

Early Childhood Education Laboratory Preschool

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.