

Abstract

This qualitative study investigated the development of a co-teaching relationship between a certified regular education teacher and a certified special education teacher when teaching in an inclusionary science classroom. This study was conducted in an urban elementary school consisting of approximately 750 students in eastern Pennsylvania. Data were collected using several different methods. These methods included data collection worksheets, surveys, co-planning meetings, an observation log, and co-teaching summaries. Both co-teachers taught together in the same classroom on a daily basis, while implementing different co-teaching strategies. The relationship that formed between both co-teachers was analyzed and discussed on a daily basis. Findings suggest that a successful co-teaching relationship formed in the presence of effective communication, personality compatibility, flexibility, careful co-planning, and thoughtful self-reflection.