

# The Role of Preparing Teachers' Understanding of the Co-Teaching and Collaborative Teaching Models in Developing their Teaching Experiences

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## Abstract

*This study explored the role of preparing teachers' understanding of the co-teaching and collaborative teaching models. This research aims to significantly advance inclusive education practices by offering novel perspectives on the functions of co-teaching models and the preparation programs for pre-service teachers. This investigation employed a descriptive research technique to understand the essential elements and strategies of effective preparation programs for pre-service teachers that promote co-teaching and inclusive education, as perceived by teachers. A total of 30 individuals participated in the research project, consisting of 20 pre-service teachers in their last year of college and 10 full-time teachers in public schools in Saudi Arabia. The survey revealed that 80% of the pre-service teachers considered that peer-to-peer learning activities, such as group discussions and collaborative projects, were the most effective means of acquiring knowledge regarding co-teaching approaches. The comprehensive findings of this study challenge conventional notions regarding the preparation of teachers and highlight the urgent necessity of formulating novel and all-encompassing approaches for pre-service teacher training.*

**Keywords:** Teacher Preparation, Co-teaching, Collaborative Teaching, Pre-Service Teachers, Public Schools.

## INTRODUCTION

The idea that inclusive education, which emphasizes every child's active participation and engaged learning in public education courses, is both a fundamental human right and a successful educational strategy is gaining traction (khasawneh, 2023a). Inclusive classrooms promote social inclusion, equality, and diversity. Additionally, they give children of different abilities the chance to learn alongside their peers who are not disabled (Ghazzoul, 2018). However, to fully achieve the promise of inclusive education, teachers must be skilled, knowledgeable, and equipped to handle the wide range of demands placed on them by inclusive classrooms (Aldabas, 2018).

Programs designed specifically to prepare prospective teachers for their professional roles are known as pre-service teacher preparation programs. They have a crucial role in influencing educators' attitudes, convictions, and methods concerning inclusive education (Sebald et al., 2023). These programs frequently combine a range of pedagogical strategies, subject matter expertise, and hands-on learning opportunities to provide aspiring educators with the knowledge and abilities needed to instruct in inclusive classrooms (Montgomery & Akerson, 2019). However, it is becoming increasingly clear that not all programs for preparing pre-service teachers adequately handle the complex needs of inclusive education, especially when it comes to using co-teaching techniques (khasawneh, 2023b).

Co-teaching, sometimes referred to as the collaborative teaching technique, has been recognized as a useful instrument used in inclusive education. Co-teaching is a cooperative teaching strategy, where special education and general education teachers collaborate to prepare, instruct, and assess students with a range of abilities (Ricci & Fingon, 2017). As co-teaching models may provide individualized instruction, specialized support, and opportunities for kids to learn while engaging with their peers, they may be beneficial for students with disabilities as they navigate the general education curriculum. Research on how well the preparation programs prepare pre-service teacher aspiring educators for inclusive education and co-teaching is scarce (khasawneh, 2023c). The corpus of research literature that is currently available has requested for additional study to be carried out to determine the elements that contribute to effective preparation as well as the impact that programs for pre-service teachers' preparation have on teachers' knowledge, skills, and attitudes regarding co-teaching and inclusive education (Turan & Bayar, 2017; Jortveit & Kovač, 2022).

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Co-teaching requires committed collaborative work, and it is therefore necessary for classroom teachers and excellence specialists to establish a strong base for joint work in which each teacher's expertise is necessarily invested (Khasawneh, 2023d). It is also necessary for both the classroom teacher and excellence specialists to be armed with how to invest in co-teaching as well as to make the difference more significant (Al-Amrat, & Khasawneh, 2022). Realistic and implementable by two teachers in one classroom, it is important that the needs of exceptional students will be better met and that learning will be stimulated through this partnership. Before starting to establish a partnership with another teacher in the classroom, they must look very clearly at each of their point of view and their understanding of co-teaching, and consider their principles regarding the management of students and classes. They can begin working together to fill out the following questionnaire about co-teaching and write down the answers to the questions in a detailed manner (Alrishan et al., 2023). Individually, then exchange answers with the teaching partner, consider each answer, and take notes, if necessary, without commenting, leading to an exchange of the impact of each party's answer. The goal, then, is to agree on viewpoints, paths, and expectations, and each party must achieve a high degree of understanding, comprehension, and flexibility regarding the corresponding viewpoints and paths so that the partnership concluded in joint teaching succeeds (Bilican et al., 2021).

