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**Resource and Classroom Teacher Collaboration:
Beginning Reading Instruction**

completed as partial fulfillment of the requirements for the degree of

Master of Education

by

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**University of Manitoba
Faculty of Education
Department of Curriculum, Teaching, and Learning**



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Resource and Classroom Teacher Collaboration: Beginning Reading Instruction

BY

Richard Harris Koreen

**A Thesis/Practicum submitted to the Faculty of Graduate Studies of The University
of Manitoba in partial fulfillment of the requirements of the degree
of
Master of Education**

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Abstract

This formative study investigated three resource/classroom teacher collaborations which focused on providing classroom instruction to low-achieving grade one readers. Difficulties encountered when instruction is provided in a separate resource setting include: (1) Students may be stigmatized socially; (2) Learning often does not transfer back into the classroom; and (3) Classroom teachers may not be able to reinforce learning because they are unaware of resource room activities. Few students receive benefits when resource teacher assistance is restricted to a 'pull-out' delivery system.

In a urban elementary school, the researcher/resource teacher collaborated with grade one classroom teachers to assist low-achieving readers chosen through the results of whole class screening tests. Clay's Observation Survey (1993), field notes, written reflections, work samples, and running records were used to document student progress. Audio-recordings of meetings with classroom teachers and a final teacher interview were used to follow the progress of the collaboration.

Findings suggested that moving resource assistance into the classroom and having the resource and classroom teachers collaborate eliminated the transfer of learning, stigmatization, and communication problems inherent in pull-out service delivery. The substantive differences among the three collaborations were based on the relationships that developed between the collaborating pairs. All of the focus students made gains in reading development, but no association was found between the quality of collaboration and individual student success. Based on a literature review, a set of characteristics central to collaboration was developed: planning, assisting, sharing expertise, trusting, and their negations. Frequency counts of these characteristics, placed in ratios, sort collaborations into a 'quality of collaboration' continuum. This approach to data analysis could be generalized for use in future studies on collaboration.

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Chapter One

The Nature of the Study

Collaboration among resource teachers and staff is imperative if low-achieving students are to grow and make gains (Friend & Cook, 1992). This study documents the nature of the collaborative relationship between classroom and resource teachers, and the tensions that surround efforts to change instructional procedures in order to enhance performance. As suggested by Woodward (1990), the collaborative relationship may be nebulous, yet “for all but inveterate lone wolves the creative energies released when two minds collaborate on a joint project ... far exceed [the efforts] that either of the participants would have been capable of when working alone” (cited in Davis-Wiley & Cozart, 1998, p. 3).

Statement of the Problem

Students who leave the classroom for special assistance may be stigmatized socially. Another difficulty encountered with the resource teacher giving instruction to students in a separate setting is that learning often does not transfer back into the classroom or to other settings. Also, classroom teachers may not be able to reinforce what was previously learned because they are unaware of resource room activities. A fourth difficulty is that when resource teacher assistance is restricted to a ‘pull-out’ system of delivery, only a few students receive benefits. Moving resource assistance into the classroom, therefore removes social stigmatization, facilitates the reinforcement and transfer of learning, and provides support to many more students (Schulz, Schroeder, & Brody, 1997).

Purpose of the Study

This research was exploratory in nature and designed to document both the process and effectiveness of resource/classroom teacher collaboration in three grade one classrooms. This collaboration was perceived to be a learning experience for all participants. The classroom teachers and the resource teacher set out to learn from each other (Schulz et al., 1997) as the resource teacher worked in the classrooms to help teachers develop beginning reading programming to meet the needs of low-achieving readers. The progress of three focus students from each of two classroom reading programs, plus two students from a third was also studied to add context to the collaborative process.

While the process of establishing a collaborative relationship was the main focus of the study, the case studies illustrate the results of that relationship. An anticipated outcome was the development of a record to show how a team of teachers can collaborate to increase instructional effectiveness. This record may be of use to others in similar circumstances. The instructional procedures and materials created and implemented will serve as an ongoing resource.

Significance of the Study

The present day political thrust regarding educational systems is towards increased efficiency, lowered costs, and greater productivity. If an innovation also improves test scores, it is lauded as a great step forward. No one has claimed that collaboration can save any organization money, but many researchers view collaboration as a way of increasing pedagogical effectiveness and efficiencies in planning, communicating, and problem solving (Friend & Cook, 1992; Marin, 1988; Roskos, 1996; Schaad, 1991). Many educational jurisdictions, attracted by collaboration's promise, either implement teaming as a policy or mandate teaming in order to glean benefits, much as one would select a low-cost option on a new

car. Such 'mandating' can occur at the division, school, or even small group level within a school. Less directive staff collaboration, supported by a number of studies as being effective (Voltz, Elliot & Harris, 1995; Jensen & Miley, 1998; Davis-Wiley & Cozart, 1998; Dieker & Barnett, 1996; Powers, 1996; da Costa, 1995), has the potential to change the school culture and build enthusiasm. Because collaboration involves people in close relationships, the results may sour interaction if unsuccessful, but when collaboration works well, strong professional relationships develop and flourish (Grimmett & Crehan, 1990; Little, 1987).

The goal of this study was to describe the ongoing collaboration between resource and classroom teachers with the intent of informing others. Thus, it is hoped that the knowledge developed will complement and extend the present literature on collaboration through analysis of these examples – confirming established thinking, adding insights, and suggesting new directions for research. The following questions were posed.

Research Questions

The first questions relate to the central focus of the study. Through these questions the relationships and the effectiveness of the collaboration are analyzed. The final question focuses on the individual students, their learning, and their beginning reading success.

- 1) How are the observable activities/attitudes of co-teaching teachers linked to the characteristics of collaboration? That is: a) Can characteristics of collaboration be used to differentiate between collaborating and non-collaborating teachers? b) What activities/attitudes of collaborating teachers indicate that a collaboration is taking place and can such

activities/attitudes be used to differentiate between collaborating and non-collaborating teachers?

2) How are the support needs of classroom teachers and resource teachers met in collaboration? That is: Does collaboration, as a service delivery model fill the needs of students and teachers? If so, how?

3) What successes were experienced by the low-achieving focus students in the collaboration?

Background for the Study

I was a staff member of the school used for the study for 15 years previous to the research. My relationship with staff at the grades three through six levels was well established. For the last five years I had been attempting to spend more time in classrooms and pursued that goal by making proposals for collaborative projects. The resistance encountered seemed to be associated with teacher perceptions of the role of the resource teacher as an expert whose responsibility it was to resolve individual learning problems. Another barrier to collaboration seemed to be related to fears that I would be a critical observer of classroom practice. With the cutback of a second resource teacher, I 'inherited' the responsibility of working with kindergarten, grade one, and grade two teachers. Ironically, a new administrator, after a discussion with a grade one teacher, mandated the involvement of resource in the classroom at the grade one level. The opportunity to conduct a study on classroom/resource teacher collaboration resulted.

Overview of the Study

In preparation for this inquiry, all of the students in the school's grade one classrooms were screened in January using a selection of tasks. These screening tests included: a selection of phonemic awareness tasks -- rhyming, isolating initial consonant sounds, use of onset rhyme; reading a list of ten high frequency words; spelling from a dictated list; writing a sentence based on a picture prompt; demonstrating orientation to a book; and reading an emergent level trade book. From the screening results and classroom teacher input, three focus students were selected as case studies from each of two classes and two from the third.

Further testing was carried out with the focus students at the beginning of February. This testing included tasks from the Mary Clay "Observation Survey" (Clay, 1993): concepts about print; letter identification; word recognition test; hearing sounds in words; writing vocabulary; and conducting running records. The focus students were seen by the resource teacher as part of a group of four or five students in each classroom. For all of the students in the small groups seen by the resource teacher, ongoing assessments were carried out using running records once per six day cycle to document gains and obtain information to inform instruction. Samples were also taken of the focus students' daily work. A post-intervention analysis of the literacy development of these focus students was then conducted by re-administering the Marie Clay "Observation Survey" (1993) at the end of March, and again at the end of June. The screening tasks were also repeated at the end of June. The resource and classroom teachers designed classroom-based programs, implemented them and reflected upon their success, making modifications as required.

The definition of terms used in this study follows. Chapter Two reviews the literature on collaboration and beginning reading. Procedures are outlined in

Chapter Three while Chapter Four describes findings. Chapter Five presents a summary and conclusions as well as implications for practice and further research.

Definition of Terms

Brainstorming - a method of eliciting ideas from members of a group. All ideas are accepted without judgment and recorded equally. Once a large enough pool of ideas exists, other sorting and categorizing procedures continue the process.

Immersion in print - a phrase referring to the practice of using as much text as is possible to cover the walls, bulletin boards, and chalkboards in a classroom. The concept extends to having large quantities of print material such as beginning reading books, texts, and library books for children to read (Friend & Cook, 1992).

Miscue - a neutral word for an error in reading (Goodman, 1967).

Open Coding - an approach to categorizing information (usually textual). Text is read and codes created as required. For each new item, a previous code is used, or a new code created if required. There is no preconceived list of categories or idea of what will surface during coding (Strauss & Corbin, 1990).

Resource Teacher - A teacher who works in a consultative and collaborative manner with teachers, parents, and other professionals to provide support for students' learning.

Running Record - a method of recording the reading behaviour of an individual. A separate copy of the text is not needed. The child reads a book and the examiner makes a tick on a blank page for every word read correctly. Errors are recorded in full (Clay, 1979).

Sound/letter correspondence - the pairing of one sound to a single letter or pair of letters (Goswami, 1988).

Word-study - the study of individual words for the purpose of knowing them on sight, or being able to spell them (Goswami, 1988).

Chapter Two

Review of the Literature

In this chapter, the literature relative to the relationship and process involved in collaboration is reviewed. In addition to the beliefs, personal qualities, and activities of collaborators, the responsibilities of administrators who wish to institute collaboration are also examined. Finally, the benefits and pitfalls of collaboration are discussed and collaboration is examined in different settings including resource teacher collaboration and co-teaching. The literature relative to beginning reading is reviewed in this chapter including: (1) theories underlying reading acquisition, and (2) the strategies used by good readers. The review also includes a description of Vygotsky's social learning theory with resultant implications for instruction, including scaffolding. Finally, the changing role of the resource teacher is examined.

Collaboration

As defined by Idol and West (1991) "Collaboration is not an end unto itself; rather, it is a catalytic process used in interactive relationships among individuals working toward a mutually defined, concrete vision or outcome" (p. 72). While Idol and West emphasize collaboration as a process, historically, several types of collaboration have been described that provide "advantages not only for the participants, but also for their organizations" (da Costa, Marshall & Riordan, 1998, p. 2). These include instructional support teams (Sgan & Clark, 1986), clinical supervision dyads (Grimmett & Crehan, 1990), and site-based decision making and management teams (Brown, 1994). A more specific focus on the collaborative approach was advanced in 1983, when Schaffer and Bryant described collaboration as "a pluralistic form of education where people of

dissimilar background work together with equal status" (Idol & West, 1991, p. 72). Olson expanded on the concept in 1986, viewing collaboration as an "interactive process based on joint problem-solving and a set of commonly held beliefs, norms, and practices" (Idol & West, 1991, p. 72). Friend and Cook refined the definition in 1992 stating that: "Interpersonal collaboration is a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work towards a common goal" (p. 6). Two themes emerged from the examination of definitions of collaboration - relationship and process.

Relationship. There are many proposed lists of essential elements, definitions, and processes for 'collaboration' presented in the literature. One theme that runs through them all is the 'relationship' that collaboration represents (Clawson, 1995; da Costa, 1995; da Costa & Riordan, 1996; Dugoff, Ives, & Shotel, 1985; Friend, 1998; Friend & Cook, 1992; Huberman, 1993; Idol and West, 1991; Little, 1987; Reinhiller, 1993; Salisbury, Evans, & Palombard, 1997; Trent, 1998; Tschannen-Moran, 1998; West & Idol, 1990). As an example, in an article by Idol and West (1991) a list of 'principles of collaborative consultation' is given; not surprisingly, ten of the thirteen principles are related to interpersonal skills. Communication seems to be the underlying basis for building a solid collaborative relationship.

The purpose of collaboration is to approach a problem with more than one's own limited resources, to 'combine forces' and produce something that no individual in the group could produce alone. "*Talking things over* brings our thoughts to conscious awareness and makes them the object of reflection and (potentially) of critical analysis, which enables us to modify and even reject them entirely" (Barnes, 1995, p. 4). It is through relating to and discussing issues with each other that solutions emerge. First, in the struggle to make ideas plain to

other people who have not yet grasped them, we can reshape the issues for ourselves and improve on our understanding. Second, those topics that generate differences of opinion provide a special opportunity for learning. If the participants wish to avoid confrontation and oppositional debate, they seek common ground by looking for ways of incorporating one another's perspectives. This can lead to powerful new insights that overarch and integrate differences (Barnes, 1995). The result is that relationships are created, if not already established.

Collaboration "involves an interdependent relationship among two or more people to achieve a common goal." (Salisbury, Evans, & Palombard, 1997, p. 195). The difficulty is that this characterization covers most situations in schools where two or more gather for a purpose. It is necessary to move beyond these surface elements. According to Salisbury, Evans, and Palombard (1997),

[A collaborative] relationship involves a commitment to a definition of mutual goals, a jointly developed structure for addressing the issue, and shared responsibility for implementation. In addition, the collaborative relationship involves shared authority for idea generation, mutual accountability for success, and the sharing of resources and rewards. (p. 195)

This mutual definition of goals, this joint development of structure, these shared responsibilities, authority, accountability, resources, and rewards, all point to a very close relationship involving open communication and trust. "Co-teaching is like a professional marriage" (Friend & Cook, 1992, p. 50). Within this 'marriage' the partners must share equally. There is mutuality and reciprocity:

Mutuality means shared ownership of a common issue or problem by professionals. Reciprocity means allowing these parties to have equal access to information and the opportunity to participate in problem identification, discussion, decision making, and all final outcomes. (West & Idol, 1990, p.23)

The most significant characteristic of a relationship for collaboration is trust. Without it people cannot open themselves to the scrutiny that is involved in collaboration. With it, co-creation is possible. In a study by Tschannen-Moran, (1998), it was found that in schools where trust was high, communication flowed freely, and teachers went well beyond the minimum requirements of their contractual agreements. In schools where trust was low, teachers reported constrained communication networks, colleagues who cut corners on their obligations to the children and the school, and a proliferation of rules that interfered with the smooth functioning of the school. This finding is supported by Little's (1987) study of the norms and work conditions conducive to collaboration. He found that in the schools where collaboration flourished, the teachers engaged in frequent, continuous, and increasingly concrete and precise *talk* about teaching practice, frequently observed each other teaching, and provided each other with useful feedback. They planned, evaluated, and prepared teaching materials together. In short, the teachers were teaching each other the practice of teaching (as reported in Grimmatt & Crehan, 1990).

Process. Idol and West (1991) suggest that "Educational collaboration [is] a *structured process* and an *interactive relationship* among individuals" (p. 72). But a problem-solving function is a key element of collaboration that compels definers to seek a process (Friend, 1998; Grimmatt & Crehan, 1990; Marin, 1988; West & Idol, 1990). As outlined by Friend (1998), "The 'Shared Problem Solving' model starts with identifying the problem and moves through proposing solutions, evaluating them, implementing a solution and then evaluating the outcomes. It can continue with proposing more solutions or re-identifying the problem" (p. 76).

Although most of the cited authors see such a problem-solving process involved in collaboration, not all problem-solving processes are collaboration. The participants must be focused on and relating to each other about the same

problem, the description of which they have agreed upon. In addition, the collaboration must jointly create the solution to the problem. Applied to education, West and Idol (1990) indicate that if two teachers are helping each other, they are not collaborating unless they are both working on the same problem, both focused on achieving the same end. Collaboration involves creating together. It is this co-creating of solutions that makes problem-solving collaborative.

Collaboration also requires good communication skills, the building of relationships, trust, flexibility, and commitment.

In conclusion, Collaboration has been described as a strategy and as a technique (Marin, 1988), but it is essential to envision collaboration as an approach to an activity, not an activity in itself. "What the term *collaboration* conveys is *how* the activity is occurring" (Friend & Cook, 1992, p. 6). Friend's (1998) latest definition addresses this dimension:

Collaboration is the style that professionals use in interacting with others, and it includes key characteristics such as voluntary participation, parity, shared goals, shared responsibility for key decisions, shared accountability for outcomes, shared resources, and the emergence of a collective belief system, trust, and respect. (p.100)

In this paradigm, collaboration is the choice of a manner of relating. Some may not have the inclination to relate, while others may not be able to open themselves to the collaborative partner in order to create the basic understandings required to collaborate. For some, collaboration may involve too much sharing. Whatever the reasons, not all can or should collaborate. "Collaboration cannot be coerced; it is professional choice" (Friend & Cook, 1992, p. 239).

Collaborators: Beliefs and Personal Qualities

A number of studies have investigated the personal qualities and beliefs that collaborators share or develop during collaboration (da Costa, 1995; Friend and Cook, 1992; Friend, 1998). As reported by Friend and Cook (1992),

The most salient requirement for a co-teacher is flexibility (Gelzheiser & Meyers, 1990). Commitment to co-teaching and the co-teaching relationship is also needed (Armbruster & Howe, 1985). Finally, there is a general professional consensus that strong interpersonal communication skills - particularly problem-solving and decision-making skills - are essential for co-teachers (Bauwens & Hourcade, 1995; Knackendoffel, Robinson, Deshler, & Schumaker, 1992). (p. 51)

Flexibility, commitment, communication skills, and personal confidence as a teacher (da Costa, 1995) all seem essential. Most likely all successful collaborators have these qualities to some degree. However, it is possible to have all of them and still not be able to collaborate effectively; individuals can possess these qualities and still not be able to open themselves to the scrutiny of another professional. This openness is essential if meaningful communication is to take place. The collaborating pair must form a collective gestalt of what collaborating is for them, and what their resources are. The greatest resource they have to work with is each other, knowledge of which can only be gained through close, open communication; the closer, the better. This close interchange results in what Friend (1998) describes as the "emergence of a collective belief system, trust, and respect" (p. 100).

That common beliefs are created through communication is not a surprise. Similarly, respect for the partner's abilities and qualities is easily created through gaining a perspective on what the partner does and how the partner does it. An

understanding of what's happening and a "That works," or "That fits with what we're doing" level of respect which allows one to rely on the partner. The crux of the issue is trust. If trust cannot be established, the collaborative relationship will never flourish, communication will remain reserved, and a free flowing synergy will never happen.

Mutual trust can be seen as a quality that two or more people have for one another when they feel that it is possible to 'safely' confide in the other person, take chances, and succeed or fail without diminishing their sense of self-worth. Mutual respect is the quality observed in individuals who esteem each other's opinions or statements. (da Costa, 1995, p. 3)

This 'trust' perspective is alluded to by Friend and Cook (1992). "Only after a period of time in which trust - and subsequently respect - are established can school professionals feel relatively secure in fully exploring collaborative relationships" (p. 11). The effectiveness of the collaborative relationship is directly linked to the level of trust between the pair. "The degree of trust established seems to impact the choice of 'problems' or issues that become the focus of the collaboration process. ... Teachers who have a great deal of trust for their partners are able to address any topic" (da Costa, 1995, p. 19).

The establishment of a trust relationship is a complex venture. Starting as friends is helpful. Some research into the establishment of trust has been accomplished. Lyman, Morehead, and Foyle (1998) identified three qualities associated with the building of trust: (1) removal of evaluative elements, (2) time for relationships to develop, and (3) patience in order to develop a trusting relationship.

Summary. As suggested in the foregoing discussion, in order to collaborate, individuals must feel safe and have patience. It is also assumed that

they want to form a trusting relationship. Mutual respect is key. If individuals who want to collaborate come together ready to share and co-create a relationship, they will probably succeed in establishing the necessary trust. Powers (1996) expands upon the 'trust' focus. "Kindness, support, understanding, respect, concern, and trust are needed for staff to collaborate" (p. 79). Trust is necessary in order to become sufficiently open to co-create, to truly engage in collaborative activities.

The Activities of Collaborators

Observing. The most beneficial effect of collaborating for the individual teacher is learning from a colleague. This usually happens when the colleagues work with each other in the act of teaching. "The presence of observers in classrooms is a common event in schools that promote collegial work" (Little, 1987, p. 504). Once observation has occurred, discussion of the lesson takes on new import. The observed teacher has an opportunity for supportive feedback which is rare in the teaching profession. Colleagues teach one another about new ideas and new classroom practices, abandoning a perspective that teaching is just 'a matter of style' in favor of a perspective that favors continuous scrutiny of practices and their consequences (Little, 1987).

