

Mutual Mindsets: The Hassles and Hopes of Co-teaching in Teacher Preparation

Allen Guidry, *East Carolina University*
Christy Howard, *East Carolina University*

Isolation between academic fields is an unfortunate reality in higher education and teacher education. Whereas current educational reforms invoke a need to collaborate, faculty are often unsure of how to design collaborative experiences. Research argues for the use of co-teaching to engage teacher candidates in beneficial learning experiences where instructors model the collaborative practices desired in those candidates. Additionally, the use of co-teaching in rural settings is shown to address some of the challenges associated with rural teacher preparation. With the hesitancy of many in higher education to engage in co-teaching in teacher preparation, it is crucial that those who do co-teach share the design, implementation, and perceptions of the process with others. This article presents the design, implementation, and reflections of students and teacher preparation faculty: one content methods instructor and one content literacy instructor. The authors present the hassles and hopes of using co-teaching in teacher preparation in rural regions to enhance course content and collaboration among teacher candidates.

Keywords: co-teaching, disciplinary literacy, history education, social studies education, literacy education, collaborative teaching, teacher preparation

Collaboration is an underutilized enterprise in higher education. Teacher preparation within higher education provides an arena of promise for real collaboration, yet collaboration is impeded by the very nature of academic silos. Curriculum changes like the Common Core State Standards (CCSS) have illuminated the need to unite heretofore separately taught elements within teacher preparation (CCSS Initiative, 2010). For instance, within social studies education the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (National Council for the Social Studies, 2012) provides a clear example of how the CCSS shed light on the need to unite social studies content with literacy. Teacher candidates (TCs), particularly those in secondary programs, cannot view their content pedagogy in isolation but must see the linkage between their discipline and the important contextual and foundational elements of teaching, such as addressing special needs of

students and literacy development. Further, preservice teacher performance assessments such as edTPA have illuminated an increasing need to develop TCs' abilities to teach academic language in all disciplines and enhance students' abilities to read, analyze, and interpret texts in all classrooms. This is especially important at the secondary level, as research shows that literacy practices become more complex as students shift from learning to read to reading to learn new information (Shanahan & Shanahan, 2008). Because of this increased complexity at the secondary level, it is important that teachers and students recognize the significance of the connections between literacy and disciplinary content knowledge. This linkage inherently requires that teacher educators use real, substantive collaboration in their work.

While collaborative courses in teacher education are not new, these courses have historically focused on the work of special education

and general education faculty (Kluth & Straut, 2003; Letterman & Dugan, 2004; Pugach & Blanton, 2009; Vermette, Jones, & Jones, 2010). However, this approach to teaching is relevant across all disciplines, particularly when collaborative teaching benefits students by exposing them to multiple perspectives and different teaching styles (Kluth & Straut, 2003; Letterman & Dugan, 2004; Pugach & Blanton, 2009; Vermette et al., 2010). Further, collaborative teaching benefits instructors by helping them gain new knowledge, strategies, resources, and information from each other (Nevin, Thousand, & Villa, 2009).

Dugan and Letterman (2008) asserted that “co-teaching has been used as a tool for integrating material from different disciplines and remedying problems” (p. 11). Other researchers have argued that co-teaching or collaborative teaching, terms used synonymously and interchangeably in the present study, address many of the problems commonly associated with teacher education (Coffland, Hannemann, & Potter, 1974), take advantage of the strengths of each instructor (Crow & Smith, 2003) and assist with the flow of content (Mielke & Rush, 2016). As Pugach and Blanton (2009) have noted, for collaboration to be successful, the collaborative process must be examined carefully. The present study presents a model used by two teacher education faculty, at a university in a predominantly rural area, to collaboratively teach a social studies content methods course and a content-area literacy course. The research question guiding this study was how co-teaching a combined content methods and content literacy course enhances course content and collaboration among instructors and TCs in rural teacher education settings.

Literature Review

Co-teaching in Rural Education

Rural areas face such educational challenges as access to economic and educational resources (Lamkin, 2006), population loss (Corbett, 2016), and the ability to recruit applicants for school positions because of geographic location and financial limitations (Pijanowski & Brady, 2009). Additionally, rural schools often face higher turnover than nonrural districts (DeAngelis & White, 2011;

Ewington et al., 2008). Given these challenges of rural regions, teacher preparation programs can support these areas by preparing teachers to find success within these schools. Research shows that, when teacher preparation programs do not provide TCs with opportunities to engage in rural communities, they often leave unprepared for rural placements (McDonough, Gildersleeve, & Jarsky, 2010) or with no desire to teach in rural settings (White & Kline, 2012). One way to address this concern is to provide opportunities for TCs to engage in practicums in rural settings offering authentic experiences and to understand rural schools and communities (Moffa & McHenry-Sorba, 2018).

Teacher education programs in rural areas often struggle to place TCs due to limited availability of teachers willing to host students (Sinclair, Dawson, & Thistleton-Martin, 2006). Research supports the use of co-teaching in rural settings as a way to address these challenges. Specifically, engaging TCs in a 2:1 co-teaching setting (two TCs and one cooperating teacher) requires fewer cooperating teachers, thus allowing larger numbers of TCs to be placed in rural schools (Tschida, Smith, & Fogarty, 2015). It also provides the opportunity for TCs to build teaching and learning relationships with both their cooperating teacher and a peer throughout the semester. With combined knowledge, the participants engage in planning and implementing lessons to support student learning.

In this study, the co-teaching process and lessons supporting student learning focused on discipline-specific literacy instruction. Wineburg (1991) discusses the importance of discipline specific literacy instruction in social studies, particularly engaging students in literacy processes that allow them to read like historians and interact with texts in discipline-specific ways, such as sourcing, contextualizing, and corroboration. These literacy strategies promote higher-order thinking and challenge students to engage with texts through multiple perspectives. This approach aligns with Lester's (2012) assertions that literacy should help students make connections to places and communities.

Lester (2012) not only discussed the importance of connecting literacy to history, community, culture, and so forth, but also focused on the importance of quality literacy instruction in rural settings, specifically because of the limited resources in these areas, such as public libraries, opportunities for affordable preschool, and options for higher education. In addition, Lester examined how teachers could improve literacy development and success in rural areas. She reflected on her own experiences as a student and as a teacher in rural settings, which helped her consider how best to meet the needs of her classroom students. It is important not only to examine the experiences of in-service teachers in rural settings but also to explore experiences of TCs. In their research on co-teaching in teacher preparation, Tschida et al. (2015) discussed the importance of examining the experiences of TCs in teacher preparation programs in rural regions. Similar to their study, the present study examined the experiences of TCs as they engaged in a co-teaching model as part of their practicum experience and worked to support literacy engagement in content-area courses.

