Implementing Co-Teaching in Middle School with Focus on Reluctant Readers

Following the American Psychological Association’s Guidelines

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Advisor’s Signature

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Date

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Abstract

This study focused on the effect co-teaching had on the reluctant reader, special education students, and the pursuit of enhancing reading skills in middle school aged children. One theory is the use of cooperative teaching with one general education teacher and one special education teacher working together to teach in the same classroom. The first research question was: What would co-teaching look like implemented in my own cooperative teaching classroom? After that co-teaching experience, the research further led to the implementation of a variety of reading strategies for students who are considered reluctant readers. The reluctant readers were observed during class and participated in informal discussions while attending a co-taught reading class. The results were positive and students were more engaged in reading class discussions and activities.

Keywords: special education, co-teaching, reluctant readers, middle school
Literature Review

With the implementation of more rigorous standardized testing and state standards, the need for all students to be exposed to grade-level curriculum is a necessity. Co-teaching is one possible approach to addressing this need. When the co-teaching model is implemented correctly, teachers can see great learning moments happening in the classroom amongst both general education and special education students. The idea of having two professional teachers-sharing all responsibilities of a classroom, can not only provide unique experiences for all involved, but can also provide students with services and assistance they may not otherwise receive in a typical classroom (Solis, Vaughn, Swanson, & McCulley, 2012).

The purpose of this study is to examine the implementation of co-teaching in order to determine the effect co-teaching has on individual students reading skills participating in a co-taught class.

How Does Cooperative Teaching fit into an Inclusion-Based Culture?

Inclusive education, in its most basic form, is the practice of teaching all students, general education and those in special education programs, the same basic curriculum. In inclusive settings, students who receive supplemental aides and services in the school environment, continue to receive these services in addition to gaining general education instruction within the appropriate grade level classroom.

The use of co-teaching in the classroom provides an opportunity for students with disabilities to stay in the general education classes for instruction (Solis, Vaughn, Swanson, & McCulley, 2012). Co-teaching allows all students in the class to receive the same academic instruction, participate in the same class discussions, and complete the same schoolwork as
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grade-level peers. It allows educators the chance to share focus on the essential concepts students need to grasp from the class material.

**Why use co-teaching?**

In order to respond to the questions about cooperative teaching, school administrators and teachers have searched and continue to search for studies involving cooperative teaching and the effects it has on school culture and student outcomes. Cooperative teaching provides unique opportunities for learning by utilizing some crucial key components in order to establish and maintain collaboration between general education teachers and special education teachers. Communication, a positive relationship, a support system, and student input are major components of a successful cooperative teaching environment (Friend, Cook, Hurley-Chamberlain & Shamberger, 2010).

The research in cooperative teaching has brought to light many potential benefits of this approach. In a study by Scruggs & Mastropieri (1996), about 50% of general education teachers and 65% of special education teachers agreed that inclusion (for at least part of a school day) was beneficial to students. Seglem & VanZant (2010) reported that many students who participated in co-taught classes were more comfortable in class and willing to share thoughts and opinions with their peers about the reading materials they found motivating. This was also the least strict environment for students in the special education program, providing students with an opportunity to be a part of the large classroom community.

Co-teaching models can adapt to the ever-changing student body in our schools, creating even more opportunities for analyzing our teaching styles and disciplinary polices within classrooms. Co-teaching allows for all classroom responsibilities to be distributed equally among
the pair and allows for flexibility in the classroom to ensure that unforeseen situations be handled properly and in a timely manner (Rytivaara, 2012). (Appendix A)

Lastly, as education continues to advance and educators seek opportunities to be innovative, the practice of co-teaching continues to be implemented and supported within the classroom setting (Bauwens, Hourcade, & Friend, 1989; Friend, Cook, Hurley-Chamberlain, & Shamberger, 2010). Participants in Seglem & VanZant’s study (2010) reported that “without implementing the co-teaching model, students in the Special Education program would continue to be isolated from peers, reinforcing students’ beliefs that they weren’t readers.”

**What are Key Components in Cooperative Teaching?**

Studies show that there are several important components to successful cooperative teaching approaches. Co-teaching involves more than just collaboration, working together as a partnership. It also involves a shared vision for the class, proper training of the professionals involved, lesson planning, and appropriate assessments for the students in the class (Bessette, 2008). Co-teaching provides a distinct opportunity for teachers to support one another and grow as professionals.