The discussion usually focuses on the content and techniques used, but is supportive and reassuring. "Teachers view collaboration as a vehicle to support one another, ... to empower teachers" (Clawson, 1995, p.1). This process works in both directions, with both teachers being exposed to the others' expertise. In a study of collaborative relationships in classroom situations, Trent (1998) noted differing expectations based on the teachers' differing expertise: "Both teachers saw Katherine as the expert on instructional modifications and organization, and Christine as the teacher responsible for presentation of content" (p. 506).

Planning. Another obvious area of benefit is in planning. "Together colleagues plan, prepare, and evaluate the topics, methods, and materials of teaching. Working in concert, they reduce their individual planning time while increasing their pool of ideas and materials" (Little, 1987, p. 504). This is not the end of it. The nature of planning when done in concert is different. The study carried out by Roskos (1996) demonstrated that when planning alone, beginning teachers were very literal in their interpretation of educational problems and focused on 'finding a solution' as quickly as possible. Their orientation was immediate, with little or no long range planning.

But, when planning together the teachers interpreted the task differently. They viewed it as a problem to be solved more than a product to be produced. The social obligations of collaboration may have pinned their attention to understanding the problem before proceeding to solve it through a concrete plan. The presence of a partner may have forced each teacher to explain her ideas, elaborate on her thinking, or attempt to articulate misgivings, concerns, and hunches left unsaid or not pursued in solitary planning. This may account to some extent for the more balanced distribution of effort between product- and problem-level processing, greater decision-choice flexibility, and use of a broader range of problem-solving strategies. (127)

Why should communicating with a peer add so much to a process? The nature of talk structures our thinking and even our behaviour. Through talk teachers bring thoughts and ideas from previous conversations and personal thinking (Barnes, 1995). They construct new concepts out of the collective thoughts of the participants. Powers (1996) puts it well. "As staff 'co-construct' or invent the curriculum, they bond and construct the best solutions for them as a team" (p. 79). Once a pair or group has a taste of collaborative work, they tend to use it as a forum. When collegiality exists:

Colleagues talk to one another about teaching often, at a level of detail that makes their exchange both theoretical and practically meaningful. ... [The talk] illustrates underlying principles and ideas in a way that allows teachers to understand and accommodate one another, to assist one another, and sometimes to challenge one another. (Little, 1987, p. 503)

Communication. There are other considerations which control or limit the extent of collaboration. Collaboration focuses easiest on those activities which can be best undertaken through interpersonal communication. An unthreatening atmosphere is desirable. Teachers must feel comfortable enough to open themselves to others. In addition, not all responsibilities can be shared. "Given ... the fact that ultimately what happens in a teacher's classroom is that person's responsibility, it is reasonable to expect staff to want collaboration to stop at coordination, review of student work and exchange of classes" (da Costa, Marshall & Riordan, 1998, p. 13). These activities leave the teacher-classroom relationship intact. Teachers do not have to share the administration of the day-to-day classroom management or the ultimate responsibility for their class. The collaborative relationship is limited to helping each other plan, develop materials, evaluate student work, and occasionally teach each other's class a specific topic.

Summary. If collaborative activity is to move beyond two teachers assisting each other across the hall, then a process of formation takes place. "The creation of successful collaborative teams is a process that involves establishing trust, developing common beliefs and attitudes, empowering team members, effectively managing meetings, and providing feedback about teaming" (Jensen & Miley, 1998, p. 5).

Almost all writers about collaboration set out a process which they feel will result in effective collaboration happening. Typical is Friend's (1998) 'Tips for Successful Co-Teaching' in which she suggests that teachers "Avoid the 'paraprofessional' trap. ... [in which] the special education teacher becomes a classroom helper" (p. 83). Friend points out further that effective teams have an agreed upon primary goal, open communication, and mutual trust and support. A more specific process is provided by Dieker and Barnett (1996): "Implement a plan that (a) makes co-teaching a priority, (b) clarifies roles (equal partners), (c) provides regular planning time, and (d) includes a collaborative problem solving process" (p.6).

The suggestion that collaboration involves a problem-solving process fits the concept that all collaboration is designed to solve problems of one nature or another. Even planning a lesson can be posed as a problem. The process is not made simpler when two or more join to problem-solve. "When professionals problem solve together, the process is much more complex since the needs, expectations, and ideas of each participant must be blended into shared understandings and mutually agreed upon solutions" (Friend, 1998, p. 76).

Administration Responsibilities

"Creating a collaborative school ... involves building and sustaining a new culture within the school environment" (Idol & West, 1991, p. 73). To create such a new culture in a school, many subtle and systemic changes must be made. The changes will vary greatly given the nature of a particular school, but the role of the administrator in each case is central. In a list of strategies for implementing collaboration in a school, created by Idol and West (1991), eight of the ten suggestions center on the principal's role. The content of collaboration is dictated through the school culture. This culture is created through years of minutiae of

school life. A good school culture is 'like a good marriage' in that it has to be worked at. "In such a social climate, experiences of failure ... can be expressed openly with a view to getting help. ... Without such a climate, Hargraves (1989) suggests collaborative setups will dwindle and abort" (Huberman, 1993, p. 33).

When principals do not actively nurture collaboration among staff, collaborative activities are "more limited, more informal, and less a part of the school culture" (Friend, 1998, p. 74). When a school staff expresses interest in collaboration, time must be provided for meeting with each other. Administrators should review staff development models as well as the process of change. The teachers need a voice in the process and expectations need to be realistic (Reinhiller, 1993). If the staff does not express the desire for collaboration, and it is mandated, trust relationships will form more slowly than if they had elected to collaborate (da Costa, 1995). A study by Trent (1998) demonstrated that when they engage in new activities, adults, like children, need scaffolding, be it from peers, principals, or university researchers. They often need help establishing relationships, moving beyond 'safe' discourse, or exposure to multiple instructional modes.

To accomplish this kind of cultural change, administrators should first encourage teachers to select their own partners for collaboration (da Costa & Riordan, 1996). Then, follow-up with "(1) symbolic endorsements and rewards ... ; (2) organization ... and leadership; (3) latitude for influence on crucial matters ... ; (4) time; (5) training and assistance ... ; and, (6) material support" (Little, 1987, p. 508).

The most important of these follow-ups may be time. Time for planning is given as the most common and relevant barrier to effective collaboration (Alvarez, 1992; da Costa, 1995; Dugoff, Ives, & Shotel, 1985; Friend & Cook, 1992; Jensen & Miley, 1998; Powers, 1996; Reinhiller, 1993; Reinhiller, 1995;

Sgan, & Clark, 1986; Trent, 1998; Voltz, Elliott, & Cobb, 1994). On the other hand, according to Friend and Cook (1992):

We have found that time alone is seldom the problem in fostering collaboration. Nearly all school professionals have a 'relative yardstick' on the topic of time: No matter what their caseloads or other responsibilities, they find they need more time for collaboration. (p. 78)

The feeling that there are not enough hours in a day helps to explain the prevalence of the 'time' problem. Everyone feels they are working as efficiently and as hard as they can. "School time allotted for collaborative planning or consulting is time spent away from one's class, which, in the elementary school at least, takes its toll rapidly" (Huberman, 1993, p. 25). Collaboration takes time, and until priorities are adjusted so that release time is set aside and until the benefits of collaboration are seen to outweigh the benefits of time, time will remain the most stubborn stumbling block. Needless to say, administrators need to provide time in order to jump-start collaboration, but they also need to convey a sense of changed expectations and to reduce anxiety about completing past priorities. Beyond such administrative dilemmas, other pitfalls are lurking in the wings.

Pitfalls Associated with Collaboration

In a relationship-based approach such as collaboration, the pitfalls that would be expected are in the relationships involved. Initiation of a collaborative relationship often takes the form of a request for help. "Whereas it is legitimate for novices to openly request assistance from more experienced peers, such requests among peers in the school building can be and often are construed as admissions of incompetence on the part of the seeker" (Huberman, 1993, p. 29). The choice for the individual is obvious: be a novice or be seen as incompetent.

Another way to involve experienced staff members in a collaborative relationship is to call upon their expertise, inviting them to supply information, materials, or advice. "Unsolicited offers of advice or technical assistance are widely interpreted as an expression of arrogance or as a play for higher status" (Huberman, 1993, p. 29). This does not leave much room for beginning a free-flowing exchange. For the teacher looking for a collaborator, the social dance may be difficult. This is why many collaborations grow out of established friendships.

Much research has been conducted in the area of shared beliefs held in common by successful collaborators (Alvarez, 1992; Clawson, 1995; Davis-Wiley & Cozart, 1998; Trent, 1998). The generated lists of shared characteristics are taken as predictors of success. This may be true, but "role theory suggests that ineffectiveness and inefficiency are due less to differences in perceptions that are in the open than to those that are underground and misunderstood" (Dugoff, Ives, & Shotel, 1985, p. 82). This goes back to the quality of the relationship between the collaborators. Those things that are not said, not brought out into the open, are the true obstacles to effective collaboration. If there are such issues, then they represent potential obstacles.

The roles that teachers assume in a collaborative relationship vary considerably. Where skills are complementary, and the relationship supportive, the combination can be powerful (Trent, 1998). Where this is not the case, an ineffective scenario can develop: one of the professionals can end up being "just an extra pair of hands" (Trent, 1998, p. 510).

In order for co-teaching to be efficacious, not only must the teachers involved be competent, but they must resolve beforehand to be equals in the classroom; if this does not occur, one of the teachers may take on the role of a paraprofessional. (Davis-Wiley & Cozart, 1998, p. 8)

The concept of equal roles does not imply that the teachers have to do the same thing. They just need equal access to the process, as is described in Friend and Cook's definition.

Resistance to Collaboration

Resistance to collaboration comes from a myriad of sources and manifests in a myriad of ways. This resistance could originate in the individual, the school, or in the nature of teaching as it is set up today. Huberman (1993) depicts the teacher in action

... creating or repairing learning activities of different kinds with a distinctive style or signature. He or she adapts on the spot the instructional materials that have been bought, given or scavenged, as a function of the time of day, the degree of pupil attentiveness, the peculiar skill deficiency emerging in the course of the activity, the little unexpected breakthrough on a grammatical rule, and the apparent illogic to children of mathematical bases other than 10. In doing this, the teacher relies heavily on concrete bits of practice that have proven successful in the past, but that must be reconfigured as a function of the specific situation in the classroom, in order to make them work. (p. 15)

In capturing the dynamic nature of instructional interactions, Huberman indicates that to teach well, a teacher must be able to read a situation quickly, select a response based on previous experience, find the required materials to engage the students, and then move the class as a unit into the new learning environment without disturbing the flow of the lesson. "Much as in the jazz band or in *commedia dell'arte*, the succession of instructional acts is dictated by the drift of events after the initial stimulus situation" (Huberman, 1993, p. 21).

The tasks in which teachers are expected to engage are interactive to extremes not commonly experienced in other professions. The complexity and lack of stability in the education process demand that teachers respond in idiosyncratic ways to idiosyncratic situations involving idiosyncratic individuals. (da Costa, Marshall & Riordan, 1998, p. 12)

Collaborating meaningfully in such a demanding situation is nearly impossible. Huberman (1993) sees “some rapidly reached limits to instructional collaboration between teachers in real time unless tasks or pupils are partitioned or unless there is a mutually ratified status hierarchy between collaborating teachers” (p. 18). Huberman does not allow the possibility of teachers of equal status working together with the same group of students. Unfortunately, whether for the reasons he cites, or not, collaboration is indeed rare.

Serious collaboration, by which teachers engage in the rigorous examination of teaching and learning, turns out to be rare. Teachers create realistic, insightful chronicles of the difficulties they encounter. Collaborative efforts run counter to historical precedent, tending to be unstable, short-lived, and secondary to other priorities. Compromises in substance are made to preserve camaraderie. ... As teachers probe issues close to the classroom, they produce heat as well as light. (Little, 1987, p. 513)

Teachers, on the other hand, are enthusiastic about the collaborative roles they share and believe that collaborative roles should be performed often and always (Voltz, Elliott, & Cobb, 1994). But, it is Huberman’s (1993) perspective that although teachers may want collaboration, it is near impossible to start, and if started, nearly impossible to maintain. “The more interactive and responsive the instructional setting, the less likely it can be managed simultaneously by more than one adult of the same status” (p. 18).

One of the sources of resistance to collaboration comes from the nature of the traditional relationship between teachers. "Professional egalitarianism runs deep in school buildings, and noninterference with the core work of others constitutes a sign of professional respect" (Huberman, 1993, p. 29). Every individual teacher has a personal Gestalt of what it is to teach, what his or her individual identity is as a teacher, and personal preferences concerning how to teach (Marin, 1988). This fits perfectly with the notion of the closed classroom with the lone-wolf teacher presiding. This is a long, strong tradition which is brought up in various forms if teachers are anxious about collaborating. "The precedents of noninterference are powerful, and claims to individual autonomy are closely guarded" (Little, 1987, p. 500). But if a relationship is established, this does not mean that collaboration can proceed without caution. Those relationships can be easily altered. "Collegial relations and structures have proven relatively fragile. ... Relationships, habits, and structures that have taken years to build may unravel in a matter of weeks" (Little, 1987, p. 507). This brings more credibility to Huberman's view that it is nearly impossible to maintain a collaboration.

Compounding the lone-wolf teacher's situation is the fact that "Unlike medicine, in which daily uncertainties and ambiguities are eased by an accepted body of practice (Fox, 1957), teaching celebrates no body of accepted pedagogical practice" (Little, 1987, p. 502). This is a severe limitation making every teacher open to criticism for not doing the best job possible and therefore reluctant to allow unnecessary observation. Critics belittle teacher knowledge as 'a matter of style' based on no theory and limited in application to the individual. Little (1987) quotes Lortie (1975) who believes that most teachers do not "promote inquiry or ... add to the intellectual capital of the profession" (p. 502). Teachers have not been given the responsibility for gathering, evaluating, or

spreading knowledge about teaching. "Teachers ... leave no legacy of insights, methods, and materials at the close of a long career" (Little, 1987, p. 502).

Given this backdrop, it is not surprising that there is strong resistance to collaboration, especially when introduced as a policy to be implemented on a set timetable.

Many co-teaching issues are challenging - perhaps even threatening - to potential co-teachers. This collaborative structure requires a willingness to change teaching styles and preferences, work closely with another adult, share responsibility, and rely on another individual in order to perform tasks previously done alone. All of these factors can cause stress for teachers. (Friend & Cook, 1992, p. 51)

Initially, both teachers experienced difficulties adjusting to being part of a cooperative teaching team ... expressed in terms of issues of classroom ownership and space ... role delineation, teaching styles, and philosophical differences ... both teachers spontaneously identified issues of territory as an initial barrier in their relationship. (Salend et al. 1997, p. 5-6)

In spite of these common objections, teachers who do collaborate rave about collaboration as an approach, and when teachers collaborate for the first time, they quickly increase in confidence and allow others to observe them. On the other hand, da Costa & Riordan (1996) suggest that "less confident teachers have a harder time entering into this trusting relationship" (p. 1). As a result, there are many collaborations which are set up in a limited fashion. Teachers may collaborate on a information exchange or problem solving basis, but are not willing to share the same space, resources, children, or responsibilities (Voltz, Elliott, & Cobb, 1994). In addition, teaching well does not equip one for talking

about teaching. Teachers might not be able to describe what it is they do, which seems to be a requirement of collaboration (Huberman, 1993).

The school system itself presents philosophies and approaches which make collaboration difficult to institute and maintain. "Managerial efficiency calls for rapid, task-centered planning and execution, whereas the kinds of collaborative cultures depicted ... [must be nurtured] like plants; rushing their growth is tantamount to pulling them up" (Huberman, 1993, p. 33). Mandating something which must grow dynamically, by directing teachers to 'collaborate' by next Tuesday, is doomed before starting. Being human, teachers would likely move into side-stepping the request and never really become involved in a collaborative process. "Teachers know that the punishment and reward system of administrators ... depends first on the semblance of maintaining control, harmony, and parental inactivity, with instructional effectiveness ... [being] secondary" (Huberman, 1993, p. 39).

Benefits Associated with Collaboration

Collaboration has benefits for students and teachers involved in the collaboration, and the school as a whole.

The most obvious benefit for students in co-teaching collaborative situations is a reduced pupil/teacher ratio which makes possible greater individualized attention. The stigma associated with removal to another setting by a specialist may also be reduced (Friend & Cook, 1992). In addition, students are exposed to more varied teaching techniques and materials, which may not have been the case without the collaboration. There is a spirit which is created in a classroom where collaboration has succeeded. According to da Costa (1995), this spirit, this "positive contagious synergy ... [is] shared with the students, and they

in turn, [share] with their teachers. It [can be] a rewarding, affirming and energizing experience for all involved" (p. 12).

The teacher's immediate benefit is the exchange of instructional materials (Huberman, 1993), but by far the more powerful immediate benefit is in the area of having a sounding board for ideas. With a colleague to act as a sounding board, teachers can better create effective learning experiences to meet ongoing needs. Through collaborating, uncertainty is reduced (Grimmett & Crehan, 1990). Teachers support, influence, and learn from each other in the regular exchange that collaboration affords (Little, 1987; Friend & Cook, 1992).

The advantages of collegial work, as experienced teachers describe them, center around one theme: breaking the isolation of the classroom. Over time, teachers who work closely together on matters of curriculum and instruction find themselves better equipped for classroom work. They are frequently and credibly recognized for their professional capabilities and interests. And they take pride in professional relationships that withstand differences in viewpoint and occasional conflict. (Little, 1987, p. 494)

Through working together, teachers develop a level of trust that allows them to interchange roles, and to fill in for each other with confidence that the job is being done properly (Dieker & Barnett, 1996). Their instructional range, depth, and flexibility develop. They are enabled in terms of trying curricular-instructional innovations that they would probably not have tried alone (Little, J. W., 1987). Through the mediation that collaboration creates, teachers are better able to understand their students' needs, and better able to understand their own learning (Reinhiller, 1993; Schaad, 1991).

In addition to these almost mechanistic advantages is a dynamic one. The synergy that happens within a successful collaboration creates a powerful

professional relationship which has as its basic culture a 'can do' philosophy. Problems are tackled with the knowledge that the solution generated will be better than each could generate on his/her own. Working together creates "... something very powerful, called *mutual empowerment*. ... [which] allows people to own problems together and to pool their various sources of expertise to better solve the presenting problem" (West & Idol, 1990, p.24).

Summary. A picture of collaboration as a teacher development tool emerges, but only for those collaborations that are successful, only those in which the participants form a close trusting relationship. This relationship may have been brought to the collaboration, or formed through it, but, if the collaboration is successful, it is there. "The teacher and the teacher-partner must have a high degree of trust and respect for each other professionally if the teacher collaboration is to be successful in promoting teacher development" (da Costa, 1995, p. 3).

Collaboration and the Resource Teacher

There are advantages to collaboration for particular programs within the school. The integrated special education program stands to benefit greatly. There is greater coherence and communication between the general and special education teacher and the self esteem of the special education student is enhanced (Saint-Laurent et al., 1998). In addition, through observing and working with special education students in the classroom learning environment, the special education teacher gains a far deeper insight into the students' needs and abilities (Reinhiller, 1995).

There are also significant benefits for the school staff as a whole. The combined effect of observing each other teach, interacting broadly and often, and sharing responsibility raises the influence that teachers have on each other

(Grimmett & Crehan, 1990). A study carried out by Voltz, Elliot, and Harris (1995), found that as resource teachers performed collaborative, problem-solving, and planning roles, the general education teachers learned to appreciate and value them. Understanding the importance of collaboration developed through exposure to its operation. Once established as an effective alternative, collaboration became more frequently used.

Yet the enthusiasms expressed by teachers about their collaborations [were] persuasive. When schools [were] organized to promote joint action, the advantages of collegial work groups [were] varied and substantial. ... And it [helped] to organize the school as an environment for learning to teach (Little, 1987, p. 513).

