

**This item is the archived peer-reviewed author-version of:**

Team-reflection : the missing link in co-teaching teams

**Reference:**

Fluijt D., Bakker C., Struyf Elke.- Team-reflection : the missing link in co-teaching teams  
European journal of special needs education - ISSN 0885-6257 - (2016), p. 1-15  
Full text (Publishers DOI): <http://dx.doi.org/doi:10.1080/08856257.2015.1125690>  
To cite this reference: <http://hdl.handle.net/10067/1311790151162165141>

## **Team-reflection: the missing link in co-teaching teams**

D. Fluijt, C. Bakker, E. Struyf

*University of Applied Sciences Utrecht (NL)*

University of Utrecht (NL)

University of Antwerp (BE)

*Address for correspondence:*

*Dian Fluijt, MEd, Department of Education, University of Applied Sciences Utrecht, The Netherlands*

*E-mail: [dian.fluijt@hu.nl](mailto:dian.fluijt@hu.nl)*

### **ABSTRACT**

In literature co-teaching is mostly defined as an instrumental and pedagogical means delivered by collaborating special and regular teachers, from which students with and without special educational needs benefit in regular schools. The importance of a shared vision on the part of members of co-teaching teams as to what they consider as good education for students, is not mentioned in definitions of co-teaching. The authors argue that sense-making by reflection about what can be considered as good education – good teaching and good learning - is essential when co-teachers want to understand or change their practice or relationship with their partner.

We reviewed seventeen articles about co-teaching teams' professional development and identified that challenges to co-teachers' professionalization mostly were directed to interpersonal and normative aspects of development in co-teaching teams. We elaborate on five distinguished movements that can bring about change in teacher professionalism. These movements correspond to the challenges retrieved from the literature review and can be used to contribute to move toward a new perspective on professionalism of co-teachers. A contemporary definition of co-teaching is proposed, because former definitions do not suffice to express the value of constructing a shared vision on good teaching and learning. We argue that team-reflection is the missing link in terms of enhancing normative professionalism of co-teaching teams and recommend that further research should be conducted to value team-reflection as a means to overcome challenges of co-teaching teams.

### **KEYWORDS**

co-teachers, co-teaching, team-reflection, normative professionalism

7483 words

## CONTEXT OF CO-TEACHING

In many countries co-teaching is seen as an instrumental and pedagogical model for handling diversity from which students with and without special educational needs can benefit (Friend et al., 2003; Hang & Rabren, 2009; McDuffie, Mastropieri & Scruggs, 2007; Wilson & Michaels, 2006). Teachers' expertise can be used effectively while they use each other's qualities (Work Programme 2015; EADSNE, 2012; Friend & Cook, 2010). In recent decades, legislators in Europe (e.g. Austria, England, Denmark), Canada, Australia and the United States, have focused on the rights of children in terms of inclusion, and have mandated or supported collaboration between teachers and special educators (EADSNE, 2012; No Child Left Behind Act, 2001; Salamanca Statement, 1994). Recent legislation in Belgium and The Netherlands (M-Decreet, 2014; Wet op Passend Onderwijs, 2014) aims at the reduction of segregated education in favour of inclusive education. This should lead to a reduction in the outflow of students to forms of special education. These political contexts in favour of inclusive education have led to a broad field of research about co-teaching, because co-teaching can be seen as a mean for teachers to cope with the diversity of students (Scruggs et al., 2007). However, more knowledge about 'what works' is needed for realizing co-teaching practices in inclusive classrooms (Conteh, 2012; Flem, Moen & Gudmundsdottir, 2004; Florian, 2008; Lebeer et al., 2010; Murawski, 2001; Nilholm & Alm, 2010; Flem, Moen & Gudmundsdottir, 2004). This knowledge about 'what works' and 'why certain practices work' can be learned within co-teaching teams when they become used to reflecting and to sharing their experiences.

## CO-TEACHING DEFINED

Co-teaching can be defined in various ways (Arquelles, Hughes, Schumm, & Villa, 2000; Cook & Friend, 1995, 1996; Dieker, 2015; Friend, 2015; Gately & Gately, 2001; Murawski & Swanson, 2001; Murawski, Lochner & Sileo, 2011; Thousand, Villa & Nevin, 2004) in which similarities and differences can be distinguished.

Table 1. Chronological overview of co-teaching definitions

Co-Teaching definitions
<i>'An educational approach in which two teachers work in a coactive and coordinated fashion to jointly teach academically and behaviourally heterogeneous groups of students in an integrated setting'</i> (Bauwens, Hourcade, & Friend, 1989).
<i>'When two or more professionals jointly deliver substantive instruction to a diverse, or blended group of students in a single physical space'</i> (Cook & Friend, 1995).
<i>'Co-teaching can be defined as one general educator and one special educator who share physical space, actively instruct a blended group of students, including those with disabilities'</i> (Cook and Friend, 1996).

<i>'Co-teaching is an instructional delivery model used to teach students with disabilities and those at risk of educational failure in the least restrictive, most productive, integrated classroom settings, where both general and special educators share responsibility for planning, delivering and evaluating instruction for all students'</i> (Arquelles, Hughes, Schumm, & Villa, 2000).
<i>'A collaboration between general and special education teachers who are responsible for educating all students assigned to a classroom'</i> (Gately & Gately, 2001).
<i>'An instructional delivery approach in which general and special educators share responsibility for planning, delivery, and evaluation of instructional techniques for a group of students'</i> (Sileo, 2003).
<i>'The sharing of instruction by a general education teacher and a special education teacher or another specialist in a general education class that includes students with disabilities'</i> (Friend, Cook, Hurley-Chamberlain, & Shamberger, 2003).
<i>'A co-teaching team is a general and a special educator who teach the general education curriculum to all students and who implement Individual Education Plans (IEPs) for students with disabilities'</i> (Thousand, Villa, & Nevin, 2004).
<i>'Two teachers (teacher candidate and cooperating teacher) working together with groups of students; sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space'</i> (Bacharach, Heck, & Dank, 2004).
<i>'Two or more professionals delivering substantive instruction to a diverse or blended group of students in a single physical space'</i> (Murawski & Swanson, 2005).
<i>'General and special educating teachers work collaboratively within the general education setting to teach students with disabilities and those at risk for academic difficulty'</i> (Murawski, Lochner, & Sileo, 2011).
<i>'Co-teaching is a service delivery mechanism. Two or more professionals with equivalent licensure and employment status are the participants in co-teaching. Co-teachers share instructional responsibility and accountability for a single group of students for whom they both have ownership. Co-teaching occurs primarily in a shared classroom or workspace. Co-teachers' specific level of participation may vary based on their skills and the instructional needs of the student group'</i> (Friend, 2015).
<i>Co-teaching is a model that emphasizes collaboration and communication among all members of a team to meet the needs of all students'</i> (Dieker, 2015).

