Co-Teaching in the Classroom: Perceptions of the Student Teacher, Classroom Teacher, and Students

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Abstract: *Co-teaching has become widely used in clinical teaching placements where the student and classroom teachers teach using different models. This action research study, conducted in a second-grade classroom, had two purposes: to learn teachers' and students' perceptions towards co-teaching and how different co-teaching models were used in different content areas. Qualitative data was analyzed by collecting surveys, interviewing students and the classroom teacher, and composing journal entries to find common themes that emerged. In contrast, quantitative survey data was calculated to find the mean and mode. The study found that co-teaching enriched the learning experience and provided more targeted instruction through parallel math and station teaching in reading and writing. Additionally, team teaching was favored by students and used in reading, math, and when modeling partner work. Overall, co-teaching influences students' learning positively; however, more research should be done to examine co-teaching in other school contexts.*

"Y'all are the best teachers ever," "YAY PARALLEL TEACHING," "Where's Mrs. Crawley," "Where's Ms. Dale?" These are some of the quotes I heard from students daily. When I noticed concern on students' faces as they entered the classroom and didn't immediately see both teachers, I became interested in how they perceived their learning experience throughout the year-long co-teaching model.

Co-teaching was an approach to student teaching that I had never heard of until fulfilling my clinical teaching placement for my graduate degree. I found the dynamic relationship between the student teacher and classroom teacher to be interesting, and it made me wonder what my mentor teacher (also referred to as the classroom teacher) and the students thought about it. At the start of the year, my teacher and I began experimenting with the different co-teaching models throughout the subjects, and it made me wonder if the students favored some models over others or if some models naturally lend themselves better to some subjects more than others.

Purpose

This study aimed to understand the students', student teacher's, and the classroom teacher's opinions and feelings about using the different co-teaching models and how they are used throughout the different content areas. My study addressed these wonderings by answering the following research questions: How does a year-long co-teaching model shape the learning experience of a second-

grade class? The sub-questions include 1) What are the students', student teacher's, and classroom teacher's perceptions towards the use of different co-teaching models? 2) What are students', student teacher's, and the classroom teacher's perceptions of the use of different co-teaching models among the different content areas of learning?

This action research study took place during the second semester of my year-long graduate clinical teaching placement. During this study, I was co-teaching in a second-grade class at Woodbridge Elementary (all names are pseudonyms). Woodbridge Elementary is a Title 1 public school in a small West Texas town with a population of around 127,000. During this study, around 510 students attended Woodbridge Elementary. Within the school, 57% percent of students were considered economically disadvantaged. About 43% percent of students were White, 32% percent Hispanic/Latino, 16% percent Black or African American, 2% percent Asian or Asian Pacific Islander, .05% percent Native American or Alaska Native, and 6% percent identified as two or more races.

Literature Review

Co-teaching first originated as a teaching strategy in the 1990s to support the inclusion of students within special education programs (Chatzigeorgiadou & Barouta, 2022; Friend et al., 2008). Rather than pulling the students who received special education services out of the classroom, the special education teachers joined the general education teacher in their classroom. They taught with the teacher and also provided special education support (Chatzigeorgiadou & Barouta, 2022; Friend et al., 2008). From implementing this co-teaching design, both teachers perceived co-teaching as influencing a teacher's sense of belonging (Pesonen et al., 2021), encouraging a shared responsibility (Kokko et al., 2021), and building a stronger relationship between the teachers and students (Kokko et al., 2021). However, along with the benefits of co-teaching, it was also perceived that this model can create challenges for teachers, such as difficulties in finding planning time, working cohesively and equally, and aligning their views on decision-making (Carty & Farrell, 2018; Friend et al., 2008).