Such an environmental change was indicative of a change in the school culture, as referred to above in the roles of the administrator. In that culture, teachers were heard talking even at odd moments during the busy day as they perused joint questions or projects. Teachers invited observation and openly discussed the use of educational materials and methodology (Little, 1987). "The teachers also developed an environment that allowed them to enjoy teaching, taking risks, and experimenting with new teaching methodologies that they observed via working with each other" (Salend et al. 1997, p. 6).

In such a school, status would not be something that could be earned by working alone in the classroom with the door closed. Professional recognition was tied to the ability to share, communicate, and create with a fellow educator or as a team member. Involvement and influence on staff would come easiest to those best able to collaborate. "Professional recognition, professional involvement, and professional influence become rewards that keep teachers career-oriented and help them establish a high sense of efficacy" (Grimmett & Crehan, 1990, p. 217).

Co-Teaching

There are many contexts in which collaboration can take place. Wherever there are people dealing with problems, they can collaborate. One common collaborative situation is described in the literature as co-teaching. "Co-teaching occurs when two or more teachers share the instruction for a single group of students, typically a single classroom setting, ... [where] both teachers take on teaching and supportive roles" (Friend, 1998, p. 80-82). In this setup, each teacher is involved in the act of teaching. Substantive teaching is done by each. They must communicate about planning which usually improves what they would have carried out as individuals. "There are five basic co-teaching approaches: (1) one teaching, one supporting, (2) station teaching, (3) parallel teaching, (4) alternate teaching, and (5) team teaching" (Friend & Cook, 1992, p. 47). Whatever the approach, the teachers involved share responsibility for "all activities related to planning and delivery of instruction, as well as evaluating, grading, and disciplining students" (Salend et al. 1997, p. 3).

All of the characteristics of collaboration are required in the co-teaching relationship: voluntariness, parity, shared responsibility, and decision making (Friend & Cook, 1992). In particular, the interpersonal relationship that is essential for collaboration is also needed in co-teaching. In a list of principles established by Idol and West (1991), ten of thirteen are about interpersonal relations. "Interaction skills are the fundamental building blocks on which collaboration is based" (Friend, 1998, p. 73). There are two kinds of interaction skills that are relevant: (1) basic communication skills focused on the pragmatics of conversation, including active listening, questioning, attending to non-verbal cues, and maintaining a non-threatening 'space' in which to talk; and (2) actions which move the conversation in an organized manner toward a goal. The latter process can be described as 'shared problem solving' (Friend, 1998).

The relationship between co-teachers is established slowly through experience with each other as teachers. "Collaboration gets better with experience, ... with additional collaboration, everyone's comfort level increases, honesty and trust grow, and a sense of community develops" (Friend, 1998, p. 72). In regard to trust, teachers make two independent judgments "personal trust, based on expectations of what is owed to one as a fellow human being, and professional trust, based on expectations of others as professional colleagues" (Tschannen-Moran, 1998, p. 1). A good analogy for the co-teaching relationship is that "teachers learn the dance - the ability to both lead and follow in the classroom with the graceful and instinctive moves found in successful dancers" (Davis-Wiley & Cozart, 1998, p. 9).

In the co-teaching situation sometimes the 'second' teacher "has the role of instructional assistant for students with ... special needs. This individual hovers at the fringes of the class group. ... If these practices are routine ... this situation is an inappropriate under-utilization of a qualified professional" (Friend & Cook, 1992, p. 45). This is one of the common pitfalls of co-teaching. If the 'second' teacher is not involved in the creation of the learning environment, the tendency for this to happen is increased. The pressures pushing towards the 'second' teacher being subordinate are strong. The responsibility for the classroom is traditionally that of the classroom teacher. For teachers to relinquish some of that responsibility may be very difficult personally and in some administrative set ups, nearly impossible.

Summary

Collaboration involves an interdependent relationship among professionals dedicated to achieving a common goal. The greatest resource they have is each other. The purpose of collaboration is to approach a problem with expanded

resources, to produce something that no individual in the group could produce alone. Out of sharing planning, assisting each other, exchanging expertise, and pooling resources grows a collective belief system, trust, and respect. Inability or refusal to take part in these activities, (sharing, assisting, exchanging, pooling), makes collaboration almost impossible. The effectiveness of the collaborative relationship is directly linked to the level of trust. Trust is necessary in order to become sufficiently open to co-create, to truly engage in collaborative activities. Nowhere is the need for collaboration more evident than in beginning reading instruction. The following section discusses reading as a process and early reading acquisition.

Early Reading

The Reading Process

Learning to read is a complex challenge and many beginners are 'at-risk' of reading failure. Such low-achievers may require more intensive instruction to prevent them from falling behind their peers. But the intervention needs to occur early to achieve optimal results (Clay, 1969). Fortunately we now know more than ever about the reading process itself.

Authorities (Rumelhart, 1984) have reached a new understanding of the reading process. While traditionally reading was viewed as either a bottom-up or a top-down process, the new consensus is that reading is interactive. "All the various sources of knowledge, both sensory and nonsensory, come together at one place and the reading process is the product of the simultaneous application of all the knowledge sources" (Rumelhart, 1984, p. 878). Not only bottom-up information consisting of letters and their sounds but also semantics and syntax help readers predict upcoming words. A strong case can therefore be made for the interdependence and interaction of these various sources. The syntactic,

semantic, lexical and orthographic cues all act simultaneously to facilitate word recognition, but they also seem to be interacting at all levels of the reading process while being supported and spurred by global context (Rumelhart, 1984; Stanovich, 1980). We can thus teach students all of these cues to gain control over word recognition.

Sarah (Martens, 1996) represents a typical early reader. During holistic memorized book reading she demonstrated that she “used her knowledge of story structure and patterns of written language to invent how to read, creating a version of the story that made sense to her” (p. 22). “Her reading contained all the elements of reading by proficient readers, with the exception of integrating graphophonic cues” (p. 24). Her development in reading was characterized by exercising control over meaning and syntax, but she still needed to integrate the use of visual cues. “As Sarah’s awareness of visual cues increased, ... she integrated the visual information in the text with the nonvisual information in her head” (p. 76).

Yet as she developed “she didn’t form ‘bad habits’ and ... use the ‘wrong’ inventions [but] ... freely revised them when they no longer worked and she had new information to integrate into them” (p. 95). Thus Sarah worked out strategies to enhance her meaning making.

The ‘analogy position’ posits that through massive exposure to written text coupled with oral reading, children will notice the similarities in the print and the associated pattern of sounds in the spoken language. And they will then make the generalization, the rule for ‘reading’ a letter pattern. This springs out of phonemic awareness. Mapping letters on to sounds happens with appropriate prompts and scaffolding.

Thus many factors are at play in the learning to read process and a balanced approach to instruction in which all knowledge systems (semantics,

syntax, orthographic, and lexical) are activated is required. Children need to be immersed in a print rich environment, receive appropriate coaching, and explicit instruction.

Strategies of Good Readers

As suggested in the case of Sarah, metacognitive strategies need to be developed. The strategies that good readers use for processing text are those mental plans and operations that they find effective. Predicting, monitoring comprehension, and confirming or correcting what has been read are the three major strategies that are prevalent (Weaver, 1998, p. 21). In addition to the print on a page, readers can add nonvisual information, picture cues, and prior knowledge of the world to predict the meaning of the text. In addition to semantic knowledge, children can also use their familiarity with how language is put together (their syntactic knowledge).

Most children bring to the reading situation a fluent oral control of their mother tongue. This consists of an unconscious control of the sounds of the language, a large vocabulary of word labels for meanings and relationships that are understood, and cognitive strategies for constructing sentences.
(Clay, 1979, p. 245)

"[Students] need to know that their linguistic knowledge can help them to make sense of print" (Nicholson, 1984, p. 57).

Monitoring comprehension. To make the process work, children also need to monitor their reading for meaning. Beginners must learn to check the sense of what they are reading. As the meaning is created readers must constantly confirm what has been read against input from the print, using the verified text to correct

miscues. Our paradigm is slowly shifting towards what research has been telling us. The miscues of good readers demonstrate that reading is not a precise process of identifying every word, but an ongoing construction of meaning from the text (Goodman, 1967).

Mary Clay documented the reading behaviour of 100 beginning readers, noting two stages: a preparatory stage in which the child "attempts to find some print to match to the response he was giving" (Clay, 1969, p. 49) and the book reading stage. In the preparatory stage the child typically went through several developmental phases: page matching (repeating memorized text by the page), line matching (memorized text by the line), locating some words within a memorized line, and reading 'the spaces' (coordinating speech impulses with spaces between words). This led to mismatches because there were too many or too few spoken impulses for the number of patterns available. Similar mismatches would occur visually if the pattern of a particular word was known. Self-correction behaviour occurred three weeks before the book reading stage in 90% of the children.

"Beginning readers substituted words which were syntactically appropriate for the sentences they were reading in 72 per cent of all substitution errors" (Clay, 1969, p. 51). Nouns and verbs were usually replaced by substitutions of the same part of speech. These students, at the very beginning of reading, were using their knowledge of the grammatical and semantic aspects of language. "The grammatical context was a significant source of cues to the young reader ... It follows that the child's control of sentence structure [is] important in determining ... attempts to read" (Clay, 1979, p. 198). Mary Clay's research shows that the reading miscues of children are strongly connected with making sense of print (Clay, 1979, p. 197). She thinks that, "Words in sentence structures which mirror the syntactic and semantic forms of the language which the child speaks fluently

will increase the child's opportunities to detect errors and develop error correcting strategies" (Clay, 1969, p. 55).

Yet many children have not started to self correct their miscues long after their peers are proficient readers. Thus an intervention for at-risk early readers must teach students to monitor for meaning.

Implications for Instruction

Given this balanced view of literacy development in which all knowledge systems must be activated and strategies to assist word recognition must be taught, the approach to instruction must be holistic. Students need to be presented with a wide variety of materials that emphasize meaning and understanding ideas but at the same time receive direct instruction in strategies that develop word recognition. The importance of such a "balanced language program" is emphasized by Helen Depree (Depree & Iverson, 1985).

...beginning readers and writers need to know how to use their initiative, ...They need freedom, time and encouragement to test out ideas and solutions, inquire and research, and to evaluate their current learning. They also need explicit instruction. The provision of all these components is essential. (p. 5)

To integrate the use of all language systems, a beginning reading program should immerse the students in print. Immersed in print, the child has more opportunity to apply talents or skills to the task, learn incidentally, learn from peers, receive on-the-spot instruction, reflect on or review and practice recently read text, question peers, and use the displayed text as a model or source of inspiration for writing. It is paramount that students be given purpose for their reading and writing and receive appropriate scaffolding to achieve success. Enough time must

be allocated to the students' program to allow for reflection and completion of the creative process.

Scaffolding. Vygotsky's concept of the zone of proximal development (ZPD) is vital to any instructional intervention. What a child learns initially with help, later becomes internalized. Instruction must therefore be designed to scaffold the child's learning and provide explicit on-the-spot instruction. The ZPD is the dynamic cutting edge of the child's learning potential, the very 'bud' about to bloom; "what is in the zone of proximal development today will be the actual development level tomorrow" (Vygotsky, 1978, p.87). The implications for everyday informing of instruction are obvious. Coaching within the process of real reading is essential. "The zone of proximal development permits us to delineate the child's immediate future and his dynamic developmental state" (p.87).

When novice and expert act together, their understanding of the meaning of the whole activity, its goals and its instrumental acts, will necessarily overlap only in part. The fact that there is some overlap makes possible the joint, collaborative activity, and the fact that there is only partial overlap makes possible continued growth by the learner through that collaboration. (Cazden, 1996, p. 169)

Being able to do a task with support and not independently places it in the zone.

A full understanding of the ZPD will result in a re-evaluation of the role of imitation in learning. It has been shown by psychologists that one can only imitate what is in the 'zone' (Vygotsky, 1978). This closely links imitation and learning. Children can imitate a variety of actions which go well beyond the limits of their own capabilities. "Using imitation, children are capable of doing much more in collective activity or under the guidance of adults" (Vygotsky, 1978, p.88).

The act of imitation requires a model. This is linked to the ground-breaking work of Vygotsky in the area of social interaction, of the efficacy of an adult or peer interacting with the child in the act of learning.

We propose that an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. (Vygotsky, 1978, p.90)

Not only has Vygotsky defined the zone in which all learning takes place, but he also claims that learning operates as a critical mass in that it feeds on itself. This expands the zone through 'awakening tools and processes' previously created through social contact.

Summary. Intervention is needed for those children who do not develop basic beginning reading strategies. Direct instruction within the ZPD is needed. In keeping with our growing understanding of the needs of beginning readers and knowledge of effective instructional interventions, the role of the resource teacher must change.

The Changing Role of the Resource Teacher

Since the mid 1970's, the model for delivering of assistance to students at risk of failure or with special needs has been remediation in a pull-out setting, usually the resource room. There are several disadvantages to this model. Students may be stigmatized when they are pulled out of the regular classroom; there is a waste of classroom instructional time from the pulled-out student's perspective; the skills learned in the resource room are usually not transferred to

the general education setting; and there is a lack of coherence and collaboration between the general education teacher and the special education teacher. In addition, the frequent transitions between the resource and general classrooms are thought to be disruptive and distracting to both regular and remedial students (Saint-Laurent et al., 1998).

On the other hand, several advantages have been associated with programs which integrate the remedial students into the regular classroom: greater program coherence and collaboration between the regular and resource teachers; improved self esteem for the remedial student; more frequent, more positive social relations; and increased motivation to learn on the part of the student receiving assistance (Saint-Laurent et al., 1998).

Resource teacher movement into the classroom and increased collaboration, however, is not yet the norm. Surveys of general education teachers show that classroom teachers do not perceive resource teachers as often performing collaborative teaching roles (Dugoff, Ives, & Shottel, 1985; Voltz, Elliot, & Cobb, 1994; Voltz, Elliot & Harris, 1995). This is underscored by findings from those same surveys which indicate that regular classroom teachers consider most of those roles to be vital. A study by D'Alonzo and Wiseman (1978) indicated that "the majority of the learning disability teachers [resource teachers] surveyed reported that they were not performing needed role functions such as consulting, team teaching and joint planning" (Voltz, Elliot & Harris, 1995, p. 130). The picture seems complete. Resource teachers are not fulfilling desired roles.

Hope in this dismal scenario is provided by a study conducted by Voltz, Elliot, and Harris (1995). They provided a problem-solving heuristic, time, and administrative support for the formation of collaborative groups. Focus, need, and purpose were established, collaborative relationships formed, and functioning maintained. It was shown that "once resource teachers began to perform these

roles with greater frequency, general education teachers' perceptions of the desirability of these roles increased. ... Once exposure to the roles increased, appreciation for their importance also increased" (p. 136). Compared to previous 'informal talks which never really communicated', the teachers involved reported that real communication on substantive matters occurred. One of the major supportive elements was the teacher time allocated to the project by the administration.

Authoritative opinion confirms the conclusions reached by Voltz, Elliot, and Harris (1995).

Experts in the field of special education believe that the 'ideal' resource room teacher should place more emphasis ... on working closely with classroom teachers and instructional items that lead to a cohesive unified program implemented within the regular classroom. (Dugoff, Ives, & Shotel, 1985, p. 80)

Nevertheless, resistance to this new role is expressed by classroom and resource teachers alike. "Teachers' responses on the 'ideal' scale indicate a tendency for both groups of teachers to assign lower ratings to roles involving the physical presence of special education teachers in general education classes" (Voltz, Elliott, & Cobb, 1994, p. 531). The key to undoing this knot may be in the approach. In the study by Voltz, Elliot, and Harris (1995) cited above, participants created and maintained collaborative relationships through instituting a model within a supportive structure, and adding personal patience. This relates to the interpersonal relationships that lie at the core of collaboration reported earlier. "The role of the elementary special education resource teacher depends substantially upon his or her relationship with the regular classroom teacher in

whose classroom the handicapped student spends most of the school day” (Dugoff, Ives, & Shotel, 1985, p. 76).

“Rather than remove students for supportive services, cooperative teaching brings academic instruction and supportive services to students in the environment where the need exists” (Salend et al. 1997, p. 3). In essence, cooperative teaching is a description of the ‘ideal’ resource teacher role described above.

Summary

Either through developing new relationships, or using established relationships, resource/classroom teacher collaboration can be established to increase the success of low-achieving beginning readers. Collaboration is the vehicle by which beginning reading instruction can be facilitated, while at the same time assuring the transfer of skills and avoiding of the harmful, stigmatizing effects of pull-out assistance. Ideally, in a collaborative setting, there is continuous interchange of information between resource and classroom teachers about students’ learning and best teaching practices. Given two people, the needs of individual learners should be easier to assess and assist. The development of beginning readers can be more closely monitored and on-the-spot instruction provided. Finally, the ZPD of the individual is easier to establish with the added individualized instruction made available through collaboration.

The goal of this study was to establish collaborative relationships and assist in developing an effective beginning reading program in grade one classrooms, with special attention to those ‘at risk’. The following chapter first outlines the procedures used in this formative inquiry and then reports on the actual collaborative process.

Chapter Three

Design and Procedures

The design of this present research falls into the broad category of critical inquiry, described by Sirotnik (1991) as "a process of informed reflection and action" (p.245). "Curriculum inquiry and theory ... [deals] with practice, with classrooms and other curricular settings, and should be done by practitioners" (McKernan, 1991, p. 309). Further, "critical inquiry is ... not something that happens serendipitously or casually. It has to be worked at with rigor and continuity. By its very nature, it is not something that comes to an end; rather it is a way of professional life ... [and] ought to be the basis of professionalism and the professionalization of educational practice" (Sirotnik, p.247). Sirotnik envisions critical inquiry as a knowledge building process, a "process for understanding and improving schools and schooling" (p. 248). He sees it as a career-long endeavour central to change and development. "Critical inquiry never really ends. In essence, it is the process of organizational renewal itself" (p. 252).

Central to critical inquiry is interpersonal communication. Sirotnik sees inquiry as a dialogical process with a need for mutual trust, similar to collaboration as outlined in Chapter Two.

In a nutshell, competent communication will only occur in an environment characterized by *mutual trust* - trust not only between the people, but also trust in the ideas, facts, values, and interests that people share and upon which they act. (Sirotnik, 1991, p. 249)

This 'mutual trust' can spring out of a personal or a professional relationship, but it is essential for effective communication. Without trust, communication is made ineffective by lingering questions, second guesses, and withheld afterthoughts.

“Communication - moreover, *competent* communication - is the hallmark of a critical inquiry, and, therefore probably the greatest stumbling block to critical inquiry” (p. 248).

Although Sirotnik (1991) sees great promise in critical inquiry, he finds little of it in schools.

I know of no educational organizations ... where critical inquiry as I have described it is the norm, where professional roles and expectations are built around critical, reflective and collaborative practice, where, in short, critical inquiry is intrinsic to the culture of the organizational workplace. (p. 252)

More specifically, this study falls into the area of action research, a branch of critical inquiry. Action research is described as a “form of practical reflection related to curriculum choice” (McKernan, 1991, p. 311). Thinking this way, every teacher who ‘tries something out’ is engaging in action research. McKernan reports that John Elliot (1981) saw action research as “the study of a social situation with a view to improving the quality of action within it” (p. 312). From this viewpoint, the teacher ‘trying something out’ is still a researcher. In Elliot’s view:

[Action research] aims to feed practical judgment in concrete situations, and the validity of the theories it generates depends not so much on ‘scientific’ tests of truth, as on their usefulness in helping people to act more intelligently and skillfully. In action research ‘theories’ are not validated independently and applied to practice. They are validated through practice. (McKernan, 1991, p. 312)

As romantic as it is to think of all teachers as researchers, the thought dissipates when confronted by more strenuous definitions. Stenhouse (1981), cited in McKernan (1991), requires more in the area of organization and recording of results. Action research requires

situational verification [through] ... 'systematic and sustained inquiry, planned and self critical, ... [and needs to be] subjected to public criticism and to empirical tests where these are appropriate' (Stenhouse 1981:113). The basic tenant of Stenhouse's argument can be briefly stated: teachers are in charge of classrooms and classrooms are the ideal laboratories for testing educational ideas. Moreover, the teacher is a participant observer in a naturalistic setting in which observation and research opportunities present themselves. (McKernan, 1991, p. 312)

The teacher 'trying something out' is seen as having a research opportunity, which if organized, documented, and published in some manner is regarded as research.

With the addition of the more stringent requirements of Stenhouse, the view of Carr and Kemmis (1986) fits this study closely.