The definitions share five similarities. First, students are generally taught by two or more teachers in a co-teaching team. Second, teachers are affiliated to the teaching of students with and without disabilities. Third, these teaching teams mostly consist of a special and a general teacher. Fourth, co-teaching is generally described as a form of collaboration. Fifth, co-teaching commonly takes place in a classroom within a general education setting.

Three differences in the definitions can be found. The first difference is found in the description of the composition of the student group: in some definitions students with special educational needs are addressed as persons with disabilities (Arquelles et al., 2000) while in other definitions, as students at risk due to academic difficulty (Arquelles et al., 2000; Murawski et al., 2011). In some definitions reference is made to a heterogeneous group of students in an integrated setting (Bauwens, 1989), a diverse or blended group (Cook, 1995) or a general education class that includes students with disabilities (Friend et al., 2003). Two definitions refer to all students in the group (Dieker, 2015), including students with Individual Education Plans (Thousand et al., 2004). Friend (2015) finally addresses students as persons with educational needs. The second difference is that collaboration sometimes is described as sharing responsibilities (Gately & Gately, 2001; Sileo, 2003; Friend, 2015) or sharing physical space (Cook & Friend, 1996), but at other times as a way of sharing instruction delivery or sharing an instruction technique (Friend, 2015; Murawski & Swanson, 2001; Sileo, 2003). The third difference refers to co-teaching as a model. Bauwens et al. (1989) regard co-teaching as an educational approach. Arquelles et al. (2000), Cook (1995, 1996), Friend (2015), Murawski & Swanson (2005), Sileo (2003), Thousand et al. (2004) define co-teaching as an instructional delivery model, while other

definitions regard co-teaching in the first place as a collaborative model (Dieker, 2015; Murawski et al., 2011). A closer exploration of the definitions reveals three observations. Co-teaching can be regarded as a means of practice that focuses on the rights of children for inclusion. The Salamanca Statement declares that each child has unique qualities, interests, possibilities and educational needs, and that regular schools should work in an open community in which prejudices are countered (Salamanca Statement, 1994).

In most definitions however, students are not described as persons with educational needs as members of a heterogeneous group. Talents, strengths and virtues for learning of all students (Seligman, 2002), including highly gifted students as well as students with special educational needs, are not mentioned in the definitions or described in their explanation. Furthermore, the definitions, with the exception of that of Friend (2015), do not mention the collaboration between two equally qualified regular or special teachers or other professional collaboration partners such as therapists, peripatetic teachers, teaching assistants or trainee teachers. The third observation is that the definitions do not include the importance of a shared vision on the part of the co-teachers by team-reflection. Co-teaching takes place in diverse and dynamic environments that require clear points of view from co-teachers to diversity of learners they are responsible to, but also knowledge about how they can sustain as a co-teaching team in such a dynamic field. Definitions however do not mention the value of a shared vision to acting in a diverse and dynamic field of education as a team. This last observation will be explained in more detail from a theoretical point of view in the following paragraph.

#### REFLECTING CO-TEACHERS

The central question is what co-teachers need to improve their teaching and their students' learning, but also how to sustain in a dynamic field of diverse education. We do know reflections influence co-teachers' acting in a positive way (Conderman et al., 2009; Sileo, 2011; Petrick, 2014). Biesta (2011) even argues that it is essential for a teacher to feel competent in order to determine what is desirable in concrete educational pedagogical situations. Therefore, co-teachers should focus on challenges in their professionalism in order to be able to achieve mutual desired and constructed educational pedagogical goals. Research indicates that sense-making through the use of teachers' reflections is essential when teachers want to understand or change their relationships or practice (Coburn, 2001, 2006), but also that collaborative sense-making, more than individual teachers' thinking (Clark & Peterson, 1986; Richardson & Placier, 2001) helps to explicate underlying thoughts and assumptions (Coburn, 2006; Seashore Louis, Mayrowetz, Smiley, & Murphy, 2009). The word 'team-reflection' refers to a team of co-

teachers who reflect upon themselves and their performance, and who organize supportive networks that can help them to sustain in their job. This works best when they can do this in a non-hierarchical, non-judgmental, private and personal environment (Bottery, 2009). Team-reflection provides private developmental space. Therefore co-teachers do not only need to know how to reflect and communicate about their beliefs and values (Kohler-Evans, 2006), but also be able to address challenges for their professional development. Especially when starting a co-teaching team it is important to reflect frequently in team-reflections in order to understand underlying motives for pedagogical choices, to prevent misunderstanding, and to become confident on each other's reliability (Conderman, 2009; Murawski & Swanson, 2001; Pratt, 2014; Pugach, 2011; Sileo, 2011). Through this reflective practice in terms of team-reflection, teachers become normative reflective practitioners (Bolhuis, 2004). Bakker and Wassink (2015) argue that normative professionalization can be regarded as the dialogical professional development of the teacher, in which the teacher becomes aware of existential aspects of his/her work. That means that he/she recognizes the uniqueness of the appeal that is done on him/her by the other (e.g. a student, a fellow co-teacher or a parent). In this situation, co-teaching teams cannot be seen as apart and static, but their development should be seen as part of a dynamic (class or school) community (Tobin, Robin, & Zimmerman, 2002) in which the co-teacher tries, with recognition of the uniqueness of self and of the other for whom he/she is responsible, to act in a good way. To stimulate such a view on professionalism of co-teachers, Bakker and Wassink (2015) mention five movements that can be distinguished to support teachers to take position about what they consider as good education (e.g. good teaching and good learning). These movements are explained in Table 2.