Since this original approach to co-teaching, other adaptations have emerged, such as co-teaching as a practice for teacher candidates to learn how to teach in partnership with an experienced classroom teacher (Bacharach et al., 2010; Heck & Bacharach, 2015). In this co-teaching relationship, a classroom teacher and a student teacher collaborate and share the organization, planning, teaching, classroom management, and space of teaching together through the use of the seven different models of co-teaching: one teach, one observe; one teach,

one assist; station teaching; parallel teaching; supplemental teaching; alternative/differentiated teaching; and team teaching (Bacharach et al., 2010; Heck et al., 2008). Research has revealed that this type of co-teaching relationship provides support, professional development, and reflective practices for both the student teacher and classroom teacher (Bacharach et. al., 2010; DeBacker et. al., 2023; Gallo-Fox & Scantlebury, 2016; Heck et al., 2008; Heck & Bacharach, 2015; Murphy & Scantlebury, 2015).

Although research examines co-teaching's impact on teachers' planning and teaching, minimal research studies the co-teacher duo comprised of a teacher and clinical teacher partnership (DeBacker et. al., 2023). Moreover, little research exists to understand the perceptions of the students, the clinical teacher, and the classroom teacher regarding how co-teaching impacts the students' learning experiences (Gallo-Fox & Stegeman, 2020). Also, scant research exists analyzing the students', the student teacher's, and the classroom teacher's perceptions towards using the different co-teaching models and how they are used throughout the different content areas. For this reason, my study will contribute to the research on co-teaching and teacher preparation.

Methods

This action research study was conducted during my year-long clinical teaching placement to earn a Master of Education in Teaching and Learning. Action Research serves as a way for educators and researchers to investigate and study best practices for learning in the classroom (Hendricks, 2017). Action Research allows the researcher and educator to adjust, implement, or gauge perceptions about an idea or theory related to learning to seek growth toward learning in the classroom (Hendricks, 2017). In my Action Research, I sought to understand my students' and teachers' perceptions of using co-teaching to understand how co-teaching could be utilized to improve learning. I served as the student teacher participant as well as the researcher. Throughout the four weeks of my study, I continued to co-teach with my teacher while also administering a survey, interviewing the teacher and a sample of students, and composing journal entries. Since I had been co-teaching with my mentor teacher from the start of the year, the students were already comfortable with me and familiar with the different co-teaching models. The following section describes the process in which the study was conducted, beginning with the selection of participants and concluding with data analysis.

Participants

The participants of this study included a single classroom of second-grade students, one classroom teacher, and myself as the clinical teacher (student teacher). The classroom comprised 21 diverse students, including White, Black, Hispanic, Asian, and those identifying as more than two races. There were ten girls and eleven boys, and nine were considered economically disadvantaged. Many students received special education services such as academic, special education, dyslexia, speech services, emergent bilingual, occupational therapy, and gifted and talented services. For student participation, parents and students signed consent and assent forms. Of the 21 students, 19 consented to participate. The classroom teacher also agreed to participate.

Data Collection

I used a variety of data sources as the basis for my research, allowing for triangulation (Hendricks, 2017). First, I conducted one-on-one interviews with seven students in my class, each lasting around 15 minutes. Purposive sampling was utilized to select two students who identified in overall content areas as low-achieving, students who identified in overall content areas as average, and students who identified in overall content areas as gifted and talented (Patton, 1990). Participant selection was based on a combination of the student's summative assessment scores, overall grades, and attendance. While their attendance played a minor role in participant selection. Frequent attendance was important to the study so students could present their thoughts based on the day-to-day co-teaching learning experiences. I interviewed the classroom teacher for about 30 minutes to understand her opinions and feelings about the co-teaching experience. When interviewing the classroom teacher and the students, I used a semi-structured format containing pre-planned open-ended questions and additional questions that arose to seek more clarity or information (Hendricks, 2017). All interviews were audio recorded and transcribed.

In addition to interviews, I administered a survey to the whole class to understand their views on the co-teaching experience (see Appendix A). The survey contained both open-ended questions and Likert scale questions. This survey sought to understand the students' opinions towards the different types of co-teaching models and how they view them through the various content areas.

