

The Role of Preparing Teachers' Understanding of the Co-Teaching and Collaborative Teaching Models in Developing their Teaching Experiences

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Abstract

This study explored the role of preparing teachers' understanding of the co-teaching and collaborative teaching models. This research aims to significantly advance inclusive education practices by offering novel perspectives on the functions of co-teaching models and the preparation programs for pre-service teachers. This investigation employed a descriptive research technique to understand the essential elements and strategies of effective preparation programs for pre-service teachers that promote co-teaching and inclusive education, as perceived by teachers. A total of 30 individuals participated in the research project, consisting of 20 pre-service teachers in their last year of college and 10 full-time teachers in public schools in Saudi Arabia. The survey revealed that 80% of the pre-service teachers considered that peer-to-peer learning activities, such as group discussions and collaborative projects, were the most effective means of acquiring knowledge regarding co-teaching approaches. The comprehensive findings of this study challenge conventional notions regarding the preparation of teachers and highlight the urgent necessity of formulating novel and all-encompassing approaches for pre-service teacher training.

Keywords: Teacher Preparation, Co-teaching, Collaborative Teaching, Pre-Service Teachers, Public Schools.

INTRODUCTION

The idea that inclusive education, which emphasizes every child's active participation and engaged learning in public education courses, is both a fundamental human right and a successful educational strategy is gaining traction (khasawneh, 2023a). Inclusive classrooms promote social inclusion, equality, and diversity. Additionally, they give children of different abilities the chance to learn alongside their peers who are not disabled (Ghazzoul, 2018). However, to fully achieve the promise of inclusive education, teachers must be skilled, knowledgeable, and equipped to handle the wide range of demands placed on them by inclusive classrooms (Aldabas, 2018).

Programs designed specifically to prepare prospective teachers for their professional roles are known as pre-service teacher preparation programs. They have a crucial role in influencing educators' attitudes, convictions, and methods concerning inclusive education (Schald et al., 2023). These programs frequently combine a range of pedagogical strategies, subject matter expertise, and hands-on learning opportunities to provide aspiring educators with the knowledge and abilities needed to instruct in inclusive classrooms (Montgomery & Akerson, 2019). However, it is becoming increasingly clear that not all programs for preparing pre-service teachers adequately handle the complex needs of inclusive education, especially when it comes to using co-teaching techniques (khasawneh, 2023b).

Co-teaching, sometimes referred to as the collaborative teaching technique, has been recognized as a useful instrument used in inclusive education. Co-teaching is a cooperative teaching strategy, where special education and general education teachers collaborate to prepare, instruct, and assess students with a range of abilities (Ricci & Fingon, 2017). As co-teaching models may provide individualized instruction, specialized support, and opportunities for kids to learn while engaging with their peers, they may be beneficial for students with disabilities as they navigate the general education curriculum. Research on how well the preparation programs prepare pre-service teacher aspiring educators for inclusive education and co-teaching is scarce (khasawneh, 2023c). The corpus of research literature that is currently available has requested for additional study to be carried out to determine the elements that contribute to effective preparation as well as the impact that programs for pre-service teachers' preparation have on teachers' knowledge, skills, and attitudes regarding co-teaching and inclusive education (Turan & Bayar, 2017; Jorveit & Kovač, 2022).

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Research On Preparing Teachers Who Can M

**Paul T. Sindelar, Erica D. McCray, Mary
T. Brownell, Benjamin Lignugaris/Kraft**

Research On Preparing Teachers Who Can M:

Preparing Teachers for the 21st Century Xudong Zhu, Kenneth Zeichner, 2013-12-16 This book addresses two main questions namely how to prepare high quality teachers in the 21st century and how the East and the West can learn from each other It addresses the different challenges and dilemmas that eastern countries especially China and western countries are facing with regard to teacher education We explore the question by examining teacher education research practice and policy in different countries identifying both common problems and country specific challenges We then try to find valuable experiences theories and practice which can solve specific problems in the process of teacher education also addressing how local and global factors impact it In this regard our approach does not strictly separate pre service teacher education from teachers in service professional development adopting an integrative perspective Further we believe the respective social and cultural contexts must also be taken into account Lastly we call for teachers knowledge and individual character traits to be accounted for in the education of high quality teachers