Another key component of co-teaching is the relationship between colleagues and their desire to adopt this model. Teachers who were seeking to implement the co-teaching model generally have a more pleasant experience than teachers who were directed to implement the co-teaching model (Pugach & Winn, 2011; Weiss & Brigham, 2000). Another factor is the personal connections the co-teaching pair discovers about each other (Pugach & Winn, 2011).

Not only is there a need for a relationship between colleagues involved in the co-teaching experience but there is also the need for students to be exposed to a nurturing and supportive environment within the classroom. This nurturing setting includes interactions with teachers and
peers. Teachers need to consider the arrangement of students within the classroom and how the arrangement allows for proper interaction between students (Nevin, Thousand, & Villa, 2009).

The co-teaching partnership also includes common planning time for co-teaching partners. Common planning time is an element of co-teaching that was mentioned in several studies, as a necessity of proper implementation of co-teaching. A co-teaching pair needs to have common planning time as it is pertinent for a proper co-teaching environment (Pugach & Winn, 2011).

As professionals look to incorporate co-teaching, there are several points to discuss with each other. Teachers need to think about the lessons and who will do the planning. Teachers need to consider the materials needed for each class and who will prepare those items for class. Other questions to consider include: How will the co-teaching pair provide differentiated instruction to a variety of student abilities?; How will teachers determine if students have learned the skill?; How will the assessments be generated?; and How will teachers grade assignments and activities properly? (Sileo, 2011)

**What Makes Co-Teaching Effective?**

With the need for students with disabilities to be exposed to grade-level content, school districts are exploring a variety of options for how inclusion can be implemented in the classroom. There are three main concerns of professionals before implementation of the co-teaching model (Friend, Cook, Hurley-Chamberlain & Shamberger, 2010). The first component is the communication the pair establishes with each other and how that relationship affects the culture of the classroom. The second component is how the pair will manage time needed to complete all of the responsibilities of the classroom. The last component is the impact the co-teaching classroom has on student learning, performance, and overall student experience.
Teachers in co-teaching environments described three key themes of their practices’ effectiveness. One component is the need for teaching styles of the pair to be harmonious and blend together smoothly. A second component is open communication between the co-teaching pair and collaboration on the responsibilities of each individual. The last component is how it effects students and their performance in school (Keefe & Moore, 2004).

As current studies continue to reveal the positive aspects of co-teaching, more and more trainings and workshops are being offered to professionals geared toward co-teaching. It has been suggested in several research studies that perhaps training at the collegiate level may be necessary for both special education and general education programs.

**What reading strategies are effective for reluctant readers in co-taught classes?**

With the ever-increasing demands on student achievement, high quality strategies for comprehension and other literacy skills are needed for secondary-level students. Using both strategic instruction and direct instruction looks to be the most effective methods for teaching students with learning disabilities and reluctant readers. The strategic instructional components consist of individual support for each student, modeling of the skills by the teacher, and think-aloud models. The direct instruction components consist of simplifying the tasks, reducing the number of instructions, and probes of learning (Mastropieri, Scruggs, & Graetz, 2003).

Questioning strategies are involved when teachers teach students how to ask questions and how to answer questions through the use of summarization. This strategy first requires teachers to breakdown the components needed for a proper summary. This strategy includes an introduction to writing summaries, guided practice, independent practice, and encouragement. Another component of summarizing is to keep it brief. Modeling this component for students is
beneficial and requires students to interact more readily with the text of the novel (Mastropieri, Scruggs, & Graetz, 2003).

Peer tutoring is another strategy that has been found to have positive impact on students’ reading comprehension skills. Mastropieri et al. (2001) studied students who participated in peer-tutoring in the areas of reading fluency and reading comprehension. The results demonstrated a significant improvement in the area of reading comprehension when peer tutors were actively involved during reading class. The concept of having students assisting students can be beneficial to both parties and incidentally allows for natural collaboration and cooperation.

Finally, graphic organizers can be implemented to promote student success as well. Mastropieri, Scruggs, Abdulrahman, & Gardizi (2002) discovered that students who were allowed to use computer-based graphic organizers were able to comprehend and retain significantly more information from class topics than those who did not use a graphic organizer in class. Students reported a preference to using the graphic organizers, especially those created using computer software. Students manipulated the software easily and were able to create graphic organizers that fit their needs. This strategy was reported successful with both students in the general education setting and in the special education setting.