Action research is simply a form of self reflective inquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which these practices are carried out (Carr and Kemmis 1986: 164). (cited in McKernan, 1991, p. 314)

Carr and Kemmis (1981) expand on their thinking slightly by pointing out the focus of action research.

Action research aims at improvements in three areas: firstly, the improvement of a *practice*; secondly, the improvement of the *understanding* of the practice by its participants; and thirdly, the improvement of the *situation* in which the practice takes place. (cited in McKernan, 1991, p. 314)

Such research takes place in the fluid, dynamic, interactive venue of the classroom. Neither large nor small scale results can be predicted. The response of the individual student and the group as a whole cannot be foreseen. Each response molds the direction of the event and therefore of the research itself. Inasmuch as teaching is a cyclic, responsive process, so is action research. The teacher, as a participant observer, cannot be separated from this interaction. "All these conceptions of action research embody a series of spiraling cycles of planning, acting, observing, and reflecting on the action, and involve the persons experiencing the problem directly in the research process" (McKernan, 1991, p. 321). This study is thus formative and exploratory, being molded by events.

Participants and Setting

The focus of this research involved me as a participant observer in three grade one classrooms over a period of eleven weeks from January 12, 1998 to March 26, 1998. The study was carried out in a mid-western urban elementary school of between five and six hundred students. Half of the population was in a German/English bilingual program which received half of its instruction in the ethnic language. The other half of the school population received its instruction in English and was referred to as the English program. The school also had an English Second Language (ESL) program which served half of the division. At the grade one level there were no ESL services other than consultation provided, but the existence of the program in the school added a significant number of ESL families to the population and thus an increase in the number of ESL students at the grade one level. None of the focus children in this study were ESL. A description of the types of data collected follows.

Summary of Data Types and Sources

In order to document the development of both the students' reading and the teachers' collaboration, as summarized below, data were collected through a variety of means: keeping anecdotal records, making audio-tapes of meetings, monitoring student progress, collecting work samples, taking field notes and recording personal reflections.

Data connected to the collaboration:

- reports of meetings held before the collaboration between the grade one teachers, the principal, and me
- field notes of daily sessions and follow-up reflection
- transcripts of audio-tapes of meetings held regularly during the collaboration
- transcripts of audio-tapes of final interviews structured around questions (appended)
- reflections on the preceding transcripts

Data connected to the students' reading development:

Whole class screening tasks (maximum scores in brackets):

- measures of phonemic awareness including rhyming discrimination [5] and production [5], isolation of initial sounds [5] and sound/letter associations [18] (*Phonological Awareness Profile*, C. Robinson, 1995).
- a teacher made game measuring perception of onset / rhyme (appended). [5]
- word list [10] (Bader, 1983)
- spelling dictation [10] (*Schonell Graded Spelling Test - form B*, Schonell, 1960).
- written language sample elicited by a picture (artist unknown - appended).
- running record (Mary Clay, 1979) was taken of the trade book *My Home* by Joy Cowley.

- selected elements from 'concepts about print' (Mary Clay, 1993) included:
 - identifying the front of the book, top of a page
 - indicating left to right, front to back direction
 - speech to print match (counting words on a page)

The results of this full class screening were used to assist the classroom and resource teachers in selecting the focus students for the study. The same activities were administered to the focus students at the end of June.

Mary Clay's Observation Survey (1993): The focus students were further tested using the complete Mary Clay (1993) Observation Survey including a running record of a trade book (*At the Zoo* by Jill Eggleton), letter identification, concepts about print, reading a word list, writing vocabulary, and hearing sounds in words (dictation). These tests were repeated at the end of the study in March and at the end of June.

Other measures - work samples of focus students

- running records of focus students taken regularly during sessions
- field notes made daily about focus student participation
- reflections on field notes and on focus student progress

A description of starting the collaboration in the school and my role in each of the classrooms follows.

Initial Procedures

For fifteen years previous to the research, I was a staff member at the school involved. My relationship with staff at grade levels three through six was well established. For the previous five years I had been attempting to spend more time in classrooms. In pursuing that goal, I had made proposals for instituting collaborative projects, but with limited success. The resistance encountered seemed to be associated with teacher perceptions of the role of the resource

teacher: an expert whose responsibility it was to tutor and resolve individual student learning problems. Another barrier to collaboration seemed to be related to fears that I would be a critical observer of classroom practice. With the cutback of a second resource teacher, I 'inherited' the responsibility of working with kindergarten, grade one, and grade two teachers. Ironically, a new administrator, after a discussion with a grade one teacher, mandated the involvement of the resource teacher in the classroom at the grade one level. The opportunity to conduct a study on classroom/resource teacher collaboration resulted.

I returning from a leave and entered the school year at the beginning of January. On my first day back, I was informed of the time required to be spent in grade one. The research proposal was created and shown to the school's new principal. With her approval, the proposal was shared with my faculty advisor and the approval process of the university's ethics and thesis committees begun. Copies of the proposal were sent to the school division administrators and given to the school principal for final approval. Meanwhile, a meeting was held between the four grade one staff members and me to discuss the research project. As a follow-up, I met with each staff member individually to answer any remaining questions. Three of the four classroom teachers agreed to participate in the study. The fourth teacher was near retirement, working in the bilingual program, had a very set, structured classroom curriculum, and did not want to work collaboratively. The three who opted to collaborate, Katherine and Elizabeth from the English program and Mary from the bilingual program (pseudonyms have been used to assure anonymity), each signed a letter indicating their agreement to take part in the study. By the third week in January, the University had approved the project, but what remained was approval from the school administration and the school division. It should be noted that because the project involved work that would have been done within the regular resource role, there

was no ethical problem in starting to work with the students before permission to do a project was received. By mid-January collaborative work had started in all three classrooms. Planning meetings had taken place, materials had been sought out or created, and initial in-class sessions held. If work had not started, the project would not have been able to go forward because the class programs would have been unacceptably delayed.

Subsequent to these beginnings, a meeting was held between the principal and the three participating classroom teachers. I was told not to attend this meeting, which was a harbinger of difficulties in receiving final approval from the school administration for the project. Ostensibly, this meeting was for the principal to see if there were any problems before she gave her consent for the work to continue.

Mary later reported to me that in that meeting she had described what was being done in her classroom to her colleagues (the principal, Elizabeth, and Katherine), explained that she was happy about the collaboration, and left. The others had remained and discussed the 'problems' as they saw them. It then took another week before Elizabeth, Katherine and the principal could meet with me for further consultation. At that meeting the teachers asked where the resource job ended and where the study started, and if they could change what they were doing to something like what was being done in Mary's room. I explained that the resource position contained everything that was being done in the study and that we could change anything through the scheduled meetings we had every cycle. All of this had been explained in the initial meetings and individually later. It was obvious that essential communication had not taken place and that real collaboration had not started. Another week passed. Additional time restraints were placed on the study as a condition for administrative approval. The total amount of resource time allocated to all of the grade one classes (including

paraprofessional time, work with the grade one class not in the study, and time being spent on grade one needs outside of the study, such as testing) could not exceed one hour and twenty minutes per school day.

These time restrictions would have made conducting the study -- meetings with teachers and parents, screening, classroom work, assessment, evaluation, reporting and recording of data -- impossible because more time than was provided for was already scheduled. These issues were discussed with the principal and I discovered ways to side-step the restrictions. Time use was calculated after the fact and averaged over each week so that interruptions in scheduled activities did not affect the total. This brought the total time within the range of the new restrictions. Formal divisional and administrative approval for the project were not given until the third week of February. At that point the letters (appended) that informed parents and asked permission for their children's participation were sent home.

The Collaborative Process

The results of collaboration with classroom teachers is documented next, beginning with Mary, and then Katherine and Elizabeth.

Mary's Class

Mary's class was a German bilingual classroom. My role in Mary's class started during the previous year when I collaborated on several discipline cases. Through this association, Mary and I got to know each other professionally and started to develop a personal friendship. This proved to be a good basis with which to start the instructional collaboration.

After the meeting with all of the grade one teachers during which the research proposal was presented, Mary and I engaged in a number of casual

conversations. We then had two formal meetings in which we picked the focus children and made organizational decisions such as where and when the planned activities were to happen.

The focus children were chosen using the results of the screening tasks to identify those students who were at the beginning stage of literacy development. From that group, one student, and another who had been absent for the screening tasks but whose in-class performance warranted inclusion, whom Mary and I thought would work well together in a group, were different in their needs and nature, and would provide interesting case for study, were selected. Two more students, also from the beginning literacy group, were added to the group to make the group large enough. Two days later we started with the in-class work. The timetable we were able to set up allowed for a daily 35 minute session in the morning. Both of the focus children were therefore given instruction daily as members of a group of four. We were also able to schedule a planning period. We had decided to implement the *Early Success* (Au, 1996) reading program as the main source of ideas for instruction.

The first, in-class role that I assumed was as a tutor of the small group identified earlier. While Mary started the majority of the class on journal work, I implemented the *Early Success* (Au, 1996) reading program at the side of the room with the group of four students that contained both of the focus children. During the first four sessions I came to know the small group and we established a routine. Mary and I then switched responsibilities. This was as we had planned and proved to be essential to the collaboration. At every switch, at the end of each story in the small group reading program (usually five lessons), it was necessary to exchange information about the program and student progress. This meant that we were forced to keep up to date and to care about the exchange of

information concerning the programming and instruction taking place with each group. This information was essential in order for us to be able to switch roles.

I then became the large group tutor and continued the journal work that had been started by Mary. She, in turn, took the small group reading sessions. I soon discovered that I had to set up each day's activities for the class even though it would often be virtually identical to the previous day. This led to having a daily 'rug' session to discuss what we were doing that day. At first Mary more or less directed the flow of what happened in the large group session, and I more or less dictated what should be done in the small group. This dichotomy soon ended as we each grew in confidence in each other's ability to run either setting.

The two focus children were both in the small group which resulted in my seeing them only when I was in that role. A typical small group session consisted of activities supporting phonemic awareness, reading a story, practicing reading the present and past books, printing the day's target words, reading the 'word wall' (a list of previous target words), assembling words using letter tiles, and playing games, invented 'on-the-spot' to fill students' surfacing needs. The games were played with copies of the word cards from the word wall. We usually completed one lesson per day. Five lessons were allotted to each book and at the end of those lessons, or when the students had mastered the story and associated tasks, a story summary provided by the program was sent home for further practice and to celebrate success. The story summary was not identical to the lesson book. It used the same vocabulary, but did not have picture support. The students could draw pictures if they wanted. Running records for each student were taken regularly and work samples were collected.

My work with the large group occasionally involved the small group as well. This would happen if we were producing something to be posted for parent conferences, or doing something essential for assessing progress. A large group

session usually consisted of a 'rug' session where the children were reoriented to their writing and we talked about the day's tasks. Students were usually allowed to work with their friends collaboratively for idea generation, revising, and editing. They were expected to finish writing projects on a fairly tight schedule of approximately one finished product every two weeks. This meant that eight or nine class sessions were dedicated to each writing project. Those who finished early could start another project and those who were slower could spend other spare time catching up. All in all the class proceeded fairly well in sync. The large group broke up into six or seven collaborative groupings of two to four students. These groupings were friendship groups in which students worked well together. Writing became such a passion with the students that they were taking their projects outside at recess to 'continue the fun'. The small group reading session was held at the side of the classroom. This never became an issue for either group.

Follow-up. The planning period sessions were audio-taped and the tapes transcribed as data for this study. Daily notes were kept on the actions and reactions of each focus child. Work samples were also collected. Additional reflective comments were made on each day's notes. At the end of the study, a parting summative interview was carried out with the classroom teacher (questions appended). Students were tested using the same tasks as those administered in the pre-intervention assessment.

Katherine's Class

My relationship with Katherine was also started the previous year. The other resource teacher had been on an extended absence and Katherine had acted as a substitute resource teacher. As a result, Katherine and I had already had several conference periods together. I had never worked with Katherine in

her role as a classroom teacher. We had differing views of the role of the resource teacher in the school and I was hoping that these differences would iron themselves out over the course of the project. Katherine felt that a resource teacher should spend most available time working directly with needy students and not waste that time meeting, testing, consulting, writing up reports, talking to other resource teachers, or sitting thinking, whereas in my view, about half of a resource teacher's time should be spent in direct service, assisting needy students, and the remainder of the time spent on those activities regarded as a waste by Katherine. Not the best basis for a start, but both of us seemed enthusiastic.

As with Mary, our first meetings focused on selecting the target students and looking at timetable considerations. Using the results of the screening tasks to identify beginning readers, three focus students were selected by Katherine who thought they would be interesting subjects.

The reading programs in this room and in the third teacher's room were linked. Katherine and Elizabeth were already collaborating in developing activities for a guided reading program (Fountas & Pinnell, 1996). In each of these rooms, I was to be involved for two periods every second day in the Guided Reading portion of the students' reading program. During the alternate days, Katherine conducted a very structured program based on the Companion Reading Program (Harrison & Wilkinson, 1991), which is very phonics-oriented and involves hours upon hours of drill in phonetic skills. Books of isolated skills exercises are completed by the students. These are similar to workbooks and are in effect 'teacher proof' materials. I was not to be involved in that portion of the students' reading program.

The guided reading administrative set-up in the classroom involved having the students placed in heterogeneous groups at centres (Fountas & Pinnell,

1996) so that the strong students could assist the weaker. Theoretically the groups could then work independently while the teacher worked with small groups. The activities in which students took part were leveled. Students knew which level they were in. Instruction at all of the levels of each activity at the centre was given to all of the students so that those who finished easier levels could attempt the harder tasks if they wished. This enabled more advanced students to assist those who were struggling. This organizational plan frees the classroom teacher to extract homogenous groups of students for specific instruction in areas of need. Usually, this more focused instruction would involve five students, one student from each heterogeneous group.

I was assigned a position within this organizational framework to supervise the writing activity centre for the heterogeneous groupings. Essentially, the writing activity centre was equivalent to the play centre or the independent reading centre. I read a short story to the students and then within a supplied frame, had them write a response. The length and difficulty of the assigned frame and the amount of student input varied for the struggling and advanced students. The class had nine low-achieving, beginning readers. As a result, each group usually had two students needing the easier task and more assistance.

Reflections. While I was gratified to be carrying out a more complex activity, I was only running an activity centre, not involved in the planning, and not involved in the collaboration between the two classroom teachers concerning activities -- very much on the periphery. I was only responsible for my own activity, writing, which was not linked to anything else the students were doing except that it fell under the umbrella of Language Arts. Because all three of the selected target students were beginning readers, they were in different heterogeneous groups. There were five groups in the classroom and as we usually did not go through the entire cycle, visiting each centre, on a particular

day, I often would not see all of the target students. An even more serious problem was that I was only in the room every second day, while the guided reading portion of the reading program was being conducted.

I continued running the writing centre for the first three weeks of the study. Meanwhile, the process of receiving administrative approval was proceeding. As reported above, there was a meeting between the classroom teachers and the principal, from which I was excluded, followed one week later by the meeting of all the stakeholders, the principal, Katherine, Elizabeth, and me to discuss the 'problems' which had surfaced. In response to that, at our next scheduled planning meeting, Katherine and I talked about how we could run a new set-up in the class. I talked about switching roles on a regular basis and how it added to the collaboration in Mary's room. This was agreed to and we started anew with my working with homogenous groups of emergent readers and using the *Early Success Reading Program* (Au, 1996), as in Mary's room. There would now be two homogeneous groups pulled cross-sectionally out of the heterogeneous groups. Katherine and I would each have one of those focused instructional groups.

Comparisons. There were two major differences in what was being done in Katherine's room as compared to Mary's room. In Mary's room I was there every day, whereas in Katherine's room I was there only every second day. This meant that if I were absent, or for some reason missed a session, it was a long time before I saw the students again. For example, if I saw them on Tuesday and missed Thursday, it would be the following Monday before I saw them again. Tuesday to Monday is too long between lessons for a beginning reader. There are many interruptions in an elementary school and the lack of continuity showed in the students' progress. The other major difference between the rooms was that there were four beginning readers in Mary's room and nine in Katherine's. In

Mary's room I worked with one group of four beginning readers, which included the two focus students, but in Katherine's room I worked with two beginning reading groups, each including some of the focus children. This meant that although I was spending the same amount of time in Mary's room, I was spread twice as thin in Katherine's room. The students in Katherine's room were receiving half of the instructional time that they were in Mary's room.

The collaboration continued to the end of the study with this pattern, with my operating as a reading instructor for the beginning readers in the room during guided reading. The role-switching never happened. In addition, I was never included in the collaboration about the content of the activity centres or any other aspects of the classroom reading program. I was still only responsible for the running and content of my own activity, even though I had graduated to doing specific instruction. In planning meetings I would report what was being done in my portion of the program, and how the students were responding, but the other portions of the reading program were never opened for discussion.

Elizabeth's Class

In the third classroom, Elizabeth's, I felt I had a fairly good social relationship with the teacher. I was relaxed and hopeful when the collaboration started. We also started by looking at timetable considerations and choosing focus children. Three focus children whom Elizabeth thought would respond best to individual attention were chosen using the results of the screening tasks. We set times for my work in the classroom. I would be there every second day for two periods, a total of 70 minutes each session. This accommodated the classroom reading program which, as in Katherine's class, was split between two philosophies. Elizabeth's class used the Guided Reading philosophy for the days that the research project was to take place, and a flexible, responsive whole

language philosophy on the alternate days. Implementing that whole language philosophy, Elizabeth conducted an eclectic program responding to the needs of the students. The program included use of a 'talking rock' which was passed from student to student during 'circle talk', journal writing once per week, the reading of two stories per day to the class, silent reading by the students, lots of singing and poems - after the poems were read they could be placed in the 'poem box' where the students could pick their favourite to read to themselves or the group.

Comparisons. Elizabeth never started the companion reading program (Harrison & Wilkinson, 1991) as in Katherine's room. About 80% of Elizabeth's day is integrated with some form of Language Arts activities, Social Studies and Science being totally integrated with Language Arts. The guided reading set-up was where I was to be placed, again supervising the writing activity. As in Katherine's class, I was in the room only every second day and if I were absent or had to miss a session, the effect on the students' program was much worse than if I had been in the room every day. Elizabeth's room had eight low-achieving, emergent readers, three of whom were the focus students for the purposes of this study. As in Katherine's class, there were two groups of low-achieving students, and my time was spread over twice as much territory as in Mary's room. The children in Elizabeth's class were receiving half of the instructional time that the children in Mary's room received.

I started working in Elizabeth's class at a writing centre organized around a classroom writing project. A sentence frame is supplied and (guided by the frame) children respond about their friends, family, and personal experiences. I had very little input into what I was to do, but again, given total control of the activity once it was set up. Elizabeth kept inviting me into the collaboration between herself and Katherine, but the meetings never materialized. A sharing session would be set up, I would be invited to attend, and it would be canceled, or moved, or carried

out on the phone in the evening. My joining this collaborative activity never happened.

In February, three weeks into the collaboration, after the above described meeting on the 16th with the principal, Elizabeth and I had a meeting and the initial plan in which I supervised the writing centre was changed to the same set-up that had been created for Katherine's room. I was now doing specific instruction for the beginning readers in the class using the *Early Success* (Au, 1996) reading program. We agreed to switch off in our roles and share the responsibility for the classroom reading program. The same problems existed in both Elizabeth and Katherine's classroom situations. There were twice as many needy children as in Mary's room and I was timetabled every second day. Globally I was friendlier with Elizabeth than Katherine and we had some very good conversations, but we never really shared the program. We never switched roles and therefore never had a real need to share operative information. We were independent teachers working in the same space.

Data Analysis

Collaboration

In order to become globally familiar with the contents of the study and to look for recurring patterns, I first read through the data related to the collaboration – the daily session field notes on how the students worked and responded to the program, the transcriptions of the meetings between the resource teacher and the classroom teachers, the reflective comments, and the transcriptions of the final interviews. No significant patterns were noticed on this first perusal, but a sense developed that the most useful data relating to the collaboration were found in the transcriptions of the meetings between the classroom teachers and me, the

reflective comments, and small segments of the field notes on the daily sessions. The transcriptions of the final interviews were left for separate consideration.

The research questions became the focus to sort the data. The data were read again and categorized under each respective research question. No clear patterns were apparent. A different paradigm was required.