Preparing Teachers National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on the Study of Teacher Preparation Programs in the United States, 2010-07-25 Teachers make a difference The success of any plan for improving educational outcomes depends on the teachers who carry it out and thus on the abilities of those attracted to the field and their preparation Yet there are many questions about how teachers are being prepared and how they ought to be prepared Yet teacher preparation is often treated as an afterthought in discussions of improving the public education system *Preparing Teachers* addresses the issue of teacher preparation with specific attention to reading mathematics and science The book evaluates the characteristics of the candidates who enter teacher preparation programs the sorts of instruction and experiences teacher candidates receive in preparation programs and the extent that the required instruction and experiences are consistent with converging scientific evidence *Preparing Teachers* also identifies a need for a data collection model to provide valid and reliable information about the content knowledge pedagogical competence and effectiveness of graduates from the various kinds of teacher preparation programs Federal and state policy makers need reliable outcomes based information to make sound decisions and teacher educators need to know how best to contribute to the development of effective teachers Clearer understanding of the content and character of effective teacher preparation is critical to improving it and to ensuring that the same critiques and questions are not being repeated 10 years from now

Preparing Teachers for a Changing World Linda Darling-Hammond, John Bransford, 2017-07-27 Based on rapid advances in what is known about how people learn and how to teach effectively this important book examines the core concepts and central pedagogies that should be at the heart of any teacher education program Stemming from the results of a commission sponsored by the National Academy of Education *Preparing Teachers for a Changing World* recommends the creation of an informed teacher education curriculum with the common elements that represent state of the art standards for the profession Written for

teacher educators in both traditional and alternative programs university and school system leaders teachers staff development professionals researchers and educational policymakers the book addresses the key foundational knowledge for teaching and discusses how to implement that knowledge within the classroom **Preparing Teachers for a Changing World** recommends that in addition to strong subject matter knowledge all new teachers have a basic understanding of how people learn and develop as well as how children acquire and use language which is the currency of education In addition the book suggests that teaching professionals must be able to apply that knowledge in developing curriculum that attends to students needs the demands of the content and the social purposes of education in teaching specific subject matter to diverse students in managing the classroom assessing student performance and using technology in the classroom **Preparing Teachers**

to Work with English Language Learners in Mainstream Classrooms Luciana C. de Oliveira, Mike Yough, 2015-01-01 Co published with TESOL Press There is a growing need for knowledge and practical ideas about the preparation of teachers for English language learners ELLs a growing segment of the K 12 population in the United States This book is for teachers administrators and teacher educators looking for innovative ways to prepare teachers for ELLs and will position teachers to empower these students This volume will appeal mostly to those preparing teachers in contexts that have not have historically had large numbers of ELLs but have had a high rate of recent growth e g Midwestern U S This work is the combination of teacher preparation and ELL issues This volume is unique in tackling pre service and inservice teacher preparation Additionally the chapters collectively aim to go beyond merely equipping teachers to meet the needs of ELLs but to reach a level of effectiveness with the outcome of equity The book highlights the knowledge skills and beliefs of teachers about ELLs Part I addresses teacher perceptions of and beliefs about ELLs and teacher preparation specifically addressing what they should know in terms of students perspectives Chapters attend to the experiences and beliefs of immigrant teachers about their roles the role of service learning in teacher preparation and the potential of understanding home literacy practices to change teacher beliefs about ELLs Part II focuses on skills necessary to teach ELLs writing skills teachers can draw on to inform their teaching practices technological skills teachers need to develop and skills related to focusing on the Common Core State Standards for English language arts and mathematics Each chapter explicitly addresses implications for teacher education or professional development **Handbook of Research on Special Education**

