New RRB Submission

Data Entry
- Submitted 08/08/2024 12:02 PM ET by Love, Lisa

Submission Type

RRB Number	2024-1959
Study Title	Using Innovative Collaboration to Strengthen Teacher Satisfaction and Retention
Event Type	New Submission defined 07/10/2024
Schools Participating	*No answer provided.*

SUBMISSSION TYPE INSTRUCTIONS AND OPTIONS

"New Submission" *- if this is a brand new RRB proposal OR you need to make requested revisions to an RRB submission that is NOT yet approved.*

"Entry of RRB project that was previously-approved outside of IRBManager" *- if you would like to enter a project into IRBManager that was reviewed and approved outside of IRBManager (i.e. before IRBManager was implemented at CPS). For this selection, there must be no changes in your study protocol from when your study was previously approved.*

"Modification/Continuing Review of RRB Project Previously approved outside of IRBManager" *- if you would like submit a modification for a study that was* ***approved outside of IRBManager (i.e. before IRBManager was implemented at CPS).***

Type of Submission
New Submission

Pertinent CPS Documentation

Submitter

Love, Lisa

Email: LMCaputo@cps.edu   **Phone:**

We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:

External Research Study and Data Policy
✔ I have read and understood the External Research Study and Data Policy

CPS RRB Guidelines
✔ I have read and understood the CPS RRB Guidelines

CPS Equity Framework
✔ I have read and understood the CPS Equity Framework

CPS Vision
✔ I have read and understood the CPS Vision

CPS Volunteer Policy
✔ I have read and understood the CPS Volunteer Policy, including background check requirements

Study Personnel Details

Study Title

Using Innovative Collaboration to Strengthen Teacher Satisfaction and Retention

Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

Primary Study Organization/University

Illinois State University

Principal Investigator

Love, Lisa

Expirations: **Background Check Level:**

PI Organization
Illinois State University

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.
User had the option to start a different form here.

Are there any other study contacts?

Yes

If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.

Study Contact Information

Contact Email Address	Contact Organization	Role	Study Responsibility
Lugg, Elizabeth J.D. and Ph.D. **Email:** etlugg@ilstu.edu **Expirations:** **Background Check Level:**	Illinois State University	Project Team Member	Will engage in primary data collection
Weiser, Gavin **Email:** smweis1@ilstu.edu **Expirations:** **Background Check Level:**	Illinois State University	Project Team Member	Will engage in primary data collection

Please click save after each contact is added.

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.
User had the option to start a different form here.

Is the Principal Investigator a Student?

Yes

Degree
Graduate - Doctoral

University

Illinois State University

College/Dept.
Educational Administration and Foundations

Advisor Name/Title
Elizabeth Lugg

Advisor Email
etlugg@ilstu.edu

Is the researcher a CPS Staff Member?

Yes

CPS Affiliation

Teacher   *Are you a CPS employee? If so, please select from one of the following.*

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

No

Select the option that applies to your study

My study will be occurring District-wide

Will this research require any in-person interaction or intervention activities?

> The in-person activities will not involve the researcher. The participants will interact with each other using the tools provided by the researcher. Participants typically interact already due to their professional responsibilities.
>
>   06/19/2024 • Love, Lisa • *Not* Internal

Yes

Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?

> The researcher will meet virtually with all participants to provide an overview of the activities, then again at the end of the activities in focus groups.
>
> 06/19/2024 • Love, Lisa • *Not* Internal

Yes

Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/.

Please review CPS's Acceptable Use of Technology Guidance (AUP)

✔

Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/

Please check all of the following that apply to your research protocol:

Classroom artifacts will not be required. Participants are able to submit completed graphic organizers or other artifacts that help them to articulate what they would like to share about how the tools impacted their work. Anything they choose to submit will have all identifiers removed and treated with the same care as the other data.

There will be a handful of small (3-5 minute) recordings made as examples of possible co-teaching techniques that will be shared with participants to use as a conversation starter for their collaborative practices. These will be filmed with a teacher from my school. Students that participate will get a waiver similar to that used for national boards (that the videos are for professional reflection of teachers) and will also have the CPS media waiver on file.

This will be done before the study begins, and the videos themselves are not being studied, rather the participants reactions to the techniques the teachers in the videos use and how their reactions impacted their work after viewing.

06/25/2024 • Love, Lisa • *Not* Internal

Focus Groups
Questionnaire

Please outline your protocol for focus group activities, describing when, where, duration, frequency, and with whom.

There will be two kinds of focus groups at the end of the study. One for general education teachers and one for special education teachers. The focus groups will be offered at a handful of times in order to allow for the varied schedules of participants. They will last about an hour. Participants will be asked to reflect on their experience and the impact of the experience on their relationship with their co-teacher, their practice, and their satisfaction with their role in the classroom.

Does this involve video, audio, or photograph recording?
Yes

Please describe the protocol for audio/video recording
The focus group activities will be recorded on the principal investigator's password protected secure cloud server for transcription purposes only.

Please describe how data will be captured and stored securely
The recordings will be captured using the teleweb conference software then saved on a password protected personal computer.

Please attach all study materials corresponding to focus group procedures (i.e., consent forms, protocol, recruitment and incentive plans)
Focus Group Questions.pdf Focus Group Protocols

Please outline your protocol for survey activities, describing when, where, duration, frequency, and with whom.

Participants will receive a list of questions related to their co-teaching relationship and practices, as well as questions asking them to reflect on their satisfaction with their current practices and role. They will complete this independently at the start of the study before engaging in any activities.

Approximately once to twice a week the participants will use prompts provided by the researcher to journal about their reactions to the activities and their observed impact of any attempts to use the activities. This will be at the will of the participant in terms of when, where, and how long they spend on the reflective prompts. They will complete this independently.

At the end of the study, the participants will have one week to independently complete a survey summarizing their experiences and responding to similar questions completed at the start of the study to reflect on the impact of the activities.

Shortly after that, participants will attend a focus group that will be around sixty minutes or less.

Please describe how data will be captured and stored securely
Data will be captured via password protected surveys and recordings, stored on a password protected cloud account on a password protected computer. Hard copies submitted per request of participants will be locked in a lock box until they can be digitized, returned, and/or destroyed.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)
 Questions for Participants w:Selection Questions.pdf   Surveys

Detail the method of Survey Administration (e.g. paper, online, etc.)
The survey will be online. In addition, participants will be offered to journal using survey questions either on paper or online format depending on their preference. For accessibility reasons, participants will have the option to submit audio recordings of their reflections instead of or in addition to writing. Illinois State University provides Qualtrics as the online survey software.

Will this research require the use or access of existing CPS data?

No

Will this research require the use or access of existing non-CPS data?

No

Study Details

Please select all of the following that will be participating in the study?

Teachers

Has this project been reviewed by an Institutional Review Board (IRB)?

Yes, and it was deemed exempt

IRB of Record Name
Using Innovative Collaboration to Strengthen Teacher Satisfaction and Therefore Retention

IRB Protocol Number
IRB-2024-233

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).
 Approved IRB from ISU   IRB Letters

IRB of Record Primary Contact Email Address
etlugg@ilstu.edu

Please select your primary area of research from the following:

Special Education

Secondary Study Subject(s)

Education Leadership
General Curriculum and Instruction
Professional Development
School Structure/Functions
Teachers

Study Overview

Executive Summary or Abstract

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

The purpose of this study is to examine the impact of using specific, short example videos and graphic organizers on facilitating effective collaborative co-teaching relationships between a special education teacher and a general education teacher. The reflective journals of the teachers will be used to look for evidence that demonstrates effective co-teaching practices as well as evidence that the special education teachers' feel valued and satisfied with their role.

Research Questions and Hypothesis

Please list all research questions and hypotheses associated with this project.

Research Question(s): Do the tools (videos and graphic organizers) provided by the researcher impact the implementation of high-leverage practices in a co-taught classroom? What impact does the implementation of these activities have on the feelings of value reported by the special education teacher?

Hypothesis: My hypothesis is that the use of the tools provided will cause co-teaching partners to report feeling their communication is more effective and efficient, and that the special education teachers will report feeling more valued and supported in their role, as well as more equity and parity in their role in the classroom.

Purpose and Literature Review

Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?

The data around the numbers of teachers in the field can be misleading since the number of teachers in the field is growing. However, the reason for the national concern regarding attrition is that our country is not keeping up with the demand for more teachers as class sizes shrink and specialized support increases (Ingersoll et al., 2021). Inclusive practices have contributed to the demand for more special education and English Language Learner teachers. In addition, as attrition spreads, it may not always look like empty positions in a school. Though many schools suffer from empty positions, some, may just have higher turnover, particularly for certain positions (Adamson & Darling-Hammond, 2011; Cardichon et al., 2020; Carver-Thomas & Darling-Hammond, 2017; Podolsky et. al, 2016; U.S. Department of Education, 2023).

About half of teachers leave in their first five years on the job (Haynes, 2014). This is more than typical attrition in other fields. One reason many teachers leave is they feel unprepared for the classroom. A research brief prepared by Podolsky et al. (2016) highlights the importance of properly training teachers. Teachers who are unprepared for the field leave at a rate 2-3 times those who are adequately prepared (Ingersoll et al., 2014).

Many studies on teacher attrition have reported teachers listing dissatisfaction as one of the main reasons they leave (Skaalvik et al., 2011, Sutcher, 2016). It has also been found that teachers who report higher job satisfaction are less likely to leave, so much so that one standard deviation in satisfaction can cut your chances of leaving by around half (Sims & Jerrim, 2020). This emphasizes the importance of addressing feelings of dissatisfaction in teachers. However, dissatisfaction is a vague term, and less actionable to address at the school level without further exploration. A survey by the National Center for Education Statistics found that two-thirds of teachers cited dissatisfaction for leaving, identifying concerns such as "school administration (33%), lack of influence on school decision making (29%), and school conditions, including facilities and resources (27%)" (Carver-Thomas & Darling-Hammond, 2017, p. 6). This helps narrow the conversation for purposes of policy, though, if a school would like to address attrition steps will need to be taken to understand specific experiences related to these concerns to be able to act.