Why Collaboration Is Needed

Academic silos have long existed in higher education (Baldrige, Curtis, Ecker, & Riley, 1986; Jones, 2013). University faculty, especially new faculty, often work in academic isolation (Norrell & Ingoldsby, 1991). Co-teaching in higher education, where two or more instructors collaborate to design and deliver a course together, has gained increasing support in recent years as a model that encourages collaboration and develops effective instructional practice that benefits both students and instructors (Bouck, 2007; Chanmugan & Gerlach, 2013; Cohen & DeLois, 2001; Crow & Smith, 2003, 2005; Gillespie & Israetel, 2008). One benefit of co-teaching has been that reflection between colleagues becomes an open process, with an increased likelihood that new skills will be practiced and refined (Chanmugan & Gerlach, 2013). Another benefit, particularly for co-teaching faculty in teacher education programs, has been that co-teachers can model risk taking and varied responses to questions and issues in a climate that demonstrates the importance of diverse perspectives in instruction (Harris & Harvey, 2000).

The Hassles and Hopes of Collaborative Teaching

More than 40 years ago, Coffland, Hanneman, and Potter (1974) used collaborative teaching to respond to a number of problems witnessed by teacher education programs at that time, which are still present today: redundancy and gaps in teacher education curriculum, a divorce between educational theory and real classroom practice, the impersonal nature of teacher education programs at large institutions, and an ongoing demand for excellence in the field. After team teaching a block of courses that had previously been taught separately, the researchers reported a series of “hassles” and “hopes” for the future of collaborative teaching in teacher education. Some of the primary hassles were (a) inability to come to consensus over some of the core course behavioral outcomes, (b) limited time for planning, (c) inability to reconcile philosophic differences, and (d) not enough time in the term to achieve all of the stipulated goals. Despite these issues, they found their collaborative teaching presented hopes for future implementation: (a) increased personal knowledge of education students, (b) stimulation of their own teaching practice, (c) prevention of overlaps and gaps in the curriculum, (d) flexibility in scheduling, and (e) the sharing of predictive assessment outcomes that informed them of education students’ needs as they headed into their full-time internship. Finally, the faculty involved in the study found the collaborative teaching experience changed their behaviors, providing opportunities to discuss the daily problems of college teaching, facilitating the sharing of concerns about individual students, and allowing the faculty participants to observe and learn from their colleagues.

Other research on co-teaching in higher education has yielded more hopes. Wehunt and Weatherford (2014) found that co-teaching a research methods course for graduate students enhanced feelings of respect for both students and co-teaching partners. Moreover, they found that the co-teaching process modeled effective teaching and learning behaviors for their students. They reported the benefits of affirmation and of facilitating think-aloud practices in the co-teaching process.

Mielke and Rush (2016) implemented a collaborative teaching model in a combined literary theory and pedagogy class. The researchers used Nakamura and Csikszentmihalyi's (2001) flow theory and concentrated on the flow of content between co-taught courses. They found the instructors learned to "get out of each other's way" and still "be in the moment" (p. 53). They also found that through the co-taught course they were able to develop and share a mental model for and with students. This enhanced student connection to course material and allowed the instructors to take advantage of their own teaching strengths. The researchers reported improved communication as a result of the collaboration and a growth in their own teaching: "Teaching is a learned activity; even while in the process of teaching the teacher is learning" (p. 51).

Existing literature on co-teaching and content-area literacy showcases a need for collaboration of faculty members across disciplines to meet the academic needs of students. Although some researchers have found no significant increase in student performance and no significant difference in student evaluation of instruction in higher-education co-teaching environments (Wadkins, Miller, & Wozniak, 2006), the theoretical and pragmatic benefits in advancing both student and instructor skill sets and communication suggest much promise in the practice.

Theoretical Framework

The present study is grounded in the premises of Vygotsky's social development theory (1962, 1978). Vygotsky (1978) asserted that an individual's development is a by-product of first interpsychological functions and then intrapsychological functions. Applied to teacher preparation, Vygotsky's assertion that learning is socially constructed would imply that a series of social learning interactions would necessarily precede any individual learning in teacher training. This framework is aligned with the goals and expectations of the co-teaching model for both professors and students. Vygotsky posited that students learn through interactions with peers and are then able to internalize knowledge independently.

The co-taught combined course in this study were designed to enhance opportunities for the instructors to collaboratively design directed and guided interactions, where TCs interacted with two instructors who not only presented content but also modeled the social, collaborative behaviors expected of classroom teachers in the current educational climate. Students were also given the opportunity to co-teach with their peers before moving to a more independent teaching experience. From this theoretical position, reflective and collaborative attitudes and behaviors modeled by instructors (Vygotsky's "more knowledgeable others") would translate into similar attitudes and behaviors among the TCs. This theoretical position aligns with the findings that co-teaching provides opportunities for faculty to model wanted teaching and learning behaviors for students that ultimately contribute to retention of content and development of skills (Harris & Harvey, 2000; Mielke & Rush, 2016; Wehunt & Weatherford, 2014).

Methods

Implementing the Co-teaching Model

The research question guiding the present study was how co-teaching a combined content methods—content literacy course enhances course content and collaboration among instructors and their student TCs in a rural teacher education setting. The investigation involved a literacy instructor and history/social studies education instructor co-teaching a combined content-area literacy course and a history/social studies methods course. The course instructors were also the researchers leading the study, and the identifiers *instructor* and *researcher* will be used interchangeably. The collaborative combined course was taught in an undergraduate program in a rural area at a university in the Southeast. The co-taught course included 18 history/social studies education majors in their junior year in the program. TCs had previously completed an early-experience course and an introductory social studies curriculum and planning course. The TCs were enrolled in the combined course and received instruction on history/social studies curriculum and planning, content and disciplinary literacy strategies and methods, and basic history/social studies teaching

methods. TCs observed teachers, planned lessons, and taught in the field as part of a practicum experience. The goal of the combined course was to help TCs identify and integrate literacy strategies into history/social studies content, encouraging them to be teachers of both literacy and history/social studies, and to work collaboratively to teach more effectively.

Data Collection

Data were collected during the spring semester of the TCs' junior year. Data sources included observation videos of TCs' lessons, data from a student survey conducted at the end of the combined course, and instructors' meeting notes. TCs video recorded their lessons three times throughout the semester and uploaded those videos to a secure site for instructor viewing and analysis. Surveys were conducted using Qualtrics, a password-protected survey interface endorsed by the university, and focused on student perceptions of the co-teaching model. Along with instructor meeting notes and memos, these data sources allowed for a detailed analysis of TC and instructor perceptions of enhanced course content and effectiveness of instruction.

Data Analysis

Observation videos were analyzed chronologically (first recorded, first analyzed) to determine emerging themes in the data. Videos were analyzed using open coding (Saldana, 2016). Qualtrics surveys were analyzed focusing specifically on questions 4–7:

1. What are the benefits of being a student in a co-taught social studies methods–reading course?
2. What are the drawbacks of being a student in a co-taught social studies methods–reading course?
3. What were the benefits of being a partner in a co-teaching practicum experience?
4. What were the drawbacks of being a partner in a co-teaching practicum experience?