Journaling served as the final form of data collection. Each day, I recorded field notes, and from these field notes, I composed two journal entries a week for the four weeks of the data collection period, which gave me a sum of eight journal entries. Through journaling, I noted the co-teaching models my teacher and I implemented in class, my feelings toward the overall effectiveness of the

teaching, and my student's responses to the different co-teaching models (Hubbard & Power, 2003).

Data Analysis

I applied the constant comparative method to analyze the qualitative data using inductive coding. I found themes or level 2 codes that arose from the interviews, journal entries, and open-ended questions from the survey and arranged them in a hierarchal order (Hubbard & Power, 2003). When analyzing the data, I first used level 1 codes, codes that represent the "who," "what," "when," or "where" descriptions in the data, to code the first 20% (Tracy, 2013, p.189). Using these level 1 codes, I coded the remaining data. Then, I categorized all the level 1 codes and arranged them hierarchically to emerge three level 2 codes or major findings/themes. These level 2 codes served to answer the "why" or "how" to my level 1 codes (Tracy, 2013, p.189). After, I organized the codes into an index to explain where the codes were found in the data. I composed a codebook from my indexing to identify, explain, and exemplify each level 1 and 2 code (See Appendix B). Last, I composed memos to describe and reflect on the level 2 codes.

Descriptive statistics (mean and mode) were calculated and used to analyze the class's commonly shared opinions and feelings about the quantitative data from the surveys. The students' responses were displayed through bar graphs (see Appendix C) (Hendricks, 2017).

Findings

In this study, I aimed to understand how a year-long co-teaching model shaped the learning of a second-grade class. From analyzing the qualitative data, three major themes emerged: two teachers enrich learning, students receive more support and targeted instruction, and the dynamic of the co-teaching relationship. The qualitative data from all three data collection methods supported these findings through the level 1 codes created. Likewise, the quantitative data from the student surveys affirmed these level 2 codes by revealing positive feelings towards co-teaching and using different co-teaching models.

Two Teachers Enrich Learning

From the students and teachers, it was perceived that the two teachers brought a diverse range of perspectives. It was found that in team teaching, where teachers teach together, teachers collaborate on sharing their ideas or experiences

with the concept being taught. When Mrs. Crawley discussed co-teaching, she explained, "Oh my gosh I love it! We get to bounce ideas off of each other!" Additionally, I found team teaching in reading allowed for extended discussions. I wrote, "I connected an idea about John Henry to her comment about how idioms make writing more interesting, but I wouldn't have been able to make that connection without her mentioning that idea by extending my idea." Similarly, students shared that "I can learn even more!" by having two teachers (Lucy's survey). Thomas said, "There are two different ways I have to learn, and [it] makes it kind of easier for me, so I don't just have to learn one way all the time."

Efficiency in learning was an idea that appeared from journal entries and student interviews. Jace explained, "…You guys can teach it a little bit faster," while Jarvis said, "I got two people to help me…cause one teacher can't do a lot." Lucy described, "Oh I like it! I like it! Because then we don't have to have subs all the time." Mrs. Crawley synthesized this idea by saying that learning was continuous. She explained that even when a student was having a hard time, "one [teacher] can continue instruction," and students "like that because their day just didn't get shut down…"

A final observation from this theme was that teachers more effectively modeled social-emotional skills, metacognition, and expectations through team teaching. Mrs. Crawley and I used team teaching (where we teach together) to model how to work in partnership; we modeled how to share the workload, compromise, appropriately disagree, and encourage each other. I journaled, "through Mrs. Crawley and I modeling how to work as partners, students explicitly see how they should work as a team, what their product should look like…" Mrs. Crawley explained, "It's been nice to strategically plan we're gonna butt heads here, we're gonna make a mistake with this, and we're gonna show them here's how you get along." Thomas explained, "…if I had one teacher, she'd be basically [be] talking to no one, and it would make it harder for my brain to understand what is happening… I like having two teachers, while that's happening, so…I know what to do." Rosie shared, "When y'all are helping each other, it helps me understand and learn more." By having Mrs. Crawley and me role-play partner work through team teaching, students could explicitly see the expectations for collaborating and completing their assignments.

