing different methods from what she does and it's helping me become a better teacher because she's giving me more variety as far as things to do in class. It carries over into my other classes. I can take some of the things that she brings in and--the things that she brings in aren't necessarily just for those kids who we've identified as having lower ability, because I can take them and apply them in my other classes, so that's--its giving me more variety. (1.39)

It was clear, from talking with Gary, that he felt quite good about himself as compared to his recent past as a teacher. He was able to summarize his feelings regarding his own professional growth.

I can't speak for her but I know it has allowed me to see the kids in a different light professionally--that they are just not names and numbers; they are more human; they are going through some of things that we talk about in class. . . . I am teaching more professionally. Getting a better feel of what my content area is because of the time she has saved me in certain cases. It's allowed me to become--I don't want to say more of an performer than a teacher--I have become a better teacher because I have been able to pick up things from her and use them in other cases. (6.219)

Gary and Nora seemed to work together well. Although Nora was likely not totally satisfied with how her own objectives were met, she nevertheless remained true to the relationship and contributed much of what she was best at-- activities and ideas to better present information. Gary, although relinquishing a great deal of his own territory in this partnership, was willing to risk the relationship a bit to accomplish certain goals of his own, such as maintaining grading standards, which remained a priority in his classroom. This was not done with any vengeance of any kind and their relationship prospered. Gary may, however, have made a resulting false assumption that they were in total agreement on his priority issue of evaluating students. Overall, the roles and responsibilities within this partnership were shared and both teachers, on the whole, came away with good feelings about their accomplishments together.

Summary

This chapter presented and interpreted data from three cases. These cases each consisted of one special educator and each of their cooperative relationships.

The first case was made up of Sara Shaefer and her four partnerships. Her partnership with Allie Anderson, a sixth-grade social studies teacher, seemed to be a profitable one in that both teachers worked cooperatively together and demonstrated professional growth through the various attempts made at new methods of instruction, such as cooperative

learning and alternative assessment. These were accomplished despite Allie's reservations regarding the cooperative teaching program as a method of meeting the needs of special students, and also despite the conflict which temporarily existed between them and was resolved in a diplomatic fashion which allowed forward movement in their relationship.

Sara's second partnership was with Irving Ingram. This partnership was a positive one in which both teachers made attempts to improve instruction in the classroom through some cooperative learning activities and also by addressing review and test procedures. Professional growth occurred to a degree in this relationship with a great deal of promise for the future in this regard.

Jack Johnson was Sara's third partner. As a seventh-grade social studies teacher, Sara had some difficulty accepting Jack's style of teaching. Although Jack began the year by meeting with Sara and explaining curriculum and procedures, he later ceased to participate in planning sessions with Sara and she grew concerned about this turn of events. Compelled to deal with the issue, Sara forced a discussion of his reluctance to work together and the air was then cleared, creating a forward path for them to travel towards growth together. Although Jack talked about trying some new things, such as cooperative learning and the revision of curriculum and tests to be in line with outcomes-

based education, Sara was hesitant to raise her hopes until she could actually see progress.

Sara's final cooperative relationship involved Ken Kessler. In Ken's class, Sara had little to do but sit. Ken reserved all teaching for himself and indicated no changes in the future in that regard. He based this decision on one instance in which Sara had taken over instruction and failed in Ken's eyes to discipline students in a fashion acceptable to him. Ken refused to attempt meeting with Sara for the purpose of planning and stated that he was a domineering man who wanted complete control of his classroom. Despite such negative participation, Sara felt that some growth had occurred for Ken. She felt that an increased awareness of student needs had taken place, he had begun to use such things as outlines for students to fill in from his lectures instead of open note-taking procedures used in the past, and he had begun to use an overhead during presentations. Aside from these items, Sara seemed to have little hope that much change would occur in a positive direction within her relationship with Ken. She chose to focus her attentions on other, more promising, relationships.

The second case involved a special education resource teacher named Rose Russell. Rose had three relationships, the first of which was with a sixth-grade math and social studies teacher named Brenda Booth. These two teachers seemed to be quite similar in teaching styles and personal

characteristics. Both were social and enjoyed humor in the classroom. Both seemed to share a deep concern for their students. Rose, who was involved in divorce proceedings, frequently was late to class because of various home-related problems. This concerned Brenda, only because she was unsure of what to expect from Rose. She chose, however, not to address this issue out of respect for Rose's situation and the stress it had caused her. Brenda, an innovative educator to begin with, cited her growth to be in the realm of conducting enough reteaching and retesting sessions for all her students to be successful. These two teachers seemed to get along famously and took pride in their work together.

Rose's relationship with Cindy Coulter began in a somewhat rocky fashion because of Cindy's unwillingness to accept cooperative teaching as a plausible answer to some of their problems meeting the needs of all students. In addition, Cindy had some fears regarding having a person in her room with whom she had to share "her" students. This possessive attitude dissipated only when she began to trust Rose after "being in the trenches" with her. Their partnership had a rough start due to their inability to find time to plan together. This resulted in a lot of confusion in the classroom until they became familiar with each other's styles and patterns. In the end, Cindy felt very comfortable with Rose with one exception--Rose's tardiness to class.

This issue was never addressed, but both teachers seemed to enjoy each other in a collegial and personal sense.

Rose's last relationship was with Ellen Eastman. Both teachers entered this partnership with some faulty assumptions about the other. Rose made an assumption as to Ellen's autonomous teaching style and disciplinary methods based on previous knowledge from another building. Ellen made an assumption about Rose's ability to perform in a large-group instructional setting, despite the fact that Rose had spent 3 of her years as a regular classroom teacher in a room similar to that of Ellen's. Although on the surface these two teachers seemed to get along and work together, both had underlying reservations about the other and they were unwilling to discuss conflicting issues they may have had. This led to an unproductive and unhappy cooperative relationship between these two teachers.

Nora Nelson, as the third case presented in this study, was a special education teacher of students with learning disabilities in a self-contained class with integration. Her first involvement with Jan Jacobs occurred the year prior to this study, when Nora suggested that they work together in a cooperative fashion. This relationship spawned the whole cooperative teaching proposal and their partnership continued during the first year of implementation as well. With 1 year under their belt, both teachers knew what to expect of each other. When conflict arose, Jan was able to confront Nora

within a discussion format regarding an incident and how it was handled compared to how she would have handled it. Both teachers seemed to get along well and Jan appreciated Nora's contributions to their class.

Nora's second relationship was with Ernie Evans. Ernie was a quiet man who taught sixth grade science. Ernie had considered himself an isolated teacher and appreciated any amount of help and input he could get. Ernie, who sometimes "didn't want to be there," seemed relieved by Nora's contributions and was hoping that, the following year, her contributions might include more of a leadership role in instruction.

Nora's final relationship was with Gary Gray. Gary, a half-time health teacher had some reservations about cooperative teaching to begin with. His fears lay with the clientele with whom he would have contact and for whom he would be responsible. Once he met Nora, however, his fears were put to rest, as her assistance afforded him more time and flexibility to improve his own instruction. Issues regarding grading procedures were the only ones with which Gary held sole responsibility. Although he stated that he felt he and Nora shared a similar philosophy on these issues, Nora seemed to believe that all students should pass no matter what teachers had to do to accomplish this. Gary and Nora, in reality, parted ways on this issue, because Gary felt that after modifications had been made for students with

special needs, they too, should be held accountable for certain amounts of work. This point had to be "restated" for Nora's sake when she felt it necessary to negotiate in a student's behalf. Despite Nora's lack of power in this area, she continued to contribute in the best way she could--by providing enrichment activities and ideas for alternate methods of instruction.

CHAPTER V
A CROSS-CASE ANALYSIS OF COOPERATIVE RELATIONSHIPS

The purpose of this study was to investigate, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements. This was done utilizing a case-study methodology whereby explanations could be built regarding these factors and their effect on the cooperative relationships.

This chapter will begin by describing the issues or factors which, during the course of the study, emerged as influential in the cooperative teaching partnerships. These emergent issues or factors will then be assigned to broader categorical areas which will be used to define and describe a new model of cooperative teaching. In an attempt to explain the influence of the emergent issues on cooperative teaching arrangements, the data from four cooperative partnerships will be used to exemplify four levels of this proposed model of cooperative teaching.

Emergent Issues

The literature existing at the onset of this research which focused on cooperative teaching as a method of meeting the needs of all students in an integrated setting centered primarily on a definition and description of such programs. In Cooperative Teaching: A Model for General and Special

Education Integration by Bauwens et al. (1989), a three-faceted model was proposed which described the different types or styles of cooperative partnerships which can exist. These types, complementary instruction, supportive learning activities, and team teaching, all focused on the roles of the special educator in the regular classroom atmosphere. While complementary instruction included instructional learning strategies, such as study skills, outlining, and notetaking which would assist students in retention of content information, supportive learning activities were geared towards providing enrichment which reinforced the content presented by the regular class teacher. Team teaching, however, was described as a joint effort with regards to planning, implementation, and evaluation of curriculum.

The six-tiered model of cooperative teaching proposed by the Keystone Area Education Agency (1986) also described what cooperative teaching would look like when implemented. This, too, focused on the role of the special educator.

These descriptions of cooperative models, which focused on the role of the special educator, were taken into consideration when entering the field of investigation in this study. In fact, the role taken by the special educator in the regular classroom was anticipated as one of the most significant factors involved in cooperative arrangements. As the study progressed however, the researcher discovered that

these models proved to be inadequate when trying to understand the complexity of cooperative teaching. First of all, not all cooperative arrangements "fit" neatly into the categories contained within the models described in existing literature. In addition, there seemed to be more to the cooperative teaching arrangement than simply the roles taken by the teachers involved. Instead, a multidimensional view seemed necessary to obtain a holistic understanding of cooperative teaching and to provide an explanation for the impact these dimensions or factors had on the such an effort. These factors emerged throughout the course of the study from the analysis of data and were then considered to be of primary importance: shared commitment among teachers, teacher autonomy and isolation, forms of assistance, trust in a relationship, balance of power, relationship development, conflict resolution, and professional growth. These emergent issues are described more fully in the following paragraphs.

One of the first issues recognized in the partnerships was whether there was a shared commitment to cooperative teaching as a method of meeting the needs of all students. For some, this may have been the reason for participation in the collaborative effort. For others, there may have been a level of uncertainty regarding this issue; they may not have decided whether cooperative teaching was the best method for obtaining this goal. For still others, however, cooperative teaching may have represented one of many educational

innovations tried over time which would not work. Some teachers may have also felt coerced into participation despite their reservations regarding the program.

A feeling of coercion may have been the result of a second issue examined. This issue, the degree to which a teacher felt isolated from his or her peers when making educational decisions and/or the degree to which a teacher felt autonomous in making those decisions, seemed to have an influence on the cooperative arrangements. Teachers who felt isolated from their peers may have rejoiced in the movement to collaborate with others, while those that considered themselves more autonomous may have viewed the cooperative partnership as an intrusion or an infringement on their territory as a classroom teacher.

The issues of autonomy may have been a contributing factor in the third emergent issue, the degree to which help was asked for, given, or accepted. Help or assistance may have taken the form of input sought or given through the course of planning together. The roles taken by teachers in and out of the classroom as a part of the partnership may also have been a form of this assistance. The flexibility of these roles for both regular and special educators was also important. In the classroom, some special educators may have taken on the role of managing student behavior or academic progress, whereas others may have team taught the content material, provided enrichment activities, or taught

strategies to increase student learning. To achieve flexibility of roles, an educator might have tried a variety of these roles over time. Regardless of the roles taken, some teachers may have readily accepted and even asked for a variety of assistance, while some may have not sought assistance of any kind.

Trust was a fourth emergent issue which seemed to influence the collaborative effort of teachers. This included trust of each other's skills as teachers, trust in each other's efforts to accomplish intended tasks, and trust that integrity would prevail and neither teacher would resort to gossip regarding the relationship.

The fifth issue which emerged from this study was the degree to which power was shared between partners. This included the power to share in the decision-making process as when determining grading standards, curriculum, disciplinary measures, or acceptable modifications. For some partners, all of these issues might have been debatable; for others, only some might have been discussed. Still others may have had no input into these matters at all.

The degree to which the partnership appeared as a "team" was a sixth issue. This may have involved taking time to become more acquainted with the partner. It may have required a partner to ignore or forget preconceptions held regarding the person. It may have included student perceptions of the partnership and treatment of the teachers

in a similar fashion. Teachers may also have directly made attempts to promote a "team" atmosphere within the classroom through their interaction with each other.

A seventh issue, the degree to which conflicts--large or small--were addressed and resolved, seemed to be of vital importance to the relationships. One partner or both may have disagreed with the other's methods or beliefs. This may have resulted in an avoidance of the issue in favor of retaining a working relationship, or one or both of the partners may have chosen to raise the issue and "clear the air" or clarify thoughts on this issue.

The eighth and final emergent issue was the degree to which professional growth was attained for both educators through efforts to try new strategies and planning for continued growth. Professional growth could have been individual in nature, in the form of increasing awareness of a topic and/or advancing collegial skills. A more dramatic form of professional growth might have been accomplished jointly by both partners, including attempts at new or innovative teaching strategies or techniques and/or plans for future adjustments of curriculum or strategies.