The data relating to the collaboration concerns the interaction between the collaborating teachers. These data were found mostly in the planning/sharing meetings held between the collaborating pairs. Other relevant data, found in daily session notes, were reports of short 'on-the-fly' meetings. These were categorized as 'meetings', creating a clean division between the data relating to the collaboration and those relating to reading development.

The meeting transcripts were analyzed in two phases. The first phase of analysis was open coding of the data, where codes are created as needed while passing through the data several times. In the second phase of analysis the data was coded specifically with preset codes identifying major characteristics of collaboration based on the review of the literature in Chapter Two.

Phase one. Since the first research question centred on the relationships which existed in the collaboration, all of the possible combinations among the players in the collaboration were examined next. The players identified were the students, the classroom teachers, the resource teacher, and others, such as the principal. A matrix of possible relationships was developed. All of the players could relate to members of the four categories except for the resource teacher who could only relate to three, as there was only one resource teacher. A four by four matrix was developed, with one blank, as shown in figure 1. A total of nine possible interpersonal relationships emerged. The data were then revisited using this relationship matrix to provide structure.

Figure 1

Possible Collaborative Relationships

		<u>RT</u>	<u>CT</u>	<u>S</u>	<u>O</u>	<u>Legend:</u>
Resource	RT	no	dup	dup	dup	no - no relationship
Classroom	CT	yes	yes	dup	dup	yes - possible relationship
Student	S	yes	yes	yes	dup	dup - duplicate category
Other	O	yes	yes	yes	yes	

All of the meeting transcripts and the field notes related to daily sessions with the students were analyzed using the matrix. The data easily mapped into the relationship matrix. Grounded theory provided a useful tool. Open coding, the progressive creation of a coding system, was attempted (Strauss & Corbin, 1990). At each interchange between people and at each comment about an event, a new category was created or a past category applied. For example, the data begin with meetings between the resource teacher and one of the three classroom teachers, and report a series of decisions. The letter 'D' was assigned to decisions made collaboratively and that letter placed in the RT - CT (Resource Teacher - Classroom Teacher) space in the matrix. Similarly the letter 'd' was assigned to decisions announced unilaterally and not made collaboratively. Following the same pattern, the letters 'P' and 'p' were assigned respectively to philosophical positions created collaboratively and those announced unilaterally. Capital letters were used for categories supporting and lower case letters for categories not supporting the collaboration. Timetable changes and other indications of flexibility were coded 'C' indicating cooperation which facilitated the collaboration or 'u' which would indicate not being facilitative. No codes were created which would apply to both the reading development and the collaboration. If an event applied to both, two codes were written. As a result, the codes were

designed to be separated into the two categories, collaboration and reading development.

Usually, in grounded theory, open coding is completed without the use of a matrix and the basic organization of the categories takes place during subsequent passes through the data. This is done to maintain an openness to all of the data, so nuances are not lost through the researcher's preconceptions. But, these data already have a focus, collaboration, and were gathered in settings (daily sessions, meetings) which further divided and focussed the data. The use of an organizational matrix merely recognizes the focus of the study and the natural divisions in the data. The fact that there was slight crossover from one setting to the other indicates that I did not become bound by the matrix.

At the end of the open coding cycle, there were codes created for five of the nine spaces in the relationship matrix. The resource teacher (RT) related to the classroom teacher (CT), the students (S), and others (O); the students also related to each other; and the classroom teachers also related to others. No data seemed applicable to the other four categories. They were therefore eliminated from further consideration in the data analysis. Because the codes were created linearly as I proceeded through the data, the selection of codes at the end of the data was greater than at the beginning. This necessitated going through the data once again in order to balance the application of the codes, to combine codes, add to, and/or further refine the coding system.

The following table displays all of the codes developed during phase one of analysis, the open coding process. The codes that fall in the relationship between the resource teacher and the classroom teacher, as well as the code representing interference from others, (a total of ten codes), relate to the collaboration. Frequency counts were carried out for all ten codes and those counts plotted on a time line noting dates. The classroom teacher's name was

placed at the side and the dates of meetings across the top. Ratios comparing the results of the three collaborations were developed where appropriate.

Figure 2

<u>Categories for Data Developed During Open Coding</u>			
	Resource Teacher	Student	
	RT	S	CT
Classroom Teacher CT	D - decision made collaboratively		
	d - decision announced unilaterally		
	P - collaborative philosophical decision		
	p - unilateral philosophical decision		
	C - cooperation facilitating collaboration		
	u - uncooperative event or exchange		
	V - validating action or comment		
Student S	I - information exchange		
	E - idea introduced into brainstorming		
	R - 'rug' or large group session		
	L - learning moment		
	FI - student flexibility, trust	F - fun in the group	
W - student 'weak' or regressing			
Other O	int - interference with collaboration		int

Annalysis of these results is described in Chapter Four.

Phase two. In considering the first research question, the issue of whether or not the data could actually indicate that collaboration was taking place surfaced. Open coding produces categories based on what is in the data and can therefore not answer such a question because the argument is circular. To answer this type of question, major characteristics of collaboration, as outlined in Chapter Two, were coded and the data once again analyzed. Instances of: planning with the partner (W), assisting/relying on the partner (A), trusting the partner (T), or using/needing the partner's expertise (N) were coded in the data. The segment of the data used was the transcriptions of the meetings that took

place between the resource and classroom teachers. As the data were scanned, I was open to further characteristics of collaboration being added to the coding system. The negations of the four categories emerged as additional categories.

This phase two data was treated in the same manner as the open coded, phase one, data. Frequency counts were carried out for all codes and those counts plotted on a time line noting dates. Ratios comparing the results of the three collaborations were developed where appropriate.

Final interview transcripts. The transcripts of the final interviews were analyzed for information applicable to each of the questions used in the interview. The answers of the three classroom teachers were compared in order to seek out support and/or explanation for the differences amongst the three collaborations, discovered in phases one and two described above.

Student Reading Development

The results of the student screening tasks, which were completed in January and repeated at the end of June, were placed on a chart and comparisons made in order to document progress in reading development. The Mary Clay Observation Survey (1993) results from February, March, and June were similarly charted and analyzed. The work samples were also evaluated for indications of achievement gains, as were the results of the running records.

In the next chapter, the results of all of these analyses are used to respond to the research questions posed in Chapter One.

Chapter Four

Analysis of the Data

In this chapter, research questions and supporting data are considered in the order in which they were originally stated. The first question explored the issue of how attitude affected collaboration and is stated more specifically as follows: How are the observable activities/attitudes of co-teaching teachers linked to the characteristics of collaboration? That is: a) Can characteristics of collaboration be used to differentiate between collaborating and non-collaborating teachers? b) What activities/attitudes of collaborating teachers indicate that a collaboration is taking place and can such activities/attitudes be used to differentiate between collaborating and non-collaborating teachers?

The most important data in considering this set of questions were the transcripts of the meetings held every cycle between the classroom teachers and me and the transcripts of the final interviews. As outlined in Chapter Three, the meeting transcripts were analyzed in two phases. The first phase of analysis was open coding of the data, where codes are created as needed while passing through the data several times.

In the second phase of analysis the data were coded specifically according to major characteristics of collaboration based on the review of the literature in Chapter Two. The categories for the codes in the second phase were set before the coding started. The categories were: planning with a partner (W), assisting a partner (A), needing the expertise of a partner (N), and trusting the partner (T). The results of the coding of these four characteristics and their negations are displayed in the accompanying tables, one for each classroom teacher (the legend explaining the codes appears on the page following the tables).

Table 1 Frequency of Major Characteristics of Collaboration in Mary's Class

Mary's Class	J/ 18	J/ 21	J/ 28	F/ 5	F/ 11	F/ 16	F/ 24	M/ 1	M/ 11	M/ 18	M/ 19	Total
W	7	2	3	5	1	5	3	2	1	4	11	44
A				1	1	3	6		2	1	6	20
N			1	5	1	7	2	1	1		10	28
T			2	6	2	2	5			2	5	24
/W/				2		5						7
/A/												0
/N/												0
/T/												0

Table 2 Frequency of Major Characteristics of Collaboration in Elizabeth's Class

Elizabeth's Class	J/ 28	F/ 8	F/ 9	F/ 18	M/ 5	M/ 8	M/ 11	M/ 19	Total
W	2			14	2	1		1	20
A		3						1	4
N				1		1		1	3
T	1			1	1		1	1	5
/W/	11	1		1		2		5	20
/A/		1							1
/N/			1						1
/T/				1					1

Table 3 Frequency of Major Characteristics of Collaboration in Katherine's Class

Katherine's Class	J/ 21	J/ 25	F/ 5	F/ 15	F/ 22	M/ 8	M/ 19	Total
W	2		3	8	11	1	4	29
A					2		3	5
N				6	3	1	7	17
T	1			2				3
/W/	13	4		4	2		2	25
/A/					2			2
/N/					3			3
/T/					1		1	2

Legend: W - planning with a partner
 A - assisting the partner
 N - needing the expertise of the partner
 T - trusting the partner
 /W/, /A/, /N/, /T/ were used to classify negations

Characteristics of Collaboration

Can characteristics of collaboration be used to differentiate between collaborating and non-collaborating teachers? Trust and needing the expertise of the partner were selected as central to collaboration, as were the actions of assisting and planning.

The first obvious difference in the three tables is their length. Although not chosen as an indicator of whether or not a collaboration was taking place, it is noteworthy that Mary and I had 11 meetings in approximately the same time block that I had 7 and 8 with the other two teachers. Mary had 50% to 57% more meeting time than the others.

Planning. The first item on the list of characteristics of collaboration was planning with a partner (W). Each instance of making a decision together or establishing a philosophical stance together was counted. This tally counted only instances of collaborative planning. The tally would naturally increase with increased meeting time. Dividing the total number of instances of planning by the number of meetings; three ratios are created representing the rate at which instances of collaborative planning took place per meeting in the three pairings:

Table 4

Rate of Planning per Meeting

Mary's ratio:	$44/11 = 4$
Elizabeth's ratio:	$20/8 = 2.5$
Katherine's ratio:	$29/7 = 4.14$

From table 4 it is evident that while collaborative planning took place in all three situations, more collaborative planning took place per meeting with Mary and Katherine than with Elizabeth.

Applying the same logic to the three other characteristics of collaboration, assisting, needing, and trusting, three ratios associated with each of the three teachers emerge.

Table 5

Rate of Assisting, Needing, and Trusting per Meeting

	<u>Assisting (A)</u>	<u>Needing (N)</u>	<u>Trusting (T)</u>
Mary	20/11 = 1.82	28/11 = 2.55	24/11 = 2.18
Elizabeth	4/8 = .5	3/8 = .375	5/8 = .625
Katherine	5/7 = .71	17/7 = 2.43	3/7 = .43

Assistance and trusting. Instances of 'assisting' were only counted if the assistance actually took place. Examples of 'assisting' behaviours would be taking the other's duties, or being flexible in regard to timetabling. The collaborator would have to make an effort, or be inclined to participate. Trusting was counted if the partners statements or views were taken at face value and not questioned.

Here a clear difference appears among the pairings. For 'assisting' and 'trusting', Mary's ratios are multiples larger than those of the other two teachers. The multiples range from 2.55 to 5.07. A fair statement would be that 'trusting' occurred between Mary and I an average of 4.27 times more often than in the other two pairs. Similarly, 'assisting' happened an average of 3.1 times more often between Mary and I than in the other two pairs.

Needing. The category of 'needing' was counted when a request for expertise was made, or appreciation or recognition of expertise was expressed by either collaborator in the pair. The ratios for the characteristic 'needing', were similar in pattern to those of 'planning'. More expressions of needing or appreciating expertise took place per meeting with Mary and Katherine than with Elizabeth. The difference is more dramatic in that Mary and Katherine had an average of 6.64 times the occurrences of 'needing', where with 'planning' the multiple was 1.63, but the pattern was repeated in that the ratio for Elizabeth was noticeably lower.

Negations. Negations of characteristics associated with collaboration were also tallied. The frequencies involved were not high, but these data represented events which would not be expected to occur often, if at all. What was thought significant was whether or not the behaviours occurred, and if so, with whom and how often.

Negation of planning. The negation of planning collaboratively was considered to be a unilateral announcement or a philosophical stance that failed to consider or seek out the partner's view. This is something that might happen in the best of collaborations, but in this case, the frequency of occurrences was analyzed. The raw numbers tell the tale. In 11 meetings 'negation of planning' occurred 7 times with Mary, where in fewer meetings unilateral announcements occurred 20 and 25 times with Elizabeth and Katherine respectively. It is worthy to note that for Elizabeth and Katherine, these numbers come close to canceling out the instances of collaborative planning. The following table encapsulates this thought.

Table 6

Ratios of Collaborative Planning to Unilateral Planning

Mary	44/7 = 6.29
Elizabeth	20/20 = 1
Katherine	29/25 = 1.16

Negation of assisting, needing, and trusting. To receive a negation for 'assisting', a partner would have to actually do something to bypass the partner's assistance, or request that the partner not be involved. An example of rejecting assistance is exclusion from a meeting at which planning is being carried out, or a request to cancel a pre-arranged meeting. Negation of 'needing' would involve rejection of expertise, such as ignoring knowledgeable comments, or attributing positive results to reasons not based on expertise when expertise was obviously involved. A negation of trust could be a refusal to share, or an outright doubting of the partner. These categories are each representative of powerful indicators that something essential is lacking in the relationship.

An examination of frequency counts for these elements shows that none of these indicators occurred between Mary and I. In contrast, they were all evident in each of the other two relationships.

Summary. In response to the question whether characteristics of collaboration differentiate between collaborating and non-collaborating teachers, findings were: (1) Good collaborators often meet, need to exchange expertise, and plan, (the fact that these activities take place can be used initially to screen for collaborating pairs); (2) Assisting and trusting are excellent indicators of a collaborative relationship; (3) The ratio of collaborative decisions to unilateral decisions can be used to indicate collaborative planning as opposed to a unilateral style of planning; and (4) The negations of assisting, needing the

expertise of, or trusting the partner, are all indicators of major problems in the collaborative relationship.

Activities and Attitudes of Collaborators

Section 'b' of the first general question in regard to activities indicative of collaboration: What activities/attitudes of collaborating teachers indicate that a collaboration is taking place and can those activities/attitudes be used to differentiate between collaborating and non-collaborating teachers? These questions were approached by using phase one of the analysis of the transcripts of the once per cycle meetings between the cooperating teachers and me plus the on-the-fly meetings recorded in the field notes of the daily sessions with the students. In phase one, the data were open coded during several passes through the data, with no preconceived categories.

The perspective of Friend and Cook's definition of collaboration found in Chapter Two, "Collaboration is the style that professionals use in interacting with others" (Friend & Cook, 1992, p.100) was applied.

Communication style. Indications of style of interacting can be established easily by examining the accompanying tables. A comparison of the number of instances of decisions being made collaboratively with those announced unilaterally will indicate one aspect of the 'style' of interpersonal communication.

Legend:

- D - collaborative decision
- P - collaborative philosophical stance
- C - cooperation facilitating collaboration
- V - validating action or comment
- I - information exchange
- i - idea introduced into brainstorming
- d - decision announced unilaterally
- p - unilateral philosophical decision
- u - uncooperative event or exchange
- int - interference with collaboration

Table 7

Frequency of Activities and Attitudes during Meetings with Mary

Mary's Class	J/ 18	J/ 21	J/ 28	F/ 5	F/ 11	F/ 16	F/ 22	F/ 24	M/ 1	M/ 2-10	M/ 11	M/ 15	M/ 16	M/ 18	M/ 19	Total
D	5	2	2	5	1	5		3	2		1	1	1	2	9	39
P	2		1												2	5
C					1	5	2	5	2	5	1	1	2	1	7	32
V			2	3	1			5	2			1	1		9	24
I				6		2		1							10	19
i																0
d				2		4										6
p						1										1
u																0
int								8							3	11

Table 8

Frequency of Activities and Attitudes during Meetings with Elizabeth

Elizabeth's Class	J/ 28	F/ 8	F/ 9	F/ 18	F/ 23	M/ 5	M/ 8	M/ 11	M/ 19	Total
D	2			10		1			1	14
P				4		1	1			6
C	1	3		2	3	1		1	1	12
V				1	2		1	1	1	6
I		1			1	1			2	5
i	1		1	11		1	14		15	43
d	7						2		4	13
p	4	1		1					1	7
u		1	1	1		2		2	2	7
int		1	1	1		2		2	2	7

Table 9

Frequency of Activities and Attitudes during Meetings with Katherine

Katherine's Class	J/ 21	J/ 25	F/ 5	F/ 15	F/ 22	M/ 8	M/ 19	Total
D	2		2	8	9	1	4	26
P			1		2			3
C					1			1
V								0
I				3	5	5	8	21
i				10	1		3	14
d	11	3		2	1		2	19
p	2	1		2	1			6
u					1			1
int								0

In the communications between Mary and I, there were 39 collaborative decisions and 6 unilaterally decisions, a ratio of 39/6 as shown in table 10.

Table 10

Ratio of Collaborative Decisions to Unilateral Decisions

Mary	$39/6 = 6.5$
Elizabeth	$14/13 = 1.08$
Katherine	$26/19 = 1.37$

These ratios clearly demonstrate the qualitative difference in communication style between Mary and I as compared to my communication with the other two teachers. The communication style involving Mary could be considered collaborative. A preponderance (86%) of decisions were made collaboratively. A continuous exchange occurred, as indicated by the collaborative decisions being

spread fairly evenly throughout the course of the study. The communication style involving Elizabeth and Katherine was much less collaborative. Approximately half of the decisions were made unilaterally with most of the collaborative decisions happening in one or two meetings. In these latter two relationships, the general style of communication was not collaborative, but unilateral.

This open coded data, created in the first phase of data analysis, under the categories of decisions 'D' and philosophical positions 'P' and their negations 'd' and 'p', comes close to duplicating the tallies of the characteristics of planning 'W' and its negation /W/ done in the second phase of data analysis. The difference in emphasis in the interpretation reflects the difference in the source.

Philosophical stance. Similarly, announcing one's philosophical stance unilaterally can be compared to those stances derived collaboratively, producing the following table:

Table 11

Ratio of Collaboratively Derived to Unilaterally Announced Philosophical Stances

Mary	$5/1 = 5$
Elizabeth	$6/7 = .86$
Katherine	$3/6 = .5$

These results demonstrate even more sharply the qualitative difference between the communication style of Mary and I, compared to my communicative style with the other two teachers.

Cooperation. Instances of cooperation are those times in which one of the partners does something which facilitates the work of the other. Cooperative events could be major, such as taking over the class so the program continues while the partner attends to personal business; or relatively minor, such as

picking up materials for the partner. It is not the effort, but the thought that counts. An uncooperative event or exchange would be anything that hampered the work of the partner. Comparing the cooperative to the uncooperative events for each of the three teachers results in the ratios found in the following table.

Table 12

Ratio of Cooperative to Uncooperative Events

Mary	32/0 = +++++
Elizabeth	12/7 = 1.71
Katherine	1/1 = 1

This table contains an infinity, clearly differentiating Mary from Elizabeth and Katherine. The zero for uncooperative events exemplifies the quality of the relationship between Mary and me.

Validating comments. Another type of interpersonal exchange indicative of a healthy relationship is the validating or supportive comment. The relationship between Mary and I resulted in 24 supportive comments whereas the relationship with Elizabeth had 6 and the relationship with Katherine, 0.

Exchange of information. Instances of exchanging information were also tallied. I exchanged information with Mary 19 times, with Elizabeth 5 times and with Katherine 21 times. Mary and Katherine rank noticeably ahead of Elizabeth. This pattern is similar to the pattern observed in the categories of 'planning' and 'needing' used to address section 'a' of the first question.

The results of tallying the number of ideas introduced in brainstorming indicated a different pattern. Mary and I had zero brainstorming exchanges, whereas with Elizabeth I had 43 brainstorming exchanges and with Katherine, 14.

Outside interference. The last activity of the participants that was separated out in the open coding was interference with the collaboration by outsiders. This interference was discussed in the meetings. The conversation was always initiated by me, but differing responses were received from the classroom teachers. Mary was able to support the exchange of 11 facts about outside interference while 7 were exchanged with Elizabeth and none with Katherine.

Summary. In summary, in response to the question in regard to activities and attitudes that indicate that a collaboration was taking place, it can be seen that the dichotomies representing a collaborating characteristic with its opposite can show that a collaborative style is being used. Some of the individual tallies such as 'validations' were also useful. In response to whether such activities/attitudes can be used to differentiate between collaborating and non-collaborating teachers, the answer has to be a resounding, "Yes!" Where a measure clearly showed collaboration was present, the comparison to non-collaborating or weaker collaborating situations was also clear.