Table 2: *Five movements to move toward normative professionalism*

<b>Five movements</b>
<p><b>1. From 'dolor complexitatis' to 'amor complexitatis'.</b> This movement starts with the emotional pain (<i>dolor</i>) we feel when we realize we cannot control complex situations and experience that existing systems fail. It is the acceptance that we are used to seeing problems as issues that should be solved as soon as possible, and in which we avoid a search for deeper meaning (Kahneman, 2011; Kunneman, 2013). The search for this deeper meaning may lead to an understanding of the complexity of problems in which the individual possibilities of the student are leading, and labels or assumptions may not be used as an excuse for not trying to find how to meet these individual needs. When we are able to embrace complexity as a challenge for growth we experience 'amor complexitatis'.</p>
<p><b>2. From being accountable to taking responsibility.</b> This movement not only refers to the accountability of teachers for the results of students by tests, but also to their responsibility to develop a normative conception on the individual development of their students as a person.</p>
<p><b>3. From a narrow vision to a broad, layered vision on teacher competences/the teaching job.</b> Being a teacher can be defined in terms of various lists of competences (narrow vision), but although teachers may seem to possess more or less the same competences, they can act differently. What does it mean to be a good (co-) teacher in a dynamic educational field? What skills, attitudes and talents can (co-) teachers use for good teaching and learning?</p>
<p><b>4. From yields to values, from results to development.</b> Teachers should be encouraged to discuss how they value the yields of their students from the perspective of future prospects. Students should not be seen as objects that should leave the educational system with a certificate as soon as possible,</p>

but as responsible persons with possibilities, who use their creativity and who have learned to react pro-actively on issues.

**5. From a result-driven school to a value-driven school community.** When teams, supported by their administrators, discuss the way they legitimate their professional acting thoroughly, this will lead to a view on humanity. By this view teams have consensus on what they accept as morally right or what should be accepted as important values. This consensus is necessary for teachers to feel competent in order to determine what is desirable in educational pedagogical situations in daily practice.

## TEAM-REFLECTION AND CHALLENGES

Considering the importance of the third observation in which the reflections of co-teachers are needed to develop a shared vision in response to the challenges co-teaching teams have to face, two key questions come to mind:

1. Is reflection or team-reflection used as a method for collecting data on co-teaching teams' professional development in research articles? Which methods/tools are used for reflection or team-reflection in research articles and what do they describe?
2. Which challenges for the co-teaching teams' professional development can be abstracted from the research articles, and how can these challenges be addressed?

First we will describe how we conducted the article review and secondly what results were found. A deductive analysis (De Lange, Schuman & Montessori, 2010) by literature research was conducted. The Boolean database, in which Science Direct, CINAHL, ERIC, Business Source Elite, Communication and Mass Media Complete, was searched and limited to cover the period 2004-2015. We have taken this period because since 2004 co-teaching research has become more widely implemented, as a result of the No Child Left Behind Act (2001). A search using the descriptors 'co-teaching' or 'team teaching' showed 8,708 articles of which 4,741 had been peer reviewed and were published in academic journals. Then the search was narrowed down using the descriptors 'assessment tools', 'assessment', 'reflection', 'co-review', 'co-review teaching', 'co-teaching appraisal' and 'co-teaching observation'. This resulted in 273 articles, which had been peer reviewed. It is notable that 89% of these research articles were conducted in the United States, 11% of the articles in Great Britain, other European countries, Australia and China. A hand search was done on the 273 articles that identified the descriptor 'professional development' in the title or abstract, as well as those which indicated activities (training programmes to develop skills, attitude) to these descriptors, and these were analysed. Finally, this resulted in 17 articles in which a total of 191 studies have been processed (Appendix 1: list of numbered articles).

## SEARCH PROCEDURE

The purpose of the thematic coding search procedure (Montesano Montessori, 2009) was to identify research articles that described the development of co-teaching teams by team-reflection, and tools that were used for the team-reflection of co-teaching teams. The internal validity of this research was ensured by choosing focused search descriptors and a systematic analysis of the results found in the articles (Peet & Everaert, 2006). To increase the reliability, this literature research was reviewed by two colleague researchers separately who used the Audit Trail Procedure (Akkerman et al., 2006) as a review method for qualitative research.

The analysis consisted of two phases. In the first phase, the articles were screened whether a tool for team reflection was used, and whether this tool was used to collect data. In the second phase, each study was coded by author and date of publication, including a description of the type of research, and challenges for development were identified. It remained difficult to synthesize research studies because they were set in different national and/or systemic educational contexts (USA, Europe, China) with own cultural aspects.

## RESULTS OF THE ANALYSIS

### PHASE ONE

The results of the analysis in phase one indicated that sixteen of the seventeen articles did not retrieve direct data from team-reflection, but from research methods including literature reviews, individual interviews, surveys and observations (see Appendix 2). Most of the results were described as observable behaviour in terms of experiences, skills and attitudes. This analysis indicates that researchers in these studies mainly use observable data that mostly were interpreted by researchers themselves. The studies did not include data of reflections of co-teachers in which they discuss their values about what they consider as good education. Three articles (Graziano & Navarrete, 2012, Pratt, 2014; Scruggs et al., 2007) contained data that were retrieved from team-reflection of co-teaching teams using group interviews, interpersonal behaviour questionnaires, classroom observations, individual interviews and literature reviews and contained mainly data that described experiences, skills and attitude (Table 3). We argue whether the conceptualisation of co-teaching as an instrumental means is influenced by the way researchers collect data and present their results. When researchers primarily ask and look for observable data as experiences, skills and attitudes, and pay less or no attention to the 'why' of co-teaching in which underlying values and motives are explained, co-teaching is regarded more as an instrumental means to reach a certain goal instead of considering co-teachers as subjects with own



responsibilities and values, having a broad layered vision on professionalization, who work in a value driven school community (see Table 2, movements 2, 3, 4 and 5).