All eight emergent issues provided the means by which specific data could be compared and contrasted across cases within the investigation. These issues, however, were also, for the sake of clarity, grouped by similarities into five broader categories. These categories were: philosophical

viewpoint--which included the issues of shared commitment and autonomy; roles and responsibilities--which encompassed the roles taken by teachers and the flexibility of those roles; trust and balance of power--which focused on the amount of trust a partner had for the other's skills, efforts, and integrity; relationship development and conflict resolution--which included both partners' attempts to become acquainted with each other, appear as a team to students, and deal with concerns which arose throughout the relationship; and finally, professional growth--which involved individual growth or a joint effort at improving teaching strategies and techniques.

A Classification of Cooperative Teaching

After deriving the broader categories which encompassed the emergent issues from the study, data from each of the cooperative partnerships were compared and contrasted in terms of those categories. In so doing, various degrees to which a partnership exhibited behaviors within these categories were noted. Upon close examination of these variations, patterns of behaviors were discerned which seemed to help delineate one partnership from another in terms of the broader categories of information. Four such patterns emerged and were included in a proposed model for viewing influential factors in the cooperative teaching environment. This model was developed by the researcher and is titled A Classification of Influential Factors in Cooperative

Teaching. The four levels or patterns of this model describe cooperative relationships which are parallel, collateral, convergent, or transformative in nature (see Table 11).

During interviews, cooperative relationships were compared frequently to marriages in many aspects. This reference served as an analogy with which the four patterns could be more richly described and is included as part of the explanation of each pattern or level.

In addition, an exemplar relationship which represents, for the most part, one of the four levels of the model will follow a description of the particular level. Not all relationships easily fell within just one particular pattern or level. For this reason, the only one partnership which best describes a pattern will be presented as exemplary of that level (see Table 12).

Parallel Relationships

Parallel, as defined by Woolf (1976), means "extending in the same direction, everywhere equidistant, and not meeting." A cooperative partnership which was considered parallel in nature was one in which partners worked in the same room--but almost always in a separate fashion, where separate goals may have been achieved by individual teachers despite little cooperation or communication between the two

Table 11

A Classification of Influential Factors in Cooperative Teaching

Level of Cooperative Teaching	Description	Philosophical Viewpoint	Forms and Acceptance of Assistance	Issues of Trust and Power	Relationship Development and Conflict Resolution	Commitment to Professional Growth
TRANSFORMATIVE	partners have similar philosophies, work together in a constructive fashion toward an agreed upon purpose which exceeds limits of existing classroom structures, and are both satisfied within the partnership	<ul style="list-style-type: none"> ·very similar philosophies ·shared commitment to integration ·shared commitment to cooperative teaching ·no strong beliefs in teacher autonomy 	<ul style="list-style-type: none"> ·planning time used well ·flexible roles for each ·input given & accepted 	<ul style="list-style-type: none"> ·no turf problems ·decision making almost wholly shared or divided reasonably ·partners trust each other on personal and professional levels 	<ul style="list-style-type: none"> ·partners already know each other or spend time getting to know one another ·good preconceptions confirmed or negative ones voided ·partners present themselves as a team ·conflict successfully addressed 	<ul style="list-style-type: none"> ·new teaching strategies attempted (beyond what traditionally existed in classrooms) ·new curricular and methodology goals set
CONVERGENT	partners have similar philosophies, work together in a constructive fashion toward an agreed upon purpose within existing classroom structures, and are both satisfied within the partnership	<ul style="list-style-type: none"> ·basically similar philosophies, but some differences may exist ·shared commitment to integration ·shared commitment to cooperative teaching ·no strong beliefs in teacher autonomy 	<ul style="list-style-type: none"> ·planning time used well ·flexible roles for each ·input given & accepted 	<ul style="list-style-type: none"> ·may have some problems with turf ·decision making mostly shared, ·partners trust each other on personal and professional levels for the most part 	<ul style="list-style-type: none"> ·partners already know each other or spend time getting to know one another ·good preconceptions confirmed or negative ones voided ·partners present themselves as a team ·conflict left un-addressed 	<ul style="list-style-type: none"> ·some new, agreed upon strategies may have been tried but mostly within limits of existing classroom practices ·few to no new curricular and methodology goals set
COLLATERAL	partners work compatibly, at least on the surface, and with common purpose but one partner holds a sub-ordinate position to the other especially with respect to decision-making power, and one or both partners are dissatisfied within the partnership	<ul style="list-style-type: none"> ·philosophies similar in some regards, not in others ·commitment to cooperative teaching and/or integration may not exist for both teachers ·strong beliefs in teacher autonomy 	<ul style="list-style-type: none"> ·planning time not used well ·roles not flexible or shared ·input not always asked for or given 	<ul style="list-style-type: none"> ·issues of turf and class ownership exist ·decision making not shared such ·partners lack a trust in each other on personal and professional levels 	<ul style="list-style-type: none"> ·partners do not spend time getting to know one another ·preconceptions likely negative and not voided ·partners may falsely present themselves as a team ·underlying conflict avoided or left unaddressed 	<ul style="list-style-type: none"> ·few to no new, agreed upon strategies tried, some individual growth may be evident ·little to no evidence of new curricular and methodology goals being set
PARALLEL	partners work in the same room--but almost always in a separate fashion, separate goals may have been achieved by individuals despite little cooperation or communication between partners, and one or both partners are dissatisfied within the partnership	<ul style="list-style-type: none"> ·philosophies likely different ·shared commitment to cooperative teaching and/or integration likely nonexistent or to small degree ·strong beliefs in teacher autonomy 	<ul style="list-style-type: none"> ·planning time not used ·roles not shared or flexible ·little to no input asked for or given 	<ul style="list-style-type: none"> ·issues of turf and class ownership exist ·decision making not shared at all ·partners lack a trust in each other on personal and professional levels 	<ul style="list-style-type: none"> ·partners do not spend time getting to know one another ·preconceptions likely negative and not voided ·partners do not present themselves as a team ·underlying conflict avoided or left unaddressed 	<ul style="list-style-type: none"> ·few to no new, agreed upon strategies tried, some individual growth may be evident ·no evidence of new curricular and methodology goals being set

Table 12

A Classification of Influential Factors in Cooperative Teaching: Four Exemplar Relationships

Level of Cooperative Teaching	Exemplar Relationships	Philosophical Viewpoint	Forms and Acceptance of Assistance	Issues of Trust and Power	Relationship Development and Conflict Resolution	Commitment to Professional Growth
TRANSFORMATIVE	Sara Shaefer and Allie Anderson	<ul style="list-style-type: none"> ·discipline similar ·shared commitment to integration ·some differences in commitment to cooperative teaching ·no strong beliefs in teacher autonomy 	<ul style="list-style-type: none"> ·planning time used well, extra done in summer, after school ·flexible roles ·input given & accepted 	<ul style="list-style-type: none"> ·no turf problems, co-ownership of class ·decision making almost wholly shared or divided reasonably ·partners trusted each other on personal and professional levels 	<ul style="list-style-type: none"> ·time spent getting to know one another in summer ·some negative preconceptions, later voided ·presented selves as a team well ·successful at addressing conflict 	<ul style="list-style-type: none"> ·new teaching strategies developed and tried together: cooperative learning, alternative assessment, packets ·set curricular or methodology goals in previous summer
CONVERGENT	Rose Russell and Brenda Booth	<ul style="list-style-type: none"> ·discipline similar ·shared commitment to integration ·initial differences in commitment to cooperative teaching, now similar ·no strong beliefs in teacher autonomy 	<ul style="list-style-type: none"> ·planned together but felt no need for regular use ·flexible roles ·shared input on nearly all things 	<ul style="list-style-type: none"> ·no turf problems ·co-ownership of class ·decision making shared very well ·trust existed for most part on personal and professional levels 	<ul style="list-style-type: none"> ·knew and liked each other prior to partnership ·good preconceptions ·presented selves as a team well ·underlying conflict: tardiness, unaddressed 	<ul style="list-style-type: none"> ·some new strategies developed and tried together: reteaching, retesting ·no new curricular or methodology goals set
COLLATERAL	Rose Russell and Ellen Eastman	<ul style="list-style-type: none"> ·differences in discipline ·differences in how to integrate students ·both committed to cooperative teaching ·one held strong belief in teacher autonomy 	<ul style="list-style-type: none"> ·planning time not used ·roles not flexible or shared (one did all instruction, grading, lesson planning) ·input not always asked for or given 	<ul style="list-style-type: none"> ·issues of turf and class ownership ·few decisions shared ·trust lacking on personal and professional levels 	<ul style="list-style-type: none"> ·little/no time spent to get to know person ·negative preconceptions held by both partners ·presented themselves as team somewhat ·underlying conflicts: roles, avoided/unaddressed 	<ul style="list-style-type: none"> ·no new strategies tried ·no evidence of new curricular or methodology goals set
PARALLEL	Sara Shaefer and Ken Kessler	<ul style="list-style-type: none"> ·differences in discipline and instructional philosophy ·differences in commitment to cooperative teaching and integration ·one held strong belief in teacher autonomy 	<ul style="list-style-type: none"> ·planning time not used ·roles not shared or flexible at all ·little to no input asked for or given 	<ul style="list-style-type: none"> ·strong issues of turf and class ownership ·no shared decision-making ·no trust on professional level 	<ul style="list-style-type: none"> ·no time taken to get to know person ·negative preconceptions held by both teachers, but not a focus in relationship ·no attempt to present selves as a team ·underlying conflict: discipline, roles, avoided/unaddressed 	<ul style="list-style-type: none"> ·no new strategies tried ·no evidence of new curricular or methodology goals set

teachers, and where one or both partners were dissatisfied within the partnership. Utilizing parts of the dictionary definition, working in the same room and perhaps having individual goals seemed to equate with "extending in the same direction." "Equidistant" seemed to refer to the relational distance between partners due to a lack of cooperation and communication, and "not meeting" was used in its literal sense, since partners in a parallel relationship did not likely meet to plan or work closely together.

This parallel relationship was considered analogous to an "arranged marriage" in which two people, with different intentions, joined together as arranged by others or by themselves for reasons other than common love or interest in common goals. In the parallel cooperative teaching relationship, the partners may have entered the relationship with entirely different philosophies and even different and conflicting reasons for being involved. Parallel relationships had a number of common characteristics within the broad categories previously established in the model.

A parallel relationship was characterized by dissimilar philosophical viewpoints. A shared commitment to cooperative teaching as a viable method for meeting the needs of special students was unlikely. While there may be some recognition of services needed for these students, it may not have included the cooperative partnership as arranged.

This lack of commitment likely had an effect on the degree to which one teacher asked for or gave assistance to the other. This was evidenced in the roles taken by each teacher in the partnership. Roles were conceivably limited and not shared between partners. Feelings of autonomy interfered with requests for input from another partner, and planning time together was not utilized.

A noted lack of trust existed between partners with regard to the other teacher's abilities as an educator, efforts made in the partnership, or integrity as a partner. This lack of trust may have resulted in an imbalance of power. Few decisions, if any, were shared between the two teachers.

The relationship itself did not develop to a very large degree, since one or both partners probably made few attempts to get to know one another on a more personal level. There may have been negative preconceptions prior to entry into the relationship which also impeded progress in this area. The teachers involved in the cooperative arrangement did not likely present themselves as a team to students. In addition, apparent or underlying conflicts probably were downplayed or wholly avoided in a possible attempt to maintain the surface level composure of the relationship.

With these characteristics, it was also highly unlikely that an appreciable amount of growth occurred for the partners together. Few to no new strategies were observed

and plans for future progress together were likely to be virtually nonexistent.

A Parallel Relationship Exemplar

Out of a total of 10 relationships for which data were collected and analyzed, only 1 such relationship fell into this category. Although some relationships were difficult to assign one particular pattern or level, Sara and Ken's partnership left no reason for doubt.

Philosophically, Ken and Sara differed greatly on a number of issues. For instance, Ken felt that Sara's methods used in disciplinary matters were inadequate and felt that, as a female, she would command no respect from the boys in the room. With respect to the education of students with special needs, Sara believed that an integrated setting was indeed appropriate and students could be successful in that setting given proper supports. Ken, however, felt that the "slow kids" should have been in a self-contained or pull-out setting where they could receive individual help. As it was, he did not feel many gains were made with these students, other than, possibly, social ones. While Sara saw cooperative teaching as a viable method for achieving her objectives with her resource students, Ken was unsure of what cooperative teaching was supposed to consist of and was quite surprised that he had even been assigned a partner since, despite administrative denial, he claimed to have not been

informed of his inclusion in the cooperative teaching program.

In terms of assistance, Ken asked for none and Sara provided little. As a self-proclaimed "domineering person," responsibility for all tasks directly related to instruction and evaluation was held by Ken. Sara's only functions included sitting in class and taking notes, helping students study for tests outside of class, and reading tests aloud in another setting. Sara stated that Ken never asked for her input on anything and she was informed of upcoming lessons through a chart on the wall. Ken saw no need to plan with Sara and they never officially met to plan at all during the course of their year together.