Even with all of the options of strategies for students to use in the classroom, there is still much to be discovered about high-quality instruction for students in the special education program as well as students who are considered reluctant readers (Mastropieri, Scruggs, & Graetz, 2003). It is crucial to pair reading strategies to provide the most academic support to students. More supplemental materials and properly trained teachers optimize the ability for students to find success with reading (Mastropieri, Scruggs, & Graetz, 2003).
Study One

After completing the literature review, I learned that cooperative teaching is a potentially effective strategy to support and promote literacy, reading ability, and attitude about reading in the lives of students. My research was designed in two parts. The first part of my action research was the implementation of co-teaching in a sixth grade general education reading class. The second part of my research will be discussed in a later portion of the article.

Methods

Participants. Prior to my study, school administrators sent a letter to all parents explaining the vision of our school and the need for change in the classroom. The letter explained the implementation of co-teaching and how it could impact their children. Parents had the option of removing students from the co-teaching environment. Any students not participating in the co-teaching class where the placed in another reading class.

The student participants in this study were in a sixth grade general education reading class. Five of the student participants were from the special education program and twenty students were in the low to average range for overall reading ability. These students were selected due to the nature of their skills and their overall reluctance to reading.

Setting. This study took place in a rural midwestern town with a population of about 5,000 people. In the school system there are approximately 1,400 students in grades kindergarten through twelfth grade. The middle school contains approximately 450 students in grades 5-8. The co-teaching model was implemented during a morning period reading class from February 2013 to May 2013. A team teaching style was established from the beginning. Data collection occurred during the remainder of the 2012-2013 academic year.
Data Collection. At the start of this co-teaching setting, students began the novel *Maniac McGee* (Spinelli, 1990) as a large group-read aloud unit. Students were each given a copy of the book and a discussion about the book took place amongst the large group. Before students began to read the novel, I gave them an attitude survey about their interest in reading, books they enjoy reading, and their general thoughts about reading (Appendix A). While students read the novel as a class, we explored the different models of co-teaching throughout the unit. We discussed the models, made a plan, and implemented those models of co-teaching as we saw fit (Appendix B). Throughout the co-teaching experiences, I observed students and asked questions about their perceptions of the co-teaching experience. I kept a journal to reflect weekly on implementing co-teaching and my thoughts about the experience. At the end of the school year, I gave students a survey about their thoughts on co-teaching and their perceptions of the co-teaching experience (Appendix C).

Findings and Results of Study One

Surveys. Surveys were distributed to each individual student anonymously and then collected. Table 1 and 1a shows the results of the surveys before and after the co-teaching experience.

Table 1

<table>
<thead>
<tr>
<th>Attitudes Toward Reading Before and After Co-teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy reading</td>
</tr>
<tr>
<td>Before co-teaching</td>
</tr>
<tr>
<td>After co-teaching</td>
</tr>
</tbody>
</table>
As you can see, percentages before and after the implementation of co-teaching had only slight differences with each question. However, the slight change in percentage points before and after co-teaching, were in a more positive direction.

Table 1a

Student thoughts on co-teaching experience

<table>
<thead>
<tr>
<th>I like having two teachers for reading class</th>
<th>I would like to be in a co-taught class again</th>
<th>When I have a question, I feel comfortable asking either teacher</th>
<th>When it comes to grading, I feel that both teachers grade the same</th>
<th>I would like it if these two teachers co-taught again</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes 95%</td>
<td>Yes 97%</td>
<td>Yes 87%</td>
<td>Yes 72%</td>
<td>Yes 98%</td>
</tr>
<tr>
<td>No 5%</td>
<td>No 3%</td>
<td>No 13%</td>
<td>No 28%</td>
<td>No 2%</td>
</tr>
</tbody>
</table>

Informal observations and student reflections. I analyzed and evaluated observations, written reflections, and survey results to determine if implementation of co-teaching benefited this class and specific group of students. The findings from these sources helped me hypothesize whether co-teaching had a positive impact on students and their views on reading class.

To gather student thoughts, I asked students to write a reflective journal entry at the end of April, 2013. Below are a few comments that students shared with me:

“I really like being in a co-taught class but sometimes the teachers would talk at the same time. They are funny and nice and try to work together to make reading fun.”