Video data were compared with survey data and, initially six potential categories were identified that related to student perceptions of the co-taught combined course:

The importance of the literacy-history connection
 Clear connections between literacy and history
 Literacy strategy instruction
 Increased feedback
 Observing multiple perspectives
 Increased support systems

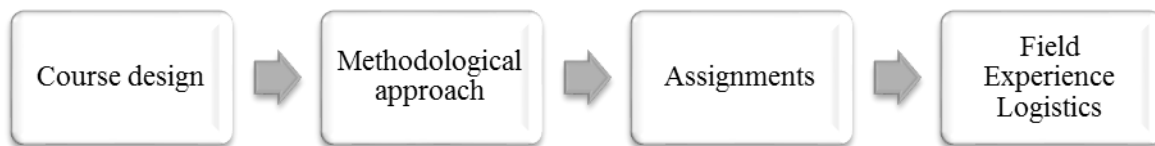


Figure 1. Organizational process for collaborative planning

Data Analysis

Observation videos were analyzed chronologically (first recorded, first analyzed) to determine emerging themes in the data. Videos were analyzed using open coding (Saldana, 2016). Qualtrics surveys were analyzed focusing specifically on questions 4–7:

1. What are the benefits of being a student in a co-taught social studies methods–reading course?
2. What are the drawbacks of being a student in a co-taught social studies methods–reading course?
3. What were the benefits of being a partner in a co-teaching practicum experience?
4. What were the drawbacks of being a partner in a co-teaching practicum experience?

Video data were compared with survey data and, initially six potential categories were identified that related to student perceptions of the co-taught combined course:

The importance of the literacy-history connection
 Clear connections between literacy and history
 Literacy strategy instruction
 Increased feedback
 Observing multiple perspectives
 Increased support systems

After reviewing and color-coding the video and survey data based on these initial themes, these six categories were collapsed into two themes: the opportunity to learn together and the opportunity to link history/social studies and literacy. Instructors discussed and coded memos and meeting notes and identified similar themes emerging from the instructors' reflections: the opportunity to learn together as co-teachers and the opportunity to reflect on practices.

Implementation

Purposeful Planning. The instructors took a purposeful approach to planning and implementing the combined course and worked to establish common goals. Initially, the two faculty members set

up meetings to plan. These meetings were designed to address the issues shown in Figure 1 above.

The planning meetings were held in the semester prior to the teaching of the combined course and focused on both content and process, creating assignments that met the needs of both literacy and history/social studies goals and objectives as suggested by Letterman and Dugan (2004). It was imperative the instructors show mutual respect for the ideas presented in the planning phase and set aside time to plan effective instruction centered on course goals. Interestingly, both instructors brought forth the same overarching goal that guided the collaboration: that students clearly and explicitly make the connection between literacy and history. Pugach and Blanton (2009) suggested one of the dimensions of an effective collaboration between faculty members is not only the amount of time spent meeting and planning together but also the effectiveness of this time in terms of what is being accomplished, such as developing assessments, syllabi, and field experiences. It was important the instructors have a purposeful approach to the collaboration process, supported through thoughtful planning.

The first meeting began with the discussion of course goals and a plan for the content of each class session. Additionally, the instructors/researchers discussed possible program/research evaluation questions aligned with the two main elements of the collaboration: subject-specific content literacy strategies and co-teaching the content literacy-methods combined course. The instructors held a second meeting where they developed a tentative syllabus focusing on major topics for the combined course, and further discussion followed regarding program outcomes and research questions (see Table 1).

In creating the syllabus, the instructors discussed and addressed goals and objectives for each original course as the combined course structure was created. The course goals aimed to assist students in making the connection between history and literacy in their practicum classrooms while embracing the required content and literacy standards, and to demonstrate the importance of collaboration in effective instruction.

Table 1

Major categories for collaborative syllabus construction

Topic	History/social studies	Literacy
Introductions Why content-area literacy? Standards	State social studies standards	Common Core standards for literacy in history/social studies
Planning	Unit and lesson planning	Unit planning with strategies for struggling readers
Planning	Unit and lesson planning	Unit planning with strategies for diverse learners
Source analysis (field experience observations)	Evaluating primary sources	Evaluating primary sources through the reading-writing connection
Deeper reading (field experience 2:1 co-teaching)	Reading like a historian	Examining vocabulary and academic language
Teaching resources (field experience 2:1 co-teaching)	Exploring textbooks	Text variety
Cooperative learning (field experience 1:1 teaching)	Methods for integrating cooperative learning	Using collaborative environments to engage students with texts

The instructors focused on specific content goals and general and specific literacy strategies. During these meetings, they generated a list of needed documents and documentation based on the assignments and experiences developed in the syllabus. For example, the university co-teaching instructors designed an observation tool for use by the practicum TCs to observe their peers and their cooperating teacher. In addition, the instructors created reflective prompts for TCs to reflect on their observations and experiences in the field.

Following these fall planning meetings, the co-teaching instructors contacted the partner school cooperating teachers, who provided feedback and offered revision suggestions on the practicum schedule. The co-teaching instructors then met with school partners at the outset of the spring semester, and all stakeholders scheduled and planned cooperating teacher training and made teacher assignments based on course enrollments and teacher availability. Two weeks before the field experience component of the combined course, an informational and training session was held with the cooperating teachers of the partner school. At this

training the co-teaching instructors shared the timeline and protocols for the field experience, addressed any scheduling concerns that had arisen, provided the cooperating teachers with the practicum TC assignments, and delivered a workshop on tips and strategies for facilitating a positive co-teaching relationship between the cooperating teacher and the TCs.

Scaffolded activities and assignments guided the field experience portion of the combined course, with TCs first observing classroom teachers. After initial observations, the field experience was designed for the TCs to schedule planning times with a peer and the classroom teacher to plan and implement co-taught lessons. After two weeks of video-recorded co-taught lessons with a peer and a cooperating teacher (2:1 co-teaching), TCs were required to teach a lesson with their cooperating teacher (1:1 co-teaching). All lessons were video recorded for TC and instructor review/reflection. This design allowed collaboration among classroom teachers and TCs while preparing them for independent teaching at the end of the combined course.

One of the major benefits of this overall course design was the inclusion of the scaffolded field experiences for the TCs. The instructors/researchers sought to examine how the strategies learned in the co-taught methods-literacy combined course were implemented in the field. Therefore, during the planning phase, the instructors were intentional in developing TC knowledge of standards, lesson planning and diverse learners before students entered the field.

Integrated and Balanced Course Structure.

Because this was a combined course, the class met for two entire university class periods. The instructors scheduled both collaborative and independent teachings sessions, depending on the class topic and student needs. The combined course included three major areas of exploration and skill development (see Figure 2). The model carried TCs through a detailed introduction to CCSS and state standards, with close attention to the interrelationship between history/social studies and literacy, which drove TCs' integrated and balanced content and literacy methodological approach in planning their lessons.