Ken's highly autonomous nature was reflected in his ownership of the class. After allowing Sara to teach the class one time, he was displeased with the results, particularly with her handling of disciplinary problems and he decided she would not be teaching his class again. Although he admired Sara for her skills with special students, he did not trust her skills as a regular class teacher, particularly in terms of disciplinary methods. Sara felt Ken did not depend on her for much, even to act as a substitute in his absence. For such occasions, he would plan to have a movie shown by a substitute instead. Since there

was no joint planning, and Ken did not ask for Sara's input, Ken made all decisions regarding matters in his classroom.

The relationship between Sara and Ken was somewhat strained. Interactions primarily consisted of surface level niceties. They would smile and talk to each other kindly. They spoke respectfully of each other in interview situations--even when speaking to areas of concern or disagreement. Ken's preconception of Sara included his respect for Sara as a coach because he felt it took great effort and dedication for anyone to be a coach, and would therefore, "not criticize the coaches" in his district. Sara, on the other hand, knew of Ken's teaching style and disapproved of this style as a method to meet the needs of students with special needs. In addition, she had accurately predicted that she would be paired with Ken as one of the hardest teachers to get along with in the school. The two teachers spent no time together outside of class and, thus, grew to know very little else about each other as individuals other than that which they knew prior to the beginning of their cooperative relationship. One further detriment to their slow-developing relationship was their reluctance to address conflicting issues of any kind. Sara felt she could not discuss possible changes in Ken's teaching style and tests and chose to work with her other more willing partners. Ken, although having great concern regarding her disciplinary methods, could not address this issue out of respect for

Sara's feelings and his autonomous methods of "handling a problem" himself. If any serious conflict had existed for Ken, he felt he would abandon the partnership in order to preserve a congenial relationship.

Professional growth was quite limited. While Sara noted that Ken began using an outline and an overhead projector, and Ken stated that reading tests aloud was a new commitment for him, no new teaching strategies were used or even discussed by both teachers. There were, in addition, no future plans for improvements either.

All in all, this relationship seemed parallel in nature due to the separate courses that both teachers seemed to take on nearly every issue. There seemed no room for discussion or compromise and no changes were expected by either teacher in the near future.

Collateral Relationships

A second pattern discerned from the data was that of relationships which seemed collateral in nature. Woolf's (1976) definition of "collateral" contained the words "accompanying as secondary or subordinate; serving to support or reinforce." These words seemed suitable to describe the second level of the model. A collateral relationship was considered to be one in which both partners worked compatibly on the surface and with common purpose, but one partner held a subordinate position to the other--especially with respect to decision-making power, and one or both teachers were

dissatisfied within the partnership. As in the dictionary definition, one partner served in a subordinate capacity in which the viewpoint of the lead teacher was upheld or reinforced.

A collateral relationship was analogous to a more traditional model of marriage in which a couple may have had common feelings for each other and common life goals, but the wife is subordinate to the husband's decisions regarding critical issues. In a cooperative teaching relationship which is collateral in nature, the regular class teacher was likely the one to take the lead role between the two partners, with the special educator's input being secondary to that of the lead teacher's. A collateral relationship differed from a parallel relationship in that while a parallel relationship infers a great deal of subordination by a second person, the two partners did not have common purpose or commitment. A collateral relationship may have had some common purpose; but it lacked other qualities of importance to qualify for higher levels of the model. A collateral partnership was characterized by several factors.

Philosophically, collateral partners had at least some similarities. Their viewpoints, for the most part, reflected a shared understanding of student educational needs, but also reflected some disagreement in the path to take to achieve these ends. Both may have shared a commitment to cooperative teaching, but may have had different reasons for supporting

this venture or even had conflicting ideas regarding its implementation.

The degree to which help or assistance was requested and/or provided was likely affected by issues of autonomy in a collateral relationship. The various roles which both educators could absorb were liable to be limited. These roles may not have been shared to any great degree and probably remained inflexible. The autonomous individual may not have sought the advice or assistance of the other partner and the amount of time both partners spent planning together may have been limited or nonexistent.

Collateral relationships were fraught with issues of ownership, feasibly an extension of the autonomy one partner held dear. Belongings of a simple nature, such as paper or supplies, may have been inaccessible to a partner, or, more significant articles, such as gradebooks and lesson plans, may have been considered untouchable without permission. Although some input was occasionally asked for or given freely, tasks which involved a great degree of decision making, such as determining grades or evaluating student progress, were assumed primarily by one individual. This ownership or autonomy may have interfered with the development of trust in the other individual. A notable lack of trust in the partner's skills as a teacher existed. This lack of trust may have also extended to issues of dependability and loyalty as well.

In terms of the development of the collateral relationship, teachers may have entered the partnership with preconceptions which influenced their opinions of their partner. Little to no time was taken to get to know each other very well, and the teachers may not have presented themselves as a team to the students. More importantly, conflicts which arose between them or which lay just beneath the surface of the relationship were likely not addressed. While each may have harbored his or her own personal feelings about the other in terms of personality or teaching methods, neither alluded to these feelings or addressed issues of concern directly with the other in an effort to achieve compromise. Instead, the teacher in the subordinate position acquiesced to the decisions of the lead teacher.

Professional growth, not surprisingly, occurred in very small amounts or not at all. Growth which did occur was the result of individual effort and not of team effort within the partnership. Few new teaching strategies or methods were tried as a result of the partnership's problem-solving efforts, for such efforts may have been nonexistent. Likewise, little to no evidence existed that the partners had plans for meeting future goals for improvement of the teaching effort.

A Collateral Relationship Exemplar

Rose and Ellen's partnership seemed to best exemplify a collateral relationship. To begin with, their overall

philosophies, while similar in some areas, differed greatly in others. Although both were excited about the idea of cooperative teaching and working with others, Ellen had some reservations about its negative effects on the average to above average student. Rose and Ellen also differed in their approach to modifications for needy students. While Ellen did admit that more modifications probably needed to be made, Rose stated that Ellen did not give students "enough breaks." Rose additionally differed in opinion with Ellen regarding the importance of disciplinary methods in the classroom. She felt Ellen allowed students to become more unruly than she would have allowed. On the other hand, Ellen felt strongly about being on time to class to provide a consistency for the students and avoiding chit-chatting during student work time.

Ellen's admittedly autonomous nature seemed to dictate the role which Rose took in the classroom. More frequently than not, Rose's responsibility in the classroom consisted of proximity control, or "crowd control," as Rose called it. She seldom took on an instructional role. Although Rose offered input from time to time regarding grading procedures, modifications, and lesson plans; she felt that Ellen made her own decisions regarding these issues. The two teachers, at one time, planned together once a week early in the morning. After awhile, however, this became reduced to almost nothing. According to Ellen, this was due to Rose's tendency to be late and not show at all for their early planning sessions.

She then concluded it was easier to just do the planning by herself. According to Rose, however, their planning time was a "token" offering, during which Ellen simply told Rose what they would be doing.

The issue of autonomy probably also affected the degree to which the partner's trusted each other. Ellen was reluctant to allow or even encourage Rose to take on more instructional tasks because she felt Rose, having little experience with a large group, would have difficulty with this. Rose, having had 3 years experience as a regular education teacher in a language arts classroom much like Ellen's, felt that the reason she was not given an instructional role was because of Ellen's need to maintain control within the classroom. Although Rose was occasionally allowed to correct papers, Ellen felt more comfortable doing this herself because she was unsure of Rose's grading standards. Rose did not feel comfortable entering grades into Ellen's gradebook, either.

Perhaps the most interesting aspect of this relationship were the preconceptions with which both teachers entered the partnership. Rose, having known Ellen from a previous position in another school, associated Ellen with another teacher for which Rose harbored ill feelings. Ellen's acquaintance with the other woman made Rose think that perhaps Ellen shared this woman's point of view. In addition, Rose knew of Ellen's disciplinary troubles at the

school through gossip and felt she saw this trouble when she entered Ellen's class on occasion in that setting. One final aspect of her preconceptions was that she was sure that Ellen must be a controlling person in the classroom because, she deduced, Ellen seemed to have a controlling position in her home life with her husband as well. These preconceptions seemed to allow Rose to put up a wall between she and her partner and she was convinced that nothing she could do would change matters.

Ellen, on the other hand, drew a conclusion regarding Rose's teaching abilities based on the false assumption that Rose had no large-group instructional experience. Ellen additionally assumed that Rose, as a social person, would behave in the classroom in an unacceptable manner if encouraged unwittingly by Ellen talking to her.

Since little to no time was spent together planning, neither one ever really got to know the "real" person with which they were partners. Preconceptions remained intact and misunderstandings were never cleared up. In addition, neither teacher was willing to vent concerns for fear of destroying what thread of a relationship they had. Neither teacher was willing to risk that uncomfortable, awkward feeling they might have if they chose to address issues of concern.

Since very little time was spent planning together, minimal amounts of trust were exhibited, and input was

infrequently asked for or given, it was not surprising to find that professional growth occurred primarily for individuals and not to a great degree at that. While Ellen cited personal growth from having examined her own beliefs and practices, and also from having utilized more visual aids, Rose noted few changes. No new strategies or methods were indicated as having been initiated because of the cooperative relationship and although Ellen cited a need for evaluation of the entire partnership's effectiveness, no future plans for such evaluation existed.

This relationship was viewed as collateral overall because of some underlying philosophical agreements, despite high levels of autonomy which prevented an overall balance of power. In addition, a lack of communication regarding each others's beliefs or feelings prevented misconceptions from being corrected and prevented the partners from establishing a closer, more trusting relationship from which more sharing behaviors could come. This being the case, one partner took a subordinate role to the other and acquiesced to that partner's decision-making power.

Convergent Relationships

Convergent, from the verb "converge" meaning "to come together and unite in a common interest or focus," (Woolf, 1976), was used to describe a third level or pattern of behaviors in A Classification of Influential Factors in Cooperative Teaching. This pattern consisted of two partners

who had mostly similar philosophies, who worked together in a constructive fashion towards an agreed upon purpose within the existing classroom structures, and who both were satisfied within the partnership. The common interest or focus, as used to describe the verb "converge" in the dictionary definition, may have been the accomplishment of activities or curricular objectives generally agreed upon by both partners. Descriptive language was added to this definition to provide a more specific definition for the cooperative teaching arrangement. This descriptive language included the terms "amicable but not necessarily constructive," which inferred a friendly attitude towards each other, but did not necessarily include efforts to compromise or address issues of concern with one another. The term "existing classroom structures" inferred the use of agreed-upon activities which did not necessarily break any new ground regarding previous teaching behaviors within this particular partnership's classroom. These and other characteristics which emerged through examination of data helped delineate this pattern as convergent.

A convergent relationship seemed analogous to a marriage in which the husband and wife are pictured as a "proper fit." In this kind of marriage, partners may have loved each other and gotten along for the most part. There may have been, however, a certain element which might have been missing for one or more of the partners. This missing element may have

been the ability to wholly express one's feelings to the other which resulted in "living with" an underlying problem. It may have been a feeling that the two were merely plodding along together, appearing to others, on the surface, as a relationship which was solid. If professional growth was considered to be analogous to planning for a future together, perhaps this "proper fit" relationship was one which, though appearing solid, never progressed past the everyday issues to forge a plan for the future together.

In a convergent cooperative teaching relationship, the partners' viewpoints were essentially grounded in the same basic educational philosophies. Although some differences existed, the teachers were able to productively work around these differences. They both were likely to share a similar commitment or even excitement about cooperative teaching as a viable alternative to educating students with special needs. They also held similar beliefs about modifying curriculum for students in an effort to meet these needs.

In convergent relationships, partners used their planning time, for the most part, every chance they could or needed to and planned lessons together to determine how the roles would be shared. For the most part, these roles were quite flexible, ranging from providing proximity control during instructional time, to team teaching the content material. Both teachers asked for and gratefully received

input from each other regarding curriculum, plans, or methods.

For the most part, both teachers felt comfortable in each other's presence, with perhaps some reservations occasionally. Although issues of autonomy may have existed, input was often well received and most of the decision-making was shared. The general consensus between the two partners, however, may have been that the ultimate responsibility for this class fell upon the shoulders of the regular educator. Both educators demonstrated a trust in their partner, with perhaps some reservation occasionally.

Partners in convergent relationships may have entered with preconceptions of their partner, but these preconceptions were mostly positive in nature or were voided after "working in the trenches" for awhile with the partner. Partners may have already known each other and even, perhaps, considered themselves friends, or they may not have had enough time to get to know each other to the degree they felt they could. In any case, the teachers presented themselves to students as partners who shared a similar concern for students. One characteristic which may have kept a convergent relationship from progressing any further, however, might have been the partners' abilities to resolve conflict or even address issues of concern with one another. For the sake of maintaining an amicable relationship, these teachers may have chosen to wholly avoid controversial topics

which may have lain beneath the surface, but which were determined to be inconsequential in the greater picture of the relationship.

Since communication and understanding were greater in this level of cooperative teaching as compared to collateral or parallel levels, it is likely that the partners may have shown some growth together in terms of new teaching strategies or methods tried. However, another characteristic which kept this partnership from achieving a higher level of the model was that these teaching strategies may have fallen within the same lines of existing classroom practices. They did not stretch previous limits of professional effort to greater heights than ever achieved before.

A convergent relationship was one in which partners were basically in philosophical agreement, shared most tasks and decision making, and appeared to have a cooperative alliance. They may not have achieved their full potential as partners, however, due to an unwillingness to approach issues of concern with each other or due to limited growth in which the partners failed to include elements of new strategies or methods which supported their similar beliefs about educating students with special needs.