Numerous factors that improve pre-service training experiences are demonstrated in the research and publications (Duran et al., 2020). Nonetheless, we observed that the study publications were lacking two pieces of information. Initially, we have examined the aforementioned components in isolation, failing to take into account their interrelationships and mutual effects within the educational setting. Furthermore, Saudi Arabia has contributed very little to the majority of these studies, which are conducted in Western nations. To determine what needs to be improved and how to properly prepare instructors, this research is necessary (Khasawneh, 2024a).

### **Problem Statement**

Despite the increased attention to inclusive education and the use of co-teaching models, there is a dearth of research examining programs for pre-service teachers and their role in training new teachers to be understanding of inclusive education and co-teaching models. Even with the introduction of co-teaching approaches, this is still the case. The body of research to date indicates that further research is necessary to determine the qualities that make up effective preparation as well as the impact that programs for pre-service teachers have on teachers' knowledge, skills, and attitudes regarding co-teaching and inclusive education. One of the biggest challenges to ensuring that future teachers will be suitably trained to address the diverse needs of children in inclusive classrooms is the paucity of research in this field (Khasawneh, 2024).

### **Research Questions**

What is the role of Preparing Teachers' understanding of the Co-Teaching and collaborative teaching Models?

### **Significance of the Study**

This research aims to significantly advance inclusive education practices by offering novel perspectives on the functions of co-teaching models and programs related to pre-service teacher preparation in education. Empirical research in addition to a thorough examination of pertinent literature will be used to deliver these insights. The findings of this study are expected to have a variety of implications, such as improving pre-service teachers' professional development, influencing policies and practices about teacher education, and ultimately improving the education quality that schools provide to children whose abilities differ across such types of classrooms.

## **LITERATURE REVIEW**

The concept of inclusive education promotes the participation and success of students with a range of abilities in public education classrooms and has received more attention in recent years (Veteska et al., 2022). Children with a range of talents are incorporated into the classroom with pupils who lack such capabilities in this type of instruction. Co-teaching and the collaborative teaching approach, in which special education and general

education teachers collaborate to assess, prepare, and educate kids with different requirements when they are in the classroom, has become a successful model for inclusive education (Chang & Goodwin, 2023). Co-teaching occurs in classes with a range of demands among the pupils. Programs for pre-service teachers are crucial in educating new teachers to understand inclusive education and co-teaching. These programs are in charge of providing instructors with the information, abilities, and attitudes they need to successfully instruct all children in a variety of classroom settings (Sundqvist et al., 2023). Additionally, programs specified for pre-service teachers' preparation are crucial in training upcoming teachers to be more involved in the inclusive education process.

Peer teaching is a modern educational approach that focuses on encouraging learners to interact directly, exchange knowledge among themselves, and acquire new skills. This approach allows for enhancing learners' academic achievement and deepening the understanding of educational concepts which is vital in the context of improving educational performance. In addition to increasing the retention rate of learners due to improving their educational experience and enhancing their satisfaction (Al-Amrat, & Khasawneh, 2022). This is embodied in providing effective support for the development of oral communication skills and the development of social skills for learners, which is reflected in their self-esteem.

Co-teaching has inherent obstacles. These factors encompass the increased time needed for planning and challenges associated with power disparities among the teachers. Chang and Goodwin, (2023) observe that teachers' awareness of possible challenges might offer distinct educational advantages for students, such as engaging in candid conversations on nuanced power dynamics and diversity difficulties that manifest in classroom interactions. Co-teachers can demonstrate risk-taking and various approaches to the subject while maintaining a framework of polite and comprehensive conversation. Students are exposed to the implicit idea that diversity in perspective is advantageous for learning, considered acceptable, and actively promoted (Alrishan et al., 2023).