Two articles (Conderman & Hedin, 2012; Murawski & Dieker, 2004) propose tools for team-reflection, but no data were found on the effectiveness of these review tools. The first tool, designed by Conderman and Hedin (2012), is called a 'Checklist for Purposeful Co-Assessment'. The authors state the Co-Assessment tool should result in more accurate and informative data than one teacher can collect alone as a member of the co-teaching team. The Co-Assessment tool is a checklist containing 15 items that can be used to plan purposeful co-assessment, in which attention is paid to the start of the collaboration of co-teaching teams and to the assessment of the way lessons have been prepared, and instruction has been delivered and evaluated. The second tool, the 'SHARE Worksheet', is designed by Murawski and Dieker (2004), and can be used by co-teachers for reflections on a regular basis. The letters of the word '*share*' refer to sharing hopes, attitudes, responsibilities and expectations. The intention of the SHARE Worksheet is to discuss responses of co-teachers and to decide whether to agree, to compromise or agree to disagree. The authors state that by using this worksheet, co-teachers can demonstrate to their administrators that they have jointly determined their discipline, homework and class work policies. Comparison of these two tools showed that both tools focus on observable behaviour, but differ in focus: effective collaboration between co-teachers (Murawski & Dieker, 2004) and learning results of students (Condermann & Hedin, 2012).

## PHASE TWO

By thematic coding, it became clear that the challenges co-teachers are facing were related to co-teaching teams, individual co-teachers and their administrators. Most challenges referred to co-teaching teams, followed by challenges to administrators and individual co-teachers. Further analysis showed that these challenges could be divided in terms of two leading codes that describe inner processes and observable processes: interpersonal challenges (for example: be compatible with your co-teacher) and instrumental challenges (for example: organisation of co-planning, co-instructing and co-assessment). Interpersonal challenges were mentioned three times more than instrumental challenges. In summary, it can be stated that most challenges were addressed to co-teaching teams in which interpersonal aspects of co-teaching teams as well as co-teachers can be seen as most important.

Table 3 offers an overview of the challenges mentioned in the articles and the most common codes. The thematic coding procedure (Montesano Montessori, 2009) resulted in codes that described the content of the challenges.

Table 3. *Challenges for co-teaching teams, individual co-teachers, administrators*

Challenges for co-teaching teams	Article numbers
<b>Normative professional development related to virtues/strengths:</b> <ul style="list-style-type: none"> <li>• Be compatible with your co-teacher</li> <li>• Display a high level of effort, flexibility and compromise</li> <li>• Develop interpersonal skills such as willingness and collaborative ability</li> <li>• Seek for what engages you as a co-teaching team; use individual expertise</li> <li>• Have fun, enjoy working together</li> </ul>	1, 3, 4, 6, 8, 10, 13, 15, 17 (N=9)
<b>Normative professional development related to content: thoughts about good education</b> <ul style="list-style-type: none"> <li>• Reflect and discuss beliefs about learning and teaching</li> <li>• Create time for deep professional learning and knowledge construction</li> <li>• Discuss inclusive pedagogy</li> <li>• Create in-depth knowledge of the curriculum and how it should be taught</li> <li>• Become more dynamic and innovative</li> </ul>	1, 2, 5, 6, 7, 8, 10, 12, 13, 14, 17 (N=11)
<b>Normative discussions related to practice of the co-teaching team:</b> <ul style="list-style-type: none"> <li>• Discuss roles, relationships and (professional) responsibilities</li> <li>• Avoid inequality between co-teachers; discuss equality</li> <li>• Take care of flexible role changes and extend each other's comments on instruction. This leads to diverse and differentiated instruction</li> </ul>	4, 6, 9, 10, 12, 14, 15, 17 (N=8)
<b>Contributing strategies to professional development:</b> <ul style="list-style-type: none"> <li>• Train skills such as: active listening, empathy, assertiveness, questioning, negotiating</li> <li>• Use strategies to overcome difficulties and conflicts: (a) being open minded, (b) using open communication, (c) finding common ground: the same goals in mind, (d) using humour, (e) being selfless, and (f) asking for help</li> <li>• Use proactive strategies to minimize conflict: 1. Discuss instructional-related issues before beginning the collaboration; 2. Ask your co-teacher how she or he wants to address conflict; 3. Put plans in writing; 4. Address issues early; 5. Use effective communication skills; 6. Do not expect perfection</li> <li>• Be aware of the influence of your beliefs on students' learning. Be aware that teachers' beliefs are likely to influence teachers' motivation and thus the quality of their practice in terms of collaboration models</li> </ul>	2, 6, 8, 9, 10, 16, 17 (N=7)
<b>Global normative perspective on educational professionalism:</b> <ul style="list-style-type: none"> <li>• Create tolerance for diverse perspectives and worldviews regarding diversity</li> <li>• Preserve the educational and civil rights of students and address moral and ethical dilemmas</li> <li>• Be aware of own conscious or unconscious prejudices towards students with physical and sensory impairments, and those with learning and behavioural disabilities</li> </ul>	3, 4, 12, 13, 14 (N=5)
<b>Effective co-teaching strategies:</b> <ul style="list-style-type: none"> <li>• Focus directly on student learning goals</li> <li>• Train effectively for the implementation of inclusion and co-teaching models. Create common planning time</li> <li>• Facilitate peer-to-peer discussion and instruction, and create positive peer models</li> <li>• Work in heterogeneous groups for better cooperation and social benefits</li> <li>• Know what each student has learned and has to learn: measure student progress over time</li> <li>• Organise co-planning, co-instructing and co-assessment</li> <li>• Organise time for team-reflection to use the SHARE worksheet</li> <li>• Organise time to listen, to ask and to observe co-teaching</li> <li>• Organise different kind of assessments to work on interpersonal and instrumental challenges</li> <li>• Develop understanding of typical learning and behaviour patterns</li> <li>• Provide more appropriate and specially designed and planned instruction</li> <li>• Practice parity</li> <li>• Be able to manage a large group of students through various activities</li> </ul>	1, 2, 3, 4, 5, 6, 8, 9, 10, 12, 15, 17 (N=12)
<b>Challenges for individual co-teachers</b>	
<b>Challenges for starting co-teachers:</b> <ul style="list-style-type: none"> <li>• Use individual strengths to overcome challenges</li> <li>• Feelings of hesitation in anticipating beginning a new co-teaching relationship are usual</li> <li>• Choose to begin co-teaching voluntarily</li> <li>• Invest in getting to know each other; work at a professional relationship</li> </ul>	1, 2, 5, 6 (N=4)
<b>Challenges for administrators</b>	
<b>Challenges with regard to implementation of co-teaching:</b> <ul style="list-style-type: none"> <li>• Feel responsible for implementing the co-teaching process. Be aware: implementing co-teaching is a long-term change, sometimes a cultural change</li> </ul>	1, 4, 5, 6, 8, 11, 12, 13, 14 (N=9)