A Convergent Relationship Exemplar

The relationship which seemed to best exemplify a convergent level of cooperative teaching was that of Rose and Brenda. This relationship, in general, seemed to be an

upbeat, positive relationship in which both were contented. Certain characteristics regarding emergent issues seemed to help classify this partnership as convergent in nature.

There was no doubt that Rose and Brenda both shared an equal commitment to students and even to those students with special needs. Both teachers were fun-loving and enjoyed working with students and being thought of as "moms" by these students. Rose sometimes felt it necessary to encourage Brenda when feeling like a failure with certain needy students, but as a team, they never seemed to give up on their efforts.

Brenda did not consider herself autonomous. She viewed any constructive input as helpful and desirable and welcomed such input from Rose frequently. The roles taken by both teachers were quite flexible. Both teachers monitored students, presented content material, corrected papers and graded them, provided supplementary activities to reinforce curriculum, or taught strategies which assisted students with learning or retention. Both teachers perceived that little planning time was needed due to math's sequential content which was "laid out" for them in the teacher's guide, and also due to the fact that Brenda had previously taught her one unit of social studies two times already that year and thus, had lesson plans all ready for use. They did, however, meet whenever necessary to plan for alternative activities and make changes in procedures.

Rose had no difficulty feeling completely comfortable in Brenda's room. She felt free to access all materials needed, especially the gradebook, and even corrected papers and entered grades herself. While Brenda felt that cooperatively teaching with someone was a bit of an infringement, due to the fact that one needed to take the time to consult with the other person, she did not feel that this was a negative thing because she and Rose held similar philosophies and knew that they would agree on any issue. She cited that they each, indeed, had changed the other's mind on various issues with no problem. Brenda trusted and respected Rose's abilities as a teacher, her effort in and out of class for the sake of their partnership, and her integrity when speaking to others regarding the relationship. In fact, she knew that Rose spoke highly of their efforts together.

Brenda and Rose had each known the other prior to this arrangement and Brenda had, in fact, requested Rose for a partner based on her knowledge of Rose's fun-loving style and dedication. Rose, too, had a positive preconception of Brenda based on her efforts with students. Although they did not spend a great deal of time planning together, they caught up with each other in between classes to speak and they often joked around a bit and got along together famously. The students not only saw them as a team as a result of their efforts to communicate this feeling, but also considered them "moms" and saw their antics together as "weird," but fun.

Perhaps the one drawback to the communication aspect to their relationship was that Brenda had one concern regarding Rose's behavior which seemed to frequently affect the classroom. This was Rose's tardiness. Rose did not always inform Brenda when she intended to be late or absent from class when taking care of personal matters regarding her divorce. Brenda, though empathetic to the situation, felt sometimes that Rose could not be depended on and just wanted to be informed more frequently so that she could anticipate the needs of her class and accommodate for Rose's tardiness or absence. Although this bothered Brenda, she was unwilling to raise the issue with Rose because she did not want to add to Rose's stress level. She appreciated everything else that Rose did, which seemed to somewhat make up for this problem.

Brenda and Rose's classroom seemed fairly innovative when compared to other classrooms in the building. This was primarily due to the fact that, as Rose noted, Brenda used every thing she learned. Brenda was a highly innovative teacher to begin with. She seemed to have instituted cooperative learning groups successfully in her classroom prior to Rose's entry. In addition, she had also begun to use portfolio assessment in an effort to keep up with district directions. Brenda felt that one area of growth for she and Rose was the amount of reteaching and retesting they did together for students to pass. She stated that she had never done so much of this with students before. Although

this would be an example of growth, it would be considered to be within existing classroom practices and not beyond. In addition, no future plans for growth or improvement in teaching strategies were considered by the two teachers.

Although this relationship was an example of a positive cooperative partnership, it was lacking basically in two areas which would have qualified it to for a higher level of the Transformational Model. These areas included the lack of discussion regarding issues of concern and professional growth which seemed limited to the confines of existing classroom structures.

Transformative Relationships

Woolf (1976) defined "transform" as a verb meaning "to change the outward form of appearance." A transformative cooperative relationship, then, was considered to be one in which noticeable methodological changes have occurred. Specifically, a transformative relationship consisted of partners who had mostly similar philosophies, who worked together in a constructive fashion towards an agreed upon purpose which exceeded the limits of existing classroom structures, and who were both satisfied within the partnership.

The definition rendered by Woolf (1976) contained the words, "outward form of appearance." In the transformative relationship, the change in outward form of appearance directly referred to the change occurring when going beyond

existing classroom structures or using techniques and methodologies not previously used in that setting. Additional descriptive language was used to define a transformative relationship with regards to partners working together in an amicable and constructive fashion. This referred to their ability to not only get along on a surface level, but also to discuss issues of concern and address conflict as it may have arisen during the course of a relationship.

This pattern or level of the model was considered somewhat analogous to a "marriage made in heaven." In such a marriage, partners not only likely shared a love for one another, but a commitment to make the marriage work. Although they may have accepted many differences between them, they may have had to settle some disagreements by first addressing their concerns with one another and then working through these conflicts to a mutual compromise. In addition, they may have shared in the decision making in planning for their future together in their "golden years." This may have meant making sacrifices and setting goals for themselves which, at times, may have seemed beyond their reach.

There are several characteristics of a transformative relationship which helped to delineate it within the framework of the proposed model. In terms of general educational philosophy, both partners had similar thoughts on educating all children and specifically on educating students

with special needs. They shared a similar commitment to all students and to cooperative teaching as a method of achieving their goals with these students.

If autonomy was an issue at all, it was held in check by a need or desire for input from others. This input was not only offered freely, but also asked for frequently. Both partners utilized whatever planning time was available and may have even arranged to meet during noncontract time to accomplish their work together. The two teachers were apt to share the roles in and outside of the classroom quite generously. These roles were also flexible in nature, ranging from proximity control to team teaching the content material.

There were no apparent problems involving excessive ownership of materials or power within the relationship by one person. The decision-making process was shared or divided reasonably between the two partners, both partners trusting each other's judgment. The partners additionally trusted each other's skills, efforts, and loyalty in the relationship.

In a transformative relationship, partners had taken time to get to know one another well or were already at that point. What preconceptions existed were either positive ones or ones which were replaced by new perspectives regarding the partner. The teachers clearly presented themselves as a team to the students and conveyed the message that both teachers

were equally in charge within the classroom. Most importantly, when conflicts arose, one or both partners took action to confront the other in an attempt to address the issues which might cause a rift in the relationship. This confrontation was likely a risk which was considered by both parties to be necessary to sustain a good working relationship.

In addition to the ability to face conflict head on, one other characteristic which elevated a relationship to the transformative level was the degree to which professional growth had occurred. New teaching strategies or methodologies were likely to be attempted in a transformative relationship which had never been tried before. These strategies served to reinforce the teacher's shared commitment to meeting the needs of all students and reach beyond the former limits of the particular classroom involved. The teachers may have also been involved in ongoing evaluation of their program and may have planned for future improvements together.

All in all, a transformative cooperative teaching relationship was one in which partners had a positive, productive relationship together in which roles and decisions were flexibly shared and the relationship survived conflicts through a mutual commitment to raise and work through the issues which concerned the partners. In addition, the partnership displayed evidence of growth together through a

continual pursuit of techniques and strategies which would have best matched their philosophical outlook on educating all children.

A Transformative Relationship Exemplar

Out of 10 relationships examined and analyzed, 1 relationship could be characterized as transformative. Sara and Allie's relationship could, indeed, be considered a transformative one for a number of reasons.

Sara and Allie held very similar philosophies regarding the importance of meeting the needs of all students. Allie's background included personal experience with a handicapped brother and provided her with a solid base for such a philosophy. Sara, too, through years of experience serving students with special needs, held their education through modification and integration in high regard. Sara was completely committed to cooperative teaching as a method of achieving this goal, but Allie had some doubts. These doubts revolved primarily around whether cooperative teaching was the best method for accomplishing the task, not whether or not it was a good method. Despite her indecision on the matter, she felt committed to giving the program her greatest effort.

Although autonomy was an issue for Allie which seemed to cause some of the doubts regarding cooperative teaching, she seemed to recognize that her need and desire for Sara's input was great. These two teachers planned together on a regular

basis and even made contact prior to the onset of the school year to work ahead on the curriculum for which they would be responsible. Each of these two teachers shared all roles in the classroom on a near-equal basis. Both teachers monitored students in class, taught content material, graded student work, and made decisions regarding lessons and activities.

Sara felt nothing but acceptance from Allie in terms of her presence in the room. She felt comfortable accessing supplies and even the gradebook. Nearly all decisions were made as a team, with Allie or Sara occasionally making some decisions on their own with little risk of disagreement. Both teachers seemed to trust each other's experience and skills as educators as well as the efforts put forth by each and the integrity maintained by both outside of class.

Sara and Allie's relationship developed differently than teachers in other partnerships. Sara's relationship with the students preceded Allie's due to her following this group of students through a social studies cycle of teachers. The teachers were both seen in positions of authority by students within the classroom and both teachers were sought out by all students.

During their summer planning together, Sara and Allie were able to take some time to get to know one another on a personal basis, allowing a level of trust and friendship to develop. This trust may have led to the alleviation of any negative preconceptions, including one which Sara had

regarding Allie's previous desertion of her classroom during instructional time when educational aides had been utilized for assistance in the room. A similar situation, however, occurred during the very first day of their cooperative partnership within the classroom. Allie, had scheduled an appointment during their time together and informed Sara at the start of class that she would be leaving early. Sara became upset at Allie for not having informed her earlier of this event, and Allie, who had assumed Sara would not have minded, could see that Sara had become upset. Allie was unable to address this issue for two days due to schedule conflicts and lack of time. She wished to address the issue candidly with Sara and asked her to stay after school one day to discuss it. In the course of discussing the issue, both teachers aired their perspectives and walked away with a renewed understanding and no hard feelings. This conflict resolution signified a strong, solid relationship which could withstand pressure and survive.

Another aspect of Sara and Allie's relationship which seemed to set them apart from others was their achievement in the area of professional growth. When meeting in the summer, both discussed possible ways to meet the needs of all students. One method tried was the use of packets which presented necessary material for students to know for tests. Allie stated that this was not a method she would have thought of without Sara's input. In addition, during the

year, when Sara was taking educational courses through a local institution of higher learning, she learned about cooperative learning groups and how to utilize them for meeting needs of heterogeneous groups of students. Through this course, she was assigned the task of using cooperative groups within the classroom. She accomplished this in Allie's room. Allie was fully appreciative of the exposure and participation in such new practices and they utilized this method frequently. In addition, alternative methods of assessment such as rubrics were developed to evaluate students as they worked on projects in these groups. Altogether, these new strategies constituted major change from the structures which had originally existed in Allie's classroom.

Despite Allie's indecision regarding cooperative teaching specifically, her convictions regarding the education of students with special needs and her determination in facing and resolving conflict allowed her to work together productively with Sara and take advantage of their potential for improving the educational environment in their classroom. This truly made theirs a transformative relationship.

Summary

This chapter described the issues or factors which emerged as influential ones in the cooperative teaching relationships during the course of the study. These issues

were grouped into larger categories of information which helped to delineate four patterns depicted through the data. These four patterns or levels were defined and described in a proposal for a model entitled A Classification of Influential Factors in Cooperative Teaching. The four levels of this model described relationships which were parallel, collateral, convergent, or transformative in nature. Each of these four levels were then exemplified by 1 relationship from the 10 analyzed for the purpose of this study.

Sara and Ken's relationship best exemplified a parallel relationship. A parallel relationship was defined as one in which partners worked in the same room--but almost always in a separate fashion, where separate goals may have been achieved by individual teachers despite little cooperation or communication between the two teachers, and where one or both partners were dissatisfied within the partnership. Ken and Sara's relationship seemed stunted by the differing philosophies held by each and the lack of communication and participation as partners and, thus, were considered parallel partners.

A collateral relationship was defined as one in which both partners worked compatibly on the surface and with common purpose, but one partner held a subordinate position to the other--especially with respect to decision-making power, and one or both teachers were dissatisfied within the partnership. The relationship which best exemplified this

level of the model was Rose and Ellen, who, though they spoke well of each other on the surface and seemed to get along, held differing perspectives with regard to educating students with special needs. In addition, their general mistrust of each other, probably as a result of initial preconceptions, coupled with their unwillingness to face issues of concern with each other led to little growth for the two of them. They were, therefore, considered collateral partners.

A convergent relationship was defined as one in which partners had mostly similar philosophies, worked together in a constructive fashion towards an agreed upon purpose within the existing classroom structures, and were both satisfied within the partnership. Rose and Brenda seemed to exemplify this pattern or level best. This was because, although having nearly the same educational viewpoints and considering themselves friends and able to give and receive input as well as share in the decision-making process, these two were reluctant to discuss any underlying conflicts which existed and progressed only a little further than was already occurring in the classroom prior to Rose's entry as a cooperative partner. Therefore, they were considered convergent partners.

