

## Co-Teaching

Gerlach, Susan M., "A Quantitative Study of Co-Teaching as an Instructional Model to Serve Elementary Students" (2017). Electronic Theses and Dissertations. 109.

Walton-Verona Middle School will be using general improvement funds to provide training and coaching support to regular education and special education teachers to ensure effective co-teaching models are implemented across classrooms in the school as part of our evidence based practices for our turnaround plan. The study cited above was reviewed by the school leadership team who made the recommendation to select this as part of the evidence based practices of the Walton-Verona Middle School turnaround plan. This study was conducted within eighteen Dallas Fort Worth elementary schools and was conducted with fourth graders having IEPs. Class groups were divided between the experimental group receiving co-teaching and a control group not receiving co-teaching. This study found the significance of the mean between the two groups indicated a performance increase for the co-taught group of students. An analysis of the findings revealed the overall effectiveness of the co-teaching model for students to average higher scores than non-participants. Walton-Verona Middle students will be placed into co-teaching classrooms based on the least restrictive environment as determined by the ARC committee developing the IEP. In order to ensure all students receive high quality instruction and the needs of special education students are met and provided an equitable learning experience, ongoing training prior to school and during the school year will be provided by the District special education support team and/or through NKCES. Teachers will receive professional development credit or stipend pay for these trainings, which will occur outside of the teachers' regular contract day. Progress monitoring data and walkthrough data will be used to ensure improvements in co-teaching implementation and follow up trainings will occur to address needs identified by these data.

Based on our review of the evidence and the data for our school we believe this would be level III evidence because it does meet Evidence Standards for randomized controlled trials and regression discontinuity studies that provide the strongest evidence of causal validity and it meets Evidence Standards with Reservations for all quasi-experimental studies with no design flaws and randomized controlled trials that have problems with randomization, attrition, or disruption.

### LEGEND

Study citation

A discussion of the study and its findings

A discussion of the local context

A discussion of stakeholder input

An estimation of the ESSA evidence level