<ul style="list-style-type: none"> <li>• Select teams carefully: seek volunteers for new co-teaching programmes; offer potential co-teachers choices</li> <li>• Make staff (co-teaching teams) development meaningful; offer appropriate training</li> </ul>	
<b>Challenge with regard to normative professionalism worldwide:</b> <ul style="list-style-type: none"> <li>• Create tolerance for diverse perspectives and worldviews regarding problems and issues</li> </ul>	11, 12 (N=2)
<b>Challenges with regard to normative professionalism in the school community:</b> <ul style="list-style-type: none"> <li>• Create an adequate level of trust and autonomy on the part of co-teachers</li> <li>• Create a school community with common commitments and values. Use school characteristics that are helpful for all students</li> </ul>	3, 7, 12 (N=3)

For co-teaching teams, six leading codes could be distinguished, in which aspects were found about what is needed for being a good co-teacher or ensuring good education is described in the codes: (1) development relating to virtues/strengths; (2) development relating to the content: thoughts about good education; (3) discussions related to the practices of the co-teaching team; (4) contributing strategies to normative development; (5) global normative perspective on educational professionalism and (6) effective co-teaching strategies. Further analysis showed that the most frequently mentioned challenges facing co-teaching teams were related to the codes ‘development relating to virtues and strengths’ and ‘development relating to the content: thoughts about good education’.

For individual co-teachers, only one code was described: challenges for starting co-teachers, concerning their personal development related to the collaboration.

For administrators, three codes were found concerning: (1) matters of implementation, (2) normative professionalism worldwide and (3) normative professionalism in the school community. The leading code ‘challenges for implementation’ was mentioned as being the most important. The analysis points out that administrators feel challenged to facilitate the co-teaching process at different levels in and outside the school, and to develop normative and substantive knowledge about co-teaching.

## CONCLUSION AND DISCUSSION

The purpose of this research study was to find out whether co-teaching teams use team-reflection and which challenges co-teachers are facing. In the articles we found almost no data were collected by team-reflection. Most of the data were interpreted and described as observable experiences, skills and attitudes (Appendix 2). This confirms the co-teaching survey of Hang and Rabren (2009) in which the same focus on skills and observable behaviour towards experiences and attitude was found in the research considered. In two studies, a tool (the SHARE Worksheet and the Checklist for Purposeful Co-Assessment) was developed/mentioned that can be used for team-reflection in co-teaching teams. Looking for the challenges co-teachers are facing it appeared that most challenges were addressed by co-teaching teams. Most of these challenges referred to personal issues and few to issues that were

related to skills or instrumental needs. These results indicate that more attention should be paid to personal issues of co-teaching teams and that a tool for team-reflection should be developed that is more aligned to explore and discuss challenges co-teachers indicate.

## CO-TEACHING REDEFINED

The literature research with regard to co-teaching definitions shows that little attention has been paid to the importance of a shared vision. A shared vision can be achieved by active learning, reflective thinking and collective participation (Darling, cited by Rytivaara & Kerstner, 2012) in which experiences from daily practice serve as most important source and reference for a dialogue. In this process, co-teachers should not only be focusing on finding the best solutions, but also work at collaborative sense making. In parallel studies we cited on five earlier distinguished movements that are in line with most of the challenges that were distilled from the article reviews. In Table 4 the relation between the movements and the challenges are made visible. When team-reflection may be the key to awareness of challenges and problems to co-teachers' professional development, the five movements may function as a bridge toward a new perspective on professionalism in which co-teachers take position about what they consider as good teaching and good learning.

Table 4. *Relation between the movements to normative professionalism and the challenges identified in the literature review*

<b>Five movements to normative professionalism of co-teachers</b>	<b>Normative codes from the literature review</b>
<b>From dolor complexitatis to amor complexitatis</b>	<ul style="list-style-type: none"> <li>• Normative professional development related to content: thoughts about good education</li> <li>• 'Global normative perspective on educational professionalism'</li> </ul>
<b>From being accountable to taking responsibility</b>	<ul style="list-style-type: none"> <li>• 'Challenges to normative professionalism in the school community'</li> <li>• 'Normative professional development related to content: thoughts about good education'</li> <li>• 'Normative discussions related to practice of the co-teaching team'</li> </ul>
<b>From a narrow vision to a broad, layered vision with regard to solutions</b>	<ul style="list-style-type: none"> <li>• 'Discussions related to practice of the co-teaching team'</li> <li>• 'Contributing strategies to normative professional development'</li> </ul>
<b>From yields to values, from results to development</b>	<ul style="list-style-type: none"> <li>• 'Normative development relating to the content: thoughts about good education'.</li> <li>• 'Effective Co-Teaching strategies'</li> </ul>
<b>From a result-driven school to a value-driven school or society</b>	<ul style="list-style-type: none"> <li>• 'Global normative perspective on educational professionalism'</li> </ul>

	<ul style="list-style-type: none"> <li>• 'Challenges to normative professionalism in the school community'</li> </ul>
--	---

Taking into account these movements, and the way challenges identified from the literature review correspond, co-teaching can principally not be seen as a technical instruction-delivering model, but as a value driven education model by which members of co-teaching teams act as responsible actors to ensure development of their students in three educational domains: qualification, socialisation and subjectification (Biesta, 2014). Biesta (2014) argues that the domain of qualification refers to acquiring knowledge, skills, values and attitudes. The second domain of socialisation addresses the way education can contribute in becoming aware of existing educational practices and (national) traditions, including ways of doing and being. Finally, the third domain of subjectification describes the value of the subject or the subjectivity of the one that is being taught (or teaches) in its specific environment.