Mutual Benefits Related to Collaboration

The questions that related to the mutual benefits of collaboration were: Are the needs of classroom teachers and resource teachers met in collaboration? Does collaboration, as a service delivery model, fill the needs of students?

These two questions focus on the needs of students, classroom teachers, and resource teachers. Teacher comments and statements about the progress of the collaboration apply. Data sources for these types of comments were the transcripts of both of the regularly scheduled meetings and the final interview. Analyses focused on circumstances where collaboration was operating as it

should. Analysis of the transcripts of the meetings and final interview with Mary follow.

Mary

The needs expressed in the initial meetings by Mary were centred on my filling a role in her reading program. She also expressed a need to have access to my expertise in the area of reading. I had a connected need: access to the in-class management methods and basic teaching techniques in Mary's repertoire.

Our initial meetings dealt with the operation of the program. We switched roles every five or six sessions, so sharing/planning meetings were important for each of us. We had to know how the work with the other group was proceeding on both an operative level and on the level of emergent problems. After this exchange had become a routine, we were able to expand into other modes of exchange. The first indication that the program was affecting the progress of the children came on February 8th. Mary indicated that the reading skill of one of the students was transferring into other work during the day. This thrilled both Mary and me. This was followed by a meeting on February 11th where both partners indicated that they were "Happy with the progress of our working together". And Mary indicated that she "liked the talk and support". From then on the meetings were less formal and more of a discussion of approaches to the emerging problems. The agenda of our meetings included both the planning of the unit coming up in the class writing program, and discussions about how to approach various student difficulties, including placement for next year. The published program used with the small group reading program, *Early Success* (Au, 1996) provided detailed lesson plans and materials, so the planning load was reduced,

but the struggling readers had greater difficulties. The discussion of these ranged to assess their performance across the curriculum.

This openness developed to the point that each of us could talk to the other about our weaknesses and failures. Mary mentioned a tactical error she had made with the writing program. We talked of ways to rectify the situation. The children had ended up at different points in their writing and the program needed to be refocused. We facilitated this new focus by switching groups immediately. The children expected things to be restarted and all was new again.

Obviously, the needs of Mary, me, and the reading/writing program of the students were being filled. Mary received access to expertise; the students received an organized, effective reading/writing program; and I was able to assist a teacher and group of students effectively. This finding was reinforced by Mary's responses to the questions in the final interview. When asked how she was feeling about the collaboration, she indicated that she had a "feeling of support" and was "able to talk with and receive help from a specialist". When asked which aspects of the collaboration had worked for her she focused on the reading program: the identification of the small group, the ongoing assessment, the testing, and the students' ultimate success. She also mentioned that our switching roles often was good. I couple this with her statement that she "learned things", and that her working with the small group gave her a "sense of direction". As advantages of collaborating Mary selected "receiving articles to read", "having someone knowledgeable to talk with", and "working together". When asked what she had learned, Mary responded that she had learned "how to work with a small group", and then added that she "now knew what she could be doing in the beginning of September with reading and writing" and proceeded to list ideas we had discussed in the meetings. This global statement thrilled me as it confirmed that, in this collaboration, one of my goals had been achieved.

Elizabeth

There were no needs expressed by Elizabeth at the beginning of the collaboration. She did express that she was glad that I was coming to her room and that we could "do things" that she couldn't do before. I surmised that this meant that her greatest need was "another pair of hands".

At the first meeting Elizabeth spelled out what I would be doing in her room. This was not the best start in a collaboration, but patience is a virtue. The program was laid out and my role was pre-decided. In the second meeting, Elizabeth informed me that she was already collaborating with Katherine. This answered a few basic questions because I had been assigned the same role in both classrooms.

This initial role continued until February 18th when there was a meeting to restructure the program. Again, what I was assigned to do was the same in both classrooms, which was basically pre-decided. The collaboration between Elizabeth and Katherine was going well, the collaboration involving me and these two classroom teachers had yet to begin.

I was invited to the collaboration meetings between Katherine and Elizabeth, but there was always a problem. The meeting would be postponed, or they would 'meet' over the telephone in the evening. There was always an invitation given to a next meeting, made consistently by Elizabeth. The results of the collaborative meetings between Katherine and Elizabeth were never shared or referred to directly. However, it was obvious that the meetings focused on the design of the program. After each meeting there would be changes made to the activities in both rooms.

Elizabeth and I did not switch roles. Although alternating roles was discussed several times throughout the collaboration, there was always a problem that needed to be solved before roles could be switched. The alternating

roles that was a major feature in collaborating with Mary, never happened. As a result, there was no pressing need to exchange information with Elizabeth. As a classroom teacher, Elizabeth was interested in the progress of her students, but running the program did not need to be discussed, details about student response consisted of cute anecdotes, test results could be handed over rather than belaboured. We really had nothing that we were co-creating, in short, we had little to talk about. This situation was summed up by Elizabeth in a meeting on March 8th, "You keep working with your group, and I'll keep working with mine."

In the middle of March, five consecutive sessions were missed because of illness, music festival, and an administration day. Because the program ran every second day, this represented two weeks of instructional time for the 'at risk' students. The program needed to start over. The target students had regressed to their entering level at the beginning of the program. I proposed: (1) that I come to the class every day for one period rather than every other day for two periods, and (2) that the number of students in the reading group be reduced so that they could be seen daily. The response was "I'll see" which provided time for Elizabeth and Katherine to talk to each other. The program was subsequently restructured in both classes according to my suggestions. This was the first time that I had been allowed to have significant input into the class program and the first time that my ideas were used in designing the program. In the proposed changes I had also asked to switch roles on a regular basis, and to be allowed into the collaboration between Katherine and Elizabeth. Assent was given by both teachers to both requests, but neither ever happened. At the end of the study it was evident that the collaborative pattern of nonessential communication, established at the beginning of the program, had continued throughout.

Were the needs of the teacher being filled in this example of a collaboration? The implied need of having 'another pair of hands' was filled, but

were there other hopes and needs that Elizabeth had? In the transcript of the final interview, Elizabeth responded to all of the questions in one of three different stances. The first was that the students had benefited, the second that my being there had benefited the set-up in the room, and the third stance (as indicated in the following discussion) referred to her perception of what was happening in the collaboration.

She saw the students as having learned to work better in small independent groups, and being able to tune out noise better. She realized that the group I saw needed a lot of structure and that the leveled activities for the rest of the class differentiated the instruction. "We offer different things to the students and the students needed that difference."

The fact that I was there made the groups smaller. My group was "chatty" and having another "pair of hands" settled the class. Working with the resource teacher required Elizabeth to have a definite timetable forcing her to be more organized. There was no mention of any learning that had happened on her part, but the meetings were appreciated as a forum to talk about students, a time to stop and take stock. Elizabeth recognized in the final interview that "We hadn't done much planning together in terms of the program".

When asked if she had done anything similar in the past, Elizabeth answered "Yes." In the past there had been an 'unwanted' resource teacher who took small groups "like you have been doing." Collaboration, to Elizabeth, meant that two people worked in the same space. I was not able to change this perception over the course of the collaboration. When asked if she would have any concerns if asked to collaborate again, Elizabeth said she'd "be open to it" and that "it's always better with another person ... more organized ... more creative ideas ... you complement each others' skills". This enlightened statement was not about this collaboration, but a hypothetical one in the future. About this

collaboration Elizabeth summed up with, "you come and do your schtick and I do my schtick, you know." And capped it off with, "You can't force a person to team with somebody."

Student needs. Were the needs of the students filled in this collaboration?

They were insofar as students received extra help that they wouldn't have had otherwise. But the program was restarted twice, and the collaboration did not really add anything to the students' program. There was no improvement in what was done because there were two people involved in the program. In fact, that was the problem, there weren't two people involved in planning the program. I was just 'another pair of hands' in the classroom.

Katherine

No expectations in regard to the collaboration were expressed by Katherine. Our first two meetings were similar to those with Elizabeth. Katherine laid out the program with little consultation. Our work started with two sessions and then three in a row were missed -- we had to start again. At the meeting on February 15th Katherine and I had a "good exchange" and really collaborated on setting up the program again. The collaboration was centred on my station responsibility for the writing centre. A free flow of ideas took place. We each had input into the end product. I felt that a fair start on collaborating had been made.

The next day, February 16th, the meeting between the principal and the classroom teachers took place in which the 'problems' with the collaboration were 'discussed'. The meeting was reported in Chapter Three. Katherine and I had a meeting on February 22nd where we restructured the program to be "more like what is going on in Mary's room". Katherine started this meeting by asking if the meetings could be reduced to once per month. We did not collaborate in the restructuring of the program. Katherine made the decisions mechanically with

little collaborative input. Subsequently, the frequency of the meetings dropped and their content became very specific. In one, I asked for information about the rest of the Language Arts program in the classroom. Once that specific information had been conveyed, nothing more happened in that meeting. In the last scheduled meeting before the final interview, Katherine and I did exchange information about students progress, but little beyond that.

It is hard to estimate if the needs of Katherine were filled through this collaboration attempt in that she expressed no needs initially, and implied no needs subsequently. It is possible to say that all of her requests were fulfilled. The same comments concerning the needs of the students that were made for Elizabeth's class apply here. Students received extra help but the collaboration did not really add anything to their program. How much collaboration took place in this setting is a moot question.

In the final interview, Katherine was asked how she felt about the collaboration and she responded the student's needs were met, but the programs ran themselves. This answer set the tone for the interview. As mentioned in Chapter Three, Katherine had been a substitute resource teacher for six weeks the previous year. She had definite views on the role of the resource teacher and those views had not been altered though the collaboration. "Recognition of the needs in the classroom" was an aspect that worked for Katherine, she reported that "resource [had] a very good handle on the learners in the classroom" (final interview) and "resource expertise [was] applied directly to the students."

What did Katherine learn? "That there are supports that we can get from resource in a new way." This reflects her agenda concerning the role of the resource teacher, not anything specifically to do with collaboration. She did make comments relating directly to the students. She thought that the "double dose of a reading program helped the kids" and complemented my teaching, "I saw what

you did and saw the students responding. They started to move.” She referred to the collaboration as “the best use of resource time [she’d] seen in a long time.” Some of her comments related to the fact that I was there. Being there “took those learners who absorb a lot of time, [and freed up] the teacher.” She thought that an advantage of collaborating was that the resource teacher was more visible, connected to the learners, and more able to help the students and teachers.

Katherine complained consistently throughout the interview that she did not want to give up her preps, that time was the major problem, that release time was necessary, that the meetings were one more thing on top of everything else. This set of comments may be linked to her statement that she “learned nothing from the meetings, we needed to touch base, but the program ran itself.” She saw no need to co-create anything, had not in fact seen herself as engaged in any co-creation in the collaboration and did not see collaboration as part of what was being attempted. Implied in Katherine’s responses in the final interview was a need that was filled. The students did receive the extra assistance that she had wanted.

Summary

It is evident that the needs of classroom teachers and resource teachers can be met through a collaboration, but that the degree to which those needs are met seems linked to teacher expectations and the nature of the collaboration. Similarly the needs of students can be met, and the nature of the collaboration seems to affect the meeting of those needs.

Student Achievement

The third and final question addressed student achievement: What successes were experienced by the low-achieving target students in the collaboration?

From my field notes of the daily sessions held with the students it was ascertained that they: (1) were presented with a program, (2) completed the activities, (3) often had a good time, and to a varying extent (4) made progress in terms of reading development. The successes that were recorded in these data were of a qualitative nature. They will be used later to discuss these students individually as short case studies.

The general picture of success in the reading program is best realized through an analysis of the Mary Clay (1993) test results. The tests were administered to all of the focus students near the beginning of the collaboration in February, at the end of the formal study in March, and yet again in June. These results are shown in the accompanying table.

Table 13

Results of Three Administrations of the Mary Clay Survey Test (1993)

student (teacher's initial)	Letter Identification score/54 stanine			Concepts about print score/24 stanine			Word List Test score/15 stanine			Writing Vocabulary score stanine			Hearing sounds in words score/37 stanine		
	month/day	2/9	3/25	6/15	2/9	3/25	6/15	2/9	3/25	6/15	2/9	3/25	6/15	2/9	3/25
Cam (K)	45	46		8	12		3	2		4	5		12	11	
	1	1		1	2		2	2		1	1		1	1	
Mike (K)	49	53	53	15	16	21	3	4	10	9	12	23	8	14	25
	2	7	7	4	5	9	2	2	4	2	2	5	1	2	4
Jim (K)	19	32		12	9		1	1		1	3		0	3	
	1	1		2	1		1	1		1	1		1	1	
Shelly (M)	8	17	32	9	8	12	1	1	1	4	3	5	3	5	4
	1	1	1	1	1	2	1	1	1	1	1	1	1	1	1
Larry (M)	46	53	54	13	14	15	1	5	8	8	11	37	19	31	30
	2	7	9	3	4	4	1	2	3	2	2	8	2	6	6
George (E)	54	54	54	15	18	21	5	10	12	12	28	47	23	21	28
	9	9	9	4	5	9	2	4	4	2	6	9	3	3	5
Sue (E)	45	47	49	13	12	12	3	4	5	10	14	26	26	27	29
	1	2	2	3	2	2	2	2	2	2	3	6	4	5	5
Jill (E)	43	42	44	9	13	16	1	0	1	7	10	15	24	14	19
	1	1	1	1	3	5	1	1	1	1	2	3	4	2	2
average score	39	43	48	12	13	16	2	3	7	7	11	26	14	16	28
average stanine	2.25	3.625	4.8	2.375	5.16	1.5	2.5	1.5	2.5	1.5	5.3	2.125	3.83	2.625	

Three sets of norms are available for application to data from the survey, two sets from Clay's research in New Zealand in 1978 and in 1986, and more recently, a set completed in Ohio in 1990-91. This third set was used to interpret the results in the above table. A cursory look at the table indicates that emergent literacy behaviours did improve over the course of the study and continued to improve over the remainder of the year. It should be pointed out that although the formal collaboration had been completed at the end of March, the work with the students continued until the end of June, which is the end of the school year. The test scores and stanines were averaged across the group of focus students to give a picture of average reading progress. As can be seen, the average

performance increased over time as shown by the stanines. It is not unusual for a group of students at any grade level to improve as the year progresses. It is normal and expected to happen. What is of note in this instance is that all of the average stanines on February 9th were in the 'below expectations' area (stanines 1,2,3), and by June 15th, three of the averages of stanine scores had moved into the 'expected average student performance' area (stanines 4,5,6) and the other two averages had improved. Following are comments on each of the focus students (pseudonyms are used).

Case Studies

Cam. Cam was selected by Katherine as a focus student on the basis of his screening test performance (tasks appended). He did not know how to write most of the numbers 1 - 10, could not discriminate or produce rhymes, could not isolate initial sounds in words, could not use onset/rhyme in a game setting, did not know any sounds associated with consonants, did read one word on a list of beginning words and could not spell any of the 10 basic words in that screening task. His orientation to a book was acceptable. He knew how to orient a book for reading and how reading proceeds, front to back, left to right. He was unable to count the words on a page of text, and was unable to point to a word on a page, once the page had been read to him. His reading of a heavily patterned emergent level book was interesting in that he produced a pattern connected with the pictures but unrelated to the text. He was at a pre-emergent stage in reading and was a child with F.A.S. (fetal alcohol syndrome). This last fact had been revealed to us by the mother just after he was selected as a focus student. This was considered an extreme circumstance, but he was retained in the study.

Cam's work samples show a slow, but steady improvement in the steadiness of his hand during printing. By the end of March he was able to print

mostly on the line and able to form letters consistently given a model. His "running records" (Clay, 1976) show a constant struggle with focus on print. Cam could correctly 'read' a basic word, such as 'the' on one page and not know the same word on the next page. He did learn about word boundaries in text, but in reading a book he relied heavily on memory, picture support, and his own language. In the reading sessions he was often "loud, resisted reading - [said] 'I don't like this' - but cooperated" (Field Notes, Feb 23). This was his pattern almost daily. Comments such as, "wanted to finish and get on" (Feb 24), "glad to move on" (Mar 8), and "dives into the task" (Mar 10) indicate his typical stance as a learner. He had no time to focus on anything except the next thing. Progress was represented totally by moving to the next task. He developed a small sight word vocabulary, but this set of information could be set aside when reading. Over the course of the study he made only minimal progress. The degree to which his problems interfered is a moot question. He moved to another school in late March.

Mike. Mike was also a focus student selected by Katherine. His screening test scores indicated problems (zero scores) in the areas of discrimination and production of rhymes, isolation of initial consonants, and use of onset/rhyme in a game setting. He spelled one basic word correctly and could read three beginning words. He could identify seven consonant sounds when presented with the letters. His orientation to print was acceptable and he was able to read a patterned emergent book. These results were confirmed and expanded with findings from the Mary Clay Observation Survey (Clay, 1993). Mike fell below the fourth stanine in letter identification, reading words from a list, writing vocabulary, and hearing sounds in print.

His work samples show a student capable of properly forming letters given a model. His running records show a reader relying on picture cues initially, but

becoming competent in reading the course materials over time. Mike was a very cooperative student. The word 'cooperative' appears in most of the field note comments on the daily sessions. Typical is, "read independently, very cooperative with the activities, seems to be interested and wanting to please, worked hard at printing" (Feb 24). At the end of the June, Mike was able to read all of the *Early Success* (Au, 1996) reading program books covered in the sessions with and without picture support, and able to read all of the sight words associated with each book. His scores on the screening tasks indicated an improvement in all areas at the end of June. He was even able to print a sentence given a picture. At year-end he showed similar improvement in the Mary Clay Observation Survey (Clay, 1993) test results. All of his year end scores were at or above the fourth stanine. Mike made solid progress over the course of the study and continued to do so until the end of the year.

Jim. Jim's screening test results caused Katherine to select him as one of the focus students. He was unable to discriminate or produce rhymes, could not isolate initial consonants or use onset/rhyme in a game setting. He could not spell any of the ten words presented in that screening task, nor could he read any of the beginning words. He did give a sound for one consonant letter and had acceptable orientation to a book for reading. His word boundaries in print were not in place and he refused to attempt to read the emergent level patterned book. In the spelling test he was unable to write any of the numbers (students were asked to print the numbers one to ten at the side of the page). These results were duplicated in the Mary Clay Observation Survey. He scored in the first stanine in all areas. His work samples revealed a student who had fine motor problems. He could only roughly follow a line when printing and without a model his letter formation was painful. With a model, the letters could be identified, but were immature and shaky in form. This pattern was not variable and remained the

same throughout the study. His running records indicated a heavy reliance on memory. The records of the current book would usually be perfect, but performance with past books revealed problems.

Jim became withdrawn and ultimately refused to take part in the group activities. He was instructed individually and even with that support, completely refused to engage in reading by the end of the program. This was true even for the beginning program materials, or alternate materials at the same level. His closing down was related not just to reading, but also in the classroom in general, not only with me, but also with the classroom teacher, a teacher aide, and to a lesser extent, with his mother. Comments about daily sessions in my field notes, reflect his growing reluctance. Typical were, "was avoiding tasks and reluctant, when confronted with a task he did it, almost started to cry when asked to print, had great problems making a 'd', I led him through several" (Feb 24), "he didn't like the lack of pictures and seemed to regard [the exclusion of illustrations] as a trick or some kind of punishment" (Mar 8), and "very reluctant, lay on his work, never volunteering, sour and depressed and tired" (Mar 12). As a result there is limited end of the year data for Jim. The end of study (March) observation survey results do not move him out of the first stanine. Jim did complete the end of year survey test tasks with a teacher aide. He could identify nine consonant sounds and could discriminate and produce rhymes. He could also isolate initial sounds of words. Jim made little progress throughout the collaboration.