“I like having two teachers in my class but you cannot do anything and get away with it because they are always watching you.”

“Two teachers in reading is nice like when you have a question, you can ask either person. That’s nice because I don’t like to wait when I have a question because I might forget.”

“I don’t really like having two teachers in class and I don’t like reading either.”
“I like having two teachers because they are like best friends and they teach good
together and they get along and make it fun. “
“I would say that it is good to be friends to teach together and to have fun teaching
together.”
“I like having two teachers and I think they should do it again next year.”

Students also shared that it was comfortable in the co-taught classroom. When asked to
elaborate on what comfortable meant, students said they felt safe making a mistake when they
read aloud. They liked reading in smaller groups to understand the story and any new vocabulary
that was introduced. Students also felt that there was less homework given in a co-teaching
environment. They felt comfortable answering questions and having discussions about the
reading in smaller groups as well. Students were on-task more often and had less homework to
complete outside of the classroom.

**Implications of Study One**

Overall, the results of this study were positive. Students were more engaged in class
discussions and activities within the large group and as individuals. They had positive notes to
share about the co-teaching environment and the teaching style of the teachers involved. Students
seemed to appreciate the availability of having two teachers present in class. It appeared that
students were less apprehensive when reading aloud in small groups and started to function as a
community within the classroom. They assisted each other more naturally, and shared personal
opinions with more confidence. Also, allowing students the opportunity to journal their thoughts
gave me meaningful feedback.

Upon completion of this study I was able to share some of the positive feedback with my
colleagues. My principal and my special education director shared their excitement over the
results and, as a result, encouraged all special education teachers to participate in co-teaching next school year. My co-teaching partner and I have been asked to speak at staff meetings about our experience with co-teaching and the benefits of a co-taught classroom. After hearing about the research project I started, two of my fellow colleagues (who are also co-teaching this year) decided to video record student thoughts about their co-taught class. They plan to present it to student teachers in the future to encourage co-teaching.

Throughout this action research study I found there to be many limitations. As a special education teacher, it was difficult to find an appropriate environment to use for action research. The students on my caseload were unpredictable and had many behavior issues. This made consistency difficult. However, co-teaching did allow for some flexibility when issues arose with specific students. Another limitation was the sample size. It would be important to compare several co-teaching environments and the perceptions of students and teachers in each. Not all teaching pairs are created equal and it would be great research to see what works and what does not work in a variety of settings.

**Study Two**

After completing study one, I learned that co-teaching and differentiated instruction techniques may promote reading abilities and attitudes in reluctant readers. In study two, I focused attention toward two individual students who are easily identified as reluctant readers. This part of the research was focused on implementing strategies to promote literacy, interest, and positive attitudes in the area of reading for two focus students.

**Methods**

**Participants.** In this study, I zoomed in on two reluctant readers in my co-taught classroom. Student one has a specific learning disability in reading and in math. He has been in
the special education system since he was in the early childhood program. Reading and multi-step math has been difficult for him to comprehend for the past six years. He often wants teacher assistance but uses several tactics to avoid completing an academic task. Student one requires a lot of adult attention and finds it difficult to move on without approval from the teacher for each question answered.

Student two has a unique experience with his schooling. For most of his school career, student two has been homeschooled. In the fall of his fourth grade year, his parents enrolled him in public school. This was his first exposure to the public school setting. By the end of fourth grade, he qualified for special education services in the area of emotional/behavior disabilities. In the same evaluation, it disclosed his low academic skills in the areas of math and writing, as well. By fifth grade he transitioned to the middle school. This young man had never experienced standing in a line for lunch, having a teacher checking to see that he understands the concepts, or transitioning from class to class when the bell rings. Student two avoids completing homework and often tries to get his peers to laugh at him before they can tease him about school. His skill-set is very low in comparison to his peers and he is aware of this fact. He often complains about school and says negative things about his classes, peers, and teachers. Reading is not something he finds interesting but rather something that is required to move on to the next grade.

Setting. This study took place in the same school as study one. The co-teaching model was implemented during a morning period reading class from September 2013 to November 2013. My co-teaching partner was the same teacher as in study one. Our class contained eight students in the special education program and seventeen students classified as low average readers. Students were in the 6th grade and were placed in this class due to low reading proficiency. All students in this class were exposed to co-teaching prior to this class within other
co-teaching classrooms. Observations and discussions with this group of students occurred during the remainder of that academic year.

