

Examining Co-teaching through A Socio-Technical Systems Lens

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Qualitative research was conducted in a large suburban school district implementing co-teaching as a new service delivery model for special education. Researchers examined the changes that resulted from the new service delivery model using a socio-technical systems lens. This framework views schools as open systems that contain a structural, task, human, and technical subsystem. The intent of the study was to document the changes in each of these subsystems resulting from the implementation of co-teaching and to provide educators with strategies to implement co-teaching in a seamless and effective manner. Unanticipated challenges included scheduling, teacher work ethic, personality compatibility, classroom composition, and time.