Shelly. Shelly had by far the lowest screening test results in Mary's room. Her selection was obvious. She had a score of zero in both categories of rhyming, isolating initial sounds, use of onset/rhyme, supplying sounds for consonant letters and spelling. She did read two words from the list of basic words. Her orientation to reading a book was poor and she could neither count the words on a page nor point to a specific word once the page had been read to

her. She did hear the pattern in the emergent book and used the picture cues properly. She was pointing to the words in the wrong order, but did obviously understand that the print represented the words. She could not print the numbers one to ten for the spelling test. These results were repeated on the Mary Clay Observation Survey. All of her scores were in the first stanine. The work samples showed an immature hand operating the pencil. Letter formation was difficult and following the line and size were issues. This pattern did not change throughout the study. When reading current material Shelly would have few difficulties. She was relying heavily on memory and picture cues. When reading past material she had problems with accuracy, but would remember the story and doggedly produce a new version of the story line. The field notes on the daily sessions revealed a shy, cautious student who grew personally over the course of the program. She was described as, "shy, unsure of self" (Jan 21), and then as "much more confident and proud of it" (Feb 2) a week later. The following week she "did very well ... took some risks with giving an answer to a question asked only to her" (Feb 9) and "quiet as usual, gave a perfect reading" (Feb 11). But then a few days later, "showing lack of confidence with material she was confident of before" (Feb 15). This was the beginning of problems for Shelly. March 3rd is typical, "a bit worried that it is a new story, when it was read for the first time she paid good attention". She was however, developing interpersonal skills. She engaged in games which she did little of before, she was "slow to comprehend the game, ... when she understood she was right in there" (Mar 10). Her relationships with peers were changing, "she [was] starting to relate better to peers, she [was] more outgoing and occasionally feels she [had] something to say" (Mar 16). At the end of the year Shelly was only able to read current material and the earliest of the stories, the ones she had had the most exposure to and had memorized. For those stories she could read the text without picture support

and could read the sight words. With material that was not current she was not able to read the book or the sight words. The scores for both the observation survey and the screening tasks were not improved to a level which would remove concern for her development. Shelly did not respond to the reading program as we had hoped, but her personal development was gratifying.

Larry. No screening tasks results were available for Larry because of absence. He was chosen to be a focus student of the basis of his classroom work as compared to his peers. The results of the observation survey confirmed Mary's choice. His reading of words was in the first stanine and the scores for letter identification, writing vocabulary, and hearing sounds in words were all in the second stanine. His highest score, in 'concepts about print', was in the third stanine. All of these scores were at levels indicating concern. Work samples collected during the sessions show a student with well developed fine motor skills. His work was well organized on the page and he cared about the quality of product he produced. This was true with or without a model to copy. The running records of his reading of the *Early Success* (Au, 1996) reading program stories indicated great care and accuracy. Few errors were apparent -- he usually gave a completely accurate reading of the text. He was a delight to have in the sessions as indicated by the comments in my field notes referring to the daily sessions. Such statements as "wants to please, enthusiastic and fast, answers for others" (Jan 21) are typical. In June, Larry was able to read all of the *Early Success* (Au, 1996) reading program books that had been worked with in the sessions, both with and without picture support, and he was able to read all sight words associated with each story. Within the confines of the program, his progress was steady. At the end of the year, the results of the observation survey indicated that his letter identification was in the ninth stanine, his written vocabulary in the eighth, hearing sounds in words in the sixth, and concepts about print and

reading of words in the fourth and third respectively. All of his scores except reading of words had moved out of the 'concern' area. His response to the reading program was excellent.

George. Elizabeth chose George as a focus student in her classroom based on his screening test results. He was unable to distinguish or produce rhymes, or to use onset/rhyme in a game setting, but he could isolate initial consonants and knew all but one consonant sound associated with a letter. He read half of the beginning words on the list of ten and was able to spell two words dictated in the spelling task. His orientation to a book for reading was acceptable and he read the patterned text. He had clearly started on the road to literacy. On the Mary Clay Observation Survey (Clay, 1993), George aced the letter identification, and scored in the fourth stanine on the concepts about print section. He was able to read five of the ten list words on the word recognition test and wrote twelve words on his own in the writing vocabulary test. Both of those scores were in the second stanine. He did slightly better (third stanine) in hearing sounds in words. Again, some skills were in place and indications of good beginnings in others. George's work samples show a student with wild printing without a model. The print traveled off and across lines, spaces were random, spelling was phonetic which revealed some application of learning. Given a model, however, his printing improved dramatically. Lines are followed and spacing was proper. His running records indicated a conscientious student trying hard to please by being perfect. This perfection faltered when confronted with past stories. He relied heavily on memory and would look away from the print to remember a word. His reliance on print did increase as the study progressed. He was very kind to his peers at all times. A good example is in a comment on February 11th, "he is a kind soul, he got an eraser for a friend across the room, this really took him out of his way". Another characteristic was that he did not

tolerate change very well. This was sometimes very obvious, "initially apprehensive, as soon as a book was put on the table, [said] 'I can't do this, I hate reading', wanted to read ahead, cooperated" (Feb 23). At year end, George was able to read all of the *Early Success* (Au, 1996) reading program books that he had covered, with and without picture support. He was also able to read all of the sight words associated with each book. He raised all of his observation survey scores to the fourth stanine or higher, and increased all of his screening test task scores to ceiling level. He did well in reading throughout the collaboration.

Sue. Sue's relatively low scores on the screening tasks caused Elizabeth to recommend her as a focus student. She was unable to rhyme or use onset/rhyme in a game setting. She did spell one word correctly and could read two words on the list of beginning words. She knew nine of the eighteen consonant sounds when she was shown a letter. Her orientation to a book was acceptable and she read the patterned emergent book with no problems. She performed similarly on the Mary Clay Observation Survey (Clay, 1993). Her strength was in hearing sounds in words. She ranked in the fourth stanine on this task. In her work samples, ill-formed letters floated above lines and spaces were forgotten. This pattern improved when she had a model and over time. Her running records revealed a careful reader, concerned with accuracy. At the end of the year Sue was able to read all of the books in the *Early Success* (Au, 1996) reading program that had been covered in the sessions, with no more than one error per book. She was also able to read all of the sight words associated with the books. The observation survey revealed that she still had three letters she could not consistently identify, and that her sight word vocabulary was still very small. The list of words that she could write on her own had grown and she reached the sixth stanine in that area. She continued to do well in hearing sounds

in words. The majority of the stanines were still in an unacceptable range, and only one, writing vocabulary, had moved greatly. Sue was still at an early stage in reading development. In the course of the collaboration Sue improved somewhat, but had not made expected progress.

Jill. Jill had little trouble with rhyming, but had difficulties isolating initial sounds in words. She also could not read or spell any of the selected words. On the other hand, she was able to use onset/rhyme in a game setting and knew five consonant sounds when presented with the appropriate letters. Her orientation to reading a book was acceptable, but she could not read the patterned, emergent level selection. She also had difficulties with word boundaries in print. She could not point to a word once the page had been read to her, and she could not count the words on a page. Except for hearing sounds in words where she reached the fourth stanine, her scores in the Mary Clay Observation Survey (Clay, 1993) were all in the first stanine. Few work samples were collected from Jill because of absences. Those collected reveal scattered letters on the page at the beginning of the collaboration and an improvement in penmanship towards the end. Running records indicated continued problems with accuracy. The comments in my field notes about the daily sessions reveal a varied picture. I first worked directly with Jill on February 15th where she was described as, "very low in her skill levels ... her rough copy was actually better than the final copy she was producing. She needed organizational support and assistance reading what she had produced." Later in the program she seemed to be doing very well, "wanted to go fast today, did all of the work ahead of the others" (Feb 24), and "did her job and did good work, she could read the story summary well and got a good start on the new book" (Mar 5). She was able to read all of the books in the *Early Success* (Au, 1996) reading program that had been worked with in the sessions, at the end of the year, but only with picture support. Without picture support she

made several errors per book. This was not considered an acceptable level of performance. She also had difficulties with the sight words associated with each book. At the end of the year she was able to raise her concepts about print score to the fifth stanine, but her hearing sounds in words score fell to the second stanine. This varied performance leaves most of the indicators of progress in an unacceptable range. Jill did not experience the success that we had hoped for in this program.

Summary. There is no discernible pattern linking the level of success experienced by the students and the classrooms. The students experiencing a high level of success are spread over all of the classes, as are those not making expected progress. Mike, Larry, and George all made good, solid progress, where Cam, Jim, Shelly, Sue, and Jill did not. All three classes are represented in both groups.

Table 14

Average Change in Mary Clay Observation Survey (1993) Results (in stanines)

	high level of success	not making expected progress
<u>Katherine's Class</u>		
Cam		.2
Mike	3.6	
Jim		-.2
<u>Mary's Class</u>		
Shelly		.2
Larry	4	
<u>Elizabeth's Class</u>		
George	3.2	
Sue		1
Jill		.8

The varied conditions that the students brought to the learning situation were more significant than any differences in the learning settings.

The generalizations which may be drawn from this data focus mostly on the collaboration that this research project represented. Findings and conclusions are summarized, and suggestions for further research, the role of the resource teacher, and implications for instruction are presented in the following chapter.

Chapter Five

Summary of Findings and Conclusions

This chapter presents a summary and discussion of findings, as well as conclusions that can be drawn from the study. The changing role of the resource teacher, and instructional implications in the area of collaboration, together with suggestions for further research are also proposed. The first set of findings centre on collaboration and focus on: characteristics of collaboration, activities and attitudes that are representative of collaboration, and mutual benefits. The second set of findings relate to student achievement.

Characteristics of Collaboration. The characteristics of collaboration delineated in the literature review and confirmed in the study can be used to differentiate between collaborating and non-collaborating teachers.

Findings suggest that:

- Good collaborators often meet, exchange expertise, and plan.
- Excellent indicators of a collaborative relationship are assisting and trusting .
- The ratio of instances of collaborative compared to unilateral planning can be used to indicate the degree of collaboration present.
- Indicators that there are major problems in a collaborative relationship include negations of: needing the assistance, trust, or expertise of a partner.

Activities and Attitudes of Collaborators. A number of activities and attitudes exhibited by collaborating teachers indicate when collaboration is taking place. These activities and attitudes can also be used to differentiate between collaborating and non-collaborating teachers.

- Dichotomies comparing a collaborating characteristic with its opposite can show that a collaborative style is present.

- These dichotomies are easily expressed as ratios (for example, frequency of events showing cooperation compared to those showing lack of cooperation). (These ratios sort collaborations along a continuum.)
- The ratio of collaborative decisions to unilateral decisions can also be used as evidence of collaborative planning.
- Ratios for cooperation/non-cooperation and collaboratively/unilaterally derived decisions are good indicators of collaboration.
- Lack of release time for planning was a barrier to effective collaboration.
- Individual tallies of characteristics of collaboration, such as validations, frequency of exchange of information, and the use of the partner as a confidant, also differentiate among collaborative relationships.
- Where a measure clearly showed collaboration was present, it also differentiated along a continuum through weaker collaborating to non-collaborating situations.

Mutual Benefits Related to Collaboration. There were two issues related to this question; one, whether the needs of classroom teachers and resource teachers were met in collaboration and, two, whether collaboration, as a service delivery model, fulfills the needs of students.

- It is evident that the needs of classroom teachers and resource teachers can be met through collaborative activities.
- The degree to which these needs are met seemed linked to teacher expectations and the nature of the collaboration.
- Moving resource assistance into the classroom and having the resource and classroom teachers collaborate eliminated the transfer of learning, stigmatization, and communication problems inherent in pull-out service delivery.

- The needs of students can be met through a resource/classroom teacher collaboration

The relationship made the collaboration between Mary and me work. We had a fundamental respect for each other that was based on past work. We had the experience of working together successfully the previous year, and so expected that we would work together again. We approached each other as equals with few preconceptions of how the collaboration was going to work, just the knowledge that it would. We shared our expertise openly, exchanged information, validated each other, assisted and supported each other, planned together, celebrated together, and occasionally wondered why things happened as they did. Our friendship grew. We became each other's confidant. Our work sprang out of our relationship and our relationship grew in our work. We collaborated.

Student Achievement. The third major facet of working collaboratively in schools related to student achievement. The essential question was, what successes were experienced by the low-achieving target students in the collaboration. Findings indicated that:

- The general success of the reading program is evaluated best by examining the Mary Clay (1993) test results: as shown by the stanines, average performance increased over time.
- There was no discernible pattern linking the level of success experienced by the students to classroom placement.
- Mike, Larry, and George all made good, solid progress, where Cam, Jim, Shelly, Sue, and Jill did not. All three classes are represented in both high and low achievement groupings.
- Students were presented with a program, completed the activities, often had a good time, and made progress in terms of reading development.

- The varied entering behaviours that students brought to the learning situation appeared to be more significant to learning outcomes than differences in settings, although one wonders if results could not have been different had the low achieving students all received sustained small group instruction.

Discussion of Findings

"[Consider] Hargraves' (1994) assertion that 'there is no such thing as 'real' or 'true' collaboration or collegiality. There are only different forms of collaboration and collegiality that have different consequences and serve different purposes' (p. 189)" (Trent, 1998, p. 511).

This perspective on collaboration assumes that some type of collaboration has taken place that included activities focusing on a mutual purpose with a definite outcome. It does not assume that the participants were attempting to collaborate, but merely recognizes that there are a myriad of forms of working together that could be labeled collaboration. The data collected in this study, when applied to the research questions, reveal three different collaborative situations. The following discussion approaches those situations in the spirit of the above perspective and, as indicators of collaboration, focuses on: the number of meetings, working together, relationships, exchange of information, ideas in brainstorming, assisting and trusting, validating, being a confidant, cooperation, and negations of characteristics of collaboration.

Number of meetings. It was noted in Chapter Four that there was a difference in the number of meetings between each of the three cooperating teachers and me. This number was in the control of the participants. When meetings were canceled because of illness, timetable conflicts, or other reasons,

and were not rescheduled, there was a reason – the participants chose not to reschedule. That reason reflected the usefulness of the meetings and the attitude of both collaborators to the meetings. Meetings that were not scheduled and happened ‘on the fly’ reflected the same considerations. Those extra meetings indicated a need to communicate, a need that could not wait for the next scheduled meeting.

Working together. In relation to working together, two of the selected characteristics of collaboration were planning together and needing expertise. Expertise and planning are fundamental to accomplishing the work of a teacher in a classroom. Mary and Katherine’s collaboration with me contained far more planning and exchanging (needing) of expertise than Elizabeth’s. In Mary and Katherine’s cases, the expertise of the classroom or resource teacher was requested or recognized, whereas in the case of Elizabeth it was not. The conversations held between Elizabeth and me did not include much planning or exchange of expertise. Confirming this, Elizabeth stated that “We haven’t done much planning together in terms of the program”.

Exchange of information. The rate of exchange of information between the collaborators duplicates the pattern of ‘planning’ and ‘needing expertise’. Katherine and Mary exchanged more information with me than Elizabeth, by far. This is another category linked to ‘doing the job’, and linked with work. Mary and I had a vested interest in receiving the information from their partner. We needed the information in order to switch roles. Katherine and I had no such interest. Because we were not co-creating anything, we had no real need to exchange information, except that Katherine wanted the updated information about the progress of the students, and wanted to supply similar information to me about the students’ performance in the rest of the class program. Since formal meetings

were the only time that Katherine and I met, all of that communication took place in this formal setting.

Ideas in brainstorming. An analysis of the category 'ideas presented in brainstorming' forms a reversal of many of the previously found patterns. Frequency counts for Elizabeth were far ahead of the tallies for others in this category. This had nothing to do with collaborating. It was merely a difference in style of communication. Elizabeth's meetings with me were mostly free flowing discussions which covered many topics and ideas. Exchanges of information about the focus students was accomplished quickly. Very little collaborative planning was carried out.

Assisting and trusting. Another analytic category involved characteristics of assisting and trusting. The pattern showing incidents of assisting and trusting per meeting between Mary and me far outstripped the number of instances between either Katherine and me or Elizabeth and me. These characteristics are central to the relationship between collaborators. Effort is required to assist someone. One must be at least interested in the welfare of the other collaborator. If one is going to co-create with a partner, one has to be able to open oneself to the other and share thoughts and ideas in a safe environment. One has to be able to trust.

Validating. In an examination of the data produced during phase one of the analysis in which repeated searches through the data were made using open coding, the tally of 'validating' incidents again demonstrates the quality of the relationship between Mary and me. With Mary there were 24 incidents, with Elizabeth there were six, while with Katherine there were not any. This level of mutual support was typical of the interchanges between Mary and me. The 'conversational' meetings between Elizabeth and me produced a few validating incidents, representative of a positive relationship. The often terse exchanges with Katherine produced none. The presence of validating events is a good

indicator of a positive relationship between collaborators, indicating interpersonal support and respect.

Confidants. Whether or not the collaborating pair interact as confidants, and whether or not they gossip, indicates a level of closeness and trust. Mary and I could talk about the principal's interference with the project. Such conversations never took place between the other two cooperating teachers and me.

Cooperation. The ratio of cooperative compared to uncooperative events indicates the dramatic differences among the collaborations. Very low ratios for cooperation were found between Katherine and me and between Elizabeth and me. On the other hand, there were zero instances of uncooperative behaviour between Mary and me. The lack of 'uncooperative' events in the collaboration between Mary and me is typical of the quality of our relationship. It is significant that the 'uncooperative' instances exist. Uncooperative instances are relationship destroyers. When a peer with whom you are supposedly collaborating fails to offer basic cooperation, the relationship is negatively affected. Trust, if established, is easily shaken.

Negations. We must also consider the other negations of the selected characteristics of collaboration. The rate at which negations of characteristics central to relationships happen (such as needing expertise, or rendering assistance) is not so significant as the fact that these negations do happen. For example, telling a person once that you really don't like them could take years of showing the opposite to undo, if indeed the relationship can ever be truly re-established. Negations in interpersonal relationships are very powerful. To negate assistance or the sharing of expertise, a partner would have to reject assistance. To negate trust a partner had to indicate lack of trust. These negations are all very powerful relationship destroyers. The very presence of these negations is devastating to prospects for collaboration.

Lack of recognition for positive actions, such as effort, is somewhat less devastating, but shakes confidence in the relationship. Lack of recognition raises a cautionary flag that inhibits further openness. Anti-collaboration events occurred three times more often with Katherine and Elizabeth than with Mary.

The occurrence of a unilateral announcement is not devastating to the interpersonal relationship, but the frequency of such occurrences raises a qualitative difference. While the ratio of instances of collaborative planning to unilateral decisions or positions may be an indicator of communication style, a person who consistently and unilaterally announces that his or her wishes are final and non-negotiable could never enter into a collaborative relationship. There must be a change in communication style first.

Continuum. The ratios developed in this study place collaboration on a continuum. The question is whether this is a valid device for judging the success of a collaboration. One is either collaborating or not. At the extremes ratios are good indicators of the presence or absence of collaboration, but a problem when the index falls in middle. Is there a level at which collaboration is occurring and below which it is not? As with all situations involving humans, there is no instant answer to such musings. The total picture must be examined and a global determination made. There are also degrees of collaboration which must be recognized. A pair can set aside differences to accomplish a job. A problem or assignment could capture the interest or imagination of a group and result in a collaboration, but when the job is finished, the relationship might end.

Meetings and interviews. Reading and reflecting upon the transcripts of the tapes of the meetings and final interviews, the differences between and among the collaborations are clear. As with the first and second phases of data analysis, (the open coded procedures and the coding of the data with set codes), the collaboration with Mary stands head and shoulders above that with the others.

The first notable fact is the absence of a stated or implied need either by Katherine or Elizabeth. Only my surmising, or reflecting back from the final interview, created needs for Katherine or Elizabeth.

The lack of release time for planning made meetings 'just one more thing on top of everything else'. Both Katherine and Elizabeth mentioned time as a limiting factor. This made meeting an obligation and the time was given begrudgingly. The same two teachers regarded me as 'just another set of hands'. This stance set roles and attitudes in place that proved impossible to overcome given the short duration of the study.

Another notable difference distinguishing the collaboration with Mary from the collaboration with Katherine or Elizabeth lies in the many broken promises and invitations given by the latter two teachers to include me in the planning of the program and in switching roles. The exclusion actually started in the initial meetings between me and both Katherine and Elizabeth. There was no exploration of possibilities, no negotiation of roles, no analysis of what expertise each brings, no analysis of the situation or problem. From the perspective of each of these teachers, no collaboration was needed as the decisions were all made -- I only needed to fit in.

This pattern was repeated when Katherine and Elizabeth discovered that what was going on in Mary's room was more to their liking. Rather than truly opening things up, they once again decided what was to happen and dictated how I would 'fit in'. The third time that the program restarted was when I asked to have the small group sessions every day rather than every second day. Even in this instance, the interchange was limited to the nuts and bolts of making the timetable work. That was the extent of the collaboration. The cooperating teachers and I went back to 'doing our own thing'. Programming did not change.