Receive More Support and Targeted Instruction

A common idea throughout the surveys, interviews, and journal entries was that using the different co-teaching models provided students with more help and targeted instructional support. Figure 1 illustrated that students perceived

having two teachers and using various co-teaching models as providing them with more help.

Figure 1
Sabrina's Survey Question Eight

Note. Sabrina's response was a common idea mentioned by students.

"Differentiated parallel teaching" was also an approach that was found to be used. Through my journal entries and teacher interview, my teacher and I used parallel teaching, where the students are divided in half, and half receive instruction from one teacher while the other half receives instruction from the other teacher; however, we differentiated our instruction based on the ability level of our students or the content being taught in the lesson. Mrs. Crawley explained that she liked grouping kids in this way so that the higher achieving students could be challenged while the students who struggled more could use manipulatives. In addition, differentiated parallel teaching was also seen by breaking apart the lesson where half of the students received part of the instruction from one teacher and then switched to the next teacher to receive the other part of the lesson. Mrs. Crawley explained, "I like parallel teaching for different parts of the lesson…in math …you're going to do the fluency or the warm-up, and I'm going to do the concept development or application problem…" Students also noted that they liked learning by breaking the lesson into parts. Thomas explained, "It makes it easier, and honestly, it makes me less stressed… Because I just don't have to do all of it at the same time; I can just do it part by part." Throughout the data, parallel teaching was utilized in the context of math. Mrs. Crawley explained that parallel teaching fits well with math because "You have the group of kids who are getting math…and you have the kids who are not getting it;" so, the two groups naturally lent themselves well to parallel teaching.

Station teaching—where the class was split up into groups and rotated to different stations where two of the stations were small groups with the teacher— was perceived as being utilized through writing conferences and reading small

groups. Mrs. Crawley explained that this was because "there's just a wide range of skills in reading …" I explained through this grouping, "Students are to be able to receive more support and instruction from the teacher to help them in the area they need to grow." I journaled that the stations students rotated to were Mrs. Crawley, Ms. Dale, and a reading program on the Chromebook. When asking students about their feelings towards reading small groups (which was station teaching), students mean (3.2) and mode were calculated to be "like" (see appendix C for graphs).

However, when using station teaching in writing conferences, teachers rotated to the different table groups instead of students rotating, conferencing with each student about their writing. When asked if writing conferences improved their writing, Lydia answered, "Yes! Because you'll give me ideas… and then I add it to it, and it's—it's not so frustrating." Jace explained, "…You guys talk to me, and I'm like 'Ooo maybe she's…giving me another idea.' So, I kind of make that idea come to life, and do you know what I notice? I noticed that it's kind of a cool story!" Overall, students communicated positive perceptions towards writing conferences with a mean (2.8) and mode translating to "like" on their student surveys (see Appendix C).

Student focus and distraction were also factors related to the perceptions of co-teaching. Jace said he liked parallel teaching, "Because there's less people" and "it's more quiet." Figure 2 represents the idea that many students perceived parallel and station teaching helped them to concentrate better.

Figure 2
Thalia's Survey Question Seven

7. I learn best when Mrs. Crawley and Ms. Dale teach …

    the whole class   (in small groups)   in parallel teaching

    Why?

    becuase I can not focus when pepole are talking. In small groups it is quieter so I can focus.

Note. Thalia's response was based on how well she could focus.

Student focus and distraction contributed to students' preference for learning as a whole class or being split up. An interesting note is that students

who had ADHD gave different answers about how they learned best. One student perceived team teaching was harder because it was "hard to track" both teachers' teaching. However, another student with ADHD perceived that team teaching was better for her learning because she had two teachers holding her accountable for focusing. In contrast, she perceived it was "hard to concentrate" in parallel teaching because of the switching and free seating.