Self-efficacy is also important when it comes to implementing innovative instructional techniques. Kundu and Roy (2023) used a 25-item innovative self-efficacy scale and previous research and determined that innovation relies heavily on the teacher's self- efficacy and ability to engage in reflective activities. Collective efficacy is when a group believes in each other's skills and ability. (Goddard et al. (2000) found that teachers' beliefs about their faculty's capability to educate students constitute a norm that influences the actions and achievements of schools (p. 502).

Schwabasky et al. (2020) suggests that collective efficacy can be developed by having teachers participate in innovations together, then celebrating and publicizing the innovations. Innovation cannot happen without trust between colleagues because there is a fear of vulnerability (Bryk and Schneider, 2002).

Historically, teaching has been an isolating career. Teachers work alone in their classroom with their door shut with little free time for lunch, let alone intentional,

well-constructed work that creates transformation in the school community. This isolation has been referred to as "egg crate classrooms" (Tyack, 1974). We need to de-privatize these classrooms because when teachers trust each other and collaborate it benefits students (McLeskey, 2017). Opposite the egg crate is the beehive, where there is collaborative work towards a common goal. A beehive school builds trust because it is a place where people know their role and know how it fits in the larger picture (Johnson, 2019, pp. 5-6).

Teacher leadership is seen as an opportunity for professional growth to help retain high quality educators (Leida, 2018). However, sometimes poor execution of the creation of these positions can cause further issues. When teachers are given extra stipends and/or roles, some report that they are seen by their colleagues as favorites of the principal, and which fosters distrust and jealousy, mostly because there are no clear structures for how teachers can earn these positions, or how the decisions are made (Johnson & Donaldson, 2007; Murphy et al, 2009). "Research knowledge must be "translated" to teacher-friendly instructional forms to be implemented in classrooms (Abbott et al, 1999, p. 340). Even if teachers have the training to properly interpret and translate research into practice, the limitations on time prevent maximum diffusion of those practices.

Special education teachers report feeling particularly disenfranchised and burnt out from not feeling valued in their schools (Hester et al., 2020). Much of this burnout and disenfranchisement could stem from the fact that administrators are less likely to effectively determine their capacity as a special educator, or to be able to provide essential feedback for professional growth (Rodl et al., 2018).

Special education teachers frequently report not being treated as equals as their general education peers (Johnson, 2019, p.17). When it comes to special education teachers, there may be a certain level of "ableism by proxy" directed towards the special education teachers due to the populations they serve, as well as "othering" that occurs.

Students with disabilities spend a large portion of their day in the general education classroom, yet general education teachers only receive an average of one and a half classes related to teaching students with disabilities (Rosenzweig, 2009), and many times their preservice program focused on content areas, whereas special education teachers typically have focused on the evidence-based instructional strategies that would best serve all students.

In addition, even though a special education teachers' training inherently prepares them with skills that are also needed for leadership roles in schools, they are less likely to be called upon by administrators to serve in those positions (Maggins & Hughes, 2020), making them feel underappreciated (Hester et al., 2020). They specifically cite lack of administrative support, workload, conflicts with general education colleagues as sources of burnout and stress (Hester et al., 2020).

Ingersoll et al. (2017) found that including teachers in decision-making related to school improvement and structures is an important part of teacher retention. Yet, many special education teachers are left out of decisions, and report that their administrators do not know the laws, policies, and practices required of them or how to evaluate them (Rodl et al, 2018).

Co-teaching requires special and general education teachers to co-plan, co-construct, and co-assess (Murawski, 2003). In effective co-teaching, both teachers provide instruction to students with and without disabilities (Fluijt et al., 2016; Jortveit & Kovač, 2022). In order for co-teaching to be successful, there must be a commitment to time, professional learning, and inclusive practices not only by the

teachers, but also the principals and other professionals in the school (Jurkowski et al., 2023). Even something as simple as how the physical environment is set up can either facilitate or limit productive co-teaching (The Poole, Evertson, and the IRIS Center, 2019).

Effective professional development follows many of the same best practices teachers are expected to use for their students. For example, to motivate teachers to be intrinsically interested in the learning, it involves activities that are tailored to the needs and interests of the teacher, incorporates input and choice regarding what and how information is learned, is authentic and builds connections between expectations and the skills needed to achieve the expectations, and engages in a variety of ways through action, discussion, visuals, and socially (Darling-Hammond et al., 2017; Hunzicker, 2010).

Teachers are more likely to change their professional practice when they engage in professional learning that provides opportunities for reflection on current practices collaboratively with other teachers (Meyer, et al., 2023; Sims et al., 2021). Sims et al. (2021) also found that "collective participation of groups of teachers from the same school, subject, or grade is related both to coherence and active learning opportunities, which in turn are related to improvements in teacher knowledge and skill and changes in classroom practice," (p. 936). When two or more teachers are called upon to work together towards a common goal, there must be a common language developed between them.

Research Activities and Student/Staff Involvement

Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)

Before beginning, participants will receive a list of questions related to their co-teaching relationship and practices, as well as questions asking them to reflect on their satisfaction with their current practices and roles.

Participants will then have a short meeting where they will be provided the organizers and video tools (toolkit) as well as their reflection journal questions. They will look over the tools and the researcher will answer any clarifying questions participants have regarding the tools. This meeting will take between 30-60 minutes (depending on the number and depth of questions) and occur virtually.

Participants will use one of the activities provided at least twice a week. Each tool is created to limit engagement time to around ten minutes.

Participants will use prompts provided by the researcher to journal about their reactions to the activities and their observed impact of any attempts to use the activities once a week.

At the end of the prescribed timeline (maximum 90 days), participants will complete a final journal survey about their experience, then engage in a focus group with other participants and the researcher. The focus group will take approximately 60 minutes and will occur virtually.

Research Methodology and Analytical Technique

Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.

This will be a qualitative study that is phenomenological because it will focus on the experiences of educators from their personal perspectives, while also attempting to make meaning and develop a theory about those experiences. Participants will share their accounts experiencing the shared phenomenon of co-teaching. There is an element of co-construction of reality due to the wide and ambiguous definition of co-teaching as currently practiced. This research will seek to understand their experiences while exploring methods that could potentially improve those experiences for all those who co-teach.

Instruments will be open-ended to allow participants to drive the direction and topic of focus based on their experiences and perspectives. Various types of collection will occur to try to capture the nuances of the perspectives and their impact on the participants' interactions and experiences. For example, participants will have the chance to share their perspectives through writing, submitting documents and/or photographs, and orally.

Before beginning, participants will receive a list of questions related to their co-teaching relationship and practices, as well as questions asking them to reflect on their satisfaction with their current practices and roles.

Participants will then have a short meeting where they will be provided the organizers and video tools (toolkit) as well as their reflection journal questions. They will look over the tools and the researcher will answer any clarifying questions participants have regarding the tools. This meeting will take between 30-60 minutes (depending on the number and depth of questions) and occur virtually.

Participants will use one of the activities provided at least twice a week. Each tool is created to limit engagement time to around ten minutes.

Participants will use prompts provided by the researcher to journal about their reactions to the activities and their observed impact of any attempts to use the activities once a week.

At the end of the prescribed timeline (maximum 90 days), participants will complete a final journal survey about their experience, then engage in a focus group with other participants and the researcher. The focus group will take approximately 60 minutes and will occur virtually.

Since there is a wide definition of co-teaching, I seek to understand the experiences that transcend most experiences. This will help me to analyze the impact of strategies that can create more collaborative and innovative partnerships and improve professional satisfaction of the co-teaching partners.

By using overlapping pre and post treatment questions, I can analyze changes in the partners' feelings and beliefs towards co-teaching. Providing multiple formats for participants to journal their reactions to the activities will help to maximize the information they share about the impact of the various activities on their co-teaching experiences. This will allow me to look for trends in the types and/or characteristics of the activities that are more successful in eliciting positive experiences from the co-teachers, as well as those that do not.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) CPS vision goals does your research support?
70% of students will be at or above national attainment for math.
70% of students will be at or above national attainment for reading.

Click here to access more information on the CPS Vision Goals.

Please describe how your project supports each of the Vision Goals selected above.
Effective co-teaching provides access to the general education curriculum for students with disabilities. When students with disabilities have appropriate instruction and access to the general education curriculum, they will be more likely to be able to be at or above national attainment for reading and math.

Which (if any) of the CPS core values does your research support?
Academic Excellence
Equity

Please describe how your project supports each of the core values selected above.
Strong co-teaching maximizes schools resources to provide high-quality instruction (academic excellence) for all students (equity).

How does this project support the district broadly?
Our district has historically struggled in areas related to special education. We have had to be monitored by the state regarding practices related to special education. Our students with IEPs do not achieve academically at the same rate as general education peers. We have struggled to attract and retain high-quality, highly qualified special education teachers. This project will explore practices that will hopefully help to retain special education teachers while also helping to improve the collaborative and innovative practices needed between co-teaching partners to maximize the effectiveness and quality of instruction our students receive.

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?
This project progresses the district's commitment to equity because it tests a tool that might help strengthen inclusive co-teaching practices. Special education teachers report dissatisfaction with the treatment and respect they receive from general education colleagues. They also report their colleagues (and administrators) do not know enough about special education and what their job entails. This study seeks to address this using methods that add value to already existing work by the teachers, rather than adding additional work. This work is important because students with IEPs, as all students, deserve high-quality instruction, yet there is a teacher shortage in the field. This research seeks to find easy to implement, high-leverage practices that will improve the instructional environment for special education teachers and their students.

Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?

How are your research activities accessible to individuals with disabilities?
The activities are provided in multiple formats. Participants are able to select whether they prefer to write by hand or type. They will also have an opportunity to share their thinking verbally in the focus group. The tools the participants use require limited amounts of time, and are provided both in written and visual (video) formatting. Participants are not required to engage with all the tools, rather then ones that meet their (and their students) needs the most.

