

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

Dr. Mohammad Ghazi Raja Al-Amrat¹

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

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Research On Preparing Teachers Who Can M:

Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals Yvonne S.

Freeman,David E. Freeman,2014-09-22 Teacher educators from institutions across the U S report their research with preservice teachers in large cities suburban communities and rural border areas The authors explain what they have learned as they have conducted research on education for preservice teachers who will teach emergent bilinguals in mainstream bilingual and ESL

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 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 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 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 Teaching Drew Gitomer, Courtney Bell, 2016-05-19 The Fifth Edition of the Handbook of Research on Teaching is an essential resource for students and scholars dedicated to the study of teaching and learning This volume offers a vast array of topics ranging from the history of teaching to technological and literacy issues In each authoritative chapter the authors summarize the state of the field while providing conceptual overviews of critical topics related to research on teaching Each of the volume's 23 chapters is a canonical piece that will serve as a reference tool for the field The Handbook provides readers with an unparalleled view of the current state of

research on teaching across its multiple facets and related fields *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 **Encyclopedia of Education Economics and Finance** Dominic J. Brewer, Lawrence O. Picus, 2014-08-25 Economics can be a lens for understanding the behavior of schools districts states and nations in meeting education needs of their populaces as well as for understanding the individual decisions made by administrators teachers and students Insights from economics help decision makers at the state level understand how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers Economics also can assist researchers in analyzing effects of school spending and teacher compensation on student outcomes And economics can provide important insights into public debates on issues such as whether to offer vouchers for subsidizing student attendance at private schools This two volume encyclopedia contains over 300 entries by experts in the field that cover these issues and more Features This work of 2 volumes in both print and electronic formats contains 300 350 signed entries by significant figures in the field Entries conclude with cross references and suggestions for further readings to guide students to in depth resources Although organized in A to Z fashion a thematic Reader s Guide in the front matter groups related entries by topic Also in the front matter a chronology provides students with historical perspective on the development of education economics and finance as a field of study The entire work concludes with a Resources appendix and a comprehensive Index In the electronic version the index Reader s Guide and cross references combine to provide effective search and browse capabilities *Handbook of*

Psychology, Educational Psychology Irving B. Weiner, William M. Reynolds, Gloria E. Miller, 2012-10-16 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who can't help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social developmental and forensic psychology.

Foundations of Education Leslie S. Kaplan, William A. Owings, 2021-09-09 Now published by SAGE. A modern and comprehensive introduction to the field. *Foundations of Education* makes core topics in education accessible and personally meaningful to students pursuing a career within the education profession. In a clear and direct prose, authors Leslie S. Kaplan and William A. Owings offer readers the breadth of coverage, scholarly depth, and conceptual analysis of contemporary issues that will help them gain a realistic and insightful perspective of the field. In addition to classic coverage of foundational topics such as educational philosophy, history, reform, law, and finance, the newly revised Third Edition features a special emphasis on social justice issues, considers key debates around today's education trends, and underscores the theory and practice behind meeting the needs of all learners. This title is accompanied by a complete teaching and learning package. **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.

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 Dadvand 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 *Every Teacher a Leader* Barbara B. Levin, Lynne Schrum, 2016-05-06 Discover the secrets of successful teacher leadership Whether you're a teacher who's ready to take on new roles or an administrator looking to develop strong leaders this content driven handbook is here to help you make distributed school leadership a reality Inside you'll find specific how-tos for the essential skills teacher leaders need most running meetings teaching colleagues providing feedback conducting needs assessments delivering effective professional development resolving conflicts employing technology and more The book features Well tested content and activities Reflective writing prompts Scenarios for discussion Self evaluations Two companion guides one for teachers and one for administrators **Making a Difference in Theory** Gert Biesta, Julie Allan, Richard Edwards, 2013-07-18 Making a Difference in Theory brings together original work from an international group of authors on the roles of theory in educational research and practice The book discusses the different roles theory plays can play and should play both from a historical perspective and in light of contemporary discussions and developments Particular attention is paid to the question of whether there are or should be distinctively educational forms of theory and theorising The double engagement with the theory question in education and the education question in theory and theorising provides original insights in what theory does might do or should do in educational research and practice With contributions from internationally renowned authors in the field of educational theory research and practice the book will be of value to academics researchers and postgraduate students in education **Visions for Teacher Educators** Cari L. Klecka, 2009-02-16 This book seeks to not only articulate a vision for the profession through Standards for Teacher Educators but also provide a historical perspective of and explore the issues surrounding these standards To accomplish this the book establishes the history of teacher education as a discipline defines who is a teacher educator and provides a historical foundation for these standards The reader is then presented with a set of mini chapters designed to conceptualize a vision for teacher educators through each of the nine standards Featuring voices of educators in diverse fields the third section expands thinking about the standards and how they may or may not apply to others The final section provides viewpoints on Standards for Teacher Educators and the potential impact of such standards on the profession **Case Studies of Clinical Preparation in Teacher Education** Ryan Flessner, Debra R. Lecklider, 2017-10-08 Preparing teachers to work in our nation's classrooms presents an array of challenges for teacher educators Recently organizations such as the American Association

of Colleges for Teacher Education AACTE the National Council for Accreditation of Teacher Education NCATE and the Council of Chief State School Officers CCSSO released reports calling for change supporting clinical teacher preparation and encouraging links between university faculty clinical faculty P 12 educators and pre service teachers This book as well as its companion text *The Power of Clinical Preparation in Teacher Education Embedding Teacher Preparation within P 12 School Contexts* responds to calls for change in teacher education Sponsored by the Association of Teacher Educators ATE and its Commission on Clinically Based Teacher Preparation the book includes program descriptions theoretical frameworks and research studies Initiated in response to Dr Nancy Zimpher s keynote speech at ATE s 2011 Annual Meeting the Commission on Clinically Based Teacher Preparation set out to identify exemplary programs of teacher education promising practices within those programs and research related to the programs clinical practices This text represents the Commission s findings

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 *Promoting and Sustaining a Quality Teacher Workforce* Alexander W. Wiseman, Gerald K. LeTendre, 2015-10-27 The volume considers teacher professionalization by examining how to create pipelines from secondary education into teaching preparing teacher educators creating linkages between providers of teacher education and the schools *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 Teacher Noticing: Bridging and Broadening Perspectives, Contexts, and Frameworks Edna O. Schack, Molly H. Fisher, Jennifer A. Wilhelm, 2017-05-16 This book reflects on the continuing development of teacher noticing through an exploration of the latest research The authors and editors seek to clarify the construct of teacher noticing and its related branches and respond to challenges brought forth in earlier research The authors also investigate teacher noticing in multiple contexts and frameworks including mathematics science international venues and various age groups

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