Finally, a transformative relationship was defined as one in which partners had mostly similar philosophies, worked together in a constructive fashion towards an agreed upon purpose which exceeded the limits of existing classroom

structures, and were both satisfied within the partnership. Sara and Allie, who best exemplified this pattern, were partners who agreed on most all issues, got along together in a friendly manner, shared in the decision-making process, and trusted one another. In addition, when conflict arose, they confronted and resolved the issues of concern and continued on their path towards professional growth through efforts to try new strategies never before employed in their classroom in order to actualize their goal of meeting the needs of all students. This relationship was therefore considered to be transformative in nature.

CHAPTER VI
INTEGRATION AND APPLICATION OF RESEARCH

The purpose of this study was to investigate, using a case study methodology, cooperative teaching arrangements in an integrated setting and formative factors impacting those arrangements. Through this methodology, explanations were built regarding these factors and their effect on the cooperative relationships.

This chapter is divided into four sections. The first section presents the issues which emerged throughout the course of the study as ones which seemed to influence the cooperative partnerships. These issues will then be examined in terms of current literature and how this literature relates to the findings of the study. This is followed by the second section which includes the contribution brought to the field of education through this research. In a third section, policy recommendations are made with regard to future implementation of cooperative teaching in the school setting. A final section presents recommendations for future research regarding areas surrounding cooperative teaching which may require further examination.

Integration of Literature with Research Findings

Issues of Shared Commitment

The data analyzed in this study seemed to support several points made in the literature regarding an issue

which emerged as influential in the cooperative teaching arrangement. This issue was that of partners having a shared commitment to philosophies necessary to sustain a cooperative teaching program. Beebe and Masterson (1982) referred to this shared commitment as a "mutuality of concern" (p. 46). These authors noted that individuals often brought different levels of commitment or concern to a group. It was suggested that, when instituting change, "the degree to which members are concerned with the group's task [should] be clarified at the outset" (Beebe & Masterson, 1982, p. 46).

Differing levels of commitment to meeting the needs of special students and other lower ability students in the classroom were indeed displayed in the study. While most of the partners--7 out of 10--seemed to have similar philosophies regarding this issue, three partnerships, notably, did not. Most notable among these was the relationship between Sara and Ken. While Sara believed special students could be served well in the integrated setting when provided the proper support, Ken clearly stated that he felt that the "slow kids" ought to be placed in special classes where they could receive the individual help they needed. This basic difference in philosophy between Sara and Ken, indeed, seemed to prevent the relationship from progressing very far.

Ken's somewhat involuntary participation in cooperative teaching might have applied pressure to what Corbett et al.

(1987) called "sacred norms" (p. 56) existing within the school culture with which Ken was most familiar. Sacred norms, according to these authors, included a commitment to content specialties or an emphasis on order and work. This description seemed to exemplify Ken's outlook on life in the classroom because Ken referred to the students with difficulties as not understanding the content of his history course. Ken considered this content to be of the utmost importance. In addition, Ken described new methods tried by Sara and his student teacher which, in Ken's opinion, caused them to "fall flat on their faces" due to lack of order in the classroom.

Sacred norms can be different for the somewhat traditionally separate cultures of special educators and regular educators. Sarason (1982) suggested that these two cultures, while agreeing on some issues, have several points of disagreement. Three such points were:

the special class teachers were tolerated rather than accepted, . . . seen much more in a babysitting, behavior-managing role than in an educator one, . . . [and that special classes] were frequently and unfairly used as a way of segregating children who were behavior problems in the regular classroom. (p. 238)

Rose, in her relationship with teachers in the sixth and eighth grades, seemed to have situations which exemplified these points. Rose recalled that she had tearfully listened to sixth-grade teachers whom she had considered her friends tell administrators why they were opposed to cooperative teaching. Cindy, too, recalled this incident and explained

that their team had proposed an alternative plan in which they would be able to cooperatively teach with each other instead of accepting someone who was, for all practical purposes to them, a stranger coming into their rooms. These same teachers, Rose related, had difficulties--even after a year of cooperatively teaching with special educators--in realizing that placing students in special classrooms for behavioral disorders was a thing of the past, and thus, saw special education as still serving in the function of removing "problem" students from the regular class.

As for having a babysitter role as opposed to an educator one, Rose indicated that her role in Ellen's classroom consisted primarily of "crowd control" and little else. Of course, Ellen, as well as others, seemed to be wrestling with the demands of cooperative teaching along with other stresses in her life as an educator. Sarason (1982) recognized that "mainstreaming [was] mandated at a time when school personnel, particularly those in urban settings, perceived cutbacks in school budgets as making a bad situation worse" (p. 272). These stresses often made teaching seem a lonely profession in that it brought forth "feelings compounded of isolation, frustration, and the pressure to appear competent to handle any and all problems" (Sarason, 1982, p. 276). For Ellen, as well as others, making a commitment to anything under these circumstances was taking a risk.

Issues of Autonomy and Isolation

Data from this study seemed to support past research and literature in terms of the existence of teachers' feelings of autonomy and isolation in their school lives. Spodek (1982) stated that, as much as teachers talked with each other in a variety of circumstances in the school setting, they still lead separate and isolated lives in terms of their collegial interaction. Lortie (1975) recommended that collegial norms replace norms of autonomy and isolation in existence for so long in our schools. Cooperative teaching, for the teachers in this study, seemed to be an attempt to do just that.

Although Flinders (1988) stated that teacher isolation was an accepted condition of work, several teachers in the study indicated that this was not a positive condition. Irving apparently wanted to escape the "egg crate mentality" that Flinders talked about, for he became actively involved in several changes over the years which called for increased collegiality, such as team teaching, through the middle school concept, mentoring, and more recently, cooperative teaching.

Flinders (1988) also stated, however, that, while some teachers perceive themselves as isolated in the teaching world, others viewed this as having the autonomy they desired to make their own decisions in their own rooms. Allie, Ken, and Gary were prime examples of people who sought the autonomous side of teaching. Allie and Gary differed from

Ken in this regard, however, in one respect. Both Allie and Gary held the input they received from their cooperative partners in high regard, but still wanted to be able to return to their own classrooms and make their own decisions. Ken, on the other hand, sought no such input and simply wanted to make his decisions based on 30 years of experience.

Flinders (1988) stated that collegial interaction, due to the time factor, was a distraction and therefore a potential threat to survival. There was little evidence among the 10 partnerships observed that this was the case. Although nearly all teachers who participated in the study indicated time as a crucial factor in cooperative teaching in that it required more of their time and they were not given enough time to accomplish what they needed, no one indicated that this problem posed a particular threat to their survival in the teaching world. Most simply made due with what they were given or found time outside of the contract day to meet with their partners. Allie had indicated that, because meeting with Sara usually had to occur after school, it caused a distraction for her from those students who stayed after for help. She did not view this, however, as an event which threatened her survival as a teacher. Gary and Brenda both stated that making time for collegial interaction with their partners was a time infringement, but a worthwhile one because of the positive results.

King (1983) stated that a claim of autonomy was used to "tell other people to mind their own business" (p. 91). This might have described Ken accurately as he seemed to not only want people to respect his right to do things his way in his classroom, but he made strong reference to respecting other teachers' rights to do the same. He felt similarly about coaches and their activities and the choices he made autonomously as a coach. His strong defense of everyone's right to be autonomous seemed to make the meaning of King's statement clear.

King (1983) also asserted that while some autonomy was due to personality, some was due to social constraints such as timetables existing in schools. While many teachers in this study stated that time available to collaborate was inadequate, no one was able to use it as an excuse for complete autonomy, because the administration had arranged accommodations in several ways so that all teachers were free to meet at one time or another. In only three cooperative arrangements did teacher autonomy seem to affect the degree to which collegial interaction was impeded. For Ken and Ellen, who were self-proclaimed "domineering" teachers, autonomy as a personal characteristic may have indeed been a great factor in their lack of progress with their partner. Perhaps it was Baxter (1988) who stated it best, "No relationship can exist by definition unless the parties sacrifice some individual autonomy" (p. 257). For this

reason, no real relationship seemed to exist between Sara and Ken. The same could be said about Rose and Ellen due, at least to some extent, to the autonomous nature of one or more individuals which seemed to prevent them from participating in collegial interaction.

Leithwood and Jantzi (1990) were critical of the autonomous teacher and his or her affect on innovations such as cooperative teaching.

Attention to school culture, as a part of school reform, is driven by evidence that traditional school cultures, based on norms of autonomy and isolation, create a work context in which realizing the central aspirations of school reform is highly unlikely. (p. 3)

This seemed to be a rather pessimistic view of school reform and at least one educator in the study felt things were not so gloomy with regard to teacher autonomy. Sara, who chose to work more fervently with her willing partners, also saw possibilities in her work with people such as Ken and Jack. She stated that, over time, she could not help but think that there would be changes due to their continuing work together which she hoped would result in an eventual trust leading to positive growth.

Requesting and Receiving Assistance

The cooperative relationships in which teachers utilized each other's assistance well were often those which were considered to be convergent or transformative relationships. To ask for, give, or receive such assistance was viewed as a higher level issue in the model. Little (1990b) recognized

this kind of activity is traditionally suppressed by "norms of noninterference" (p. 519) and suggested that collaboration tends to break down previous barriers created through professional autonomy. In another article, Little (1990a) noted that colleagues were people who planned, prepared, and evaluated topics, methods, and materials together. Cooperative teaching partnerships which were considered convergent or transformative in the study were, indeed, ones which accomplished these activities. An additional activity noted by Little was that of classroom observation. Allie cited difficulty accomplishing this, but wished she could have done so more often. She felt that when Sara was in front of the room, she could have learned much just watching her; but instead, she felt like she should be providing additional assistance in the class at that time. Jack, while not having taken full advantage of his partner's assistance, did admit that he had been "observing her like crazy." Ellen, too, on the few occasions when Rose had taken the helm, stood in the back of the room and noted student interactions, reactions, and also various conditions within the room.

Little (1990a) also noted that colleagues should "teach one another about new ideas and new classroom practices, abandoning the perspective that teaching is just a matter of style in favor of a perspective that favors continuous scrutiny of practices and their consequences"

(p. 179). Probably most notable in the study was the progress made in this area by Sara and Allie. Both had tried cooperative learning and alternative forms of assessment together in an attempt at such scrutiny. Rose and Brenda tried reteaching and retesting as a way of examining new methods of evaluation.

Overall, Zahorik (1987) noted 11 different types of help which teachers asked for or received from others in their field. The top four topics for which assistance was provided, accounting for 68% of all forms of assistance, dealt with materials, discipline, activities, and individualization. This seemed to hold true for those teachers involved in the research. Probably the most frequently occurring assistance was in the area of activities. Nora provided a prime example of this kind of assistance because she was best noted by her partners for her ideas for activities in the classroom and she seemed to concentrate her efforts on this form of assistance. Other forms of assistance noted by Zahorik (1987) were in the areas of evaluation, methodology, objectives, reinforcement, lecturing, questioning, and room organization. Many of these areas were represented in the research as well. Sara helped provide several teachers a different view of evaluation through use of rubric assessment and outcomes-based education. Rose, too, did this through encouragement to reteach and retest students who did not pass tests on the

first attempt. Sara and Irving were making plans to change tests to include only critical objectives. Sara stated that Ken was utilizing outlines for student notetaking of his lectures and was also operating an overhead projector during his presentations. In addition, Sara was able to provide input regarding student seating to Allie because of her previous cooperative partnerships with the teachers preceding Allie in their social studies rotation.

When comparing the forms of assistance noted by Zahorik (1987) with the forms of assistance noted in the data of this study, all three special educators seemed to provide their partners with assistance stated in the literature. It was noted, however, that Sara, perhaps, provided a wider variety of assistance across her cooperative relationships.

Trust Within Partnerships

Trust seemed to be a key issue in the relationships which Rose had with Ellen and Brenda. Berger (1988) stated that initial interaction between partners involved an exchange of information which was nonevaluative in nature and which was intended to reduce uncertainty about the future of the relationship between the two partners. This often led to a trusting relationship. Friends, stated Berger, could ask more evaluative questions of others than strangers. Rose and Brenda, as good friends to begin with, were able to evaluate their testing practices at a deeper level to determine the need for reteaching and retesting. When Brenda was

discouraged with student progress, Rose was able to make statements which called for more commitment on Brenda's part to make greater effort on behalf of students. In contrast, Rose and Ellen began their relationship with negative preconceptions of each other and seemed to never get past entry level interaction and therefore, seemed to never reduce the uncertainty and mistrust which plagued their relationship.

Davis et al. (1991) asserted that "as teachers develop a belief in shared understanding, they negotiate meanings and build trust" (p. 5). Important components of this were complaining and gossip which helped partners to understand each other's values and establish bonds. Humor also played an important role in this kind of communication. Again, in the data, these assertions could be found in the contrasting relationships that Rose had with both Ellen and Brenda. The trust was built quickly between Rose and Brenda, since they had already begun to share an understanding of each other's values through their communication as friends. With little or no such communication with Ellen, a true understanding never seemed to occur. Each thought they knew what the other valued, but this was based on those same preconceptions and little else.