Are your research activities translated into languages other than English as appropriate for the community?
No, participants will be teachers who speak English.

Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.
 Please click "save" after each line.

CPS Supporter Email Address	CPS Supporter Details
Neil Long, Joshua **Email:** jnlong@cps.edu **Phone:**	Dr. Long is connecting me with partners in the SpEd Department. These partners will help me to find participants as well as to collaborate to maximize connections between the plans of their office and my study.
Felton, Ben	I will update him throughout the study

CPS Supporter Email Address			CPS Supporter Details
Email: bfelton@cps.edu	**Business:**	(773) 553-1000	and after to collaborate on teacher retention.

Link to New Contact Form
User had the option to start a different form here.

How will you share your research findings with the population(s) you are studying?
A published version of my dissertation will be shared with participants. I am also willing to provide presentations summarizing the results to anyone who is interested in learning about the participants' perceived impact of the treatment tested in the research.

Research Activities

Start Date of Recruitment

> I would like to officially begin recruitment immediately upon approval.
>
> 06/20/2024 • Love, Lisa • *Not* Internal

07/12/2024

End Date of Recruitment
09/13/2024

Please provide the date that you will begin primary data collection

09/16/2024

Please provide the end date of primary data collection
12/20/2024

Please provide the date that you will begin analysis

12/20/2024

Please provide the end date of analysis
01/31/2025

Please provide the approximate date that you will finalize your research report.

03/21/2025

Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The inital final product will be a dissertation. I am willing to complete additional documents if there is interest.

Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.

Will this study involve study subject randomization or a control group?

No

Will your research employ study-subject deception or non-disclosure?

No

Will this research involve Product Testing?

No

Will this research involve collection of biological samples or biometric data?

No

Does this research involve other research procedures not described previously?

No

Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?

No

Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?

No

Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: https://cps.app.learnplatform.com/new/public/tools

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number
2024-1959

This is your assigned RRB Number. Please reference this in any data request associated with this study.

Study Subject Inclusion Criteria

Study subjects must be co-teachers (at least one general education teacher with at least one special education teaching partner).

Subjects must work together for at least 50% of the learning block.

Subjects must teach in third through eighth grade.

They will have time that they already co-plan or are willing to find time to co-plan together.

If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.

Study Subject Exclusion Criteria

Educators who do not co-teach.

Educators who co-teach for less than 50% of the learning block.

Educators who teach grades other than 3rd through 8th.

Teachers who do not have common planning time and/or who are unwilling to dedicate time to co-plan.

If the research involves more than one study subject population, please individually detail the inclusion criteria for each

Please select all special populations that may be targeted for your study

No answer provided.

Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

This study could potentially help co-teaching partners to improve their practices. This would be beneficial to the co-teaching partners because the study could potentially streamline their planning which would reduce the time and energy required to co-teach. It would also potentially improve the quality of their practices, as well as improve their relationships with their co-teaching partner. If the co-teaching partners are more satisfied with their relationship, this could help to prevent teachers from leaving the field. If co-teaching partners improve their instructional practices through this study, that could help to improve the experiences and outcomes of their students.

Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

We do not anticipate any risks beyond those that would occur in everyday life.

Teachers would potentially be vulnerable about their feelings of success and satisfaction, whether personally or with their co-teaching partner as they describe their experiences using the tools provided in the study. If others were to find out this information, it could be used to retaliate or evaluate them poorly.

How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?

To reduce these risks, information shared by participants will be coded for anonymity. Identifying information will not be shared in any of the published work. Co-teachers and administrators will not receive information that connects participants to any information shared.

Information published will focus on trends in the perceptions teachers had related to the impact of the activities of the study, not to evaluate the teachers or their instruction.

What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?

Subjects will not be required to use any of the tools or respond to any of the questions that cause them concern or distress.

Will you compensate study subjects?

No

Study Recruitment

Outline every aspect of the recruitment process for teacher participants.

A flier will be distributed to network and school administrators, the teacher union, and will be posted on private online forums of teacher groups within the district.

Please attach all recruitment materials not attached elsewhere (Optional).

Co-Teaching Dissertation Recruitment Post.jpeg   Recruitment Materials

Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

Informed Consent Template - Anonymous.docx   Consent Forms

Identify study team members who will recruit subjects.

Lisa Caputo Love with the possible assistance of Juman Kekhia and Maria Roussos from the Office for Students with Disabilities in CPS.

Will this research involve screening procedures

Yes

Please provide a description of your screening procedure.
A short survey will be given to interested participants to ensure they meet the participant requirements of the study.

Attach all instruments, including, but not limited to, questionnaires, surveys, assessments, etc, that will be used for screening procedures.
Questions for Participants w:Selection Questions.pdf   Recruitment Materials

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?
No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?
No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?
No

Permission, Confidentiality, and Security

Attach a draft of the permission letter that will be sent to school Principals

Permissions Letter Draft
for Principals.pdf

Support
Letters

*Please note that Principals have final
authority over what happens in their
schools.*

**How will you protect the privacy of prospective research subjects? Please
detail how study subject privacy will be protected during recruitment,
screening, consent, and all research procedures. Provide an accounting for
all applicable research procedures and study populations.**

Identifying information will not be shared in any of the published work. Co-
teachers and administrators will not receive information that connects participants
to any information shared. Participants will only share what they feel comfortable
sharing. All data will be coded and all identifiers will be removed for the storage
and use of data. Participants will be assigned or allowed to select a pseudonym.
Specific schools will not be identified. Any data shared about schools will be
publicly available information that does not allow anyone reading the dissertation
to be able to identify any specific school or participant.

**Describe the data confidentiality or security provisions that will be in place
for all research data.**

Participants names and identifying information will be removed and codes will be
used to match data with participants. Those codes will be kept separately, in a
locked computer, on a password protected cloud. The information will not be
shared with anyone that is not part of the study team.

How will you store participant data?

With codes

*These details must be included in all applicable
consent forms*

**Describe the coding mechanism, indicate where links to codes will be
stored, identify the individuals who will have access to coding keys or
links, and clarify if codes will be deleted at a later date.**
Participants names and identifying information will be removed and codes will be
used to match data with participants. Those codes will be kept separately, in a
locked computer, on a password protected cloud. The information will not be
shared with anyone that is not part of the study team.

Will you keep participants' contact information on file after the data have been collected?

Yes

How long will you store participant contact information?
until the completion of the project

Explain the purpose for which participant contact information will be retained, such as recruitment for future studies or other follow-up study completion
Contact information will be kept so that results can be share with those engaged with the study upon completion.

These details must be included in all applicable consent forms

Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

What will you do with the data once the research has been completed (choose all that apply)?

Save data for future use or create a data bank

Please note that the district discourages storing study data for longer than three years after study completion.

Detail the purpose of the data bank or future use purposes, itemize the data points that will be included in the data bank, and explain if data will be banked with identifiers or codes. Also, explain possible timeline for data destruction.
De-identified data will be kept in order to allow for further analysis by the researcher after the dissertation is complete.

All applicable consent forms must clearly detail all future use or data banking provisions and explicit consent must be sought and documented for all future use or data banking

Attachments

Please attach all miscellaneous attachments

Co-Teaching Toolkit and Directions

Misc/Other

If you are resubmitting your protocol following initial review, please attach your response letter here.

Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?

No

Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

✔ All parts of this submission are accurate, complete, consistent, and clear.

✔ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.

✔ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.

✔ This submission adhere to all CPS policies and guidance as outlined in the link below

 https://www.cps.edu/about/district-data/conduct-primary-research/

✔ I have accurately identified all personnel who will be involved in this study.

✔ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.

✔ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.

✔ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.

✔ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):
 https://policy.cps.edu/download.aspx?ID=272

Submission Date

04/29/2024

All RRB new submissions, modifications, continuing reviews require a $50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:

CPS RRB/Data Request ePay System

Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.

RRB Protocol #
2024-1959

Payment Confirmation Number
20000331

Pre-Review

RRB Number

2024-1959

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer
Corson, Adam

Review Due Date
08/02/2024

Comments for Reviewer
n/a

Supplementary Site Output
No answer provided.

School Contacts
No answer provided.

Administrative Processor
Corson, Adam

Email: ACorson1@cps.edu   **Phone:**

RRB Meeting Date

08/01/2024

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

Current associated projects

N/A

Associated Projects
No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Primary Reviewer Recommendation

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Corson, Adam		07/19/2024	08/02/2024	

Reviewer Notes

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher
Please attach the referenced tools and activities in the Attachments section.

If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.

If this submission requires re-submission with changes, the information above will be included in an email.

Follow Up Required

No Follow-up required

After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.

Administrative Processing

This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:

Please attach the referenced tools and activities in the Attachments section.

This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.

Re-submission Date

08/08/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

No answer provided.

Administrative Determiniation

Approve

Approval Actions

Simple Approval

Approval Date
08/12/2024

Approval Period in Number of Months
12

Notes for Letter
Please ensure time spent on external research data collection is limited to the best of your abilities as to not interfere with Board-assigned duties (e.g. scheduling journaling and surveys outside of school hours.)

Background Check Determination

Reviewer Background Check Recommendation
N/A

Display Proposed Study Participants
Teachers

Display Study Interventions
Focus Groups
Questionnaire

Display Study Contacts

Contact Email Address	Contact Organization	Role	Study Responsibility
Lugg, Elizabeth J.D. and Ph.D. **Email:** etlugg@ilstu.edu **Expirations:** **Background Check Level:**	Illinois State University	Project Team Member	Will engage in primary data collection
Weiser, Gavin **Email:** smweis1@ilstu.edu **Expirations:** **Background Check Level:**	Illinois State University	Project Team Member	Will engage in primary data collection

Please select the level of background check required for researchers involved with primary data collection.
CPS Staff Background Check

Justification for Background Check
No Add'l Background Check Required

This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.

RRB

2024-1959

Study Title
Using Innovative Collaboration to Strengthen Teacher Satisfaction and Retention

Principal Investigator
Love, Lisa

| | **Email:** LMCaputo@cps.edu | | **Phone:** |

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date
RRB#2024-1959- Lisa Love 2024-08-12.docx	Determination Letter	08/12/2024

This determination letter will be automatically attached to an email being sent to the principal investigator.

