



## Call for Manuscripts for Special Issue on Co-Teaching

Manuscripts Due: May 17, 2019

Expected Publication Date: September 2019

### *Co-Teaching in Rural Contexts: Exploring Collaboration in the Classroom*

Guest Editor: Christina M. Tschida (East Carolina University)

Co-teaching originated between general and special education teachers as a way to provide more individualized instruction in the general education setting with increased access to curriculum for students with special needs. This pairing of two teachers in a single classroom, benefits students by providing greater differentiation in instruction and alternative assignments, a lower teacher-student ratio, small group activities, and access to curriculum for all students (Cook & Friend, 1995; Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010; Wilson & Michaels, 2006). Teachers also benefit from the support and collaboration as they work together to meet the varied needs of their students (Austin, 2001; Kloo & Zigmund, 2008; Scruggs, Mastropieri, & McDuffie, 2007). While co-teaching between general and special education teachers has been prevalent since the 1980s, interest in co-teaching has intensified in the last decade as an alternative approach to student teaching (Bacharach, Heck, & Dahlberg, 2010; Kamens, 2007; Roth & Tobin, 2005).

Because co-teaching involves the pairing of two teachers in a single classroom to share the responsibilities for planning, instructing, and assessing students, it offers an ideal model for beginning teachers to learn along side an expert (Roth & Tobin, 2005). St. Cloud State University was one of the first institutions to use this model with teacher candidates during student teaching (Bacharach, Heck, & Dahlberg, 2010). They developed and offered training in co-teaching, which contributed to the growth in the number of teacher education programs across the country adopting co-teaching in their clinical experiences (e.g., student teaching, residency, practicum). Although co-teaching in the clinical setting shows many benefits to teacher candidates as well as PK-12 students (e.g., Heck, 2010; Kamens, 2007; Roth & Tobin, 2002), there remain inconsistencies in definitions and applications of co-teaching, issues with fidelity of implementation, and concerns with training and support for co-teachers (Weinberg, Sebald, Stevenson, & Pike, 2018).

Biddle and Azano (2016) identified four pervasive topics in the rural education literature over the past century, one of which was “teacher recruitment, retention, and training” (p. 310). Further, the National Rural Education Association (n.d.) identified ten research priorities to address persistent gaps in rural education research, several of which can be linked to co-teaching (i.e., building capacity to meet the needs of diverse and special populations, closing student achievement gaps in rural schools, teacher/leader preparation for rural schools, and teacher/leader recruitment and retention). Rural schools have difficulty recruiting and keeping teachers, particularly when wealthier urban and suburban districts offer high pay and more amenities (White & Reid, 2008). Rural districts across the country employ out-of-field, emergency-licensed, and visiting international faculty to staff hard-to-fill teaching positions with mixed results (Reardon & Berry, 2012). Additionally, rural schools often hire beginning teachers who tend to leave these areas after one or two years. While financial incentives have not proven effective in attracting and retaining teachers in rural schools, factors that do seem to positively affect teacher recruitment and retention include learning about the contexts of rural schools and communities, social aspects of rural teaching within and outside of the school, and how to become familiar with rural community dynamics and norms (Goodpaster, Adedokun, & Weaver, 2012; Maranto & Shus, 2012). The use of co-teaching during student teaching or induction for beginning teachers offers opportunities to aid such learning and the potential to support teacher retention.

The purpose of this themed issue of *Theory & Practice in Rural Education* is to explore the complexities and challenges facing rural schools and universities as they design, implement, and evaluate the use of co-teaching. Articles might address issues such as:

- partnerships between universities and school districts,
- models of co-teaching
- training and support for co-teachers,
- importance of relationship building between co-teachers,
- fidelity of implementation,
- data on PK-12 students’ achievement in co-taught settings,
- mentoring/coaching while co-teaching, and
- the importance of co-reflection and dialogue between co-teachers.

Those interested in being considered for this special issue should submit a full manuscript to TPRES (<http://tpre.ecu.edu>) by **May 17, 2019**. Questions about possible topics or ideas should be sent to Christina Tschida ([tschidac@ecu.edu](mailto:tschidac@ecu.edu)). All submissions will go through the TPRES process of double-blind review by experts in the field.

TPRES Author Guidelines: <http://tpre.ecu.edu/index.php/tpre/about/submissions#authorGuidelines>

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