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Abstract

Research aims to look at middle schools in Qatar which adopted co-teaching models where special education teachers and general education teachers collaborate to teach students in an inclusive environment. Therefore, we want to recognise the problems faced by teachers, along with students, in terms of the efficacy of the co-teaching model as a way of learning, and even though the model is successful globally, it is better to determine if there are any concerns locally about the model, so that we implement it locally on an efficient approach.

Methods and Materials

Our study is a case study research using direct observation for co-teacher in co-planning stage, also co-teaching stage to see how they interact by providing two observers in different time to avoid bias, and for male schools if they agreed we will record the lessons. And to test teachers' perspective and students' perspective about co-teaching we will use modified version of King-Sears et al. (2020) questionnaire created for measuring co-teacher's perspectives, while for the students with disability we will use combination of modified survey using flowing researches Kelley et al. (2017) and King-Sears et al. (2014).

Introduction

Inclusive teaching since it started with Salamanca statement in 1994 at the World Conference for Special Need Education, also with the IDEA adjustment which encourages to provide services to a student who needs it as possible, it becomes a necessity for people who are responsible about education in inclusive schools in any country to facilitates learning experience for students with disability in the classroom with their peers without disability and try as much they can to apply least restrictive environment. And to do that we need to understand instruction models that used, to know which one could be implemented by teachers as well as could be better for students.

Discussion

Co-teaching is not a modern form of teaching, but it originated from what is called team teaching, which was part of the 1970s open school movement, and it became more important to evolve it with the beginning of special education at the general schools in the 1980s where researchers sought to define concept and its strategies (Reinbiller, 1996). According to Friend (2008) co-teaching is defined as a partnership between general education teacher and other specialist in our case is a special education teacher, where they share responsibility to provide services in inclusive school environment. The previous researches on that topic focused more on the effectiveness of co-teaching on students' academic performance, but there is some recent researches internationally start focusing on the perspectives of teachers and students on co-teaching, while we didn't find an Arabic literature addressing that topic, as well local literature discuss that topic, so through this research we want to investigate whether co-teaching models adopted in middle school in Qatar is valuable for both students and teachers.

Results

- Study reported that the student and teacher view the co-teaching process as an equitable sharing of responsibilities in the inclusive classroom.
- Our study indicated that students understanding of lessons and being comfortable at the end of each session are affected by the model is used by their co-teachers.
- We concluded that both students and teachers referred that good relationships between co-teachers to have a positive impact on the classroom as whole.

Conclusions

The findings show that co-teaching benefits students in an inclusive classroom. Furthermore, common and familiar co-teaching partnerships benefit both teachers and students. That is, collaborations in which the same co-teachers teach together in multiple classes throughout the day and can teach with each other year after year. According to the narrative data, while the benefits of this are widely recognized, it is not always easy to incorporate into the daily school schedule due to the varying needs and population of students who require special education. Many of the difficulties that co-teachers face can be attributed to dealing with different personalities and teaching styles.

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