Data Collection. The students who participated in this research project were in a morning reading class with twenty-three other students. To begin the school year, students were required to take the Star reading assessment, a test found in the Accelerated Reading program through the Renaissance Place web-based program. The test provided a lexile level for each student. From there, students choose a chapter book in their lexile range to read independently. For the first grading period, I allowed students to choose their own books to read. Students also began to read the novel *Bridge to Terabithia* as a class. During this portion of class I chose to assist students in a variety of ways to promote literacy and implemented new strategies to approach novels read in class. I observed the two focus students and conducted informal discussions with them throughout the research period. Some of the information gathered during these discussions and observations were used to explore new literacy strategies based on individual needs.

One example was the use of a composition notebook to support comprehension strategies. I asked students to focus on summarizing, visualizing and new vocabulary while reading *Bridge to Terabithia*. Students created three sections on one page of paper for summarizing then the other page consisted of two more sections, one labeled new vocabulary and the other section labeled visualization. After reading each chapter, students would discuss thoughts and ideas with me and complete the sections of their individual notebooks. Other strategies are listed in Appendix D.
At the end of the action research period, the students were asked about their experience and which strategies they felt were most effective for them. They were also asked if their thoughts and feelings toward reading had changed in a more positive way.

**Procedure.** Since I know these two students well, I was able to gather information about each individual’s thoughts about reading, co-teaching, and motivation, using an informal discussion protocol. From there, I conducted several observations and informal discussions with students about reading and effective strategies to use to improve reading skills. I prioritized student input, which provided valuable information about the perceived effectiveness of the strategies I offered to these particular students. Finally, I had a discussion with each student regarding his or her thoughts and feelings about implementation of the various strategies provided during the research period.

**Findings and Results of Study 2**

As the co-teaching classroom took shape, I began to focus my attention on the two individual students I chose for this portion of the research. As I considered the collection of data that would best answer my research questions, I decided to use informal discussions and observations of students. I conducted an informal study with each student regarding their thoughts about reading. The results are displayed below.

**Surveys.** The table displays the specific thoughts students had when asked questions about their thoughts on reading, prior to implementing any new reading strategies.

| Interest level in reading per individual students before new reading strategies |
|---|---|---|---|
| What type of books do you read? | Would you rather choose your books or have a teacher choose? | Do you prefer large group work or small group work? | Where do you like to read most? |
Informal Discussions with Individual Students. I asked the two focus students a series of questions during a study period prior to using the reading strategies presented in this research. Each student was asked the series of questions privately and was asked to answer each question truthfully.

* student one, ~ student two

How do you feel about reading?

*I hate reading. I never find books I like and my mind wonders when I’m reading and I don’t remember it anyway.

~Reading is something that teacher’s make you do. I don’t like and I really don’t like the books they pick for us to read.

Have you ever read a book with someone out loud?

*No, I have read a book on tape before but that didn’t help me. I didn’t like it because it was too hard to find your place again.

~I don’t mind having someone read to me. I just don’t like having to read alone. It’s boring.

What novel have you read in class that you thought was okay?

*We read Stone Fox last year and that book was good. I guess I like books about dogs.

~We are reading Bridge to Terabithia right now and that one is okay. It’s not as boring as the rest of the books we have read.
So, can I ask... if someone helped create a list for you of books you might enjoy and that same person perhaps read the book aloud with you...you would be interested in something like that?

*I don’t know. I would try it I guess but I would like the teacher to read to me.

~Sure. I don’t know if it will make me like reading but it’s okay to read with a teacher.

Observations from class. Since student two indicated that he liked the novel *Bridge to Terabithia* (Paterson, 2004), I decided to observe both students during the read aloud portion of English Language Arts class.

Student #1 observation:

This student plays the part of a strong reader. He sits with his book open to the correct page, follows along as best he can, and avoids answering discussions questions in the class. When students were asked to read the next chapter with partners, student one chose a partner (who is a good reader) and told the partner he would collect the writing materials they needed if the partner would read the chapter to him. During the partner reading, student one appeared to be daydreaming and had difficulty focusing. He became frustrated when he couldn’t answer the question his partner had asked. By the end of the class hour, I stepped in to ask student one if he could give me a brief summary of the chapter. He looked at me, said “I gotta go,” and took off to his next class.

