The Impact of Responsive Partnership Strategies on the Satisfaction of Co-Teaching Relationships in Early Childhood

Lack of coordinated action between two adults in the classroom can lead to disjointed instruction for young children and teacher stress (Masterson, 2015; Nilsson, 2015). The purpose of the present study was to measure the effects of a Responsive Partnership Strategies intervention (Masterson) on teacher satisfaction with their co-teaching relationship. Teachers were observed within the context of their classroom and during weekly planning sessions to record Responsive Partnership Strategies. Following baseline observations, teachers completed the Teaching Models Identification (Appendix B), Relationship Satisfaction Questionnaire (Appendix C), and the Responsive Partnership Strategies Checklist (Appendix D). The Responsive Partnership Strategies intervention was implemented and in-vivo data collection resumed to determine the impact of the partnership strategies. Following intervention, the teachers completed the Teaching Models Identification (Appendix B), Relationship Satisfaction Questionnaire (Appendix C), and the Responsive Partnership Strategies Checklist (Appendix D). Results from the present study indicated that there was an increase in some Responsive Partnership Strategies as well as teacher satisfaction with their co-teaching relationship.