This leads to three important conditions for success. First, co-teaching teams should develop a shared vision with regard to what they consider as good teaching and learning, and the way they take shared responsibility for practice in the classroom. Second, based on their vision, inclusion should not only be addressed to persons with special educational needs, but to all students in the classroom, in which each student is seen as a person with his/her own individual possibilities for development and future prospects. The third consequence is that students and co-teachers should be able to work together over an extended period in which they can build a trusting and caring relationship and can show their responsibility for the movement 'from yields to values' that also includes the organizing of student, parent voice or dissenting voice, and the movement 'from results to development'. The definitions in which co-teaching mostly is proposed as an instrumental means, do not match with the findings in the articles in which co-teachers do not consider co-teaching as an instrumental means, but indicate most challenges they have to face are interpersonal. When co-teaching is not considered as an instrumental means, sense making is needed about the challenges of good learning and good teaching in a dynamic field. Therefore, reflection in a team can be considered as the missing link to that sense making. The five movements, in which many challenges found in the literature review can be recognized, offer a framework that encourages discussion of points of view considering good teaching and good learning. In this light, former co-teaching definitions do not suffice to express normative-driven education by vision. Therefore, a contemporary definition of co-teaching is suggested. We prefer co-teaching to be defined as:

*Multiple professionals working together in a co-teaching team, on the basis of a shared vision, in a structured manner, during a longer period in which they are equally responsible to good teaching and good learning to all students in their classroom.*

#### TEAM-REFLECTION: THE MISSING LINK

Through team-reflection, co-teaching teams learn not only to accept the complexity in their work as a fact to be dealt with, but they also develop an attitude in which they welcome this complexity as a challenge for professional growth. Based on their vision, co-teaching teams can formulate their own challenges for development in favour of their learners and professionalism as a co-teaching team. These goals contribute to the ownership of co-teaching teams in which these teams are not only accountable for results, but also take shared responsibility for students that are trusted to their care.

Team-reflection that supports the exploration of underlying moral and ethical dilemmas can be the missing link to the development of personal components, and may contribute to enhance normative professionalism in co-teaching teams. Tools aimed at supporting team-reflection should meet the leading codes identified in the articles. Whether or not the tools, SHARE Worksheet and the Checklist for Purposeful Co-Assessment, are able to address these challenges can be questioned. Friend et al. (2004, p.21) stated '*...data are important, but at the same time, the educational and civil rights of students must be preserved and posed moral and ethical dilemmas must be addressed*'. The authors of this article recognize the importance of collecting data but, based on the results of the article research, recommend that further research should be conducted to value of team-reflection with regard to challenges of co-teaching teams.

## REFERENCES

- Akkerman, S., Admiraal, W., Brekelmans, M., & Oost, H. (2006). Auditing Quality of Research in Social Sciences. *Quality & Quantity*, 42(2), 257- 274.
- Arguelles, M.E., Hughes, M.T., & Schumm, J.S. (2000). Co-teaching: A different approach inclusion. *Principal*, 79(4), 48-51.
- Avramidis, E., & Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: A review of the literature. *European Journal of Special Needs Education*, 17(2), 129-147.
- Bacharach, N., Heck, T., & Dank, M. (2004). Co-Teaching in Student Teaching: A case study. Paper presented at the annual meeting of the Association of Teacher Educators, Dallas, Texas.
- Bakker, C., & Wassink, H. (2015). *Leraren en het goede leren. Normatieve professionalisering in het onderwijs (Teachers and good teaching and learning. Normative professionalism in education)*. Utrecht: Universiteit van Utrecht, Hogeschool Utrecht.
- Bauwens, J., Hourcade, J. J., & Friend, M. (1989). Cooperative teaching: A model for general and special education integration. *Remedial and Special Education*, 10(2), 17-22.
- Biesta, G. (2014). *The Beautiful Risk of Education*. Boulder: Paradigm Publishers.
- Bolhuis, S. (2004). *Leerstrategieën, leren en verantwoordelijkheid (Learning strategies, learning and responsibility)*. Tilburg: Fonteys Hogescholen.
- Clark, C., & Peterson, P. (1986). Teachers' Thought Processes. In M. Wittrock (Ed.), *Handbook of Research on Teaching. Third Edition* (pp. 255-296). New York-London: Macmillan.
- Coburn, C.E. (2001). Collective sense making about reading: how teachers mediate reading policy in their professional communities. *Education Evaluation and Politic Analysis*, 23(2), 145-170.
- Coburn, C.E. (2006). Framing the problem of reading instruction: Using frame analysis to uncover micro-processes of policy implementation. *American Educational Research Journal*, 43, 343-379.
- Conteh, J. (2012). Families, pupils and teachers learning together in a multilingual British City. *Journal of Multilingual and Multicultural Development*, 33, 101-116.
- Cook, L., & Friend, M. (1995). Co-teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28(3), 1-17.
- Cook, B.G., McDuffie-Landrum, K.A., Oshita, L., & Cook, S.C. (2011). Co-teaching and students with disabilities: A critical analysis of the empirical literature. In D.P. Hallahan & J.K. Kauffman (Eds.), *The Handbook of Special Education* (pp. 147-159). New York: Routledge.
- De Lange R. , Schuman,H., & Montessori, N. (2010). *Praktijkgericht onderzoek voor reflectieve professionals (Research on practice to reflective professionals)*. Antwerpen: Garant.
- Dieker, L. (2015). *Cooperative teaching*. Retrieved from [http://www.specialconnections.ku.edu/?q=collaboration/cooperative\\_teaching](http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching) 27-10-2015.
- European Agency for Development in Special Educational Needs (2014). Work Programme 2015. Retrieved from: <http://www.european-agency.org/sites/default/files/about-us/work-programme/Work%20Programme%202015.pdf> 27-10-2015.
- European Agency for Development in Special Educational Needs (2012). Teacher Education for Inclusion – Profile of Inclusive Teachers. Retrieved from: [http://www.european-agency.org/sites/default/files/te4i-international-literature-review\\_TE4I-Literature-\Review.pdf](http://www.european-agency.org/sites/default/files/te4i-international-literature-review_TE4I-Literature-\Review.pdf) 27-10-2015.