Trust was something Beebe and Masterson (1982) thought could only surface through self-disclosure. These authors outlined five levels of self-disclosure which would lead to a

trusting relationship. At the fifth and lowest level was cliché communication--the kind which might be heard when first meeting someone--such as, "Hi, how are you? Nice day, isn't it?" The fourth level consisted of facts and biographical information given about each other. At the third level of communication, personal attitudes and ideas were exposed. At the second level, personal feelings were shared, and at the first and highest level, peak communication occurred which included full self-disclosure. Even in Rose's contrasting relationships, peak communication never quite occurred, because Brenda was never able to be completely honest with Rose regarding her tardiness to class. This relationship differed greatly from that Rose had with Ellen, however, in that those two partners never made it past sharing facts and biographical information about each other. Even that level might have been questionably evidenced, since Ellen did not know the degree to which Rose had had prior experience in the regular classroom.

Balance of Power

The ideas of self-disclosure and trust were closely related to a fifth emergent issue--power in the relationship. Both of these issues were a part of Rogers and Millar's (1988) Distancing Model of relational dimensions in which the authors stated that "interpersonal relationships are viewed as self-regulating systems that are continually structuring themselves and their members in and through distancing ties

manifested in communicative behavior" (p. 293). There were three relational dimensions cited by these authors: intimacy, trust, and control. Intimacy was described as the strength of the attachments, trust was defined as the participants' attempts to establish boundaries that constrain behaviors, and control was considered the predominant organizing dimension which regulated interactions and caused vertical distance between participants. These three levels seemed to coincide with data in emergent issue categories. For some participants, intimacy was evidenced through a close relationship with their partner. The closest relationships observed were the ones which Rose had with Brenda and Cindy, because each considered the other a good friend.

While intimacy might have been a large part of the relational dimensions exhibited in those two partnerships, other partnerships, such as that between Sara and Allie, Sara and Irving, and Nora and each of her partners seemed to exhibit more in the area of trust. Each of the individuals involved in these relationships trusted their partner's skills, efforts, and honesty.

The control element of relational dimensions which produced distance between partners was more predominant in Rose and Ellen's relationship, as well as that of Sara and Ken. Maurer (1991) cited sources of power such as that obtained from providing resources, coping with uncertainty, having political connections, being irreplaceable, gaining

consensus, getting things done, affecting decisions, and persuading others. For Ellen, coping with the uncertainties in a cooperative relationship seemed to allow her to take total control of the classroom. She was uncertain that Rose could provide instruction to a large group or would even be there consistently to help out. Ellen also was uncertain of her own acceptance as a partner, for she considered it a risk to become involved in the program because she was afraid no one would request her. Even Cindy, Brenda, and Gary mentioned the uncertainties involved in the cooperative teaching program. One never knew, from year to year, if the same partner would be available. In the end, then, these teachers considered themselves to have the ultimate decision-making power in their classrooms even though, for the duration of the partnership, they were willing to share this power.

Relationship Development

Berscheid (1985) described three types of relationships: compatible, close, and healthy. Compatible relationships were considered to be ones in which there was an absence of negative emotion, and close relationships were thought to be ones in which partners were highly interdependent. Healthy relationships, as described by Rossiter and Pearce (1975) went beyond the status of the first two and were described as those in which partners were close yet autonomous, caring, flexible, congruent, empathetic, and had satisfying

communication. As depicted through the study, Sara and Ken, as well as Sara and Jack, may have been considered merely compatible due to their lack of communication. Close might have been the term used to describe relationships such as Sara and Irving, Rose and Brenda, Rose and Cindy, and Nora and all of her partners. The relationship which stood out as possibly being a healthy one was that of Sara and Allie, because of their ability to resolve conflict through satisfying communication. Rose and Ellen's relationship was difficult to classify in this schema, however. While Sara and Ken's relationship indicated, more or less, an absence of negative emotion and thus made their relationship merely compatible, this was not true in Rose and Ellen's partnership. Yet, with their lack of communication and interdependence, the relationship could not have been considered close or compatible either. Perhaps Berscheid (1985) needed a fourth category to explain a phenomenon such as this.

Although there are several types of relationships, Goodlad (1966) recognized that, for such relationships to begin, partners must be free to participate and choose whom they will work with. This was indeed the case with most of the relationships involved in the study. It was not true, however, for both Ken and Gary. Both of these teachers were asked to be included by the nature of their employment. This occurred after the selection process had taken place and,

thus, neither had input into this process. While Gary felt apprehensive about cooperatively teaching with someone to begin with, he stated that once he discovered his partner would be Nora, he felt relieved. Ken, on the other hand, while happy to have Sara as a partner, was more concerned as to whether a partner would accept him and his ways rather than the reverse.

Teachers who had been in peer evaluation programs, cited Roper and Hoffman (1986), developed relationships with their peers over time. "As evaluations were exchanged, teachers developed more respect for the ability of their colleagues to make sound judgments. As a result, they were more willing to have colleagues evaluate their teaching" (p. 57). This seemed similar to what occurred in the cooperative teaching setting as well. While cooperative teachers were not overtly evaluating each other, they were evaluating methods, procedures, and classroom needs. As the teachers continued on a day-to-day basis to do these things, a certain amount of trust and respect began to develop between partners. As Cindy stated of her situation with Rose, she was able to trust her only after "being in the trenches" with Rose.

For some of the teachers, excess baggage was brought to the relationship in the form of preconceptions which prevented further growth between partners. Rossman et al. (1988) described something similar happening in organizational cultures which may be applied to this

situation. They stated that people bring some personal history and "biographic idiosyncrasies" (p. 5) to an organization and these are interpreted by others in that organization. "The interplay of individual idiosyncrasy and collective meaning expresses itself in patterns of norms, beliefs, and values called 'culture'" (p. 5).

A partnership could also be considered an organization. In the case of Rose and Ellen, Rose brought to the partnership memories of a former knowledge of Ellen which seemed to govern her interactions with Ellen and her belief about Ellen's values. On the other hand, Ellen brought assumptions about Rose's historical and biographical past with her as well, and determined her own meaning of that information to include Rose's lack of experience with large-group instruction.

The presumed knowledge brought to the partnership as excess baggage seemed to prevent partners from being more honest with each other. Of course, honesty was not always considered the best policy for some in the cooperative setting. Rossiter and Pearce (1975) stated four reasons for avoiding honesty in a relationship: strategy, safety, desire to avoid responsibilities, and a desire to avoid self. Ellen and Jack were two teachers who seemed to have problems with being completely honest regarding their feelings about issues or concerns they had with their partners. Safety seemed the appropriate reason for this, since they both indicated that

it was much safer to not say anything at all if a relationship might be severely damaged if honesty were used. For this reason, both Ellen and Jack seemed to use a technique for avoiding honesty which Rossiter and Pearce (1975) termed "signaling for distance" (p. 62). Jack began to pull away from Sara when things were going badly and Sara recognized this change in behavior. Ellen signaled distance when she would not allow Rose to help out when Ellen was visibly upset about something, even though Rose wished to be of service. In this respect, each was able to keep a distance from their partner and avoid the collision which honesty might bring to the relationship.

Conflict Resolution

An emergent issue which seemed to have a large effect on whether a relationship was considered a transformative one was the partners' abilities to resolve conflict within the partnership. Miller and Bolster (1988) stated that conflict was inevitable in any relationship and that there was likely some pressure to resolve the problem quickly because "its existence [had] both emotional and behavioral consequences for the relational partners" (p. 277). This was best exemplified in Sara and Allie's relationship. When Allie's absence for their period together on the first day of their partnership occurred without Allie having informed Sara of her plans, Allie knew, from Sara's reaction, that the problem needed to be discussed. Although she wished to discuss it as

soon as possible, she could not do so due to time and schedule constraints. This seemed to bother Allie greatly, because she did not know how long she could tolerate the tense situation.

Filley (1975) noted that some positive values of conflict existed. One of these was the ability to measure power in a relationship through conflict and how it is handled. This power is identified because "coercion, control, and suppression require superiority of one over another, whereas problem solving requires an equalization of power among parties" (p. 7). Although coercion was not evidenced in any relationship, control and suppression seemed to be observed. While Ellen seemed to suppress some of Rose's contributions to their partnership, Ken forthrightly told Sara that she may enter his classroom provided he would not be required to change anything, thus making his control quite clear from the onset. The conflict which resulted in both partnerships did, indeed, allow for determination of power. On the other hand, Sara and Allie's conflict required problem-solving strategies. In their discussion of the events that had taken place and the feelings surrounding the issue, they made a proactive decision on how to handle future problems of this nature, thus establishing an equalization of power.

Maurer (1991) noted three types of conflict, one of which seemed pertinent to the cooperative partnerships--

parties having incompatible goals. Filley (1975) also noted that conflicts might result when parties "do not understand each other's actual positions or when either of the positions taken is based upon a limited knowledge of the facts" (p. 13). While Rose seemed to think that she and Ellen simply did not see eye to eye on various philosophical issues and had, therefore, incompatible goals, it also seemed that she and Ellen both made a lot of assumptions regarding the other's viewpoints on issues and accepted these assumptions as fact when deciding to avoid conflict. For Sara and Ken, although there was a great deal of conflict in Sara's mind regarding their differences in goals, no such conflict existed for Ken, because these goals were not up for discussion.

Ken, on the other hand, did perceive conflict with Sara's disciplinary methods, but chose not to address this issue with her out of respect for her autonomy as a teacher and his adherence to norms of noninterference. Instead, he chose to deal with the problem himself. This represented one method of dealing with conflict in a relationship as discussed by Kaplan (1984). The methods cited by this author were: parties spending more time together productively, bleeding off tension through a third party, one party going around the other, ending the relationship, leaning on sympathetic others, or working through the problem. Nearly

all these methods were observed in form or fashion during the course of the study.

Some teachers, like Cindy and Brenda, chose to focus on the productivity occurring in the classroom despite their concern with Rose's tardiness and absence from class. Most teachers interviewed indicated that going to a third, arbitrating party, such as the principal, was simply out of the question. The principal agreed with this from his perspective as well, since he felt that individuals must work out their differences between themselves. Ken's dealing with behavior problems himself despite Sara having already doing this in her own way, was a good example of one party circumventing another. Although no one actually ended a relationship, Ken thought that, if conflict existed, he would seriously consider doing just that. Leaning on sympathetic others to relieve the tension was one way some of the teachers chose to handle the situation, but others, like Ellen, feared the gossip which might result. This gossip was even a reason for avoiding conflict in the first place for Ellen. Sara and Allie, in the end, were the best examples of partners working through a problem and resolving it so that their partnership could not only thrive, but grow as well.

Professional Growth

"Collegiality among teachers and between teachers and administrators is recognized by many as an important source of professional growth" (Zahorik, 1987, p. 386). Schlechty

(1976), however, warned that in a team-teaching situation like in cooperative teaching, collegiality did not always mean growth occurred. "Teachers who once taught independently alone now, teach independently together with one or more colleagues" (p. 216). Ken and Sara's relationship seemed to indicate that some truth existed in this statement. Despite Sara's willingness to provide a variety of services in the classroom, Ken chose to do all the instruction himself, as well as all the other jobs he would have typically done had Sara not been there. Jack, too, in his relationship with Sara, continued teaching the way he would have had she not been present in the room, allowing Sara only a little more contribution than she was allowed in Ken's room.

Little (1990b) stated that collaborations were often contrived, and that collegiality "goes well beyond getting along and working well together" (p. 510). While in several cooperative partnerships one would have observed partners getting along well together, one might not have observed any measurable growth as a result of the partnership. Rose and her two relationships with Cindy and Brenda might have been examples of this. Rose and Cindy became good friends and provided emotional support when times were rough in and out of the classroom. They did not, however, attempt many new strategies other than an increase in reteaching and retesting. This was also true of Rose's relationship with

Brenda. In fact, Brenda was an innovative teacher to begin with and what might appear to an outsider as tremendous growth in their classroom together was really the result of Brenda's efforts prior to Rose's entry. No plans existed in either of these partnerships for examining various aspects of their current practice or attempting any new strategies. As Little (1990b) phrased it,

Bluntly put, do we have in teacher's collaborative work the creative development of well-informed choices, or the mutual reinforcement of poorly informed habit? Does teachers' time together advance the understanding and imagination they bring to their work, or do teachers merely confirm one another in present practice?
(p. 525)

Little also stated that to move from independence to interdependence requires changes in how teachers interact with each other, and that, in turn, increases the chances for conflict and for mutual influence. Probably the top two costs of such a movement, said Little, were the time involved and the risk of conflict. Very few relationships actually were able to cite an appreciable amount of professional growth during the course of the year. Most cited time as a factor which determined this outcome. In Sara and Allie's case, however, and even in Sara and Irving's as well, extra time was taken during the summer to work together on some of the goals they set as a team. Nora managed to circumvent this need to a degree by doing a lot of work on her own and then presenting her ideas to the partner who did not then need to meet additionally to work on such activities with

Nora. Rose had little extra time due to other matters which needed attention, and she continued to cite time as a debilitating factor in her relationships.

Contribution to the Field

Prior to this investigation, literature regarding cooperative teaching as a method for meeting the needs of all students in an integrated setting focused primarily on what cooperative teaching looked like and how existing organizational structures could be utilized or changed to accommodate that which was needed for a cooperative teaching program. This piece of research, it is felt, went beyond the surface level issues surrounding this kind of collaboration between special and regular education teachers. Instead of focusing on what cooperative teaching was, this research has focused on how cooperative teaching was influenced and why it was influenced by factors that lay within the context of a school's culture.