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.
New Submission defined 07/10/2024

Output Background Check Level

N/A

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Love, Lisa	Principal Investigator	Missing
Lugg, Elizabeth J.D. and Ph.D.	Project Team Member	Missing
Weiser, Gavin	Project Team Member	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.
CPS Staff Background Check

Background Check Level Justification
No Add'l Background Check Required

Other Notes in Letter
Please ensure time spent on external research data collection is limited to the best of your abilities as to not interfere with Board-assigned duties (e.g. scheduling journaling and surveys outside of school hours.)

RRB Meeting Date for Acknowledgment of Final Determination

09/16/2024	*Please select the next meeting date of the RRB.*

Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.

09/02/2024

Focus Group

There will be two focus groups. One will be for the special education teacher participants, and one for the general education teacher participants. Questions will include the questions listed below and questions developed after reviewing their journal responses, such as clarifying questions for the group and based on trends noticed in their responses. The questions will not include anything that would identify specific participants.

Questions for Both Groups

- Was any of the information you explored for this research project new to you?
- What did you find most helpful from the toolkit options provided?
- What did you find the least helpful?
- What did you learn about your co-teacher in this process?
- Do you feel your co-teacher invested in the process? Why or why not?
- Did the process impact your relationship with your co-teacher? How?
- Did the process impact your instruction? How?
- What was not included that should have been?
- Would you have changed anything about the process?
- What questions do you have for the other participants?

Questions for Special Education Teachers

- Any clarifying questions and questions related to trends seen in journals.

Questions for General Education Teachers

- Any clarifying questions and questions related to trends seen in journals.

Lisa Caputo Love – Questions for Participants

Questions to Determine Candidates

1. Are you a Chicago Public School teacher that co-teaches (general education teacher and special education teacher)?

2. Which role do you serve in? (GenEd Teacher or SpEd Teacher)

3. Is the class you co-teach in third through eighth grade?

4. Do you co-teach for at least 50% of the instructional block you are assigned together?

5. Has your co-teacher already agreed to participate in this study?

6. What is your co-teacher's name?

7. What is the name of your school?

8. What is the name of your principal?

Background Questions to Help Understand Participant's Settings

1. What grade level and subject(s) do you and your co-teaching partner teach?

2. What percent of the class period is the Special Education teacher in the general education room each day? How many minutes per class period is that?

3. Do you have mutual prep time? How much?

4. How long have you co-taught with your partner(s)?

5. Please describe any certifications and/or training you have that aligns with the class you are teaching.

6. What other pertinent information do you feel would be important to share (i.e. the number of students with IEPs in the room,

Pre-Treatment Journal Reflection Questions

Please journal responses to the following questions in as much detail as possible. Responses will only be used anonymously to highlight trends across all participants and not in a way that will make the participant identifiable.

1. Please describe what you believe to be "ideal" co-teaching to your understanding of the term.

2. Describe what your co-teaching looks like with your current partner.

   a. What does instructional time and any relevant interactions before or after instructional time look and sound like?

   b. How often do you and your co-teacher plan? What does planning look like?

2. Do you feel satisfied with your current co-teaching relationship? Why or why not?

3. What do you see as strengths of your current co-teaching situation? Challenges? Explain.

4. What is the likelihood that you would want to remain in your current role next year? Explain.

   Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

5. What is the likelihood that you would want to remain in your school next year? Explain.

   Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

During Treatment Reflection Questions

Twice a week select one of the ten available co-teaching resources to review and/or implement. Then respond to these questions.

1. Which co-teaching resources did you use?

2. Why did you select it?

3. Please reflect on your impressions of the resource and its impact on you, your practice, and your relationship with your co-teacher.

Post-Treatment Reflection Questions

1. Describe what changes (if any) have occurred in your understanding of what you believe to be "ideal" co-teaching.

2. Describe what your co-teaching practices look like after participating in this study. Describe what happens during instructional time and any relevant interactions before or after instructional time.

3. Has your satisfaction with your current co-teaching relationship changed? Why or why not?

4. What impact (if any) did it have on your practice(s)? Please use specific descriptions and/or data if possible.

5. Do you feel satisfied with your current co-teaching relationship? Why or why not?

6. What do you see as strengths of your current co-teaching situation? Challenges? Explain.

7. What is the likelihood that you would want to remain in your current role next year? Explain.

    Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

8. What is the likelihood that you would want to remain in your school next year? Explain.

    Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

IRB #: IRB-2024-233
Title: Using Innovative Collaboration to Strengthen Teacher Satisfaction and Therefore Retention
Creation Date: 4-28-2024
End Date:
Status: Approved
Principal Investigator: Elizabeth Lugg
Review Board: Illinois State University IRB
Sponsor:

Study History

Submission Type	Initial	Review Type	Exempt	Decision	Exempt

Key Study Contacts

Member	Lisa Love	Role	Co-Principal Investigator	Contact	lmcaput@ilstu.edu
Member	Elizabeth Lugg	Role	Principal Investigator	Contact	etlugg@ilstu.edu
Member	Lisa Love	Role	Primary Contact	Contact	lmcaput@ilstu.edu

Initial Submission

Version 5.0: 2/8/21

Welcome to the Cayuse Human Ethics Protocol Submission Form

- Questions are interactive and new questions will appear based on your responses.
- Any questions with a red asterisk are required. When all required questions within a section have been answered, a checkmark will appear next to the corresponding tab on the left. The protocol cannot be submitted until all sections have checkmarks.
- Extra information or tips can be found by clicking on the "?" icons to the right of the questions.
- All sections must be complete before a protocol can be submitted. Once all sections have a checkmark the ?Complete Submission? button will appear at the bottom of the lefthand navigation. Selecting this button will route the submission to the PI to certify. Once the PI verifies the submission is complete and accurate they will select ?Certify? on the Submission Details screen, at which point the submission will be routed to REC for review.

- For additional instructions on submitting this form, please refer to our website.
- Please contact the Human Subjects Research Specialist for assistance at (309) 438-5527 or irb@ilstu.edu or attend one of our Mobile Office Hours.

*required

Does this study meet the federal regulation's definition of Human Subjects Research (HSR)?

✓ Yes

No, but I am seeking documentation that this study is not Human Subjects Research.

No

I am not sure

*required
What review level is being requested?

✓ **Exempt.** *Please see the exempt categories table for more information on what could be considered exempt.*

*required
Please select a category.

Your study may fall under multiple categories. Please select all that apply. Please contact the Human Subjects Research Specialist at (309) 438-5527 or irb@ilstu.edu if you have any questions.

✓ **Exempt 1:** Research conducted in an educational setting that is on a normal educational practice (this can include research in special education).

✓ **Exempt 2:** Research that **only** uses surveys, interviews, educational tests, or observation of public behavior to collect data.

Exempt 3: Research involving only benign behavioral interventions with adult populations.

Exempt 4: Research using identifiable private information that is not (or was not) collected for this study.

Exempt 5: Research conducted by or on the behalf of a Federal department or agency that is designed to study, evaluate, improve, or examine a public benefit or service program.

Exempt 6: Taste and food quality evaluation and/or a consumer acceptance study.

None of the above.

Expedited or Full.

- Not all team members **must** be listed. Only the Principal Investigator (PI) and any students using this study for their thesis or dissertation need to be listed.
- Only the CITI training of the Principal Investigator (PI) and any students using this study for their thesis or dissertation must be valid at the time of submission.
- The PI must maintain documentation of all team members and their valid CITI training. Training requirements for external collaborators must meet those of their home institution.

How the "FIND PEOPLE" Button Works:

- This is used to add anyone who has a Cayuse IRB profile to the study. Click on the "FIND PEOPLE" button and then search for the person you wish to add. Then select their name and save your selection.
- If the person cannot be found via the "FIND PEOPLE" button **and they need access to the study in Cayuse IRB**, fill out the linked access request form.
- Anyone added will have access to the submission and be able to make edits once the change is saved. Similarly, once removed, access will be lost once the change is saved.
- CITI training will be automatically linked and visible **if their primary email in CITI matches their ISU (ulid@ilstu.edu) email.** It may take up to 24 hours before any recently completed training will appear.
- To avoid delays, click the "View Training" link for each person added to verify valid CITI training before submitting your protocol.

---

*required

Please select your name using the "FIND PEOPLE" button below.

Name: Lisa Love
Organization: Educational Admin& Foundations
Address: Ed. Admin. & Foundations Campus box 5900, Normal, IL 61790-3040

Phone:
Email: lmcaput@ilstu.edu

Use the "FIND PEOPLE" button to select the Principal Investigator (PI). If you are the PI, please select yourself again.

---

*There can only be one PI and this person **must** be ISU faculty or staff.*
Name: Elizabeth Lugg
Organization: Educational Admin& Foundations
Address: Educational Admin & Foundations Campus Box 5900, Normal, IL 61790-5900
Phone: 309-438-8989
Email: etlugg@ilstu.edu

I am unable to find the PI's name.

Is this study for a thesis or dissertation?

✓ Yes

No

Use the "FIND PEOPLE" button to select the <u>name(s) of the student(s)</u> using this study for a thesis or dissertation.

Name: Lisa Love
Organization: Educational Admin& Foundations
Address: Ed. Admin. & Foundations Campus box 5900, Normal, IL 61790-3040
Phone:
Email: lmcaput@ilstu.edu

I am unable to find the student (s).

Is there anyone else on the research team that needs access to the study in Cayuse IRB that is <u>not already indicated above</u>?

Yes

✓   No

*required

Briefly indicate the purpose of the study in layperson's terms.

Example response: "The purpose of this study is to examine the impact of COVID-19 on college professors. Research Question: Has remote teaching increased the stress level of college professors? "

The purpose of this study is to examine the impact of using specific, short example videos and graphic organizers on facilitating effective collaborative co-teaching relationships between a special education teacher and a general education teacher. The reflective journals of the teachers will be used to look for evidence that demonstrates effective co-teaching practices as well as evidence that the special education teachers' feel valued and satisfied with their role.