Teacher Preparation Paul T. Sindelar, Erica D. McCray, Mary T. Brownell, Benjamin Lignugaris/Kraft, 2014-03-05 Compilations of research on teacher preparation often include no more than a cursory mention of the specific roles and needs of special education teachers Although the work that special education teachers perform does indeed differ from the work of classroom teachers teacher preparation in the two fields has much in common The purpose of this seven part handbook is to expand our knowledge of teacher education broadly by providing an in depth look at the most up to date research on special education teacher preparation Opening chapters ground the collection in political and economic context while subsequent

sections delve deeply into issues related to the current state of our special education workforce and offer insights into how to best prepare and sustain that workforce Ultimately by illuminating the particularities of special education teacher preparation this landmark handbook addresses the state of current research in the field and sets an agenda for future scholarship

Preparing Teachers to Teach with Technology Charalambos Vrasidas, Gene V Glass, 2005-06-01 Teacher preparation programs in the United States and around the world have finally begun to address this deficiency in their programs The realization that technology is a powerful driving force in education coupled with a renewed emphasis on teacher preparation by governments have resulted in some dramatic changes in teacher preparation programs I believe that we have just begun to see changes in teacher preparation and that the pace of change will continue to accelerate This volume covers some of the more exciting developments in the field including the emergence of wireless computing in the classroom and the preparation of teachers in an online environment In short I am optimistic For those of you who are also in the field I think you will agree For those who are just entering the field this book is a great place to start as you change education Finally while this book is the last book of the three part series that we at CAIT conceptualized with Charalambos Vrasidas and Gene Glass it is also the beginning of a new relationship We are excited to join with a new partner CARDET to present this book Over many years in the education and R D field I have come to realize the value of partnerships and relationships I want to thank both Charalambos and Gene for making this series a reality and such a success We are looking forward to working with them and CARDET in the near future

Handbook of Research on Special Education Teacher Preparation Erica D. McCray, Elizabeth Bettini, Mary T. Brownell, James McLeskey, Paul T. Sindelar, 2023-12-22 The new edition of this landmark text expands our current understanding of teacher education broadly by providing an in depth look at the most up to date research on special education teacher preparation Offering a comprehensive review of research on attracting preparing and sustaining personnel to effectively serve students with disabilities it is fully updated to align with current knowledge and future perspectives on special educator development synthesizing what we can do to continue advancing as a field The Handbook of Research on Special Education Teacher Preparation is a great resource not only to special education faculty and the doctoral students they prepare but also to scholars outside of special education who address questions related to special education teacher supply demand and attrition

Handbook of Education Policy Research Janelle Scott, 2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA s history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial

ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners **Teacher Education**

Programs and Online Learning Tools: Innovations in Teacher Preparation Hartshorne, Richard,Heafner, Tina L.,Petty, Teresa,2012-07-31 While online learning has become pervasive in many fields in higher education it has been adopted somewhat slower in teacher education In addition more research is needed to empirically evaluate the effectiveness of online education in teacher preparation Teacher Education Programs and Online Learning Tools Innovations in Teacher Preparation presents information about current online practices and research in teacher education programs and explores the opportunities methods and issues surrounding technologically innovative opportunities in teacher preparation It presents empirical evidence of teacher candidate learning and assessment in the context of various online aspects of teacher licensure

Changing Expectations for the K-12 Teacher Workforce National Academies of Sciences, Engineering, and Medicine,Division of Behavioral and Social Sciences and Education,Board on Science Education,Policy and Global Affairs,Board on Higher Education and Workforce,Committee on Understanding the Changing Structure of the K-12 Teacher Workforce,2020-07-10 Teachers play a critical role in the success of their students both academically and in regard to long term outcomes such as higher education participation and economic attainment Expectations for teachers are increasing due to changing learning standards and a rapidly diversifying student population At the same time there are perceptions that the teaching workforce may be shifting toward a younger and less experienced demographic These actual and perceived changes raise important questions about the ways teacher education may need to evolve in order to ensure that educators are able to meet the needs of students and provide them with classroom experiences that will put them on the path to future success Changing Expectations for the K 12 Teacher Workforce Policies Preservice Education Professional Development and the Workplace explores the impact of the changing landscape of K 12 education and the potential for expansion of effective models programs and practices for teacher education This report explores factors that contribute to understanding the current teacher workforce changing expectations for teaching and learning trends and developments in the teacher labor market preservice teacher education and opportunities for learning in the workplace and in service professional development Preparing Teachers for Social Change Babak Dadvand,Jo Lampert,Clare Brooks,2025-10-08 This book critically evaluates the dynamic landscape of teacher education on a global scale delving into its recent advancements innovations and emerging paradigms Recognizing the need to arm teachers with the capacity to address contemporary challenges the authors emphasize inventive approaches within teacher education that can foster the ability to confront problems such as unprecedented inequality resurgence of ultra right movements environmental crises and the