From this, it is obvious that having the availability of a collaborating partner with the goal of increasing engaged time on task for low-achievers does not mean that collaboration will occur, or that once started, will continue. From these two collaborations it is also clear that given time constraints, establishing a collaborative relationship is difficult. An established relationship is a good beginning, but I had a good relationship with Elizabeth and not much collaborating happened there. Perhaps the reverse is more true. The presence of a poor relationship makes collaboration very difficult.

Reading achievement. It would be very gratifying to be able to say categorically that the progress of the focus students was due to some aspect of the collaboration, but that was neither the nature nor the purpose of the study.

Less than half of the focus students made good progress and the rest did not. On the average, the focus students progressed well, but this 'average' was not evenly distributed. Each collaboration had some students who progress well, and some who did not. This is neither surprising nor unexpected, considering the myriad of difficulties and learning problems that the students brought to the situation. With the short duration of the study and the low number of focus students, it is gratifying that progress was recorded. Perhaps the teachers in this study had a developmental view that students in their classroom would learn to read when they were ready. They seemed to lack a sense of urgency about teaching students to read in grade one.

Had this study been longer, the higher level of organization, closer communication, and more relaxed, fun-oriented atmosphere of the collaboration with Mary may have shown itself to be superior. Such conjecture is self serving, but it is fair to say that the study, as constituted, would have difficulty showing the superiority of one collaboration over another because of the low numbers of students, and the limited duration.

Summary and Conclusions

This study. Within the context of this present study, there were several elements that prevented effective collaboration. The lack of release time for planning made meeting an extra obligation and negative attitudes easily formed. Classroom teachers regarding me as 'just another set of hands' created roles and attitudes that proved impossible to overcome given the short duration of the study. Other factors included the negation of trust required to co-create. If a collaborator indicates that s/he cannot trust, or distrusts a partner, the prospect of having both partners share and unabashedly co-create with pride, are greatly reduced if not eliminated. Other indicators in this category were refusing assistance, and refusing or belittling expertise. These 'slaps in the face' can sting for a long time. Once burned by such treatment, a collaborator will not trust, and not easily offer assistance or expertise.

The quantity and quality of the communication in meetings was an excellent indicator of the quality of the three collaborations. Measuring these was difficult until ratios were calculated. The ratios compared the qualities necessary for collaboration with their opposites, and therefore served to delineate the presence or absence of collaboration. The quality and quantity of communication consistently sorted the success of the three collaborations.

The quantity of work accomplished was not associated with the quality of the collaboration, but when several sets of ratios related to 'doing the job' were compared, they consistently indicated patterns in the three collaborations. Planning together, using each other's expertise, and the rate of information exchange are examples.

The presence of several desirable qualities was associated with the best collaboration in this study. Assisting a partner, expressing trust, and validating or

praising a partner's work or ideas all indicated that the relationship was healthy and the collaboration had a solid base from which to operate.

Collaborations. Collaborations in general can be analyzed and compared by using frequency counts of the characteristics of collaborations identified through a literature search. An alternative method of analysis is through open coding which is easily carried out if a matrix or framework is established into which to place the codes as they are created. As pointed out in Chapter Three, in grounded theory, open coding is usually completed without the use of a matrix and the basic organization of the categories takes place through repeated searches through the data. In this study, the use of an organizational matrix was an efficient short-cut, moving directly to the focus of the study, and delineating all of the collaborative relationships possible.

Once the coding of the selected characteristics or the open coding using a matrix, was completed, a frequency count of the various codes was possible, allowing the comparison of desirable qualities from one collaboration to another. Where possible, the use of ratios comparing the frequency of a desirable quality to the occurrence of its opposite produces data that represent the qualitative differences among the collaborations. Such ratios sort collaborations along a continuum. This approach to data analysis serves as a model for future research.

Implications for Instruction

Communication between resource teachers and classroom teaching staff is imperative if low-achieving students are to grow and make gains. The communication may be of a very insignificant nature, such as an occasional conversation or comment in the hall, or may be a major collaboration, such as an ongoing co-creation of programs. Regardless the level of involvement, the interaction must involve communication about the student's abilities, progress,

and needs. Without such communication, progress is likely to be accidental or non-existent.

Collaboration provides an excellent vehicle for this interchange. The initial reasons, outlined in Chapter One, for moving resource assistance into the classroom were borne out in this study. The first of those reasons, facilitating transfer of learning, was confirmed by Mary in her comments on February 8th when she indicated that Larry had transferred his new reading skills to other settings. There was no stigmatization of the students receiving special assistance because their assistance was not noticeably different from that received by students in the regular class program. There were no difficulties in the classroom teacher knowing what was being taught by the resource teacher because the resource teacher was working in the same space, and there were meetings in which the content covered was discussed. The last reason for moving resource teaching into the classroom was to spread the benefit of having a resource teacher to a greater number of students. This happened. The usual pattern would have seen the resource teacher pulling out a small group of students four or five times per cycle. The collaboration in Mary's room had the resource teacher working with the entire class for half of the time.

These were the 'side benefits' to collaborating. This study does not demonstrate any specific benefits for low-achieving students that are directly related to collaborating, but the study does indicate that remedial programming can be delivered efficiently in the classroom, collaboratively with the classroom teacher. Given the above 'side benefits', and the professional development benefits for staff: collaborating, for those so inclined, seems an ideal choice.

Implications for the Role of the Resource Teacher

There are implications for the role of the resource teacher implied in the above 'instructional implications' section. These and further implications are best outlined through what has happened to me since this research was completed.

I took on a new position in an early through middle years school (Kindergarten through grade eight). With the knowledge gained through carrying out this study, I went to the teachers on staff, engaged each of them in conversation about their individual programs, and then described what I preferred to do as a resource teacher. The individual meetings were more a sharing of what we each did in the school than a role negotiation. The preferred resource teacher role was described as 'working in the classroom as part of the ongoing program'. Included in the discussion was the idea that individualized assistance would be given to needy students in the actual learning situation which would solve transfer of learning, stigmatization, and communication problems. Each teacher had the choice of opting for the traditional resource teacher role of pull-out assistance. The collaborative role was chosen by all staff except the Grade Two teacher. In Grade Two I proceeded with a pull-out model, but in the other classes I became involved collaboratively in the classroom setting.

The first notable collaboration formed in the Grade One room. I was involved consecutively in a class writing program, a reading program, a poetry writing program, and a response to literature program. Each of these programs lasted about six weeks, involved me intimately in the planning and execution of the plans, and was a true collaboration in the spirit of this study. The progress of the students was well documented and the classroom teacher reported that this class was several weeks ahead of the previous year's class. The needs of the weaker students were being met in the collaborative setting, and all of the problems associated with pull-out work had been eliminated.

Problems developed with communication between the Grade Two teacher and me. The classroom and resource programs were not coordinated and the students were missing essential class work during the pull-out times. The work being done in the pull-out setting could best be described as remedial reading instruction, but the students were missing the regular classroom reading program. At the end of the six week block, the end of the commitment, the students were quickly 'caught up' to the class program and placed with their peers. After a period of negotiation with the Grade Two teacher, I was regularly informed of the progress of the in-class reading program and took the lowest functioning students out to support that in-class work. Each session with the needy students was separately planned and scheduled on a daily basis. There was no pull-out schedule. If the communication and joint planning did not happen, the session did not happen. It was a daily mini-collaboration which did not require the presence of me in the classroom, but worked insofar as the needs of the students were concerned. As indicated throughout this study, collaboration as a 'professional marriage' is not for everyone, but in this follow-up, it can be seen that the benefits of collaboration can be realized through communicating regularly with the classroom teacher, if the priority is not the 'pulling-out' of students, but communication.

In the other classrooms, several forms of collaborative activity took place. There were some situations where pulling the student out of the regular class setting was best, but the sense of co-creating with the classroom teacher, of working as an integral part of an instructional team was always maintained.

Future Research

As reviewed in the literature in Chapter Two, there are many studies that have attempted to delineate the activities of collaborators, the benefits of

collaboration, the characteristics of collaboration, the attitudes that collaborators have, the collaborative process to follow to ensure success, and the situations in which collaboration will most likely take place. Much has been accomplished in these areas, but none of the research identifies a recipe that guarantees collaboration. No one has claimed to control this phenomenon. The best that has been offered has been precautions about what not to do, lists of common participant objections, and recommendations for administrators wishing to establish a collaborative climate in their schools. The situation could be compared with trying to describe how to create a friendship, except that professional collaboration is even more complicated because the relationship is charged with accomplishing pedagogical goals. We are dealing with human relationships which are individual, ever changing, and unpredictable. Such relationships cannot be prescribed. In this study, as mandated by the school principal, I was placed in three grade one classrooms. The situation offered an opportunity and the decision was made by three teachers and me to attempt to collaborate. The result was two poor collaborations and one that worked beautifully. This result could not have been forecast from the initial information or situation.

The literature is replete with studies of collaborations, but I found none that compared several collaborations. The approach to data analysis used in this study is, perhaps, transferable to other studies in which the success of several collaborations is being analyzed. Whether or not such a comparison is the central focus of the study, such comparisons may add considerably to findings that will inform future practice.

Combining the comparisons of collaborations with analysis of the effectiveness of instruction in collaborative settings, studies that are of longer duration than the present one may demonstrate that the effectiveness of instruction is linked to the quality of collaboration.

Epilogue

We are all collaborating to varying degrees throughout most of every day. In every conversation, we are constructing meaning with others. Meaning is created through a collaboration with each author we read. Composers of music strive to create particular thoughts or states, but the end result is a collaboration with the listener. Our every interaction with any media, any fellow human involves a collaboration. But we are very selective. Consider how many books we do not read, how many conversations leave us uninspired. Consider how much of our daily lives is left to wash away, un-noted. In that context, the times when we are inspired, when a connection is made are rare. Finding a book, or hearing music that really moves us, truly changes our perception is a thrill that is uncommon. Interpersonal relationships which similarly connect are guarded treasures. And who can predict.

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Appendix A: Letters Requesting Approval

- to the superintendent
- to the principal
- to the grade one teachers
- to the parents of focus children
- to other parents

[teachers]
date: _____

Dear _____,

With this letter, I am inviting you to participate in a study that I will be conducting as partial fulfillment of the requirements for a Master's degree in Education at the University of Manitoba. This study will be supervised by Dr. B. L. Zakaluk, whom you may remember from when she was in our school a year ago gathering data for the study on using wireless, laptop computers.

The purpose of this study is to analyze the process and effectiveness of working in collaboration with you to enhance the way we teach beginning reading. I propose that I spend 10 weeks working one period per day with you in your classroom. In addition, we will meet to plan collaboratively once per cycle during one of your preparation periods. I will be documenting the ideas that come from our discussions which will center on the progress of 2 or 3 target students in your room and how to accommodate their learning needs within the context of the total classroom. You will have the final say in regard to which students we will monitor. An audio tape will be made of our collaboration meetings. This is to assist me in accurately documenting what happens. The tapes will be destroyed at the end of the study. The ideas from collaboration should prove helpful to other teachers also faced with integrating students with differences in their regular classroom programs. I will also be collecting work samples from the students and doing once per cycle performance tests using the Mary Clay "Observation Survey" (running records).

You have the option of not having the data gathered from our collaboration used in the final report without penalty. I hope, however, that you can respond favourably to this request.

If you have any questions, you may contact Dr. Zakaluk at the University of Manitoba. Her telephone number is 474-9028.

I accept this proposal _____

date: _____

I cannot accept this proposal _____

Yours Sincerely,

Richard Koreen

February 22, 1999

Dear Parent,

I am one of the resource teachers in our school and I am currently studying to complete a Master's degree in the Faculty of Education at the University of Manitoba. As part of the requirements for that degree, I am working collaboratively with the grade one teachers to study how we can work together to enhance the effectiveness of beginning reading instruction.

I am observing, taking notes of classroom activities, and teaching in the classroom. In this capacity I am monitoring the progress of several focus children by taking weekly samples of reading, and gathering copies of work samples from the tasks we are doing in the classroom. Your child has been chosen as a focus child. There will be no change in the work your child will be doing.

It is hoped that this collaboration will be a learning experience for all involved. We will all learn from each other. The methods and materials created and implemented in the course of the study will be an ongoing resource.

I will be contacting you by phone in March about your child's progress. In reporting in my thesis, I will not be using your child's name, but a pseudonym. You may withdraw your child from participating in the study at any time without penalty. The results of the study proper will be shared with you at the end of June.

My thesis advisor is Dr. Beverly Zakaluk of the Faculty of Education at the University of Manitoba. Should you have any questions, please call her at her office. Her telephone number is 474-9028. I hope that you can respond favourably to this request.

Yours sincerely,

Richard Koreen

I give permission for my child's work samples and weekly reading samples, gathered during February and March 1999, to be used when reporting on the study described above.

signature: _____ date: _____

February 22, 1999

Dear Parent,

I am one of the resource teachers in our school and I am currently studying to complete a Master's degree in the Faculty of Education at the University of Manitoba. As part of the requirements for that degree, I am working collaboratively with the grade one teachers to study how we can work together to enhance the effectiveness of beginning reading instruction. This letter is a to inform you that a study is taking place in your child's class.

There will be no change in the work your child will be doing. It is hoped that this collaboration will be a learning experience for all involved. We will all learn from each other. The methods and materials created and implemented in the course of the study will be an ongoing resource. The results of the study will be made available for you to see at the end of June.

My thesis advisor is Dr. Beverly Zakaluk of the Faculty of Education at the University of Manitoba. Should you have any questions, please call her at her office. Her telephone number is 474-9028.

Yours sincerely,

Richard Koreen

[principal]
date: _____

Ms. Sharon Hay
Principal, School

Dear Ms. Hay,

With this letter, I am requesting your permission to conduct a study in your school. The study will be done as partial fulfillment of the requirements for a Master's degree in Education at the University of Manitoba. This study will be supervised by Dr. B. L. Zakaluk.

The purpose of this study is to analyze the process and effectiveness of working in collaboration with grade one teachers to enhance the way we teach beginning reading. I propose that I spend 10 weeks working one period per day with each grade one teacher in their classrooms. In addition, we will meet to plan collaboratively once per cycle during one of their preparation periods. I will be documenting the ideas that come from our discussions which will center on the progress of 2 or 3 target students in each room and how to accommodate their learning needs within the context of the total classroom. The ideas from collaboration should prove helpful to other teachers also faced with integrating students with differences in their regular classroom programs. I will also be collecting work samples from the students and doing once per cycle performance tests using the Mary Clay "Observation Survey" (running records).

You have the option of stopping this study at any time without penalty. I hope, however, that you can respond favourably to this request.

If you have any questions, you may contact Dr. Zakaluk at the University of Manitoba. Her telephone number is 474-9028.

I accept this proposal _____

date: _____

I cannot accept this proposal _____

Yours Sincerely,

Richard Koreen

[superintendent]

date: _____

Dear _____,

This letter is to ask your permission to conduct a study in School as partial fulfillment of the requirements for a Master's degree in Education at the University of Manitoba. This study will be conducted during the spring term at _____ School and will be supervised by Dr. B. L. Zakaluk, whom you may remember from when she was in our school a year ago gathering data for the study on using wireless, laptop computers.

The purpose of this study is to analyze the process and effectiveness of working in collaboration with grade one teachers to enhance the way we teach beginning reading. I propose that I spend 10 weeks working one period per day with each teacher in their classroom. In addition, we will meet collaboratively to plan once per cycle during a preparation period. I will be documenting the ideas that come from our discussions which will center on the progress of 2 or 3 target students in each room and how to accommodate their learning needs within the context of the total classroom. The ideas from collaboration should prove helpful to other teachers also faced with integrating students with differences in their regular classroom programs. I will also be collecting work samples from the students and doing once per cycle performance tests using the Mary Clay "Observation Survey" (running records).

If you have any questions, you may contact Dr. Zakaluk at the University of Manitoba. Her telephone number is 474-9028.

I would very much appreciate your written consent so that I may proceed with this study as planned.

Yours Sincerely,

Richard Koreen

Appendix B: Grade One Survey Tasks

- Teacher made recording sheet
- Task number three: A teacher made item designed to test the student's ability to perceive and use onset and rhyme.
- Task number seven: Asks the student to write a sentence about a picture (the baseball player).

3. Onset / Rhyme:

"Let's play a word game

I'll ask you to say a word. then I'll start the word and you finish it.

Let's try one:

Say 'bat'

child says "bat"

I'll say /b/ and you say /at/

/b/

child says /at/

Let's try another one

Say 'can'

child says "can"

/c/

/an/

Proceed with test items:

Say pan

/p/

Say seat

/s/

Say chair

/ch/

Say stop

/st/

Say blue

/b/



Task 7

APPENDIX C

Teacher Interview Questions - to be administered at the end of the collaboration.

- 1) Well, How are you feeling about things - your class - now that we're at the end of this session of collaboration?
- 2) What seems to have worked well for the children? Why do you think it worked (didn't work)?
- 3) Have you ever done anything similar in the past?
- 4) What part of the process worked well for you?
- 5) Let's talk a bit about the process. Were there any kinds of activities that we got into that were difficult for you? How? What would you do differently next time - or would there be a next time?
- 6) Are there students in your class that really responded to our collaboration - that really benefited from it? Why?
- 7) Were there advantages in the area of class management, the everyday administration of things in a classroom?
- 8) Do you feel that you've learned anything from the collaboration we've just completed? What have you learned?
- 9) What would really stand out in your mind as the central concern if someone told you that you had to collaborate next year?
- 10) In the same situation, what would you see would be the major advantage of having to collaborate next year?
- 11) How would you describe the collaboration meetings that we held every cycle?
- 12) Were there any aspects of this collaboration that made you uncomfortable? Such as having someone new in your room?
- 13) Anything you want to add?

Appendix D: Approval Forms

- **Examining committee approval form**
- **Ethics committee approval form**

FACULTY OF GRADUATE STUDIES

MASTER'S THESIS/PRACTICUM PROPOSAL

SECTION 1 (To be completed by the Examining Committee)

Name: Richard Koreen

Major Department: Faculty of Education: Dept. of Curriculum: History & Social Sciences

This will certify that the above-name student has successfully completed the oral examination of the thesis/practicum proposal and that the undersigned give their approval for the candidate to proceed with the thesis research without reservation or with the attached reservation(s).

Thesis Practicum

THESIS/PRACTICUM TITLE:

Beginning Reading Instruction: Classroom and Resource Teacher Collaboration

Name: Dr. Rick Freeze
Dr. Stan Straw
Dr. Bev. Zakaluk (advisor)

Signature: *Rich Freeze*
Stan Straw
Bev Zakaluk

(Examining Committee)

Date: Friday, Jan. 29, 1999
1:30 p.m., Room 310

SECTION 2 (To be completed the Department Head)

The thesis/practicum proposal of the above-named student has been approved without reservation or with the attached reservation(s). Where appropriate, the proposal has received approval from the appropriate Ethics Review Committee. (Department Head to attach copy of ethics approval notification.)

Date: Jan 29/99 Department Head: *[Signature]*



Faculty of Education ETHICS APPROVAL FORM

To be completed by the applicant:

Title of Study:

*Beginning Reading Instruction:
Resource and Classroom Teacher Collaboration*

I/We, the undersigned, agree to abide by the University of Manitoba's ethical standards and guidelines for research involving human subjects, and agree to carry out the study named above as described in the Ethics Review Application.

Richard Harris Koreen

Name of Principal Investigator (s)(please print)

Name of Principal Investigator (s)(please print)

R. Koreen

Signature(s) of Principal Investigator(s)

Signature(s) of Principal Investigator(s)

To be completed by Thesis/Dissertation Advisor or Course Instructor (if Principal Investigator is a student):

Please note that by signing this form, you are acknowledging that you have read the completed Ethics Approval Form of the above named student and are satisfied that it is ready for submission to the Research and Ethics Committee.

Beverley Zakaluk

Signature

Beverley ZAKALUK

Name (please print)

To be completed by Research and Ethics Committee:

This is to certify that the Faculty of Education Research and Ethics Committee has reviewed the proposed study named above and has concluded that it conforms with the University of Manitoba's ethical standards and guidelines for research involving human subjects.

Dr. Roy Graham

Name of Research and Ethics
Committee Chairperson

February 2, 1999

Date

R. Graham

Signature of Research and Ethics
Committee Chairperson