Research Question: Do the tools (videos and graphic organizers) provided by the researcher impact the implementation of high-leverage practices in a co-taught classroom? What impact does the implementation of these activities have on the feelings of value reported by the special education teacher?

*required

Will you be intentionally recruiting research participants that will be outside of the U.S.?

Yes

✓ No

*required

Do you need to obtain site permission to conduct research activities (e.g. recruit, access data, or collect information) at any of the locations where this research will occur?

If conducting research at ISU Lab schools, Unit 5, District 87, or District 16 schools, you will need site permission. Click here to view specific requirements.

✓ Yes

No

As a reminder, although you do not have to submit site permission to the IRB, permission MUST be received prior to beginning research at any location.

Exempt 1 includes research conducted in established or commonly accepted educational settings that specifically involves normal educational practices that are not likely to adversely impact students' opportunity to learn required educational content or the assessment of educators who provide instruction.

- *This includes most research on regular and* **special education instructional strategies***, and research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.*
- *Click the "?" icon for a list of the criteria used to make this exempt determination*

---

*required

Please select the setting where data will be collected.

✓ K-12 Schools

College/university classrooms

After-school programs

Cooperative educational activities

Vocational schools

Alternative educational programs

Pre-schools

4-H

Other

*required

Does the research involve normal educational practices?

✔ Yes

No

*required

Please describe the normal educational practice that is the focus of your research.

Teachers are often asked to engage in professional learning related to instructional strategies and then implement those strategies in their classroom. The videos and graphic organizers the teachers will ask the teachers to consider the physical setup of their classroom as well as various research-proven methods to plan and organize their instruction. For example, one graphic organizer asks teachers to list misconceptions they notice in their student work and to reflect on how they will address those misconceptions during their instruction. Teachers engage in various planning and reflection activities as part of their normal practices. Co-teaching partners will be those already co-teaching, so students or teachers' setting/teaching assignments will not be changed in order to complete the study.

*required

Describe why this study will not adversely impact the student's opportunity to learn required educational content.

This will not adversely impact the students' opportunity to learn the required educational content because it will not interfere with the content the teacher is teaching. The teachers will not be required to use the resource activities if they do not feel they will help to improve the teacher's professional practices. The activities are examples of already established best practices, and the study will ask the teachers to engage with the summaries and organizers of those practices as a reflective activity that seeks to improve their collaboration with their co-teaching colleague in order to benefit the students.

*required

Describe why this study will not adversely impact the assessment of educators who provide instruction.

The educators who participate in this study will remain anonymous in the published study. In addition, the researcher will not be providing information related to the teacher's responses to anyone outside of the anonymous information included in the study. Finally, the information gathered is all self-reported, so teachers do not need to report information that they feel uncomfortable including.

Please attach any instruments you plan to use.

Questions for Participants.pdf

Focus Group Questions.pdf

Exempt 2 includes research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

*required

Please select the age of participants (select both if applicable)

Below the age of 18

✓ 18 or older

To qualify for an Exempt 2 designation, only **Educational Tests** (cognitive, diagnostic, aptitude, achievement) , **Observation of Public Behavior, Surveys, Interviews,** or **Focus Groups** may be conducted.

If a different method of data collection will be used, please go back to the "Exempt Categories" section and review the other categories to see if this study may qualify for another exempt category. If this study does not fit into any of the other categories, go back to the "Submission Routing" section and select "Expedited or Full".

- *Contact the Human Subjects Research Specialist at (309) 438-5527 or irb@ilstu.edu for assistance.*

*required

Age of participants (select both if applicable).

Below the age of 18

✓ 18 or older

*required

Additional protections are required for vulnerable populations. Will any of the following groups be intentionally included as participants in this study?

Students enrolled in a course that one of the research team members is teaching

People with impaired decision making ability

People with economic disadvantage

People with educational disadvantage

Prisoners or people with otherwise limited civil freedoms

✓ None of the above

*required

Will participants include individuals who are not fluent in English?

Yes

✓ No

Describe the participants that you intend to recruit for this study (include any exclusionary criteria).

Example response: *This study will include 7th graders from Unit 5 Schools who are currently enrolled in a health education course.*

This study will include co-teaching pairs (at least one general education teacher and one special education teacher) in at least school within a district. I hope to include co-teachers in various stages of co-teaching relationships (new as well as more established pairs).

*required

Could participants reasonably experience any physical risks (e.g. physical injury, illness, death) that are directly related to participating in the study?

Yes

✓ No

Any risks to the participant that would reasonably result from a breach of confidentiality should be listed below.

*required

Are there any foreseeable psychological risks (e.g. anxiety, emotional distress) a participant may experience as a result of participating in the study?
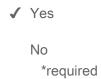
Yes

✓ No

*required

Are there any social risks (e.g. reputation, employability, insurability, exposure to criminal or civil liability) that a participant may experience as a result of participating in the study?

Yes

✓ No

*required

How will data be collected? Please select all that apply. If you will be recording, make sure to check the "video, audio, images" box below.

✓ Surveys

*required

Will surveys be filled out electronically (online, through email, etc)?

✓ Yes

No

*required

Will Qualtrics be used? Qualtrics is the recommended platform for electronic surveys as it has been vetted by ISU.

If you want to use an electronic survey platform other than Qualtrics, the proposed platform will need to be vetted by the University Data Stewardship. REC will reach out to Data Stewardship to initiate this process.

Yes

✓ No

*required

What electronic survey platform will be used?

None

*required

Why will this platform be used instead of Qualtrics?

They will be offered the option to submit their journaling responses via email versus hard copy.

Interviews

✓ Focus groups

Please check all that apply:

        In Person

        Telephone

✓ Zoom

        Other

Educational tests (cognitive, diagnostic, aptitude, achievement)

Observation

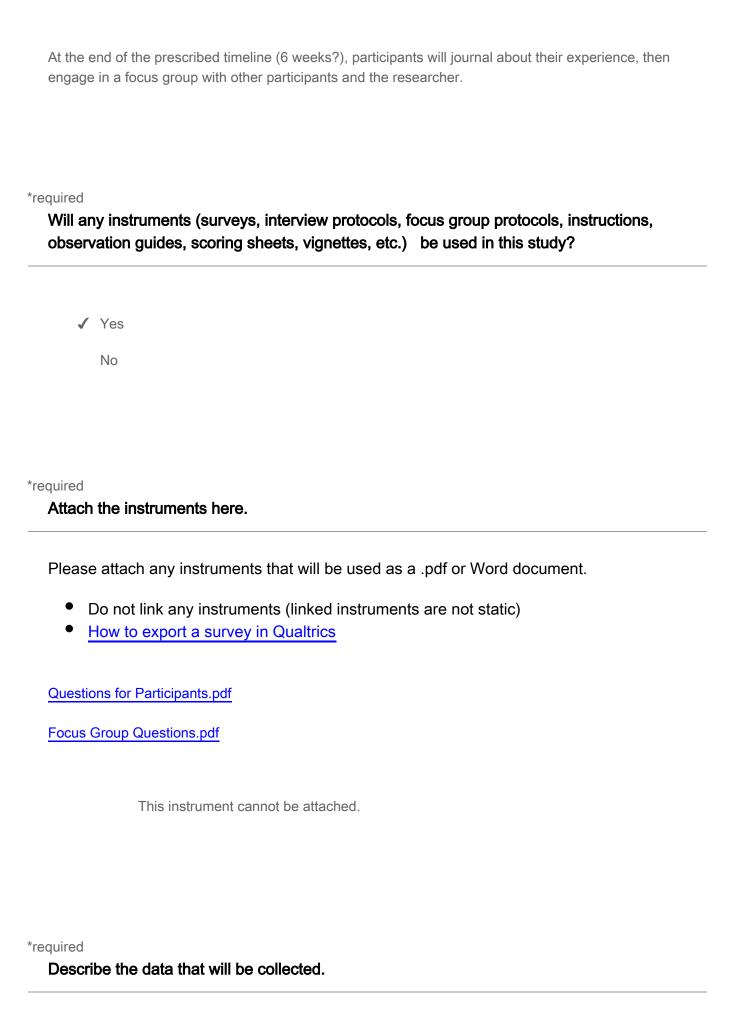Collection of video, audio, and/or images

*required

Will the research occur while the students are in class?

        Yes

✓ No

*required

Please provide a step-by-step list/description of research activities participants will complete.

Participants will receive a list of questions related to their co-teaching relationship and practices, as well as questions asking them to reflect on their satisfaction with their current practices and roles.

Participants will use one of the activities provided at least twice a week for around ten minutes.

Once a week the participants will use prompts provided by the researcher to journal about their reactions to the activities and their observed impact of any attempts to use the activities.

At the end of the prescribed timeline (6 weeks?), participants will journal about their experience, then engage in a focus group with other participants and the researcher.

Will any instruments (surveys, interview protocols, focus group protocols, instructions, observation guides, scoring sheets, vignettes, etc.) be used in this study?

✓ Yes

No

Attach the instruments here.

Please attach any instruments that will be used as a .pdf or Word document.

- Do not link any instruments (linked instruments are not static)
- How to export a survey in Qualtrics

Questions for Participants.pdf

Focus Group Questions.pdf

This instrument cannot be attached.

Describe the data that will be collected.

Descriptions of co-teaching practices before and after the study. Descriptions of reactions to the innovation tools/activities. Descriptions of the impact of the tools on their teaching practices. Descriptions of their feelings of satisfaction of their roles before and after using the tools.

*required

Please select the level of identifiability at time of collection.

✓ Direct identifiers (please select this even if the identifiers will be removed after they are collected).

Indirect identifiers (e.g. demographics that can be combined to identify the respondent, organizational ID such as the ISU UID)

No identifiers

*required

Will any individually identifiable information (e.g. recordings, direct quotes associated with a person, names) be shared with individuals not on the research team?