- Flem, A., Moen, T., & Gudmundsdottir, S. (2004). Towards inclusive schools. A study of inclusive education in practise. *European Journal of Special Educational Need*, 19, 85-98.
- Florian, L. (2008). Special or inclusive education: future trends. *British Journal of Special Education*, 35(4), 202-208.
- Fluijt, D. (2014). *Prisma Co-Teaching. Passend op weg naar integratief onderwijs (Prism Co-Teaching. An appropriate way to integrative education)*. Leuven: Acco.
- Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals (4th ed.)*. New York: Longman.
- Friend M., Cook, L., Hurley-Chamberlain D., & Shamberger, C. (2003). Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education. *Journal of Educational and Psychological Consultation*, 20(1) , 9-27.
- Friend, M., & Cook, L. (2010). *Interactions: Collaboration skills for school professionals (6th ed.)*. Columbus, OH: Merrill.
- Friend, M. (2015). Co-teaching defined. Retrieved from: <http://www.marilynfriend.com/basics.htm>
- Gately, S., & Gately, F. (2001). Understanding co-teaching components. *Teaching Exceptional Children*, 33(4), 40-47.
- Graziano., K., & Navarrete, L. (2012). Co-Teaching in a Teacher Education Classroom: Collaboration, Compromise, and Creativity. *Issues in Teacher Education*, 21(1), 109-126.
- Hang, Q., & Rabren, K. (2009). An examination of co-teaching: Perspectives and efficacy indicators. *Remedial and Special Education*, 30(5), 259-268.
- Kahneman, D. (2012). *Thinking Fast and Slow*. Londen: Penguin Books.
- Kunneman, H. (2013). Slotbeschouwing: De tweede postmoderniteit als politieke context van normatieve professionalisering. (Final reflection: The second postmodernity as a political context to normative professionalism). In H. Van Ewijk & H. Kunneman (Eds.), *Praktijken van normatieve professionalisering* (pp. 431-456). Amsterdam: SWP Books.
- Lebeer, J., Struyf, E., De Maeyer, S., Wilssens, M., Timbremont, B., Denys, A., & Vandeveire, H. (2010). Identifying special educational needs: putting a new framework for graded Learning Support to the test. *European Journal of Special Needs Education*, 25(4), 375-388.
- Mastropieri, M.A., Scruggs, T.E., Graetz, J., Norland, J., Gardizi, W., & McDuffie, K. (2005). Case studies in co-teaching in the content areas: Successes, failures and challenges. *Intervention in School and Clinic*, 40, 260-270.
- Ministerie van Onderwijs, Cultuur & Wetenschappen. Wet op Passend Onderwijs (Law to Appropriate Education). Retrieved from: <http://www.rijksoverheid.nl/ministeries/ocw/nieuws/2014/09/16/onderwijsbegroting-2015-beter-onderwijs-voor-iedereen.html> 04-09-2014.
- Vlaams Ministerie van Onderwijs en Vorming. M-Decreet (Measures for children with special educational needs). Retrieved from: <http://www.ond.vlaanderen.be/specifieke-onderwijsbehoefte/beleid/M-decreet> 28-10-2015.
- Murawski, W., & Swanson, L. (2001). A meta-analysis of co-teaching research: Where are the data? *Remedial and Special Education*, 22(5), 258-267.
- Murawski, W.W., & Dieker, L.A. (2004). Tips and strategies for co-teaching at the secondary level. *Teaching Exceptional Children*, 36(5), 52-58.
- Murawski, W., & Lochner, W. (2011). Observing Co-Teaching: What to Ask For, Look For, and Listen For. *Intervention in School and Clinic*, 46, 174-183.
- Montesano Montessori, N. (2009). *A discursive analysis of a struggle for hegemony in Mexico*. Saarbrücken: VDM Verlag.
- Niholm, C., & Alm, B. (2010). An inclusive classroom? A case study of inclusiveness, teacher strategies, and children's experiences. *European Journal of Special Needs Education*, 25, 239-252.