Co-Teaching Relationship

The co-teaching relationship was the final major theme in the data collection and analysis. Students voiced they liked having two teachers and perceived that they could learn in fun ways. Students used adjectives such as "fun," "wonderful," and "kind" to describe me and Mrs. Crawley. Rosie explained, "I like having two teachers! They're both fun teachers…'cause you teach us different fun stuff and you do games and activities with us." When discussing reading stations, Jace said, "We could learn as a group together, and we could have fun as a group together." Mrs. Crawley explained,

> We're able to plan different activities because there's two of us managing it, it's easier to plan more extensive activities, or more messier, or more that will kind of be a headache….But when you have two adults in the room, getting paint out isn't such a headache because there's two people helping.

As the student teacher, I perceived that the co-teaching models allowed students to learn engagingly. Through team teaching, where we taught together, Mrs. Crawley and I were able to make the lessons more engaging by adding humor. I journaled reflecting on a lesson, "It [was] more engaging for the students because we both took our funny ideas and combined them to make it even more funny and silly for the students." When examining the students' survey, 78% of students preferred Mrs. Crawley and me to teach together rather than alone (see Appendix C). Through parallel teaching, where we split the class in half, I took one half, and she took the other, and then we switched. I also perceived that the students thought parallel teaching was fun by noting moments where students yelled, "YAY!" "PARALLEL TEACHING!" Additionally, when asking the students about their feelings towards parallel teaching, the mean (3.2) and mode were both found to be "like" (see appendix C for graphs). Furthermore, almost half (47%) of the students preferred parallel teaching over the option of small-group or whole-class learning.

Although all 19 student participants agreed that having two teachers improved their learning (see Appendix C), Mrs. Crawley noted that the experience depends on the two teachers' relationship. Mrs. Crawley explained

that the "competency and strength of the teacher" are important for effective co-teaching. She said, "It would be very hard to team teach…if somebody feels like they're having to carry the load." Mrs. Crawley also compared co-teaching to a "mom" and a "dad" by mentioning "that they benefit from us being consistent" when it comes to expectations and teaching. She also noted the importance of balance. Mrs. Crawley explained that "they get two personalities." She described, "I am a lot. I have a very out-there personality; you have a softer personality, and some kids need one or the other, so it's beneficial…"

Another idea found in my journal entries is that I perceived that the students saw us as two real teachers in the class. This was through how the students responded to directions and commented, "Ms. Dale, you and Mrs. Crawley are the best teachers I've ever had," or "I like when you teach us." Jace explained his learning experience by saying, "…All these strategies that you've taught me, they have taught me a ton. And I'm really thankful for that."

Implications for Teachers

In this study, I aimed to examine how a year-long co-teaching model shapes the students' learning experience. I also analyzed the student, student teacher (myself), and classroom teacher's perceptions about the different co-teaching models and how they were used throughout the different subjects. The findings indicated that having two teachers enriches students' learning by offering diverse perspectives, maximizing learning time, and modeling social-emotional skills, expectations, and teamwork. Different co-teaching models across various subjects could differentiate instruction, provide more targeted support, and minimize distractions.

In this study, my mentor teacher and I utilized station teaching for reading small groups and writing conferences, parallel teaching in math, and team teaching in reading, math, and partner activities. While this research supports the reasoning for applying these models, this only represents my one second-grade class, thus presenting limitations. For this reason, how these co-teaching models and other co-teaching models could be influenced throughout other grades and subjects.

Although co-teaching was seen to provide these benefits, it was also perceived that this was only effectively done through having a consistent co-teaching relationship that maintained expectations and balanced through both teachers providing their unique personalities and equally contributing to the planning and teaching.