Student #2 observation:

This student volunteered to read in class and answered a discussion question in the large group setting. When it was time to choose partners, student 2 waited for someone to ask him to be their partner. He ended up reading the chapter independently (which teachers agreed was acceptable). He wasn’t able to finish the reading during the class hour but was able to complete a few of the discussion questions on the worksheet. He appeared
engaged and excited about the novel (as he had mentioned above). I asked him if he wanted to read the rest of the chapter with me and he indicated that he would like that idea.

**Implications of Study 2**

Overall, the results of study two were positive. Verbally, students had little to say about the activities and strategies implemented. However, the nonverbal communication was powerful. Students were engaged, positive, and appeared to have a more detailed comprehension of the classwork. They produced more accurate, detailed schoolwork and had in-depth conversations related to class topics. The information they shared with each other in a small group was more “flavorful” than that produced prior to me introducing these new strategies. Students went from writing one or two sentence answers to comprehension questions to writing three or four sentence answers.

The study two results taught me the importance of making connections with individual students. Both of the student participants for this study are students who have a difficult time with reading and often have a negative attitude about it. Taking time to speak with each of them about their thoughts on reading was a tremendous help to me. After gathering information and observing students in class, I was able to teach a few reading strategies to these students in an effort to make reading more manageable. I learned that research takes patience and not every idea is going to work for each student. However, having conversations with individual students and using that information to implement teaching strategies to assist those students can be a positive experience for students and teachers in reading class.

The co-teaching environment allowed for flexibility in focusing on individual students in class. My co-teaching partner and I were able to arrange the classroom into small groups,
allowing us the opportunity to teach the same material to individual groups, making slight modifications to assignments based on student abilities. This arrangement allowed for students in the special education program to be a part of the general education classroom more often. In the past, these students would attend specialized small group classes outside the general education classroom. Now, with proper co-teaching implementation, students in the special education program are able to attend general education classes. Students shared that they felt comfortable and welcome in the co-taught classroom. They enjoyed having two teachers to rely on for assistance when needed and they found it fun to be in a co-taught class. Teachers often commented to each other that students were improving in their literacy skills as individuals and within the large group.

**Conclusions**

With the implementation of co-teaching, special educators can be more involved in the classrooms than ever before. Though it can be a challenge, co-teaching can be worth it for all involved. In my time as a co-teacher, I have learned so much about my teaching abilities. As a special education teacher, it is a rare opportunity for me to teach in a large group setting. Not only do I enjoy teaching to a large group, but because of the flexibility of co-teaching, I am also able to balance the use of individualized small-group arrangements along with large group arrangements.

In addition to what I learned about co-teaching, I learned about focusing on reluctant readers. Making connections with students on an individual level is vital when assisting reluctant readers. The students I worked with do not have much support outside of school when it comes to reading. After informal discussions with individual students, I was able to implement teaching strategies that allowed for students to manage reading assignments more readily. After teaching
the students to use reading strategies, I observed more engagement in reading and the production of more meaningful answers related to comprehension.

I intend to use co-teaching in the future to help grow this initiative. I also found that co-teaching allowed me to use a variety of literacy strategies based on the individual needs of the reluctant readers I work with. The key is to connect with students and implement strategies that interest students as individuals.
References


Mastropieri, M. A., Scruggs, T., Mohler, L., Beranek, M., Spencer, V., Boon, R. T., & Talbott,


Appendix A:

*This survey was used to connect with students and determine which strategies we could use with this particular class of students.

Name:_____________________________ Date:______________

1. I enjoy reading the following types of print:
   ___books       ___magazines       ___newspapers
   ___poems       ___short stories    ___plays

2. I choose to read books that are not assigned in school...
   ___often       ___sometimes        ___never

3. My attitude about reading is...
   ___positive    ___neutral          ___negative

4. I like to read books from the following genres:
   ___ informational   ___historical fiction   ___science fiction
   ___traditional fantasy   ___modern fantasy   ___biography
   ___autobiography   ___mystery       ___adventure
   ___humor/comedy      ___classics    ___poetry