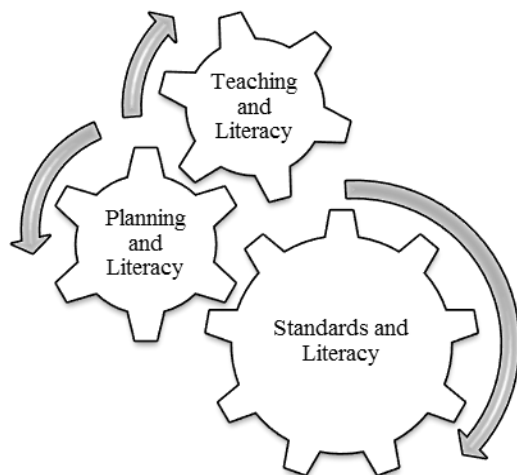


Figure 2. Approach to course design

In the standards and literacy stage during classes 1 and 2, TCs were provided instruction that linked literacy to the state standards. The history/social studies instructor felt it was essential to first develop TCs' awareness of the required state standards in history/social studies. The literacy instructor wanted to show TCs the role of literacy in

their content area through the lens of the CCSS for literacy in history/social studies. Therefore, the first class period focused on introducing the combined course and the importance of content-area literacy and exploration of the standards. This class session laid the foundation for the combined course and explicitly discussed why it was being co-taught, the research about literacy integration, and the goals and objectives for the semester. In this class, the instructors articulated beliefs about literacy as a tool for content acquisition and a responsibility for all teachers.

The next four class periods focused on the planning and literacy stage, with the history/social studies instructor teaching components of unit and lesson plans and the literacy instructor teaching and explicitly modeling literacy strategies for unit and lesson planning with a focus on the needs of diverse and struggling readers.

In classes 7–12, during the final teaching and literacy stage, TCs were introduced to their practicum teaching site, in a rural school, and observed history/social studies teachers for a few weeks. This placement in a rural setting was intentionally selected and crucial to combating feelings of lack of preparedness and hesitancy in teaching in a rural setting (McDonough et al., 2010; White & Kline, 2012). While participating in the on-site practicum experience, TCs were also required to complete online literacy and history/social studies modules for the combined course. The online modules, in alignment with CCSS and state standards, focused on evaluating various sources (including primary sources) using learned principles that emphasized the reading-writing connection. After 2 weeks of observation, TCs began their practicum teaching, integrating strategies learned from the co-taught combined course. During the initial two practicum lessons the TCs were asked to co-teach with a peer (2:1). This co-teaching continued the scaffolded approach to the field experience and was necessitated by the lack of available cooperating teachers, an issue common in rural schools (Sinclair et al., 2006).

Throughout their weeks of teaching, the TCs continued to complete online modules focused on vocabulary, using collaborative environments to

engage TCs with texts, and using multiple texts to teach content. Additionally, planning between the instructors continued as they met face-to-face at the practicum site, before class, or communicated through e-mails to discuss TC concerns, observations, future plans, field experiences, and course structure.

In the closing 3 weeks of the semester, TCs engaged in reflection of their practice, debriefing of the experience, and a more general discussion of topics centered on development of a positive and inclusive classroom environment. TCs explored topics related to classroom management, cooperative learning, and rural settings because during the practicum experience they gained first-hand experience and insight into the contextual elements of teaching. TCs had observed classroom management issues and experienced the need to foster collaboration and collective effort.

The structure of the combined course was noteworthy because the instructors created a collaborative experience that exemplified the connections between literacy and history/social studies and provided learning experiences that ensured TCs would be able to identify literacy strategies during their observations and implement literacy strategies while teaching. With this in mind, the combined course was designed with one-third of the semester in face-to-face co-teaching delivery on the university campus, in part to model co-teaching, and the remainder of the time was spent in the high school practicum placement to provide the TCs the opportunity to interact and teach in a rural setting, with the instructors observing TCs. The time spent in face-to-face sessions involved a 4-hour block dedicated to the co-taught combined course.

Reflecting on Practice. The instructors carefully planned assignments to reflect the goals of each content area. Before the practicum experience began, TCs were required to create unit and lesson plans that focused on close reading of texts. TCs worked collaboratively to create writing and vocabulary activities that could be used with primary source documents. In addition, the TCs created tasks geared toward struggling and diverse learners, analyzed primary source documents, and created text sets. These activities (see examples in

Table 2) were assigned to help TCs improve the literacy development of the rural students (Lester, 2012).

Reflective assignments were also a component of the combined course. The first day in the practicum experience TCs were required to post to blogs reflecting on their observations of their peers and cooperating teachers at their practicum site, focusing on how literacy was integrated into each history/social studies area lesson. After the first day of observations, TCs were provided with the following prompt to complete on the class blog:

So now you have had the opportunity to see your cooperating teacher in action. What were some strategies you saw used today that supported literacy among students in social studies classrooms? What was evidence you saw that students observably, demonstrably, or measurably “got it” during the lesson? What tool, trick, or tip did you see that you will be certain to use once you start your own teaching? Share your responses below so we can gain from our collective experience.

With this prompt TCs considered how their paired classroom teacher integrated literacy into the social studies classroom and considered strategies they might use in their own classrooms. After their first co-teaching experience, TCs were asked to reflect on their practices with the following prompt:

Share with us something you did today that you felt really worked well in the lesson segment (feel free to look at your video for ideas). What was observable, demonstrable, or measurable evidence that this worked? How do you know it was a successful teaching moment? Share your thoughts on these questions/prompts below.

At the conclusion of the second co-teaching lesson, before TCs embarked on their independent teaching lesson, they were asked to share their reflections via the class blog again:

What lesson(s) have you learned in this 2-week 2:1 co-teaching experience that you will carry with you to your 1:1 teaching in a couple of weeks? Perhaps it's something you will continue to do or something you will never do again. Why is it such a valuable lesson?

Table 2

Sample assignments

<p>Three reading strategies for struggling readers</p> <p>In this module, you have examined strategies to engage struggling readers. For this assignment, you will choose three strategies from the module that you could use with students in your content area. First, choose a topic of study for your content area; then, choose three strategies from this module that you might use to teach a text on this topic. Discuss why you chose the literacy strategy and a specific example of how this literacy strategy can be used in your history/social studies classroom.</p>
<p>Text set</p> <p>In our readings and class discussions, we have learned the benefits of using a variety of texts to engage students in learning. For this assignment, with your group you will choose a topic to teach and create a text set you will use to teach this topic.</p> <p>You will choose different texts, including a poem, a picture book, an informational text, a visual image, and a web-based resource. For each text you will include your rationale for choosing the text, how it is connected to the Common Core and history/social studies Essential Standards, and an activity you would use to teach this topic.</p>
<p>Choice board</p> <p>You have had the opportunity to review many writing strategies and learn ideas to integrate writing into your history/social studies classrooms. Choose a topic you might like to teach (World War II, New Deal, Civil War, etc.). Review what the state standards say about writing. Review what the Common Core standards say about writing (http://www.corestandards.org). With a partner, you will create three writing tasks your students might complete after reading information on this particular topic, in the form of a choice board. Be sure to include the standard addressed in each task. Students are motivated by being given a choice among engaging tasks; however, you will want to ensure that the writing task will showcase knowledge of student learning as well. Be creative and use strategies from your readings and/or create your own writing tasks. Think of activities you might actually use in your classroom! Please refer to the example and checklist.</p>

These prompts ensured that TCs thought reflectively about their practices and provided the opportunity to share their experiences with their peers. The foci of these prompts were literacy, assessment, and general reflection, providing TCs the opportunity to thoughtfully ponder their observations and practices throughout the process.