- Peet, A., & Everaert, H. (2006). *Kwantitatief en kwalitatief onderzoek (Quantitative and qualitative research)*. Kenniskring Gedragsproblemen in de Onderwijspraktijk, KG-publicatie nr. 11. 26. Utrecht: Hogeschool Utrecht.
- Petrick, P. (2014). Strengthening Compatibility in the Co-Teaching Relationship: A Four Step Process. *Global Education Journal*, 1, 15-35.
- Richardson, V., & Placier, P. (2001). Teacher change. In V. Richardson (Ed.), *Handbook of research on teaching, 4th Edition* (pp. 905-947). Washington: American Educational Research Association.
- Rodrigues, D. (2009). *Inclusion and Teacher's Education: who reforms the reformers?* Cross-National Invitational Symposium Teacher Education for Inclusive Education. University of Aberdeen.
- Scruggs, T.A., Mastropieri, M.A., & McDuffie, K.A. (2007). Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. *Exceptional Children*, 73(4), 392-416.
- Seashore Louis, K., Mayrowetz, D., Smiley, M., & Murphy, J. (2009). The role of sensemaking and trust in developing distributed leadership. In A. Harris (Ed.), *Distributed leadership. Studies in educational leadership, Vol. 7* (pp. 157-180). Nederland: Springer.
- Seligman, M.E.P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. New-York: Free Press/Simon and Schuster.
- Sileo, J.M. (2011). Co-Teaching: Getting to Know Your Partner. *Teaching Exceptional Children*, 43, 532-538.
- Smylie, M.A., & Mayrowetz, D. (2009). Footnotes to teacher leadership. In L.J. Saha & A.G. Dworkin (Eds.), *International Handbook of Research on Teachers and Teaching* (pp. 277-289). New York: Springer Science.
- United States Act of Congres (2001). No Child Left Behind Act of 2001 (NCLB).
- Unesco (1994). The Salamanca Statement and framework for action on Special Educational Needs. Spain: Ministry for Education. Retrieved from: [http://www.unesco.org/education/pdf/SALAMA\\_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF) 06-06-2015.
- Tobin, K., Robin, W.M., & Zimmerman, A. (2002). *Co-Teaching/cogenerative dialoguing: learning environments research as classroom praxis*. Canada: University of Victoria.
- Villa, R.A., Thousand, J.S., & Nevin, A.I. (2004). *A guide to co-teaching: Practical tips for facilitating student learning*. Thousand Oaks, CA: Corwin Press.
- Wilson, G.L., & Michaels, C.A. (2006). General and special education students' perceptions of co-teaching: Implications for secondary-level literacy instruction. *Reading and Writing Quarterly*, 22, 205-225.
- Work Programme 2015 (2014). Retrieved from: [http://ec.europa.eu/priorities/work-programme/index\\_en.htm](http://ec.europa.eu/priorities/work-programme/index_en.htm). 01-02-2015.

#### APPENDIX 1: REVIEWED ARTICLES

1. Pugach, M., & Winn, A. (2011). Research on Co-Teaching and Teaming. *Journal of Special Education Leadership* 24(1), 36-46.
2. Pratt, S. (2014). Achieving symbiosis: working through challenges found in co-teaching to achieve effective co-teaching relationships. *Teacher and Teacher Education*, 41, 1-12.
3. Dufour, R. (2009). What Is a “Professional Learning Community”? *Educational Leadership*, 61(8), 6–11.
4. Solis M., Vaughn S., Swanson E., & McCulley, L. (2012). Collaborative models of instruction: the empirical foundations of inclusion and co-teaching. *Psychology in the Schools*, 49(5), 498-510.
5. Friend, M. (2008). Co-Teaching: A Simple solution That Isn’t Simple At All. *Journal of Curriculum and Instruction*, 2(2), 9-19.
6. Scruggs, T.A., Mastropieri, M.A., & McDuffie, K.A. (2007). Co-Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research. *Exceptional Children*, 73(4), 392-416.
7. Rytivaara, A., & Kershner, R. (2012). Co-teaching as a context for teachers’ professional learning and joint knowledge construction. *Teacher and Teaching Education*, 28, 999-1008.
8. Takala, M., & Uusitalo-Malmivaara, M. (2012). A one-year study of the development in four Finnish schools. *European Journal of Special Needs Education*, 27 (3), 373-390.
9. Conderman, G. (2011). Methods for Addressing Conflict in Co-taught Classrooms. *Intervention in School and Clinic* 46(4), 221-229.
10. Conderman, G., & Hedin, L. (2012). Purposeful assessment Practices for Co-Teachers. *Teaching Exceptional children*, 19-27.
11. Duke, S. (2004). Problematizing Collaboration: A Critical Review of the Empirical Literature on Teaching Teams. *Teacher Education and special Education*, 27(3), 307-317.
12. Kohler-Evans, P. A. (2006). Co-teaching: How to make this marriage work in front of the kids. *Education*, 127, 260–264.
13. Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010). Co-Teaching: An Illustration of the Complexity of Collaboration. *Special Education Journal of Educational and Psychological Consultation*, 20, 9–27.
14. Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009). Communicating and collaborating in co-taught classrooms. *TEACHING Exceptional Children Plus*, 5(5), 2-17.
15. Graziano, K., & Navarrete, L. (2012). Co-Teaching in a Teacher Education Classroom: Collaboration, Compromise, and Creativity. *Issues in Teacher Education*, 21(1), 109-126.
16. Petrick, P. (2014). Strengthening Compatibility in the Co-Teaching Relationship: A Four Step Process. *Global Education Journal*, 1, 15-35.
17. Murawski, W., & Lochner, W. (2011). Observing Co-Teaching: What to Ask For, Look For, and Listen For. *Intervention in School and Clinic January*, 46, 174-183.

**APPENDIX 2**

Data retrieved from team-reflection in 17 articles.

	Articles including data from team-reflection of co-teaching teams				
	References	Experiences	Skills	Attitude	Team-reflection
1	Pugach, M., & Winn, A. (2011)	x	x	x	Absent
2	Pratt, S. (2014)	x	x		Yes
3	Dufour, R. (2009)	x			Absent
4	Friend, M. (2008)	x			Absent
5	Scruggs, T.A., Mastropieri, M.A., & McDuffie, K.A. (2007)	x	x	x	Yes
6	Rytivaara, A., & Kershner, R. (2012)	x			Absent
7	Takala, M., & Uusitalo-Malmivaara, M. (2012)	x	x	x	Absent
8	Solis M., Vaughn S., Swanson E., & MCCulley, L. (2012)	x	x	x	Absent
9	Conderman, G. (2011)	x	x		Absent
10	Conderman, G., & Hedin, L. (2012)	x	x	x	Absent
11	Duke, S. (2004)	x	x	x	Absent
12	Kohler-Evans, P. A. (2006)		x	x	Absent
13	Friend, M., Cook, L., Hurley-Chamberlain, D., & Shamberger, C. (2010)	x	x	x	Absent
14	Conderman, G., Johnston-Rodriguez, S., & Hartman, P. (2009)	x	x	x	Absent
15	Graziano, K., & Navarrete, L. (2012)	x	x	x	Yes
16	Petrick, P. (2014)	x	x	x	Absent
17	Murawski, W., & Lochner, W. (2011)	x	x	x	Absent