5. When I compare books that I have really enjoyed, some things they all have in common are:

6. The best book I’ve ever read is:

7. Some of my favorite authors are:

8. I could improve my reading skills if:

9. People whose book recommendations I value include:

10. I could make time for recreational reading if:

11. A reading goal that I would like to achieve for this school year is:

Appendix B:

<table>
<thead>
<tr>
<th>Types of Co-Teaching</th>
<th>Description</th>
<th>General Education Teacher Role</th>
<th>Special Education Teacher Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Class, Teacher Led</td>
<td>One teacher is provides whole-class instruction, other teacher monitors student work or provide short instructional support during independent work times</td>
<td>lead teacher</td>
<td>support</td>
</tr>
<tr>
<td>Two Heterogeneous Groups</td>
<td>The class is split into two equal groups of about 10-12 students, not based on student need. Each teacher delivers the same material to his/her group. Opportunity for increased student participation and interaction with a teacher.</td>
<td>lead teacher</td>
<td>lead teacher</td>
</tr>
<tr>
<td>Two Homogeneous Groups</td>
<td>The class is split into two groups based on students’ performance in the subject area. This model is often used when a group of students requires re-teaching while another group is ready for extension activities.</td>
<td>lead teacher, usually extension lesson, lead teacher</td>
<td>lead teacher, usually re-teaching lesson, lead teacher</td>
</tr>
<tr>
<td>Station Teaching</td>
<td>4-5 work stations are set up throughout the classroom. Small groups of 3-5 students rotate through the work stations. Groups can be heterogeneous and homogeneous mixed. Each teacher leads one of the stations</td>
<td>lead teacher</td>
<td>lead teacher</td>
</tr>
<tr>
<td>Whole Class+Small Group</td>
<td>The lead teacher instructs the whole class while the support teacher works with a small group of students who may require re-teaching or alternative teaching methods.</td>
<td>lead teacher of whole class</td>
<td>lead teacher of small group</td>
</tr>
<tr>
<td>Whole Class Team Teaching</td>
<td>Teachers work together cooperatively to teach a whole-class lesson. One teacher may take the lead role, while the other interjects information or questions, makes clarifications, or re-states information to increase understanding among all students</td>
<td>lead teacher</td>
<td>lead teacher</td>
</tr>
</tbody>
</table>

Solis, Vaughn, Swanson, and McCulley, 2012; Friend et al., 1993; Sileo 2011
Appendix C:

1. After the survey above, students were asked to check which box applied to him or her most:

(Please make a check mark in the box that best applies to you)

<table>
<thead>
<tr>
<th>I Enjoy reading</th>
<th>Reading is okay</th>
<th>Reading is something I do at school only</th>
<th>Reading is something I have to do</th>
<th>Reading is awful and makes me feel uncomfortable</th>
</tr>
</thead>
</table>

2. At the end of school year, students were asked to circle which answer applied to him or her after the co-taught class they participated in for reading.

(Please circle Y for yes and N or no in each box below)

<table>
<thead>
<tr>
<th>I like having two teachers for reading class</th>
<th>I would like to be in a co-taught class again</th>
<th>When I have a question, I feel comfortable asking either teacher</th>
<th>When it comes to grading, I feel that both teachers grade the same</th>
<th>I would like it if these two teachers co-taught again</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
<td>Y</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix D:

With implementation of co-teaching, my teaching partner and I included several strategies to assist and support our reluctant readers, special education students, and general education students in the same classroom. Below are examples of activities that all ability levels can participate in, regardless of the academic subject.

*Read alouds*- assisted reading, echo reading, paired reading, partner reading, structured repeated reading (with teacher), choral reading (in unison), reader’s theatre, and radio reading (present passage like a radio announcer)

*Graphic organizers*- suspect words, semantic maps, KWL charts, etc

*Vocabulary and comprehension activities*- reading composition notebook-split into sections including: summary, new vocabulary words, visualization

*Discussion cards*- prewritten questions given to student prior to class discussion

*Technology*- blogs, emails, powerpoints, voicethreads, etc

*Hot read of the week*- I made a poster with several teachers’ names and asked them what book they were currently reading (for fun). Teachers then posted a picture of a description of the book they were reading and their opinions about the
book. Students could then see what books teachers were interested in. It also provided a chance for all of us to model good reading habits for our students.

*Literature circles* - based on students reading ability (groups of 4 or 5 students)

*Peer tutors* - same age level peers