

Measurements of Student and Teacher Perceptions of Co-teaching Models

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Co-teaching is an accepted teaching model for inclusive classrooms. This study measured the perceptions of both students and teachers regarding the five most commonly used co-teaching models (i.e., One Teach/One Assist, Station Teaching, Alternative Teaching, Parallel Teaching, and Team Teaching). Additionally, this study compared student responses to teacher responses to ascertain the presence of both main effects and interactions. It was found that while main effects existed regarding student and teacher perceptions, an interaction did not exist in any category. This study suggests that students perceive positive benefits when teachers implement certain co-teaching models (i.e., Station Teaching, Alternative Teaching, Parallel Teaching, and Team Teaching).

Keywords: Co-teaching models, effectiveness, secondary education, inclusion, teaching methodology, perceptions