The model entitled A Classification Model of Influential Factors in Cooperative Teaching developed by the researcher presents issues which emerged through the data, depicting these influencing variables. This model could be used as a self-examination vehicle with which cooperating teachers could reflect upon their current level of participation. This, then, may set the stage for setting goals for improvement as a cooperative partnership.

In addition, administrators, it is felt, could also benefit from the proposed model as it provides a guide for beneath-the-surface issues which may exist in present cooperative partnerships or may emerge in a proposed cooperative teaching program. Knowing these influential variables may allow an administrator to approach some of the issues through inservice or provision for time together as partnerships to self-evaluate.

Conclusions

A number of conclusions were drawn regarding the emergent issues in cooperative teaching and the resulting patterns or levels of partnerships. These include:

1. For a cooperative teaching relationship to be considered successful, partners should, at the very least, share a commitment to meeting the needs of all students. More advantageous to the relationship, however, would be a shared commitment to cooperative teaching as a method by which this goal could be accomplished. Without this commitment, teachers are left without a foundation from which to build a meaningful relationship with respect to their profession.

2. One or more teachers holding an autonomous view of their position as educators may prove detrimental to a cooperative teaching relationship. Teachers who have, at one time or another, felt isolated in their jobs may look upon cooperative teaching as a method to alleviate this feeling.

Teachers who prefer a sense of autonomy with respect to their positions, however, may consider cooperatively teaching with another as an infringement upon what they feel to be their right as an educator to make the decisions for their classroom. This autonomy may not always have a negative effect on the relationship, however. Some teachers, feeling ultimately responsible for their classroom, may show signs of an autonomous nature, but at the same time, they may desire, request, and value the assistance of their partner.

3. A successful relationship should consist of both partners mutually offering and receiving a variety of forms of assistance. Both partners should feel that their input is valued and both must share in the planning process. If one or more partners does not feel that their assistance or input is wanted, a breakdown in the relationship is likely to occur.

4. Both cooperating partners should feel comfortable sharing the classroom environment together. The classroom teacher should be able to relinquish all classroom materials to the discretionary use of the incoming partner. This partner, while respecting the belongings of the classroom teacher, should feel welcome to actively participate in the proceedings of the classroom, as well as to utilize all materials in the classroom, including plan and grade books.

5. Successful partnerships should consist of teachers who fully trust one another with respect to their skills,

efforts, and integrity. A lack of trust will likely result in a conflict of some sort for the partners.

6. Successful cooperative relationships demonstrate a balance of power between partners. In order for partners to feel like a balance of power exists within the relationship, they should be equally or near equally involved in the decision-making process regarding all aspects of the educational process with respect to their cooperative class. This should include, among other things, grades given, grading standards, lesson plans, and curriculum modification.

7. One factor which renders a cooperative relationship at risk of failure is when partners do not take the time necessary to get to know one another on a personal level. This does not mean that partners have to be close friends, but rather, that they simply take an interest in their cooperative partner as a person. This is but one step in the growth of the relationship.

8. Crucial to the long-term survival of a cooperative relationship are the teachers' abilities to resolve underlying conflict within the partnership. Those teachers who choose a proactive but respectful stance in addressing issues of concerns with their partners are likely to have prosperous relationships. Those who choose not to address such issues are more likely to part ways eventually. For some, this parting of the ways may involve a fair degree of hurt feelings and disillusionment.

9. The most successful relationships seemed to progress towards common goals of professional growth through the planning and implementation of new strategies and methods. Without a shared commitment to professional growth through the alliance formed between partners, the cooperative relationship is likely destined for a somewhat shallow existence, living mostly for the day-to-day accomplishments which may occur. While not unworthy, the relationship may prove stagnant over the long haul, leading to teachers' possible dissatisfaction with each other or with cooperative teaching.

10. Of the four levels of cooperative teaching delineated in this study, two are considered inconsistent with the goals set forth within Iowa's Renewed Service Delivery System. Iowa's RSDS plan has, as a primary objective, the improvement of services for students with disabilities through the examination of the utilization of support personnel. Under this plan, relationships which are parallel in nature would be considered stagnant and evidencing little progress and, therefore, undesirable for obtaining the goals of RSDS. These cooperative partnerships are "cooperative" in name only, and likely exist through an arrangement made by others. Collateral relationships would also be considered inconsistent with RSDS goals because of a lack of shared progress toward these goals. This would be the result of the strong undercurrents of conflict which

exist between partners that remain unresolved or avoided. A lack of trust and communication necessary to resolve the conflict would likely result in eventual dissolution and ill feelings harbored by one or both partners. These feelings could transfer to the cooperative teaching effort as a whole and result in negative feelings about attempting such an innovation again.

11. Convergent and transformative relationships would, in terms of the goals set forth through the RSDS plan, be considered desirable cooperative teaching partnerships. Convergent partnerships, while not having achieved the highest level of cooperation, may pave the way for future growth between partners. Transformative relationships are considered the most consistent with RSDS goals because, through their improvements and achievements, partners may pave the way for other partnerships to grow, thus producing an increasingly collaborative culture interested in professional growth through collegial relationships.

Policy Recommendations

As a result of this research, policy recommendations were made. Before instituting a change such as cooperative teaching, administrators should:

1. Provide inservice regarding what such a program might look like and consist of. This would allow teachers to begin a thought process geared toward making a change in the near future.

2. Provide an opportunity for teachers to observe cooperative teaching in action and to discuss the model with those observed.

3. Provide an opportunity for staff to discuss the advantages and disadvantages of such a program and also to list possible barriers to instituting such a program.

4. Provide opportunities for teachers to reexamine traditional teaching practices and the degree to which cooperative teaching challenges those practices.

5. Provide an opportunity for staff to discuss the issues which emerged from this research and discuss the components of the Classification of Influential Factors in Cooperative Teaching.

6. Provide a description of professional growth expectations and how these expectations should be met by teachers.

7. Provide opportunities during contract time and noncontract time for cooperating teachers to meet and begin the development of relationships as well as instructional plans together.

Instructional personnel responsible for teacher training at institutions of higher learning should:

1. Encourage preservice teachers to examine traditional practices in the educational workplace with respect to collegiality.

2. Require preservice teachers to collaboratively work with others in the classroom training setting.

3. Provide training in specific skills required for working collaboratively with others, such as problem-solving and conflict resolution techniques.

4. Require preservice teachers to develop and carry out self-improvement plans related to professional growth.

Recommendations for Future Research

This research was not intended for a discussion of the effectiveness of alternative methods for serving students with special needs. Although within the confines of the data presented, teachers gave their perceptions regarding this issue, the study itself could not speak to the effectiveness of cooperative teaching. It is therefore recommended that research, perhaps of an experimental nature, be conducted which attempts to measure the effectiveness of such a program with regard to student academic performance. This recommendation might also include a comparison of cooperative teaching effectiveness within the four levels of cooperative teaching proposed in the model from this study.

Since a shared commitment was deemed an influential factor in the cooperative teaching arrangement, another recommendation for future research might include one in which the researcher investigates how cooperative teaching might have affected teachers' commitments to meeting the needs of special students within the regular class setting.

Although Leithwood and Jantzi (1990) speculated that efforts to change the effects of autonomy and isolation in the lives of teachers through programs such as cooperative teaching would fail, it would be interesting to test this hypothesis through research. Perhaps through qualitative design, one might be able to discern how teacher autonomy or isolation is affected by cooperative teaching. Related to this idea might be research on the degree to which one teacher's input or assistance affects another teacher's actions, or an investigation of how cooperative teaching affects the collegial interaction among teachers in a school.

The ability to resolve conflict with a partner was of critical importance in the cooperative partnership in this study. A more thorough investigation of this particular aspect of cooperative teaching may be in order, however. Since literature on the subject of teacher working conditions cites isolation and autonomy as critical issues, and cooperative teaching seemed to challenge these issues because of, at least in some respects, the risk of conflict which might result from interactions with others, perhaps it would be beneficial to investigate how cooperative teaching affects a teacher's ability to problem solve, resolve conflicts, or interact effectively with others.

Because professional growth was an important factor in determining levels of A Classification of Influential Factors in Cooperative Teaching, perhaps this needs to be researched

more thoroughly as well. Various teachers seemed to define growth differently. For some, it was simply accepting another person in their room. For others, it was making major changes in methodologies used in the classroom. An investigation of how cooperative teaching affects a teacher's professional growth may be in order for this reason. Perhaps, through research of this kind, a clearer understanding of the range of activities which encompass professional growth can be delineated.

Finally, the model presented in this study, Classification of Influential Factors in Cooperative Teaching, delineated four levels of cooperative teaching which may be of use in evaluating cooperative teaching efforts. For this reason, further research is recommended through which an instrument can be developed and tested which evaluates cooperative relationships as they are identified through the model presented in this study.

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APPENDIX A

CASE STUDY COVER LETTER

August 1, 1991

Building Principal,

As a teacher for the past 9 years, I have taken an interest in the recent developments in special education in Iowa. Iowa's Renewed Service Delivery System (RSDS) proposal has encouraged many buildings to adopt innovative plans for meeting the needs of the special education students. Often these plans include some form of collaboration between regular and special education teachers. One type of collaboration is cooperative teaching. Cooperative teaching refers to an "educational approach in which general and special educators work in coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings" (Bauwens, Hourcade, and Friend, 1989, p. 18).

As an education doctoral candidate, I will be conducting an investigation of cooperative teaching for my dissertation. By means of a case study approach, I intend to document data within the following themes and any emerging theme areas surrounding cooperative teaching:

- 1) Formal and informal organizational structures influencing cooperative teaching arrangements
- 2) Communication networks influencing cooperative teaching arrangements
- 3) Support networks influencing cooperative teaching arrangements
- 4) Incentives influencing cooperative teaching arrangements
- 5) Barriers influencing cooperative teaching arrangements

This letter is meant as an introduction to the investigation to be conducted in the spring of 1992. At this point, I am searching for possible sites for study and requesting information regarding procedures necessary for obtaining permission to conduct such a study in your district.

I ask that you please complete and return the enclosed return letter as soon as possible.

Thank you for your time.

Sincerely,
Mary Jean Takes

APPENDIX B

CASE STUDY RETURN LETTER

Case Study Return Letter

Cooperative Teaching: an educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings.

Examples:

Complementary instruction: Primary content instruction provided by the regular class teacher and student survival skill instruction provided by the special education teacher.

Team teaching: Both the regular and special educator share all the planning, preparation, and instruction for the classroom.

Supportive learning activities: The regular class teacher provides all instruction essential to the content of the course, and the special educator provides enrichment activities which support the content.

Please complete this section and return this letter in self-addressed, stamped envelope provided. Please return by

___/___/___

1. Does a cooperative teaching arrangement between a regular and special education teacher exist in your building? If so, how many such arrangements exist in your building?

___ Yes ___ No Number: ___

IF YES:

2. Of the three examples described, which type(s) of arrangement(s) exist in your building?
(Check all that apply)

___ complementary instruction
___ team teaching
___ supportive learning activities

3. Who should be contacted for information regarding obtaining approval and procedures for conducting this study in your building?

<u>Contact Person</u>	<u>Position</u>	<u>Address</u>	<u>Phone</u>
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APPENDIX C

SITE AGREEMENT

Cooperative Teaching as a Method of Collaboration Between
Regular and Special Educators in an Integrated Setting

The following arrangements have been agreed upon for the duration of the study:

- I. As the researcher, Mary Jean Takes will:
1. Check in with the office upon arrival each visitation day.
 2. Provide a weekly calendar of scheduled observations and interviews.
 3. Respect the schedules, needs, and wishes of faculty and staff.
 4. Protect the identity of individuals and location of study.
 5. Provide an executive summary of findings to Director of Special Education and building principal.
-
-

- II. As the principal of Central Middle School, Mr. Alan Adams will:
1. Allow the researcher to have access to building and staff in the form of interview, documentation, and observation of classes and formal and informal meetings.
 2. Allow the researcher to have access to certain building equipment such as telephones and photocopy machines (at researcher's expense).
 3. Provide information which will allow for the smooth operation of the study such as notice of schedule variations, daily or weekly bulletins, or notice of scheduled meetings pertaining to the topic of the study.
-
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It is further agreed that the participating school, Central Middle School, may withdraw from the study at any time if deemed appropriate by the principal, Alan Adams.

Mary Jean Takes (researcher)

Alan Adams (principal)

APPENDIX D

PARTICIPANT AGREEMENT

Cooperative Teaching Case Study
Participant Agreement

As a participant in the cooperative teaching case study, I know that the researcher, Mary Jean Takes will:

1. Provide a weekly calendar of scheduled observations and interviews as known to her at that time.
2. Observe quietly in my classroom.
3. Schedule interviews ahead of time.
4. Limit interviews in length and number as much as possible.
5. Protect the identity of individuals and location of study.

I further agree to:

1. Allow the researcher to interview me (at my convenience)
2. Allow the tape recording of interviews.
3. Allow the researcher to observe planning sessions with the cooperating teacher.