interconnected dilemmas of today's world. By analysing the intricacies, strengths and limitations inherent in existing teacher education models, David Lampert and Brooks and their contributors examine current frameworks and consider the potential and drawbacks in preparing educators to effectively tackle multifaceted challenges. The chapters focus on the opportunities and limitations presented by ongoing trends in Initial Teacher Education particularly in relation to the most urgent issues of our time. This valuable resource for educators, policymakers and researchers is an essential read for anyone committed to fostering social justice and inclusive education and seeking to equip educators for the challenges of today's world.

Preparing teachers to deliver hybrid education Freire, Silvana, Inter-American Development Bank, Näslund-Hadley, Emma, Pogr , Paula, UNESCO Office Santiago and Regional Bureau for Education in Latin America and the Caribbean, Villegas-Reimers, Eleonora, 2023-12-31

Teacher Preparation as an Inspirational Practice Shelley Sherman, 2013-07-18 How can teacher educators provide prospective teachers with a philosophical foundation for dimensions of teaching associated with responsiveness to students? How can they help focus teacher candidates during their coursework and especially during clinical experiences on developing their capacity to be responsive to students as unique human beings? Drawing from the literature base on teaching's moral dimensions, this book establishes a conceptual framework for responsiveness, describes obstacles to its actualization and suggests approaches for nurturing responsive capacities in teacher candidates. Voices of teacher candidates and teacher educators animate the conversation about responsiveness. Philosophy and practice are situated within the context of tensions between standardization and teachers' commitments to remain true to the unique needs of students. The book provides multiple entry points for approaching the topic of responsiveness, including scholarly literature, qualitative data analysis, the author's personal voice as a teacher educator and the voices of other teacher educators and of teacher candidates discussing personal experiences, including successes and challenges within clinical experiences. Philosophy and practice are intertwined and practice-based interventions are suggested.

International Summit on the Teaching Profession: Preparing Teachers and Developing School Leaders for the 21st Century: Lessons from around the World OECD, 2012-06-07 This book uses PISA data to show that a substantial proportion of students in OECD countries now attend schools that have high degrees of autonomy in different areas of decision making.

Preparing Teachers to Teach the STEM Disciplines in America's Urban Schools Cheryl J. Craig, Paige K. Evans, Donna W. Stokes, 2021-04-12 Bridging a gap in the literature by offering a comprehensive look at how STEM teacher education programs evolve over time, this book explores TeachHOUSTON, a designer teacher education program that was created to respond to the lack of adequately prepared STEM teachers in Houston and the emerging urban school districts that surround it.

Standards for Preparing Teachers of Mathematics Association of Mathematics Teacher Educators (AMTE), 2020-02-01 Also available in a black and white version. AMTE in the Standards for Preparing Teachers of Mathematics (SPTM) puts forward a national vision of initial preparation for all Pre-K-12 teachers who teach mathematics.