The final assignment for the combined course asked TCs to consider their future teaching plans and to create a lesson for teaching a specific text. They were also asked to discuss the role literacy would play in the lesson they would create and the rationale for choosing the text and specific literacy strategies. This assignment allowed TCs to reflect on the knowledge gained in the co-taught combined course and create lessons they could use with their

students as a result of this reflection process. Instructors graded reflection assignments individually, and both instructors, using the same rubric as a guide, graded major projects. Throughout the combined course, as instructors conducted observations and graded assignments, they discussed students' strengths and weaknesses based on these elements. This discussion influenced the instructional decisions made by instructors as they noted topics that should be revisited or that needed further exploration. Instructor feedback also gave students an opportunity to reflect on their learning and their progress. Not only did TCs have many opportunities to reflect on the dynamics of the co-taught combined course, but instructors were also provided similar reflective opportunities.

Instructors also completed reflections after the semester ended, through written e-mail exchanges and through reflective one-to-one conversations. General prompt themes for those conversations were,

What worked during this semester?
 What didn't work during this semester? In what ways might we improve upon the course? What do we need to keep for the course in the future? What did you like about the course delivery? What challenged your thinking and practice by using this course delivery?

Reflective comments were noted individually by the instructors/researchers during conversations and synthesized, which is summarized here.

Results

The research question guiding the present study was how co-teaching a content methods and content literacy combined course enhances course content and collaboration among instructors and TCs in rural teacher education settings. After participating in a co-taught history/social studies content methods and content literacy combined course, data were collected from instructors' reflections and TC exit surveys.

Instructor Reflections

As an exercise in professional development for both instructors, this collaboration was beneficial by providing an opportunity to thoughtfully reflect on their practices. Specifically, it offered an occasion for two instructors to learn from each other while engaging in teaching and reflection and an opportunity to substantively link content (history/social studies) and literacy, and it presented an opening to balance content and content-centered literacy skills and strategies.

Opportunity to Learn Together as Co-teachers. Being able to share ideas, concerns, and revisions with a peer is an invaluable benefit of the co-teaching process. The planning sessions focused on history/social studies and literacy delivery and implementation for preservice TCs. Because one instructor was considered the literacy expert and one instructor the history/social studies

education expert, these sessions enhanced learning across the two content areas among the instructors. This was beneficial for the history/social studies education instructor, as collaborative planning and reflective sessions provided insight on previously unknown or little known literacy practices that could later be integrated into other courses within the program. This insight and attention to literacy development across disciplines is especially important for TCs in rural schools (Lester, 2012). The literacy instructor, likewise, benefited from being able to dive deeper into one content area, and the resulting enhanced expertise provided opportunities to share relevant examples with TCs when providing feedback. Both instructors reported they were encouraged to develop new teaching practices as a result of their co-teaching experiences (Chanmugan & Gerlach, 2013). The sessions provided a safe space for sharing ideas, concerns, and perspectives—a key opportunity afforded by the co-teaching model (Harris & Harvey, 2000).

A major requirement for TCs in the history/social studies education program is to be familiar with teaching primary-source documents. While the history/social studies education instructor knew the topics and resources for accessing these documents, the literacy instructor was able to share literacy resources for accessing them. Co-teaching allowed each instructor to see the components valued in history/social studies and literacy and to see how these components could fit together in the context of preparing TCs. This aspect of the collaboration addressed concerns about cohesiveness between content-area disciplines and adequate input from content-area educators (Draper, Broomhead, Jensen, & Nokes, 2012). In addition, the planning sessions provided a space to consider the instructional practices and reflect on implementation.

Opportunity to Reflect on Practice. One of the stated benefits of co-teaching in higher education has been that it fosters open reflection between colleagues (Chanmugan & Gerlach, 2013). This was indeed the case in this co-teaching experience. Both instructors were able to see the effect of their colleague's instruction and practice on their shared students and witness the reaction of the TCs toward

the instructors. For instance, if one colleague provided more immediate feedback to an online assignment or blog post, the other instructor was able to see the effect of that responsiveness on TC performance and behaviors and was able to modify and improve assessment practice based on the reflection of the effective practices of the co-teacher. As noted previously, open reflection on practice is beneficial not only for the students, as they become the beneficiaries of better teaching, but also for the instructors, as they improve their own instructional practice (Bouck, 2007; Chanmugan & Gerlach, 2013; Cohen & DeLois, 2001; Crow & Smith, 2003, 2005; Gillespie & Israel, 2008).

During planning meetings and discussions, instructors had the opportunity to reflect on their pedagogy, as similarly discussed by Chiasson, Yearwood, and Olson (2006). The course instructors often discussed revisions for teaching the combined course in the future, such as using different texts, exploring different strategies, and rearranging the order of topics. In addition, the literacy instructor's reflections included changing her approach during the semester to increase the focus on the academic language of history/social studies. She focused on helping students use vocabulary as a tool in addressing primary sources, teaching specific literacy strategies for accessing texts, and teaching students to address texts as historians. This preparation in disciplinary literacy was crucial not only to the development of the TC skill sets but also in preparing TCs for teaching in rural teaching environments (Moffa & McHenry-Sorber, 2018).

An added benefit of this reflection process was the common language used by the instructors and ultimately by the TCs. One of the areas of focus within the history/social studies education program, due in large part to the influence of edTPA on the program, had been the teaching and use of appropriate academic language (vocabulary, discourse, language functions, and syntax). By providing a bridge between two distinct approaches to academic language development, the history/social studies education-literacy collaboration and co-teaching experience allowed instructors to settle on and TCs to learn a unified and clear approach to academic language.

Interestingly, a common academic language vocabulary was negotiated between the two instructors when, through exposure to each other's viewpoints, they realized they used different descriptors and terms. The improved communication between the two instructors enhanced the development of content and skill sets among the TCs (Mielke & Rush, 2016).

Furthermore, the instructors reflected on their satisfaction with communicating a unified message that literacy played a vital role in the study of history/social studies and that history/social studies teachers must make the history-literacy connection. Review of student exit survey data indicated that all 13 respondents noted the connection of history/social studies and literacy.