Students aiming for positions as university professors may find the advantages of co-teaching particularly applicable to their professional growth. As a graduate student, you may get valuable insight into yourself and your teaching abilities through co-teaching, an approach that is both helpful and demanding (Steele et al., 2021). Considering coteaching as an approach might be beneficial for graduate programs looking to teach excellent pedagogy. Expanding the institution's course offerings is another potential benefit of the method, especially if students bring up-to-date, relevant professional knowledge to teach. It is common practice, for instance, for social work candidates to have work experience before enrolling in their programs.

Prior studies have investigated the effectiveness of pre-service teacher preparation programs in educating aspiring teachers for inclusive education and co-teaching (Bilican et al., 2021). The results of this research indicate that pre-service teacher preparation programs are successful because of several important factors. A prerequisite of topic area knowledge is required. Pre-service teachers must possess a solid knowledge of the topic they will be taught to teach in inclusive classrooms (Vembye et al., 2022). Teachers who possess a strong grasp of the subject matter are more equipped to adapt their instruction, make necessary curricular changes, and offer engaging learning opportunities to all students—including those with a variety of skill levels. Another necessary element for the benefits of pre-service teacher training programs is pedagogical expertise (Kokko et al., 2021). Pre-service teachers should possess the pedagogical skills necessary to implement evidence-based teaching strategies, effective classroom management techniques, and assessment methodologies in inclusive classroom environments. Cooperative learning and tailored instruction are effective pedagogical practices that can increase student engagement and achievement in inclusive classrooms (Steele et al., 2021; Lehane & Senior, 2020).

Experience in the classroom is just as crucial as academic knowledge for pre-service teachers. Pre-service teachers participate in real-world, hands-on experiences that provide them the opportunity to put their skills, knowledge, and experiences to use in authentic classroom environments (Cook et al., 2021). Pre-service Teachers can engage in the process of observing, practicing, and reflecting on their experiences in these teaching environments by participating in field explorations, practical placements, and student teaching directly.

Consequently, they may have a more comprehensive comprehension of the difficulties linked to inclusive education and co-teaching (Wherfel et al., 2022). Pre-service teachers can obtain the option of taking part in field experiences. Effective inclusive education practices must include both group instruction and collaboration with other educators. To co-plan, co-instruct, and co-assess students' development while dealing with children who have different abilities, teachers and special education teachers must establish collaborative relationships (Dubek & Doyle-Jones, 2021). It has been demonstrated that co-teaching strategies including one teacher, one support teacher, an alternative teacher, and team teaching, are effective at promoting inclusive practices and improving student outcomes (khasawneh, 2022b).

The degree to which pre-service teachers are prepared to be part of inclusive education classrooms may be significantly impacted by their beliefs and attitudes on such type of education. Research has demonstrated the significance of addressing pre-service teachers' attitudes, beliefs, and prejudices toward kids with a range of abilities as well as the need to provide opportunities for important reflection and perspective-taking to foster inclusive mindsets and positive attitudes (Schnellert & Butler, 2021; Bellert et al., 2024). To sum up, ongoing professional development is crucial to assisting pre-service teachers in their ongoing learning and growth as they become ready to teach inclusive education and co-teach. Teachers must work together for inclusive education and co-teaching to be effective. Opportunities for professional improvement should be a component of pre-service teacher training programs (Al-Zoubi et al., 2022). These opportunities should be created to help pre-service teachers acquire the knowledge, abilities, and attitudes necessary for inclusive classrooms.

Recent research suggests that in order for pre-service teacher preparation programs to be successful, they should prioritize pedagogical comprehension, practical experiences, cooperation and co-teaching, and ongoing professional development, in addition to topic expertise (Dehnad et al., 2021). By adding these elements, the preparation programs may be able to prepare aspiring educators for inclusive education and co-teaching. This would ultimately improve the standard of education that kids with a range of abilities get in inclusive classrooms (Ghedin & Aquario, 2020). However, some gaps still exist in the literature about the effectiveness of preparation programs for pre-service teachers in preparing new educators for inclusive education and co-teaching, as well as the particular elements and tactics that go into these roles, even with the growing corpus of research on the subject. Even though the corpus of research on pre-service teacher preparation programs is expanding, these gaps persist (khasawneh, 2023 f).