Yes

✓ No

*required

How will data/documents be kept secure? (please select ALL ways data will be kept secure)

✓ The data will only be accessible to the research team

✓ Electronic data will be stored in a secured location
*required

Please select all that apply.

✓ Password protected computer

✓ University OneDrive account

ISU Microsoft Teams account

✓ ISU Zoom Cloud

Other

✓ Physical/hard copy data will be stored in a secured location
  *required

Where will the data be stored (please select all that apply).

Locked location (file cabinet, desk, safe, etc.) in the principal investigator's ISU office

✓ Other
  *required

Please specify the location(s) and how it will be kept secure.

If participants choose to provide any examples of hard copies or journal on a hard copy rather than on a computer, once submitted to the researcher, they will be stored in a locked box until they can be transcribed electronically then returned to participants or destroyed.

✓ Direct identifiers will be replaced with a code or pseudonym
  *required

Will a key be kept to link the code or pseudonym to the participant's identity?

✓ Yes

No

✓ Direct identifiers are removed from collected data as soon as possible

✓ Consent, assent, and/or parental permission forms will be kept separate from the research data.

Other

Will this data be used in future research?

De-identified data may be used for future studies not covered under this protocol.

✓ NOTE: This is the most commonly selected option.

The data collected will only be used for this study even if it is deidentified in the future.
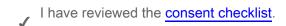
This section contains information about obtaining consent from adults for their own participation in a research study.

If applicable, information about **assent** from children or from individuals who can't legally agree to be in a study on their own and **permission** from their parents or Legally Authorized Representatives will be provided in the **Permission and Assent** section.

*required

For Exempt protocols, ISU expects researchers to follow the consent procedures as articulated in the federal regulations, including the use of a consent form and documentation of consent when appropriate.

If you will be using University funds to provide compensation, there are additional consent requirements. Please refer to our [website](#).

✓ I have reviewed the [consent checklist](#).

*required

✓ I will use an IRB approved [consent template](#).

You do not need to attach the form to the protocol, but you need to maintain a copy with your study records.

I will be drafting my own consent form.

Attachments & Additional Details

Documents attached in other sections are shown at the bottom of the page. If you have any additional attachments or additional information that are required for review, please attach here.

Attach any additional documents here.

Provide any additional details needed for review.

This section compiles attachments that were added in previous parts of the submission.

Collaborating Institution Attachments

Recruitment Materials

Site Permission

International Approval

Instruments

Questions for Participants.pdf

Focus Group Questions.pdf

Confidentiality Agreement

Assent Form

Co-Teaching Dissertation

01. Co-Teaching SpEd and GenEd Chicago Public School Teachers both willing to participate.

02. Teach 3rd-8th for at least 50% of a period together.

03. Willing to look at some tools for 10 min twice a week, then journal a response.

Participant

If you choose to participate in this st
questions related to your co-teachin
as well as questions asking you to ref
with your current practices and role.
the activities provided at least twice
minutes. The practices should enhan
already do, rather than add to your w
week the participants will use promp
researcher to journal about their reac
their observed impact of any attempt

At the end of the prescribed timeline
participants will journal about their e
focus group with other participants a

In total, your involvement in this stud
days from start to finish.

To be receive the full participant consent form
with more details contact:
lmcaput@ilstu.edu

Participant Consent Form

You are being asked to participate in a research study conducted by Lisa Caputo Love, doctoral student in Illinois State University, School of Educational Administration and Foundations, under the supervision of Doctor Elizabeth Lugg. The purpose of this study is to examine the impact of using specific, short example videos and graphic organizers on facilitating effective collaborative co-teaching relationships between a special education teacher and a general education teacher. The reflective journals of the teachers will be used to look for evidence that demonstrates effective co-teaching practices as well as evidence that the special education teachers' feel valued and satisfied with their role.

Why are you being asked?
You have been asked to participate because you are a third through eighth grade special education teacher and general education teacher team that co-teaches. Your participation in this study is voluntary. You will not be penalized if you choose to skip parts of the study, not participate, or withdraw from the study at any time.

What would you do?
If you choose to participate in this study, you will receive a list of questions related to your co-teaching relationship and practices, as well as questions asking you to reflect on your satisfaction with your current practices and role. Participants will use one of the activities provided at least twice a week for around ten minutes. The practices should enhance planning work you already do, rather than add to your work. Approximately once a week the participants will use prompts provided by the researcher to journal about their reactions to the activities and their observed impact of any attempts to use the activities.

At the end of the prescribed timeline around six to eight weeks, participants will journal about their experience, then engage in a focus group with other participants and the researcher.
In total, your involvement in this study will last around ninety days from start to finish.

Are any risks expected?
We do not anticipate any risks beyond those that would occur in everyday life. To reduce these risks, identifying information will not be shared in any of the published work. Co-teachers and administrators will not receive information that connects participants to any information shared.

Will your information be protected?
Your responses will be anonymous; the only information that will identify you that could be linked to your responses is whether it came from a special education teacher or general education teacher, and whether the information came from an elementary teacher (2nd-5th) or middle school teacher (6th-8th). The findings from this study may be presented in the dissertation as well as other presentations, papers, and reports connected to the work completed in the dissertation. No identifying information will be included in any papers or reports published. Consent forms will be kept separate from the data collected. Codes and pseudonyms will be used to replace identifiers. Direct identifiers will be removed from collected data as soon as possible.

Who will benefit from this study?

This research will hopefully benefit educators in co-teaching (special education and general education teachers) relationships and their students.

Whom do you contact if you have any questions?
If you have any questions about the research or wish to withdraw from the study, contact Lisa Caputo Love lmcaput@ilstu.edu or Dr. Elizabeth Lugg at etlugg@ilstu.edu.

If you have any questions about your rights as a participant, or if you feel you have been placed at risk, contact the Illinois State University Research Ethics & Compliance Office at (309) 438-5527 or IRB@ilstu.edu.

Documentation of Consent
Sign below if you are 18 or older and willing to participate in this study.

Signature _____   Date _____

You can print this form for your records.

Lisa Caputo Love – Questions for Participants

Questions to Determine Candidates

1. Are you a Chicago Public School teacher that co-teaches (general education teacher and special education teacher)?

2. Which role do you serve in? (GenEd Teacher or SpEd Teacher)

3. Is the class you co-teach in third through eighth grade?

4. Do you co-teach for at least 50% of the instructional block you are assigned together?

5. Has your co-teacher already agreed to participate in this study?

6. What is your co-teacher's name?

7. What is the name of your school?

8. What is the name of your principal?

Background Questions to Help Understand Participant's Settings

1. What grade level and subject(s) do you and your co-teaching partner teach?

2. What percent of the class period is the Special Education teacher in the general education room each day? How many minutes per class period is that?

3. Do you have mutual prep time? How much?

4. How long have you co-taught with your partner(s)?

5. Please describe any certifications and/or training you have that aligns with the class you are teaching.

6. What other pertinent information do you feel would be important to share (i.e. the number of students with IEPs in the room,

Pre-Treatment Journal Reflection Questions

Please journal responses to the following questions in as much detail as possible. Responses will only be used anonymously to highlight trends across all participants and not in a way that will make the participant identifiable.

1. Please describe what you believe to be "ideal" co-teaching to your understanding of the term.

2. Describe what your co-teaching looks like with your current partner.

   a. What does instructional time and any relevant interactions before or after instructional time look and sound like?

   b. How often do you and your co-teacher plan? What does planning look like?

2. Do you feel satisfied with your current co-teaching relationship? Why or why not?

3. What do you see as strengths of your current co-teaching situation? Challenges? Explain.

4. What is the likelihood that you would want to remain in your current role next year? Explain.

   Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

5. What is the likelihood that you would want to remain in your school next year? Explain.

   Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

During Treatment Reflection Questions

Twice a week select one of the ten available co-teaching resources to review and/or implement. Then respond to these questions.

1. Which co-teaching resources did you use?

2. Why did you select it?

3. Please reflect on your impressions of the resource and its impact on you, your practice, and your relationship with your co-teacher.

Post-Treatment Reflection Questions

1. Describe what changes (if any) have occurred in your understanding of what you believe to be "ideal" co-teaching.

2. Describe what your co-teaching practices look like after participating in this study. Describe what happens during instructional time and any relevant interactions before or after instructional time.

3. Has your satisfaction with your current co-teaching relationship changed? Why or why not?

4. What impact (if any) did it have on your practice(s)? Please use specific descriptions and/or data if possible.

5. Do you feel satisfied with your current co-teaching relationship? Why or why not?

6. What do you see as strengths of your current co-teaching situation? Challenges? Explain.

7. What is the likelihood that you would want to remain in your current role next year? Explain.

   Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

8. What is the likelihood that you would want to remain in your school next year? Explain.

   Very Likely   Likely   Not Sure   Not Likely   Absolutely Not

<<Insert Date>>
Lisa Caputo Love
Doctoral Student
Illinois State University

Dear Lisa Caputo Love,

We are agreeing to support your project "Using Innovative Collaboration to Strengthen Teacher Satisfaction and Retention" that examines the impact of using specific, short example videos and graphic organizers compiled in a toolkit on facilitating effective collaborative co-teaching relationships between a special education teacher and a general education teacher.

<<We strongly believe that our collaboration will help <<insert statement on how you feel it will impact your school.>>

<<Insert a few sentences about your school, including information pertinent to co-teaching and/or inclusion.>>

Pending written approval from the Chicago Public Schools Research Review Board, we approve the involvement of the interested participants.

We do understand that the ISU researchers are interested in the experiences and perceptions of participants, and for that reason they want to collect some data from interested participants. We also understand that the ISU research team will de-identify all data from the participants to protect their confidentiality. We recognize that the ISU team plans to conduct qualitative interviews with the participants to learn about their experience with the tools.
.
We will assist in the recruitment of co-teaching teacher pair participants for the study. We look forward to collaborating with you on this project.