The history/social studies education instructor also reflected specifically on the democratic process of teaching and how it was modeled for TCs throughout the combined course. Instruction did not occur entirely through lecture but instead focused on class discussions and instructional practices that allowed TCs to be co-creators of their knowledge, to take ownership of their learning and process, and to respond to information collaboratively with peers. The instructors discussed these reflections after reviewing TC teaching videos, which revealed that TCs focused on a facilitative, participatory, and engaging model of learning in their classrooms, an environment they had seen modeled by the instructors in the combined course.

Teacher Candidate Reflections

TCs' reflections fell into categories similar to the instructors' reflections. In the exit survey TCs completed at the end of their course, they discussed the opportunity (a) to learn from each other in the co-teaching process while engaging in teaching and reflection and (b) to link history/social studies and literacy.

Opportunity to Learn Together. In their exit surveys TCs discussed how they valued the opportunity to work with their peers as part of their teaching practicum experience. One TC reflected, "I got to see another style of teaching. I also got support and help from the partner as well as constructive criticism where he was viewing me

teach.” Another TC reflected, “You get to learn from your partner’s lesson and how they approach information. You can pick out things you like and don’t like to fit your own vision of your teaching methods and style.” While TCs worked as partners initially, they knew they would have the opportunity to teach a lesson independently and took knowledge gained from their partnerships to plan their independent lessons as well. In their comments, TCs indicated that they valued feedback from their peers and respected the differences in teaching styles. The collaborative reflections of the TCs were evidence to the instructors/researchers that TCs valued the collaborative nature of co-teaching. The reflections also illustrated the importance of collaboration, an element crucial to combating high turnover rates often associated with teaching in rural teaching settings (DeAngelis & White, 2011; Ewington et al., 2008).

Opportunity to Link History/Social Studies and Literacy. One of the goals of the co-taught combined course was to help TCs identify and integrate literacy strategies into their content area of history/social studies as a way to enhance their instructional effectiveness. Evidence from observations, reflections, lesson plans, and video-recorded lessons indicates that this goal was met. Not only did TCs transfer their learned literacy activities into their practicum experiences, but they also reflected on the clear connections they were able to make between literacy and history/social studies. One TC noted through the exit survey,

Before these courses, I did not acknowledge the connection between literacy skills and history/social studies content. The benefit of combining these courses is that the connection is constantly visible. If one cannot see the connection after this type of course, they are probably not going to make an effective social studies teacher. Literacy skills are crucial to history and social studies understanding. These courses, done in this way, exemplify that fact.

The reflections of TCs showcase that literacy and history/social studies are inextricably linked and should be presented this way in the K-12 classroom. The instructors’ approach to co-teaching the

combined course helped emphasize this point for TCs. As another TC reflected in the exit survey,

A benefit of being co-taught is you can mesh and apply skills you learned in both classes to the field such as incorporating literacy skills while delivering content in a way that ensures a student’s success in the classroom.

Through this combined course, TCs became more confident in their ability to integrate literacy into their content area in the field. In addition, they were able to see this connection as an integral part of their success.

Discussion

Recommendations for a Co-Teaching Model

Based on data collected during the co-taught combined course as well as experiences creating and implementing it, two major recommendations emerged: allow time for planning, and pair co-teaching faculty that share similar goals and beliefs. In participating in collaborative co-taught courses, there must be time for focused planning; setting aside planning time before the course begins and throughout the duration of the course is imperative. As noted by Coffland et al. (1974), the lack of sufficient planning time can be a hassle for those engaging in collaborative teaching experiences. There must be adequate time to develop a syllabus, discuss course goals and objectives, and formulate the structure of the course.

This planning time is also an opportunity to discuss roles of instructors during class time and resources and materials for classes. For instructors in the present study, it was an opportunity to discuss the organization of the practicum experience for TCs to ensure a positive and enlightening experience within a rural school, as well. Throughout the combined course, the two instructors also met to discuss TC concerns and plan schedules. This planning time was imperative to the success of the courses.

The present collaboration worked efficiently because both instructors were passionate about the importance of literacy as a shared responsibility, specifically teaching TCs the role of literacy in

history/social studies, and both instructors shared a vision for preparing the TCs to succeed in rural schools. Further, the instructors had similar teaching styles and beliefs about how TCs learn best. They worked diligently to share their beliefs and the research supporting disciplinary literacy while modeling how to create tasks and lessons that supported this approach. The allotment of planning time to discuss philosophical positions and anticipated outcomes allowed the two instructors to negotiate any differences in position or expectations, a problem noted by previous researchers in implementing co-teaching models (Coffland et al., 1974). This connection between the instructors was evident throughout the course, as one TC stated in the exit survey: “[The two instructors] had the same mindset. They knew what they wanted out of us and collaborated to get there. It was obvious to the class that they worked together in designing this course and it came out smoothly.” This collaboration was evident because the instructors worked to make the co-teaching process seamless and held the same expectations for TC learning and outcomes, avoiding some of the hassles associated with different teaching perspectives. Since in this situation instructors with the same beliefs and goals were paired together, they were able to learn together and effectively reflect on their practices as well as the goals of the program.

The Hopes of the Present Study

As first introduced by Coffland et al. (1974), using co-teaching in teacher preparation has a number of benefits. This study fills a gap in the literature on co-teaching by examining the benefits from across content areas and outside the realm of special education. The findings of the present study paralleled some of the hopes first articulated by Coffland and colleagues more than 40 years ago.

First, TCs were able to see the instructors model the wanted behaviors of collaboration and team building. One TC attested to this, saying, “It was much easier to keep up with both classes because they fed off each other and both were very helpful when it came to being in the field.” Second, TCs reported improved communication between the two instructors. One TC stated, “I believe having

these classes [combined and] co-taught made doing so much easier because each class was taught with the other’s material in mind. Overall I really appreciated the connections between classes.” With mutual mindsets, the instructors were able to send a consistent, collaborative message.

Finally, one of the shared goals of the co-taught courses was to help TCs understand the importance of the connection between history/social studies content and literacy in an effort to better support content-area knowledge. All 13 students indeed made the connection between content and literacy, as reflected in their responses to the question, “Based on your experiences in this co-taught social studies methods-reading combined course, what connections do you see between literacy and history/social studies content?” Most students qualified the connection between the two by referring to the connection as “prominent,” “important,” or “obvious.” The instructors engaged in the collaborative co-teaching experience with the intent of embedding the mental model of history/social studies teachers’ responsibility to make the content-literacy connection, particularly in a rural school setting, and TC reflections affirmed that connection. As hoped by Coffland et al. (1974), collaborative teaching produced a mechanism for sharing a mental model across content areas, enhancing the effectiveness of instruction.