In addition to these findings, other ideas that arose through my research were how some students interpreted parallel teaching and small groups to help minimize distractions. In contrast, other students viewed team teaching as more effective when minimizing distractions. For this reason, I wondered how the co-teaching models could aid students' focus and distraction for different populations, such as students with ADHD, autism, or other special education services.

I encourage other administrators and educators to implement a year-long co-teaching model for clinical and classroom teachers. I also encourage teachers to use team teaching when modeling expectations and other co-teaching models for grouping students for more targeted instruction. The study noted many perceived benefits to help students and teachers learn. As a student teacher, this year-long co-teaching model contributed to my growth as an educator and professional. I have learned how these models help to meet students' needs and create a fun learning environment. I have also learned how to plan more engaging lessons, group students, model expectations explicitly, and collaborate with other professionals.

While this study presented mainly positive perceptions and offered ways to implement co-teaching models, these findings represent a single second-grade class. Therefore, it is important to note that these co-teaching models and the others not found in the study may also be explored or utilized differently across the various grade levels and subjects.

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Appendix A
Co-Teaching Survey
Read each question and circle the emoji that best shows how you feel

1. How do you feel about learning with 2 teachers?

2. How do you feel about learning through parallel teaching?

3. How do you feel about learning through reading small groups?

4. How do you feel about writing conferences?

5. I get more help in school by having 2 teachers.

Read the question and circle which way you learn best.

1. I learn best when Mrs. Crawley and Ms. Dale teach…

                 together   alone

2. I learn best when Mrs. Crawley and Ms. Dale teach …

    the whole class   in small groups   in parallel teaching
    Why?

    _____
    _____
    _____
    _____

3. Do you feel like having two teachers helps you learn better?

                         Yes   No
    Why?

    _____
    _____
    _____

4. Having 2 teachers is _____ because
    _____.

Appendix B
Codebook

Name of Code	Level of Code	Description	Example
Two Teachers Enrich Learning	**2**	Students expressed that through having two teachers, they could learn more and do more.	"I think my learning experience is more since I have two teachers and we can split into different groups and you can teach me different things at the same time though."
Diverse Range of Perspectives	1	Students and teachers explained that by having two teachers, there is a wider range of experiences, ideas, and thoughts shared.	"Tell me about how you feel having two teachers in the class right." "It makes it a little easier, and the reason it makes it easier because I've two different ways I can…I have…there are two different ways I have to learn and it makes it easier for me so I don't just have to learn one way all the time."
Efficiency in Learning	1	Both teachers and students perceived that learning time was maximized through teachers being able to see students quickly and share the work	"Learning was also effective and efficient through having both of us being able to sort through papers for the students at the end of the day, because there were two of us, we were able to sort and hand out take-home folders

|			quickly and efficiently."
Team-Teaching in Math and Reading	1	When talking about team teaching, students and teachers mainly described it through the context of math and reading.	"The idea of team-teaching to set behavior, learning, and social-emotional expectations was seen through Mrs. Crawley and me working together to write a math word problem and create a tongue twister. Both these ideas were seen in math and reading!"
Modeling SEL, expectations, and metacognition in team-teaching	1	Students and teachers explained that through teachers teaching and working together, it was easier to clearly understand how to work with others, complete their assignments, and think about the learning.	"Co-teaching is a good model that we show also collaborating with others. That social skill of how to get along with somebody else, and you know, it's been nice to strategically plan we're gonna but-heads here, we're gonna make a mistake with this, and we're gonna show them here's how you get along."
Positive and negative feelings towards team-teaching	1	Many students as well as both teachers shared that their favorite way to learn	"I just like learning, I just like learning about…well, I like learning about a lot of different things, but