Sincerely,
<<Principal Name>>
Principal

Directions for Co-Teaching Toolkit

- All tools are meant to spark innovation and collaboration between you and your co-teacher. You may implement some, all, or parts of the strategies you will explore. Please just attempt to document what you used, what you looked at and didn't use (and why), as well as any changes you made or how you made the strategies your "own."
- **Twice a week**, select an item from the toolkit (see list below).
- Once you have the materials open/printed/ready, set the timer and engage with the tool **for 10 minutes**.
- **Once the ten minutes are up, you may desire to continue to engage with the tool**. That is fine. If you can, in your reflection for the week document how much more time you engaged with the tool and why you decided to use it beyond the ten minutes.
- **At least once a week, reflect in your reflection journal** using the questions provided. Please add additional notes that you feel are relevant such as other similar tools you found, your thoughts, as well as your co-teacher's thoughts (both perceived by you as well as stated by them directly).

List of Tools

Questions to Discuss with Your Co-Teacher p. 4
Use these <u>Discussion Questions</u> to learn about each other and develop consensus and parity in your practices so that students experience strong, consistent, interactions between both teachers.

Schedule Blocking Tool p. 6
<u>Use this tool</u> to plan out instructional blocks in a way that allows for strong instructional practices, considering content specific foundational skills as well as content standards. Provides one for Literacy, Math, Science, and Social Studies.

Co-Teaching Participant Engagement p. 11
<u>Use this tool</u> to consider and create a way to communicate more about co-teaching to those who are involved in your co-taught classroom (parents, students, other staff, etc).

Assignment Grading and Next Step Tool p. 14
<u>Use this tool</u> to document and communicate essential information about an important assignment/assessment between co-teachers. The grading of the assignments will most likely take more than 10 minutes, but the idea for this one is that using this tool will not add more than ten minutes to the grading process but will hopefully help transfer important information about the students' performance on the activity to the non-grading teacher partner.

Videos p. 16
Coming soon
There will be 3-5 short (under 5 min max) videos that provide an overview and visual examples of what some of the above strategies could look like in practice and/or examples of the 6 co-teaching models. See last page for a description of what I am thinking for these videos.

<u>Environment Tool</u> (Not in doc, click link below to access)
Read and reflect on what you learn after reviewing the <u>Iris Center: Effective Room Arrangements</u>

<u>Flexible Grouping Tool</u> (Not in doc, click link below to access)
https://www.floridainclusionnetwork.com/wp-content/uploads/2022/09/Flexible-Grouping-Best-PracticesAugFinal.pdf

Questions to Discuss with Your Co-Teacher

You do not have to answer all the questions. You can select a few questions at a time over several sessions, or decide to only discuss some of the questions. You may decide to respond separately in writing then swap with your partner or discuss together with or without notes. You may want to create a written document to codify any consensus or mutually decided upon expectations in a way that you can circle back to or even display.

Learning About the "Why"
- Why do you teach?
- If you could wave a wand and make a change in our district/school/grade level, what would it be and why?
- What is your professional goal for this year?
- What is your favorite part of teaching? Least favorite part?
- What are your non-negotiables as a teacher?

Classroom Expectations
- Beyond established school/district/grade level policies, what are some routines/expectations that are important to you?
- What will be the expectations for students navigating the classroom (materials, drinks, tissue…)?
- How will we come up with classroom expectations with the students?
- Make a list of some common behaviors that will need to be addressed with some options for natural consequences. Name some positive behaviors and some options for natural reinforcements (how will these be acknowledged).

Communication
- What will our collaboration time look like? When will we plan? Check-in? Reflect on student work? What tools?
- How/when will we communicate home?
- What communication policies will we have with parents? Students? Other staff?
- How will we help students and families have detailed information about how students are doing and what they could/should work on? (Besides grades)

Grading
- How will we typically address grading (homework, informal assessments, formal assessments)?
- How will we enter grades?
- How will we allocate points/percentages to assignments/assessments?

- When will we communicate home about a particular grade/assignment? What will that look like?
- How will we engage students with their grades?

Tasks/Assignments/Assessments
- How will we maximize the number and quality of opportunities for students to personally interact with and attempt classwork?
- How often will we assess students? How? What will we do with that information?
- How often will we give the students feedback? What will it look like?
- How will we determine whether to give a re-take (individual student, whole class)?
- How will we give assignments (where will directions, models, be posted)?
- How will students reflect on assignments?

Literacy

Plan for:
- ☐ Foundations
    - ☐ Phonics, Phonemic Awareness & Decoding
    - ☐ Fluency
- ☐ Comprehension
    - ☐ Key Idea/Details (evidence, summaries, sequencing, relationships/contrasts)
    - ☐ Craft/Structure (Use of literary terms & devices)
    - ☐ Integration of Knowledge & Ideas (Comparisons and analysis)
- ☐ Language
    - ☐ Vocabulary
    - ☐ Word Choice
    - ☐ Conventions & Grammar
    - ☐ Speaking and Listening - Presenting/sharing your knowledge
- ☐ Writing
    - ☐ Responses to reading related questions
    - ☐ Long pieces (narratives, persuasive, informative/explanatory)
- ☐ Research

Include Opportunities for:
- ☐ Self-Monitoring (timing, perseverance, progress)
- ☐ Feedback (teachers, peers, & reflection on implementation of)
- ☐ Assessment (self, informal, formal)

	Monday	Tuesday	Wednesday	Thursday	Friday
Entering Activity					
Universal Lesson					
Personalized Instruction					
Exit Activity					

Consider:
- ☐ Note taking instruction/routines
- ☐ Accountability routines (notebook checks, completion rates, homework checks, etc)
- ☐ Engagement/Participation opportunities (all hold up answer, interactions w/teachers or peers)

Math

Plan for:
- ☐ Foundations
    - ☐ Fluency
    - ☐ Reasoning & Estimating
- ☐ Comprehension
    - ☐ Pattern analysis
    - ☐ Creating and using mathematical expressions
    - ☐ Identifying and using previous knowledge, extending to current work
    - ☐ Application: Using math in real-world problems (coupons, graphs, building plans)
- ☐ Language
    - ☐ Vocabulary
    - ☐ Speaking/Listening - sharing your knowledge with others
- ☐ Writing
    - ☐ Explaining how to solve a problem in writing
    - ☐ Write your own problems

Include Opportunities for:
- ☐ Self-Monitoring (timing, perseverance, progress)
- ☐ Feedback (teachers, peers, & reflection on implementation of)
- ☐ Assessment (self, informal, formal)

	Monday	Tuesday	Wednesday	Thursday	Friday
Entering Activity					
Universal Lesson					
Personalized Instruction					
Exiting Activity					

Tools:
Problems of the Week
Math Challenges

Science

Plan for:

- ☐ **Engineering, Technology, and Applications Science**
    - ☐ Asking Questions and Defining Problems
    - ☐ Developing and Using Models
    - ☐ Planning and Carrying out Investigations
    - ☐ Analyzing and Interpreting Data
    - ☐ Using Mathematical and Computational Thinking
    - ☐ Constructing Explanations and Designing Solutions
    - ☐ Engaging in Argument from Evidence
    - ☐ Obtaining, Evaluating, and Communicating Information (Vocab, Listening/Speaking)
- ☐ Disciplines
    - ☐ **Physical Science** (structure of matter, chemical reactions, forces & motion, interactions, stability/instability, energy, forces, chemical processes, wave properties, electromagnetic radiation, information technology/instrumentation)
    - ☐ **Life Science** (structure/function, growth & development of organisms, matter and energy flow, information processing, interdependent relationships in ecosystems, cycles of matter and energy, ecosystems, social interactions/behaviors, traits, ancestry/diversity, natural selection, adaptation, biodiversity)
    - ☐ **Earth and Space Sciences** (Universe, stars, solar system, planet history, earth materials and systems, weather & climate, biogeology, natural resources, natural hazard, impact of humans)

Include Opportunities for:

- ☐ Self-Monitoring (timing, perseverance, progress)
- ☐ Feedback (teachers, peers, & reflection on implementation of)
- ☐ Assessment (self, informal, formal)

	Monday	Tuesday	Wednesday	Thursday	Friday
Entering Activity					
Universal Lesson					
Personalized Instruction					
Exiting Activity					

Tools: Next Generation Science Standards

Social Studies

Plan for:

Types of Inquiry	Skills
(see chart pg 8 of IL Standards)	☐ Constructing Essential Questions
☐ Structured	☐ Constructing Supporting Questions
☐ Controlled	☐ Determining Helpful Resources
☐ Guided	☐ Gathering and Evaluating Sources
☐ Free	☐ Developing Claims using Evidence
	☐ Communicating Conclusions
	☐ Critiquing Conclusions
	☐ Taking Informed Action

Language
- ☐ Vocabulary
- ☐ Speaking/Listening - sharing your knowledge with others

Content (one or other)

IL Disciplinary Concepts	National Standards (Should thread through the program)
☐ **Civics** (civic and political institutions, participation, applying civic virtues, & democratic principles, processes, rules & laws)	☐ **Culture** (geography, history, sociology, anthropology)
	☐ **Time, continuity, and change** (institutions, beliefs, values, how events and developments shaped the current world)
☐ **Geography** (Geographic Representations: Spatial Views of the World, Human-Environment Interaction: Place, Regions, and Culture, Human Population: Spatial Patterns and Movements, Global Interconnections: Changing Spatial Patterns)	☐ **People, Places, and Environments** (relationship between human and environment)
	☐ **Individual Development and Identity** (How personal identity is shaped by family, peers, culture, and institutional influences)
	☐ **Individuals, Groups, and Institutions** (How they are formed, maintained, changed, and their influence)
☐ **Economics and Financial Literacy** (geographic representations: spatial views of world, human/environment interaction, human population, global interconnections)	☐ **Power, Authority, and Governance** (purposes and functions of government, scope and limitations, democratic vs non-democratic)
	☐ **Production, Distribution, and Consumption** (goods, services, and distribution)
	☐ **Science, Technology, and Society** (Relationships between and impact of)
☐ **History** (Change, continuity, & context perspectives, historical sources and evidence causation and argument)	☐ **Global Connections** (importance and issues)
	☐ **Civic Ideas and Practices** (Rights, responsibilities, and importance of active citizenship)

	Monday	Tuesday	Wednesday	Thursday	Friday
Entering Activity					
Universal Lesson					
Personalized Instruction					
Exiting Activity					

Tools:
[IL Social Studies Standards](#)
[National Council for Social Studies Standards](#)

Co-Teaching Participant Engagement

It is not wise to ignore the elephant in the room when it comes to co-teaching. Unless your school/district has well established and well known co-teaching practices (and perhaps even then), it is important to not assume families and staff know what co-teaching is, and is not.