The Hassles of the Present Study

In reflecting on the co-teaching experience, the instructors realized a few challenges. First and foremost, scheduling could be a barrier to this approach. To expand this model beyond a literacy-history/social studies collaboration, the literacy instructor(s) teaching the literacy course has to be available to collaborate with all instructors teaching content courses, and schedules may not allow for this. In addition to having time to teach with other instructors, the literacy instructor would also have to ensure there was time to plan with each content-area expert as well. As discussed in previous research, having sufficient planning time for a co-taught course can be challenging (Coffland et al., 1974; Letterman & Dugan, 2004). In this present study, to address this challenge the instructors made time to discuss the course at the practicum

school site between observations, before class meetings, and numerous points throughout the semester via e-mail. A successful co-teacher must make a commitment to spend the time planning and reflecting on implementation, which can be overwhelming for faculty members in the midst of other responsibilities.

Additionally, as Coffland et al. (1974) similarly found, there simply was not enough time to achieve all of the desired goals and cover all of the wanted material. Both instructors reported feeling “rushed” to cover topics in order to stay on track, and both instructors indicated that certain topics had to be omitted entirely as a result of a collaborative decision to cover something else. The instructors saw this give-and-take as positive, however, and understood the process as one that would ultimately allow them to fill gaps and avoid overlaps and redundancies.

A final hassle came in the form of a long-standing issue for many teacher education programs in rural areas: having enough teachers willing to host practicum students. Even using 2:1 co-teaching practicum pairings, the instructors had to rely on creative scheduling to ensure each student had a practicum placement with a quality cooperating teacher. Fortunately, using co-teaching in the practicum helped mediate the problem somewhat.

Future Research

The major goals of this collaboration were to help TCs see the importance of literacy in history/social studies, of integrating strategies to meet the content standards, and of working collaboratively to teach more effectively. While these goals were met for the semester, further research is needed in exploring the lasting impacts of this model. For example, following these TCs into their senior year, where they will be somewhat removed from the direct influence of university instructors, will provide more insight into whether these strategies and beliefs are taken into their in-service teaching. Further, as suggested by Kluth and Straut (2003), it is advisable to follow these teachers into the field after graduation to examine their “behaviors, actions and decisions” (p. 238) and determine if and how they continue to focus on

literacy in their content area and if they are collaborators as professionals. Other key questions to investigate whether TCs using co-teaching are more resilient in their rural school internship placements and whether TCs who complete practicums in rural settings are more likely to seek employment in rural schools. Finally, while this collaborative model shows promise with other content areas, it would be informative to explore this collaboration with other core curriculum faculty (English, math, and science, etc.).

Conclusion

Isolation between academic fields and disciplines is an unfortunate reality in higher education in general and teacher education specifically (Baldrige et al., 1986; Jones, 2013; Norrell & Inglesby, 1991). With the hesitancy of many in higher education to engage in co-teaching or collaborative teaching in teacher preparation, it is crucial that those who do engage in such experiences share the design, implementation, and evaluation of the process for others (Pugach & Blanton, 2009). The present study sought to share the process and outcomes used by two teacher-preparation faculty, one a content methods instructor and one a content literacy instructor, to co-teach their respective courses in a single combined course in a teacher preparation program that primarily serves rural schools and communities.

Further, teaching and learning are social enterprises, according to the works of Vygotsky (1962, 1978) and other psychologists and researchers. As teacher preparation programs prepare TCs to enter the profession, the modeling that takes place between teacher educators and TCs is a vital component of effective preparation. In a K-12 climate where collaboration among teachers has become imperative, it stands to reason that collaboration would be modeled by teacher educators, particularly those in rural environments, yet faculty in higher education have a historic tendency to isolate. TCs entering the profession have likely not encountered such a collaborative approach to content-area instruction, so it is crucial to model this connection between content and literacy with the hope that TCs will transfer and replicate practices that transcend isolated higher

education environments. The approach taken in this model marries content and literacy through immersing TCs in a co-teaching environment that proved to be beneficial for both the instructors and the TCs.

Despite the existence of hassles that complicate efforts by instructors to collaborate and even co-teach with faculty in symbiotic areas, the hopes of such a model outweigh the challenges. By providing an environment where wanted teaching and learning behaviors can be modeled and replicated, by engaging in a process where faculty can enhance communication and unify expectations, and by creating an environment where both teacher educators and TCs can develop new skill sets by learning in a social learning environment, faculty in higher education can meet the hassles of co-teaching in today's climate collaboratively. This study aspires to inform teacher preparation programs in rural areas on the benefits of collaboration in higher education and in K-12 programs. This collaborative effort brings hope for building stronger relationships with K-12 schools in rural areas and increasing TCs involvement, engagement, and desire to work in those schools.

References

- Baldrige, J. V., Curtis, D. V., Ecker, G. P., & Riley, G. L. (1986). Alternative models of governance in higher education. In M. W. Peterson (Ed.), *ASHE reader on organization and governance in higher education* (3rd ed., pp. 22–27). Lexington, MA: Ginn Press.
- Bouck, E. (2007). Co-teaching . . . not just a textbook term: Implications for practice. *Preventing School Failure, 51*(2), 46–51. <https://doi.org/10.3200/PSFL.51.2.46-51>
- Chanmugan, A., & Gerlach, B. (2013). A co-teaching model for developing future educators' teaching effectiveness. *International Journal of Teaching and Learning in Higher Education, 25*(1), 110–117.
- Chiasson, K., Yearwood, J. A., & Olson, G. (2006). The best of both worlds: Combining ECE and ECES philosophies and best practices through a co-teaching model. *Journal of Early Childhood Teacher Education, 27*(3), 303–312. <https://doi.org/10.1080/10901020600843707>
- Coffland, J. A., Hannemann, C., & Potter, R. L. (1974). Hassles and hopes in college team teaching. *Journal of Teacher Education, 25*(2), 166–169. <https://doi.org/10.1177/002248717402500221>
- Cohen, M., & DeLois, K. (2001). Training in tandem: Co-facilitation and role modeling in a group work course. *Social Work in Groups, 24*(1), 21–36. https://doi.org/10.1300/J009v24n01_03
- Common Core State Standards Initiative. (2010). *Common core standards for ELA and literacy in history/social studies, science, and technical subjects*. National Governors Association and Council of Chief State School Officers.
- Corbett, M. (2016). Reading Lefebvre from the periphery: Thinking globally about the rural. In A. Shulte & B. Walker-Gibbs (Eds.), *Self-studies in rural teacher education* (pp. 141–156). Heidelberg, Germany: Springer.
- Crow, J., & Smith, L. (2003). Using co-teaching as a means of facilitating interprofessional collaboration in health and social care. *Journal of Interprofessional Care, 17*(1), 45–55. <https://doi.org/10.1080/1356182021000044139>
- Crow, J., & Smith, L. (2005). Co-teaching in higher education: Reflexive conversation on shared experience as continued professional development for lecturers and health and social care students. *Reflective Practice, 6*(4), 491–506. <https://doi.org/10.1080/14623940500300582>
- DeAngelis, K. K., & White, B. R. (2011). *Principal turnover in Illinois public schools, 2001–2008* (No. 2011-2). Carbondale, IL: Illinois Education Research Council.
- Draper, R. J., Broomhead, P., Jensen, A. P., & Nokes, J. D. (2012). (Re)Imagining literacy and teacher preparation through collaboration. *Reading Psychology, 33*, 367–398. <https://doi.org/10.1080/02702711.2010.515858>
- Dugan, K., & Letterman, M. (2008). Student appraisals of collaborative teaching. *College Teaching, 56*(1), 11–15. <https://doi.org/10.3200/CTCH.56.1.11-16>
- Ewington, J., Mulford, B., Kendall, D., Edmunds, B., Kendall, L., & Silins, H. (2008). Successful school principalship in small school. *Journal of*