## **METHODOLOGY**

The study employed the qualitative research methodology. This study employed a descriptive research technique to understand the essential elements and strategies of effective preparation programs that promote co-teaching and inclusive education, as seen by pre-service teachers and regular teachers. This was achieved by conducting a survey covering pre-service teachers, in which they were asked to share their experiences about these sorts of programs. Qualitative research is an appropriate approach for studying complex social phenomena and gaining in-depth knowledge about a particular topic, such as pre-service teacher training programs and co-teaching models. The study utilized purposive sampling to choose individuals who had previous involvement in pre-service teacher training programs and co-teaching models. This method was used to guarantee that the participants had the requisite knowledge and experience in the topic area.

### **Sample**

The research included both pre-service teachers and teacher educators from several teacher education programs. Individuals with previous experience in programs that promote the preparation of pre-service teachers and collaborative models were chosen using a method called purposive sampling. A total of 40 individuals participated in the research project, consisting of 30 pre-service teachers in their last year of college and 10 full-time teachers in public schools in Saudi Arabia.

### **Instrument**

The data for this study was obtained through interviews conducted in a semi-structured style and document analysis. Semi-structured interviews were conducted with pre-service teachers and teacher educators to gather their perspectives on the key elements and strategies of effective preparation programs that support inclusive

education and co-teaching. The study employed interviews, which were transcribed verbatim and recorded in audio format for data analysis. The goal of the document analysis was to examine the relevant documents of pre-service teacher training programs, including course plans, materials, and program instructions. The study performed a comprehensive examination of the articles to ascertain the components of inclusive education and co-teaching, as well as the methodologies included in the programs.

## **Data Analysis**

The data obtained from the interviews and documents underwent a thorough analysis before their interpretations. An inductive method was used to examine the data, aiming to identify patterns and ideas related to the important elements and techniques of effective preparation programs that promote co-teaching and inclusive education. To conduct the study, the data needed to be encoded, and the resulting data were then categorized into themes. These themes were further refined through an iterative process that involved analyzing and interpreting the data.

## **RESULTS AND DISCUSSION**

### **Results**

While interpreting the data obtained from the teachers, it was found that 80% of the participants who took part in this study believed that the most effective way to learn about co-teaching practices was through peer-to-peer learning activities, including team discussions and projects that are based on collaboration. They deliberated on how these opportunities for cooperative learning provided them with the opportunity to exchange ideas, get perspectives from their peers, and collaborate to resolve challenging challenges that emerged during their shared teaching duties. Furthermore, a significant majority of the full-time educators surveyed emphasized the importance of collaborative design and common instruction as effective strategies for co-teaching in inclusive education.

The participants highlighted the advantages of collaborative teaching, such as the capacity for co-teachers to effectively organize themselves, match the teaching objectives, and provide diverse support to different types of students in the classroom. The pre-service teachers who had opportunities to collaborate with experienced teachers in real classroom environments perceived these opportunities as advantageous for their career advancement and maturation, as evidenced by their comments and suggestions in the interviews. They observed that their participation in co-teaching allowed them to observe and learn from seasoned instructors, receive feedback on their teaching methods, and gradually improve their co-teaching skills.

The survey findings indicated that 90% of the participants considered inclusive instruction, which involves addressing the diverse needs of all children, to be a crucial component of their training program. They stressed that including children with disabilities was only one facet of inclusive instruction; another facet was valuing and honoring the many cultures, origins, and learning styles of all pupils in the classroom. This technique was commonly known as the "whole student approach." Results from a review of classroom observation data showed that future teachers were better able to meet the requirements of their students when they used a range of instructional strategies, including tiered assignments and flexible grouping.