		was through team-teaching.	my favorite thing so far has been you and Mrs. Crawley teaching us together."
Receiving more support and targeted Instruction	**2**	Many students and the teachers noted that through having two teachers, students received more individual help and support.	Do you feel like having two teachers helps you learn better? "Yes" "Why?" "I get more help"
Differentiated parallel teaching	1	Teachers mentioned that they used parallel teaching but adjusted the instruction or split the lesson into parts in order to meet the level of the students learning.	"Through parallel teaching we were able to differentiate instruction while also delivering the same lesson. For example, we tend to split the class in half by lower-achieving and higher achieving."
Station teaching in reading for differentiation	1	Teachers perceived that through using station teaching they could ability group students to help differentiate the learning.	"You're able to group your kids in ways you can't normally group your kids, and you're able like I said, to meet with those lower performers, those higher performers."
Co-teaching in guided practice	1	Teachers noted that co-teaching also occurred in guided practice activities through visiting with small groups	"Parallel teaching through guided practice seemed to be a good idea."

Student focus and distraction	1	Students noted that some teaching styles helped with focusing while some models were more distracting. Students also noted that two teachers help keep them focused.	"I like having two teachers in the… because um, well, I can concentrate better."
Improving student writing in station teaching	1	Students noted that through writing conferences, they were able to visit with both teachers and improve their writing.	"So like you guys talk to me, and I'm like, 'Ooo maybe she's telling—giving me another idea.' So I kind of make that idea come to life, and do you know what I noticed?" "What?" "I noticed that it's kind of a cool story!"
Co-teaching Relationship	**2**	Teachers both explained that the relationship between both teachers is important for effective teaching and classroom community.	" The relationship, and honestly even maybe like the…the competency and strength of the teacher. It would be very hard to team teach with somebody who is some…it's very…I would say, it's very hard to teach if somebody feels like they're having to carry the load because the other teacher is weaker."

Like having two teachers	1	Students communicated that they liked having two teachers in their classroom and that their two teachers were important to the classroom.	"I like having two teachers! They're both fun teachers. I like having two teachers because they're happy to learn with."
See me as a real teacher	1	The clinical teacher perceived students saw her as an equal to the classroom teacher by the way the students respected and responded to her teaching and direction.	"Lastly, an idea I've seen through these past two days is how much respect my students carry towards me and Mrs. Crawley equally. I had on multiple occasions students refer to me as their teacher."
Learning in fun ways	1	Both teachers and students noted that through having two teachers and using the different models of co-teaching, learning was fun and that they could do more fun activities.	"You make us happy with by doing activities and games with us."

Appendix C
Perceptions Survey Data

SURVEY QUESTIONS #2, 3, & 4: HOW DO YOU FEEL ABOUT LEARNING THROUGH...
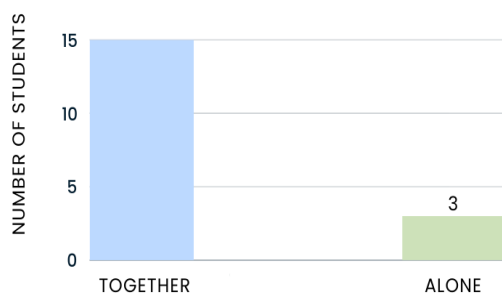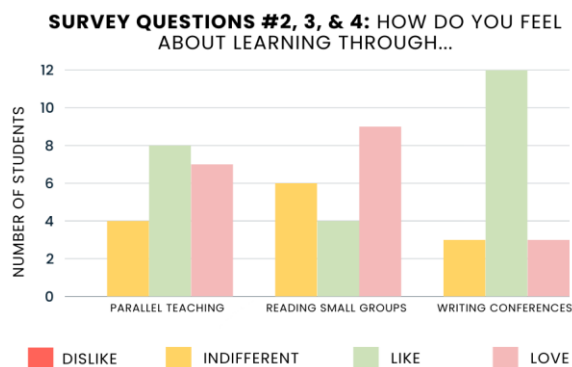
SURVEY QUESTION #7: I LEARN BEST WHEN MRS.CRAWLEY AND MS. DALE TEACH...