For this tool, make a plan for how you will engage with those that are participating in co-teaching in your class. Below are some links, examples, and ideas to consider. Put together something that works for your class and situation, as long as it follows the main premises of co-teaching as defined and described in the resources provided.

Resources:
- [Cast: Introduction to Co-Teaching and Inclusion](#)
- [Building Blocks to Successful Co-Teaching](#)
- [Exceptional Children: Co-Teaching](#)

Consider:
- How will you address the topic of co-teaching with parents? Students? Staff?
- How will you select who is in the co-taught classroom? How will you message this to everyone?
  - The demographics of the Co-taught room should match the demographics of the population as a whole. It should not be an academically lower class. It should not be all the students who need extra assistance in the grade level. Consideration should be taken to ensure the same handful of students without IEPs are not tracked into the co-taught class every year, rather there is a mix and rotation of students based on taking a balanced approach of the needs of the students in the classes.
- Send a letter and/or have a session to inform parents (include a separate letter to parents of students with IEPs to explain in further detail how you will address their child's needs within the classroom)

Sample Parent Letter:
Dear Parents,

Your child is enrolled in the co-taught section of _____. This may or may not be the first time your child is in the co-taught class. We wanted to proactively address some of the questions you may have to dispel common myths and misconceptions, as well to introduce you to our team. <<You may want to mention that this is not new, however… (mention reviewing current practices or establishment of better communication, etc.)>>

Co-teaching is where two teachers share in the planning, instructing, and assessment of students in a classroom. Though both teachers share in these practices, each bring their unique strengths to the partnership, therefore no two co-teaching classrooms are organized or shared in the exact same way. Below you will be introduced to the educators in this room, and their expertise and roles. Both teachers will be in equal authority in the decisions made in this class, and we will strive for parity in communication and expectations between the educators and the students and parents.

This relationship will provide for more individualized and intentional learning experiences for all children in the class. The co-taught class is not a remedial or "lower" class, rather has a similar mixture of needs as the other non-co-taught classes. All students will be able to receive more engagement with the educators, and will receive work and supports that are appropriate for their learning needs and abilities. This flexibility allows for students to work and receive instruction that is challenging and rigorous on a skill by skill basis.

<<Insert paragraph introducing adults in the room and their roles.>>

When emailing regarding your child, we ask that you copy both educators, and we will do the same.

Thank you,
(Both educator's names)

Sample Wording for Students:
(Edit based on student audience)

Hello Class!

Welcome to <<add names of educators>> class. We are very excited to have you. Here is some important information you will need to know about having two teachers in the class.

In this class:
<<List out some expectations. For example:>>
- Please copy both teachers on emails.
- We might ask different students to work on different tasks. This is because we all learn differently and have different needs. You can expect to receive assignments that may look different than other classmates and/or have different directions than classmates. This is so that each student is challenged enough to learn and grow in a way that is "just right" for them.

- In this class we support each other in achieving our goals. That means we only use positive language to encourage and add value to each other's learning.
- We do not compare our goals/scores to each other.
- We can be proud of our work by saying, "I met my goal" or "I am proud of how well I did," NOT by telling each other specific points or scores.
- Both teachers are here to help you learn and grow.
- The teachers might need to check in with each other before giving a response to a question.

We can't wait for an amazing year!
<<insert both teachers' names>>

Assignment Grading and Next Step Tool

Assignment: Date:

General Notes:

Misconception/Error Trends

Move Forward	Reinforce	Reteach

Videos

Videos will be structured similar to videos one might see on an instagram reel. There would be something visual happening with either music and/or talking happening as well as words printed on the screen to help the watcher envision a multi-dimensional concept in a short period of time. This is a draft list of the five short (under 3-5 min max) videos I want to create:

1. **Common "no nos" in co-teaching** (possibly to Destiny's Child "No, no, no.." song) (Might need to be broken into Part 1 and Part 2)
   - No: Call students by saying... "<<SpEd Teacher's Name>>'s students go here.
   - Yes:
     - Use things like charts organized by themes (colors, animal names, sports teams). You can use a different theme for different skills and groups to allow for a mix of hetero and homogeneous grouping depending on your/the students' instructional need(s) OR pre-assigned clock partners/groups. There can even be opportunities for students to self-select based on where they are in an assignment process or their comfort level after reflecting on a completed and/or graded assignment.
     - Make sure that all students interact with both teachers throughout the week in meaningful ways.
   - No: Announce "Don't interrupt me" or other silencing/dominant comment to your co-teacher in front of students
   - Yes: Use a verbal or visual to signal to your co-teacher and then discuss privately
   - No: One teacher says, "Here are my plans..."
   - Yes: "How would you like to create plans for..." Communicate with your co-teacher about what the planning will look like. Lean into each teacher's strengths (not just titles) and use a Universal Design mentality - it is better and easier to consider access before and during planning rather than to create the plans and then retrofit accessibility.
   - No: The students can tell who to go to for all the meaningful decisions and/or co-teachers contradict each other.
   - Yes: Discuss decisions proactively, say "I need to talk to <<co-teacher's name>> first because we make decisions together, and normalize saying, "after discussing with <<teacher's name>> I've learned/realized/changed my mind. Point out how it models that new and relevant information can be important to the decision process and that changing your mind after informing yourself does not make you wishy-washy, it makes you a good consumer of knowledge.
   - No: Large portion of every class = whole group instruction
   - Yes: Intentional planning of instructional time to allow for use of all 6 co-teaching models based on student and instructional need. Allows both

teachers access to students, access to grade level curriculum, explicit instruction while also including opportunities for application and generalization to more authentic tasks.
- ○ No: Thinking that lecturing = direct or explicit instruction
- ○ Yes: Go over handful of best practices of direct and explicit instruction
- ○ No: Feedback = grades
- ○ Yes: Comes in a variety of formats (written, verbal..) and from various people (self, other students, teachers). It is constructive, specific, and actional. Students track and reflect on their feedback and actions taken based on the feedback. Try using the feedback ladder to give feedback.
- ○ No: Avoiding certain students (because they aren't raising hand, or because you don't think they know); Cold calling students with shame (I can tell you weren't listening...)
- ○ Yes: Give a head's up ("I'm going to call on you to explain number 6), cold call with an "out," (normalize class "phone a friend" options, giving/asking for extra wait time, and celebrating taking academic risks including but not limited to elevating genuine and informed but incorrect attempts just as much if not more than correct answers), play "tag" (where the student calls on the next student based on who is raising their hand so it's not always coming from the teacher)

2. **Ideas for ways to determine groups/different activities for different students**:
   - ○ Different turn-in trays (I can teach this to others, I understand for myself, I need more clarity/practice)
   - ○ Numbers/symbols at the top of a paper (3 = I can teach this to others, 2 = I understand for myself, 1 = I need more clarity/practice)
   - ○ Notes from this tool teacher used while grading assignments
   - ○ Different teachers/groups based on which stage they are on a larger assignment (research phase, drafting, etc.)
   - ○ Skill/topic based (all students working on double digit addition computation, all students receiving a particular intervention, all students that selected tornados for their weather project)

3. **Conversations about planning.**
   - ○ Instead of "You are the SpEd teacher so you...."
   - ○ Say: (Discussion together)
     - ■ What are our individual professional goals?
     - ■ What expertise and experience do we bring to the table?
     - ■ What is our comfort level with this skill/topic/activity?
     - ■ What other obligations do we have this week/month and how much time do we have to plan this?

4. **Co-Teaching "Look Fors" and Self-Assessment/Reflection**

- Not all being in the same room at the same time is co-teaching. Consider if you are co-teaching or using a different model. Terminology does matter for clarity of what services a student is receiving and how. Co-teaching:
    - Is for the whole class period (almost always)
    - There is parity between the two teachers (names on spaces, emails, decision-making weight)
    - Evidence of co-planning and co-decision-making
    - Variety of 6 models used based on particular lesson/day/week/unit
    - Most people cannot tell the title of each of the teachers while watching a lesson

5. **Examples of the 6 Co-Teaching Models in practice:** There are a variety of ways to use the 6 models of co-teaching. Here are some examples of how teachers can use a variety of the models in their rooms:
    - 1 teach 1 assist: When students are entering, one teacher is giving out directions while the other walks around helping students get started and organized for instruction.
    - Team Teaching or Parallel Teaching: When giving whole group lessons or instructions
    - Station Teaching: Students are completing tasks or receiving instruction as a smaller group, usually all groups are receiving the same or very similar instruction/assignments at each station.
    - Alternative Teaching: When students are completing specific tasks, assignments, or receiving instruction that varies across groups, specific to their need (interventions, skill practice, goal monitoring).
    - One Teach One Observe: One teacher is teaching while the other is taking data such as but not limited to: IEP or other instructional goals, to answer a reflective question for their partner (Am I calling on certain students more than others? Is <<student>> accurately attending to the steps I gave them while I am teaching?)

08/12/2024

Lisa Love

Dear Love,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 08/08/2024 to your research project, titled: Using Innovative Collaboration to Strengthen Teacher Satisfaction and Retention.

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: CPS Staff Background Check

Other Notes: No Add'l Background Check Required Please ensure time spent on external research data collection is limited to the best of your abilities as to not interfere with Board-assigned duties (e.g. scheduling journaling and surveys outside of school hours.)

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2024-1959. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

Sarah Dickson
Co-Chair, Research Review Board