They stated that implementing differentiated instruction allowed them to adapt their teaching methods based on students' readiness, preferences, and learning characteristics. Consequently, the use of individualized teaching led to improvements in both student involvement and accomplishment. Furthermore, the outcomes of the interviews indicated that pre-service teachers who engaged in training sessions and workshops focused on collaborative teaching experienced an increased sense of self-assurance in their capacity to embrace inclusive pedagogy following their participation in these activities. They observed that these opportunities for professional growth provided them with valuable knowledge, resources, and techniques that they might employ in their classrooms to establish an environment suitable for inclusive learning and implement this approach to the accessibility of education for all pupils. The findings of this study highlighted the significance of including field experience and practicum opportunities in training programs for new teachers. Ninety-five percent of the

pre-service teachers indicated that practicum experiences in inclusive classrooms offered them valuable opportunities to apply co-teaching approaches and inclusive pedagogy in authentic educational environments. During their practicum, they engaged in collaborative work with experienced teachers, interacted with students from diverse backgrounds, and participated in active co-teaching methods.

The participants also observed that the strategies they learned in their coursework allowed them to effectively apply and analyze these tactics. They also found that the practical experiences provided them with a deeper comprehension of the intricacies and challenges related to inclusive classrooms. Based on the results of the interviews, the participants attributed significant importance to their practical experiences as a crucial component of their training program. Their experiences provided them with authentic opportunities to enhance their teaching skills and deepen their understanding of inclusive education.

The findings of this study emphasized the need for ongoing professional support and improvement in the programs designed for pre-service teachers to effectively use co-teaching and inclusive education approaches. It was stated that the majority of the pre-service teachers have gained useful information, techniques, and resources as a result of their participation in professional development workshops that focused on inclusive education and co-teaching. These workshops enhanced their comprehension of co-teaching and inclusive instruction, as well as their ability to effectively implement these approaches.

They emphasized the significance of these opportunities for professional advancement and development as aspiring educators, highlighting the crucial role they play in their career progression. The interview results indicated that experienced teachers played a vital role in offering ongoing support to pre-service teachers during their program. They saw that obtaining frequent feedback, guidance, and mentorship from seasoned teachers aided them in enhancing their co-teaching skills in addition to their inclusive teaching methods. Furthermore, the teachers have highlighted the need for continuous assistance and opportunities for professional growth following their completion of the teacher preparation program. This assistance and growth may be provided through further seminars, coaching sessions, or mentorship prospects. They expected that having continuous support would enhance their ability to effectively implement co-teaching and inclusive education strategies in their future classes.

This study's findings provide credence to the idea that programs designed to prepare future educators to teach in inclusive classrooms are more likely to be effective if they include elements such as field experience, collaborative learning, inclusive instruction, and ongoing specialized progress and support. The conclusions were derived from an examination of the data gathered from the research participants. These results show how important it is to understand these themes when designing inclusive education pre-service teacher training programs and give a thorough grasp of the key themes found in the data. The present body of knowledge on future teacher training and co-teaching is greatly enhanced by these results. Those concerned with advocating for inclusive education, such as legislators, teacher educators, and others, can benefit much from the data they provide.

## **Discussion**

The results of this study shed new light on the extent to which programs that train future educators are able to equip their students to participate in inclusive education and collaborate in the classroom. Findings provide insight into the ways in which inclusive instruction, collaborative learning, field experience, and ongoing professional development and support help prepare future educators for inclusive education and co-teaching.

The results show that pre-service teachers who took part in co-teaching and other forms of collaborative learning had better pedagogical skills, more confidence in their abilities to work with students from diverse backgrounds, and a better grasp of co-teaching models. Consequently, the inclusion of collaborative learning opportunities in programs for pre-service teachers can effectively equip prospective teachers with practical experiences and opportunities to develop inclusive pedagogical skills, preparing them to effectively teach in inclusive classrooms (Jortveit & Kovač, 2022). This may be achieved by providing them with practical experiences in the real world and fostering possibilities for collaboration with students from various backgrounds.

