

The Effects of Professional Development on Co-Teaching for Special and General Education Teachers and Students

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As we progress into a future where more students with IEPs are in general education classes, teachers must be innovative, creative, and passionate about providing an opportunity for all students to succeed in the classroom. Rather than students with IEPs be taken from their classrooms to receive remedial services from their special education teacher, it is more beneficial to all students and teachers to have education specialists and general education teachers co-teach classes (Conderman, 2011). Education specialists have extensive knowledge in acquisition of literacy skills, how to scaffold, and present information through multiple mediums. General education teachers are experts in their content areas, and are effective in delivering instruction to an audience of learners with different needs. Together, they can learn from each other to create a more enriched learning environment where all students can succeed. This study examined the pre and post surveys of 35 (15 special education and 20 general education) middle school students and 22 teachers about their experiences with co-teaching.

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