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A CASE STUDY ON CO-TEACHER NOTICING WITHIN A SEVENTH GRADE
MATHEMATICS CLASSROOM (269 pp.)

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The purpose of this research study was to examine co-teachers' experiences of noticing their practice and to describe how intentional noticing and reflection influenced each teacher. When examining a teacher's experience of noticing this would pertain to how they perceived co-teaching, what they noticed, and how noticing and reflecting influenced their practice.

The participants in this study included two seventh grade teachers—one content (mathematics) specialist and one intervention specialist co-teaching in an inclusive mathematics classroom. The middle school building where this case study occurred was situated in an economically disadvantaged school district with low achievement in their middle school (6th–8th grade) mathematics state assessment scores. This study took place for a total of six weeks.

The qualitative data sources used for this study included: six video recordings of classroom lessons, three audio-recorded interview sessions, individual teacher pre- and post-survey data on mathematics teaching beliefs, individual teacher pre- and post-survey data on teacher beliefs toward collaboration, final individual teacher surveys, and individual teacher goal setting sheets, three noticing journals per teacher, and three noticing video logs per teacher.

Although each participating teacher's experience was unique, even between shared co-teaching experiences, data analyses examined common threads among these experiences in hopes of identifying themes and categories that would help address the research questions. A case study was conducted to answer the research questions. Results of this study indicate reflection by noticing through video can play a role in analyzing and improving collaboration and co-teaching with future research.