The results stress the value of getting hands-on experience as part of pre-service teacher preparation. Participating in school activities like student teaching and seminars helped pre-service teachers have a better grasp of the advantages and disadvantages of inclusive education and co-teaching in actual classrooms (Duran et al., 2020). Evidence demonstrates that engaging in field activities significantly advantages pre-service teachers by effectively connecting theoretical knowledge with practical application. This preparation equips students to effectively navigate the complexities of inclusive education and co-teaching within authentic teaching settings. The results also emphasize the significance of providing pre-service teachers with ongoing progress and support during their professional lives. Aspiring teachers who got consistent support, feedback, and guidance from qualified teachers during their training expressed higher levels of assurance and readiness to implement co-teaching and inclusive strategies in their teaching journey (Veteska et al., 2022). This was particularly accurate for pre-service teachers who received guidance from many instructors. This highlights the necessity for teacher education programs to offer ongoing professional growth opportunities and support networks to pre-service teachers, even post-graduation, to ensure their continued progress and achievement as inclusive educators.

The significance of employing cooperative learning to train future educators for teaching in inclusive classroom environments has been emphasized in several research (Chang & Goodwin, 2023; Sundqvist et al., 2023). The use of collaborative learning is based on its ability to facilitate interaction between future educators and learners from various backgrounds, implement inclusive teaching methods, and reflect on their instructional techniques in a safe and supportive setting (Bilican et al., 2021; Kokko et al., 2021; Lehane & Senior, 2020). The effectiveness of collaborative learning experiences for pre-service instructors depends on the quality of cooperation and the quantity of assistance they get. Therefore, this element should be carefully taken into account.

The importance of pre-service teacher preparation programs in advancing inclusive instruction has been acknowledged by authors such as Cook et al. (2021) and Wherfel et al. (2022). Pre-service teachers must have a thorough grasp of variety, fairness, and inclusion to effectively carry out their teaching responsibilities, as required by inclusive pedagogy (Schnellert & Butler, 2021; Bellert et al., 2024). This entails establishing classroom settings that accommodate the needs and abilities of every student. Recent research findings suggest that a considerable proportion of teacher preparation programs offer just basic and limited instruction on this subject. Hence, it is crucial to guarantee that aspiring educators receive thorough training in inclusive pedagogy.

Field experience provides pre-service teachers with a valuable chance to apply the theories and knowledge they have acquired in a practical setting. The insufficient level of readiness expressed by pre-service teachers in handling classroom challenges emphasizes the significance of offering them sufficient assistance during their practical training, as studies have suggested mentorship, coaching, and reflective practice as strategies that professionals might use to provide support (Al-Zoubi et al., 2022). It is crucial to guarantee that future educators are adequately prepared to continuously improve and expand their knowledge and understanding throughout their careers. This may be accomplished by providing them with ongoing professional development and assistance. The allocation of assistance via specialized learning teams, tutoring, and mentorship is a type of provision.

## **IMPLICATION**

The findings of this inquiry highlight the need to include inclusive teaching methods, cooperative learning, practical experience, and continuing growth and support as essential elements of teacher training programs. The research emphasizes the importance of offering aspiring educators the opportunity to participate in co-teaching and collaborative activities with students from all backgrounds in the educational environment. The study emphasizes the need to obtain practical teaching experience to provide future educators with the necessary knowledge and abilities to tackle the challenges of inclusive education and co-teaching in the classroom. Pre-service teachers must have access to networks of support and opportunities for ongoing professional development in teacher education programs. These resources are essential for enhancing their inclusive teaching abilities and ensuring their long-term progress and achievement as educators once they begin their careers.

## CONCLUSION

The comprehensive findings of this study challenge conventional notions regarding the preparation of teachers and highlight the urgent necessity of formulating novel and all-encompassing approaches for pre-service teacher training. The research findings provide valuable insights that can be utilized by teacher educators, legislators, and other stakeholders to improve and revamp pre-service teacher preparation programs, with a specific focus on co-teaching and inclusive education practices. These significant findings have crucial ramifications for the field of teacher education and contribute to the existing body of research by providing a comprehensive understanding of the key components that constitute effective pre-service teacher preparation programs for inclusive education. Moreover, these discoveries significantly enhance the body of knowledge in the realm of education as a whole.

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