SPTM contains critical messages for all who teach mathematics including elementary school teachers teaching all disciplines middle and high school mathematics teachers who may teach mathematics exclusively special education teachers teachers of emergent multilingual students and other teaching professionals and administrators who have responsibility for students mathematical learning SPTM has broad implications for teacher preparation programs in which stakeholders include faculty and administrators in both education and mathematics at the university level teachers principals and district leaders in the schools with which preparation programs partner and the communities in which preparation programs and their school partners are situated SPTM is intended as a national guide that articulates a vision for mathematics teacher preparation and supports the continuous improvement of teacher preparation programs Such continuous improvement includes changes to preparation program courses and structures partnerships involving schools and universities and their leaders the ongoing accreditation of such programs regionally and nationally and the shaping of state and national mathematics teacher preparation policy SPTM is also designed to inform assessment practices for mathematics teacher preparation programs to influence policies related to preparation of teachers of mathematics and to promote national dialogue around preparing teachers of mathematics The vision articulated in SPTM is aspirational in that it describes a set of high expectations for developing a well prepared beginning teacher of mathematics who can support meaningful student learning The vision is research based and establishes a set of goals for the continued development and refinement of a mathematics teacher preparation program and a research agenda for the study of the effects of such a program SPTM contains detailed depictions of what a well prepared beginning teacher knows and is able to do related to content pedagogy and disposition and what a strong preparation program entails with respect to learning experiences assessments and partnerships Stakeholders in mathematics teacher preparation will find messages related to their roles Standards for Preparing Teachers of Mathematics includes standards and indicators for teacher candidates and for the design of teacher preparation programs SPTM outlines assessment practices related to overall quality program effectiveness and candidate performance SPTM describes specific focal practices by grade band and provides guidance to stakeholders regarding processes for productive change

Handbook of Research on Interdisciplinary Preparation for Equitable Special Education Slanda, Dena D.,Pike, Lindsey,2022-12-27 Collaborative approaches to special education that seek to provide innovative creative and novel ways to disrupt current structures and practices are necessary to move the field towards a more inclusive model for educating students with disabilities Multiple professionals are involved in interdisciplinary and multidisciplinary teams to develop and implement individualized education programs IEPs for students with disabilities extending the pool of stakeholders in special education far beyond the special education teacher Achieving a strong understanding between the multiple professions involved in IEP development and implementation will improve data based individualization the fidelity of program implementation and the sustainability of practices and services The Handbook of Research on Interdisciplinary Preparation

for Equitable Special Education explores and highlights interdisciplinary personnel preparation to advance special education and enhance outcomes for students with disabilities This book also provides theories and frameworks examples and discussions around innovations and lessons learned from interdisciplinary preparation programs and practices Covering key topics such as educator preparation models equity diverse students and educator competencies this premier reference source is ideal for administrators principals researchers academicians practitioners scholars instructors and students

Preparing Teachers for the Classroom United States. Congress. House. Committee on Education and Labor.

Subcommittee on Higher Education, Lifelong Learning, and Competitiveness,2007

Preparing Teachers for Inclusive Education in China Wang Yan,2023-09-29 Focusing on the competence of teachers that underpins inclusive education seeking equal access to education for special needs children this title examines teacher competence cultivation based on examples in China and excellent international experience To give a clear picture of the context of inclusive education in China the author first clarifies the relevant concepts and reviews the evolving policies and practices embodied in the Learning in Regular Classrooms LRC program The study then constructs an analytical model of four key indicators that help evaluate the competence of teachers in inclusive education Based on analysis of the influencing factors of teacher competence the book elucidates how these factors work to determine teacher competence Drawing on international experience especially pre service teacher cultivation in the US and in service training in China it introduces three major cultivation models and feasible suggestions and strategies to improve the competence of teachers in inclusion This book will benefit researchers professionals and policymakers interested in inclusive education special education and teacher education

Preparing Classroom Teachers to Succeed with Second Language Learners Thomas Levine,Elizabeth Howard,David Moss,2014-07-11 This volume identifies resources models and specific practices for improving teacher preparation for work with second language learners It shows how faculty positioned themselves to learn from resources experts preservice teachers their own practice and each other The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge improve their courses and understand their influence on the preservice teachers they serve The book addresses challenges others are likely to experience while improving teacher preparation including preservice teacher resistance the challenge of adding to already packed courses the difficulty of recruiting and retaining busy faculty members and the question of how to best frame the larger issues The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs Finally the book demonstrates a data driven approach that makes this work consistent with many institutions mandate to produce research and to collect evidence supporting accreditation

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