- Educational Administration*, 46(5), 545–561.
<https://doi.org/10.1108/09578230810895483>
- Gillespie, D., & Israetel, A. (2008, August). *Benefits of co-teaching in relation to student learning*. Paper presented at the 116th annual meeting of the American Psychological Association, Boston, MA. (ERIC Document Reproduction Service No. ED 502 754)
- Harris, C., & Harvey, A. N. C. (2000). Team teaching in adult higher education classrooms: Toward collaborative knowledge construction. *New Directions for Adult Continuing Education*, 86, 25–32. <https://doi.org/10.1002/ace.8703>
- Jones, G. (2013). The horizontal and vertical fragmentation of academic work and the challenge for academic governance and leadership. *Asia Pacific Education Review*, 14(1), 75–83. <https://doi.org/10.1007/s12564-013-9251-3>
- Kluth, P., & Straut, D. (2003). Do as we say and as we do: Teaching and modeling collaborative practice in the university classroom. *Journal of Teacher Education*, 54(3), 228–240. <https://doi.org/10.1177/0022487103054003005>
- Lamkin, M. L. (2006). Challenges and changes faced by Title I superintendents. *Rural Educator*, 28(1), 17–24. <https://doi.org/10.35608/ruraled.v28i1.486>
- Lester, L. (2012). Putting rural readers on the map: Strategies for rural literacy. *The Reading Teacher*, 65(6), 407–415. <https://doi.org/10.1002/TRTR.01062>
- Letterman, M. R., & Dugan, K. B. (2004). Team teaching a cross-disciplinary honors course. *College Teaching*, 52(2), 76–79.
- McDonough, P. M., Gildersleeve, R. E., & Jarsky, K. (2010). The golden cage of rural college access: How higher education can respond to the rural life. In K. A. Schafft & A. Y. Jackson (Eds.), *Rural education for the twenty-first century: Identity, place and community in a globalizing world* (pp. 191–209). State College, PA: Penn State Press.
- Mielke, T. L., & Rush, L. S. (2016). Making relationships matter: Developing coteaching through the concept of flow. *English Journal*, 105(3), 49–54.
- Moffa, E. D., & McHenry-Sorber, E. (2018). Learning to be rural: Lessons about being rural in teacher education programs. *The Rural Educator*, 39(1), 88–95. <https://doi.org/10.35608/ruraled.v39i1.213>
- Nakamura, J., & Csikszentmihalyi, M. (2001). The concept of flow. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology* (pp. 89–105). Oxford, UK: Oxford UP. https://doi.org/10.1007/978-94-017-9088-8_16
- National Council for the Social Studies. (2012). *College, career, and civic life (C3) framework for social studies standards*. Silver Springs, MD: Author.
- Nevin, A. I., Thousand, J. S., & Villa, R. A. (2009). Collaborative teaching for teacher educators: What does the research say? *Teaching and Teacher Education*, 25(4), 569–574. <https://doi.org/10.1016/j.tate.2009.02.009>
- Norrell, E., & Ingoldsby, B. (1991). Surviving academic isolation: Strategies for success. *Family Relations*, 40(3), 345–347. <https://doi.org/10.2307/585022>
- Pijanowski, J. C., & Brady, K. P. (2009). The influence of salary in attracting and retaining school leaders. *Education and Urban Society*, 42(1), 25–41. <https://doi.org/10.1177/0192636509343963>
- Pugach, M. C., & Blanton, L. P. (2009). A framework for conducting research on collaborative teacher education. *Teaching and Teacher Education*, 25(4), 575–582. <https://doi.org/10.1016/j.tate.2009.02.007>
- Saldana, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content area literacy. *Harvard Educational Review*, 78(1), 40–59. <https://doi.org/10.17763/haer.78.1.v62444321p602101>
- Sinclair, C., Dawson, M., & Thistleton-Martin, J. (2006). Motivations and profiles of cooperating teachers: Who volunteers and why? *Teaching and Teacher Education*, 22(3), 263–279. <https://doi.org/10.1016/j.tate.2005.11.008>
- Tschida, C. M., Smith, J. J., & Fogarty, E. A. (2015). “It just works better”: Introducing the 2:1 model of co-teaching in teacher

- preparation. *Rural Educator*, 36(2), 11–26.
<https://doi.org/10.35608/ruraled.v36i2.340>
- Vermette, P. J., Jones, K. A., & Jones, J. L. (2010). Co-teaching in the university setting: Promise and practice in teacher education. *National Teacher Education Journal*, 3(3), 49–57.
- Vygotsky, L. S. (1962). *Thought and language*. Cambridge, MA: MIT Press.
<https://doi.org/10.1037/11193-000>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.
- Wadkins, T., Miller R. L., & Wozniak, W. (2006). Team teaching: Student satisfaction and performance. *Teaching of Psychology*, 33(2), 118–20.
- Wehunt, M. D., & Weatherford, J. S. (2014). Co-teaching for student engagement. *The Researcher*, 26(1), 45–48.
- White, S., & Kline, J. (2012). Developing a rural teacher education curriculum package. *The Rural Educator*, 33(2), 36–43.
<https://doi.org/10.35608/ruraled.v33i2.417>
- Wineburg, S. S. (1991). On the reading of historical texts: Notes on the breach between school and academy. *American Educational Research Journal*, 28(3), 495–519.
<https://doi.org/10.3102/00028312028003495>

About the Authors

Allen Guidry, EdD, is assistant dean and associate professor in the Department of Literacy Studies, English Education, and History Education at East Carolina University. He is program coordinator for history education and has taught both undergraduate and graduate courses. His research has focused on disciplinary literacy, sequencing frameworks in social studies, and character education through social studies. His work has been published in such journals as *Literacy Research and Instruction*, *Social Studies*, and *Social Studies Research and Practice*. guidrya@ecu.edu

Christy Howard, PhD, is assistant professor in the Department of Literacy Studies, English Education, and History Education at East Carolina University, where she teaches undergraduate and graduate literacy courses. She received her PhD from the University of North Carolina at Greensboro in 2014. Her research, teaching, and service focus on content-area literacy, teacher preparation, culturally responsive pedagogy, and identity. Her recent publications can be found in such journals as *Language Arts*, *Urban Education*, *Literacy Research and Instruction*, and *Middle Grades Research Journal*. howardch14@ecu.edu