Mary Jean Takes (researcher)

(cooperating teacher)

APPENDIX E

CASE STUDY PROTOCOL

Cooperative Teaching Case Study
Researcher: Mary Jean Takes
(319)234-6297

Case Study Protocol
for
Cooperative Teaching as a Method of Collaboration
Between Regular and Special Educators
in an Integrated Setting

Overview

The Investigator. Mary Jean Takes has been an Iowa special educator for the past 9 years. Recent developments in special education, such as Iowa's Renewed Service Delivery System (RSDS), have prompted Ms. Takes to inquire about various forms of collaboration between regular educators and special educators which are intended to meet the needs of students with disabilities. Ms. Takes is currently pursuing her Educational Doctorate in the area of Curriculum and Instruction and has chosen one form of collaboration, cooperative teaching, as her dissertation topic.

Importance of the topic. Increased integration of special education students and the efforts to meet the needs of students determined at risk of dropping out of school have helped to initiate many different collaborative efforts between regular and special educators. As collaborative efforts increase, the need to examine these efforts becomes important. The resulting information will benefit educational leaders within the schools who are concerned with providing appropriate inservice for teaching staff.

Noted literature. Since the early 1900s, schools throughout the United States have met the educational needs of students through regular education services and additional services directed to students with special needs. Traditionally, each of these services have functioned separately in their attempts to accomplish this objective.

After years of separating special needs students from the regular education students, educators raised concerns regarding the later integration of the special education student into a nonsegregated adult world. Legislators enacted public law 94:142 in 1975 which contained provisions that all special education students be placed in the least restrictive environment possible (Madden & Slavin, 1983). Despite legislation, this dual system of education continues to influence many of the program decisions made for the education of the handicapped.

Today, many educators are again questioning the benefits of this dual system. Their concerns include

overidentification, limited programs, eligibility limits, overemphasis on standardized testing, and the negative social effects of labeling (Iowa Bureau of Special Education, 1988). These concerns assisted the emergence of a new initiative to increase the extent of integration of students with disabilities into the mainstream (Reynolds, Wang, & Walberg, 1987; Stainback, & Stainback, 1984; Will, 1986).

Collaboration among educators has increased recently as a method to meet the needs of all students (Johnson, Pugach, & Devlin, 1990). Johnson, Pugach, and Devlin (1990) describe collaboration between regular and special educators as the facilitation of a "supportive system in which teachers freely access each other's expertise to solve problems" (p. 10). Educational collaboration for the planning, evaluation and/or implementation of teaching students in the regular classroom can include arrangements such as Teacher Assistance Teams, collaborative consultation, or cooperative teaching.

Cooperative teaching, as a method of collaboration, is defined by Bauwens, Hourcade, and Friend (1989), as "an educational approach in which general and special educators work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings." (p. 18)

The need for research. Houston (1979) described a need for research that examines the organizational structure of collaborative arrangements, communication problems between collaborators, the support given to those involved, and the incentives provided for collaborative efforts. Cline (1984) contended further that future research should identify barriers which may stand in the way of collaborative efforts.

Purpose of the study. The purpose of this study is to investigate, using a case study methodology, the organizational structures, communication and support networks, and incentives and barriers existing within and around a cooperative teaching arrangement in an integrated setting.

Case Study Research. Scientific designs such as experimental and survey research have been determined inappropriate for this study because cooperative teaching arrangements have received little recognition thus far in literature and research despite being a complex contemporary social phenomena. A case study approach involving a naturalistic design has been chosen instead. Merriam (1988) describes a case study as an "examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group" (pp. 9-10) and is well suited to situations in which the phenomenon is closely linked with the context. The proposed case study will ultimately result in

either the generation of hypotheses or the interpretation of issues involved in creating and maintaining cooperative teaching arrangements. Recommendations can then be made either for future research or future implementation of potential cooperative teaching arrangements.

Site Selection. Three sites for the case study will be chosen in which cooperative teaching is occurring. First, a list of schools containing grades which fall anywhere within the 5-8 grade level range will be obtained from the 1990-91 Iowa Educational Directory. The principals of these schools will then be contacted by mail. This contact will contain a cover letter explaining the purpose and intent of the study and a self-addressed/stamped envelope for sending return letters. These return letters will ask principals to provide information regarding presence/type of cooperative teaching arrangements within the building and directions for making appropriate district contacts for obtaining permission to conduct the study within the district.

Upon receipt of return letters indicating the existence of a cooperative teaching arrangement within the respective buildings, the researcher will examine a variety of factors such as type of cooperative arrangement or length of time such arrangements have existed. The researcher will then select three locations. These sites will ideally represent each of the three types of cooperative teaching arrangements and contain three different buildings in three different urban districts which are all located within 30 minutes driving distance from each other or the researcher's location. If this cannot be accomplished, the researcher will choose three sites which match this criteria as best as possible.

Field Procedures

Sources of Data. This investigation will utilize three sources of evidence: documents, interviews, and observations.

Documents which may be available or of use to the study are building plans or project proposals for implementation of innovations, letters to parents or district level administrators regarding such projects, memos to faculty, faculty meeting agendas, organizational forms used to enhance the cooperative teaching arrangement, lessons plans, or informal notes taken by teachers working cooperatively. All documents will be photocopied if possible.

Observations of interactions occurring within the cooperative teaching arrangement among participants and anyone they interact with will be another form of data collected. Observations will be made up of cooperating

teacher interactions during planning, implementation, and evaluative stages of the cooperative arrangements. This may include situations such as classroom lesson presentations, singular or joint lesson planning, and evaluative sessions regarding teaching/planning sessions. In the larger building context, observations may include faculty meetings (if deemed appropriate) or meetings with support personnel or administrative staff or parents. The frequency of these observations will depend on a number of variables including number of case study sites and time availability of all involved; but is estimated to be approximately three-five observations a week.

The data collected from each observation will be recorded in a fashion which includes elements suggested by Merriam (1988): the setting, the participants, the activities and interactions, the frequency and duration, and subtle factors noted (p. 90). The setting description will not only include the actual place and time, but the context and feeling the setting provides. The participants and settings will be listed in unidentifiable coded form. Their roles will be described if not done so previously in the data. The activities and interactions will include the sequence of events, how the events are connected, and the verbal and nonverbal communication occurring during each activity. The situation will be described in terms of how long it lasted, whether it is a frequent occurrence, and how it came about. Subtle factors regarding the observation will be noted such as connotations of words, nonverbal communication, physical clues to positive and negative situations, and the absence of some event if pertinent to the situation.

Cooperating teachers and those with whom they interact will be asked to participate in unstructured *interviews* in which the investigator will ask questions regarding their perceptions of the cooperative teaching arrangement. Once initial interviews are held to obtain initial information and to assist the researcher in helping the participants feel more at ease about the upcoming observations, interviews will more frequently occur after observations. The observation will stimulate questions for the investigator regarding the issues of concern.

Interviews will be held before or after school or during contract time designated by participating teachers as available to them. The frequency of interviews will likely be approximately the same as observations. Interviews will be tape recorded for later transcription. The transcripts will provide an exact record for the researcher to use in analysis at a later time. All participants and settings will be listed in unidentifiable coded form.

To increase the reliability of the evidence collected, this investigator will ask participants to verify data collected by reading a draft report and commenting on its accuracy. Agreement or disagreement will be noted by the researcher as additional data.

Gaining Access to Data. Initially, the investigator will meet with participants to explain the procedures for the course of the study. The investigation's purpose, the protection of identity, the reporting of data, possible costs to hosts (none), expectations for hosts and researcher, and interview scheduling will be addressed at this time. A formal agreement will be written which will include the obligations of the researcher and the host(s). This agreement will include provisions for participant withdrawal from the study.

Access to data to be obtained from observations, interviews, and documents will be gained through permission from the participants and/or building principal. Most documents will be obtained directly from the participants. However, any documents needed from the administrative level will be requested from the administration directly.

Scheduling Data Collection. An attempt will be made to schedule all observations and interviews ahead of time. Some observations and interviews may be scheduled at the time they occur due to the impromptu nature of some school activities. A record of this schedule for administrative and participant notification will be provided if requested. If scheduled activities must be postponed or canceled due to unforeseen complications, administrators and participants will be notified as soon as possible prior to the activity's onset. No observations or interviews will occur without the consent of the participants in the study.

Resources Needed. The investigator will bring all paper and pencil supplies needed for the study. Additional resources which may be needed by the investigator at each site include use of a telephone (at investigator's expense) and use of a photocopy machine for document photoduplication (at investigator's expense).

Guidance for Investigator. Guidance for the investigator regarding procedures, outcomes, and analysis of data will be provided for the duration of the study by faculty at the University of Northern Iowa. The dissertation approval committee consists of the following people who may be contacted in regard to this study:

Dr. Greg Stefanich (chairman and advisor) (319)273-2073
Dr. Sharon Smaldino (cochairman) (319)273-3250
Dr. Susan Stainback (319)273-6396
Dr. Carmen Montecinos (319)273-6333
Dr. Joe Smaldino (319)273-2560

Case Study Timeline. The following timeline is anticipated for the proposed case study:

- | | |
|------------------|---|
| Fall 1991: | 1. Initial contact to building principals, subsequent contacts with district officials to obtain permission and then participants
2. Pilot study |
| January 1992 | Actual data collection at the school sites begins |
| March, 1992: | Conclusion of observation, interview, and document phase of data collection |
| April, 1992: | Preliminary data analysis begins, final data collection: cooperating teachers' review of report draft |
| June-July, 1992: | Final report writing. |

Research Themes

Research Themes and Possible Sources of Evidence. Initial research themes which will be used to focus and guide the investigation are presented in this section. Sources of evidence include, but are not limited to the items listed below each research theme.

1. What formal and informal organizational structures exist in a cooperative teaching effort? How do these structures influence the cooperative effort? Why do they influence this effort?
Possible sources:
 - district organizational charts
 - participating teachers, staff
 - job descriptions
 - AEA organizational charts
 - district or AEA regulations handbook
 - administrators
 - building plan for RSDS or other project proposals related to cooperative teaching
2. What communication networks exist in a cooperative teaching effort? How do these networks influence the cooperative effort? Why do they influence this effort?
Possible sources:
 - participating teachers, administrators, staff
 - letters to parents or administrators
 - lesson plans
 - memos

- organizational forms created for cooperative teaching arrangement
 - faculty meeting agendas
 - faculty meetings or inservices
 - cooperative teaching meetings
3. What support networks exist in a cooperative teaching effort? How do they influence the cooperative effort? Why do they influence this effort?
- Possible sources:*
- participating teachers, administrators, staff, parents, AEA personnel, district personnel
 - formal and informal cooperative teaching meetings
 - letters/memos
4. What incentives exist in a cooperative teaching arrangement? How do they influence the cooperative effort? Why do they influence this effort?
- Possible sources:*
- participating teachers, administrators, staff, parents, AEA personnel, district personnel
 - formal and informal meetings between cooperating teachers
 - formal and informal meetings between cooperating teachers and administrators, AEA personnel, or district personnel
 - letters/memos to staff/teachers
5. What barriers to collaboration exist in the cooperative teaching arrangement? How do these barriers influence the cooperative effort? Why do they influence this effort?
- Possible sources:*
- participating teachers, administrators, staff, parents, AEA personnel, district personnel
 - formal and informal meetings between cooperating teachers
 - formal and informal meetings between cooperating teachers and administrators, AEA personnel, or district personnel
 - letters/memos to staff/teachers

The Final Report

Format. The format used for the final draft of the analysis would involve the use of chapters or sections devoted to a particular issue or proposition. Each case would be described and cross-analyzed within these chapters or sections in terms of that issue only.

Structure. The chapter sequence will reflect a theory-building logic. Each of the chapters will divulge some new aspect of the theoretical argument. In this investigation, the chapters will examine various components of the organizational structure, communication, support, incentives, and barriers of the cooperative teaching arrangement. Closing remarks of the study will be reserved for recommendation for future studies or future implementation of cooperative teaching arrangements.

Dissemination. The researcher will arrange, if requested, to present findings or related information at a district inservice in those districts participating in the study.

APPENDIX F

CASE STUDY FORMS

Researcher: Mary Jean Takes
(319)234-6297

CASE STUDY DOCUMENTS

An Annotated Bibliography: Page ____

Document Number: _____
Date Received: ____/____/____
Document Name: _____
Description: _____

Document Number: _____
Date Received: ____/____/____
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Description: _____
Cooperative Teaching Case Study (pink)

APPENDIX G

CODED EXEMPLAR

Site/Interview No.: IN 03

Researcher: MJT

Source Card I.D.: 8438 Source: stack "CoopIntv"

Exemplar:

MJ: Okay. What has been your role in the class and outside of class and what's their role, your partner, and are there anything that you share?

Nora: Each one is very different. But there are some similarities. Let's just start class by class, probably the easiest way. In health, my responsibilities are to present the key words and apply your knowledge and make sure the students have those completed in the large group to discuss them. I also present information from different chapters, in a lecture kind of format. I'm also in charge of giving the guided quiz, also prepare the study guides for all 8th graders and those are, I write those and then take those to the centers so that kids can study those prior to the test. I do that for all the - for the school, for every unit.

MJ: Those things that you develop - are they only used in your coop class or are they used throughout the day or..?

Nora: Any student can go to the ed center and read the study there and get a pass to go read there. It's available to any student.

Tag(s): SpedRole SpedSupplmtg

Card I.D.: 12832 Filter: