

**CO-TEACHING KICKOFF 2022**  
 WWW.INCLUSIONRULES.COM



**Barbara Alvarez, Craig Jahnke & Paula Kluth**  
**Let's Stay Together:**  
**Longevity Tips from a High School Team**

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 [ELA, bilingual certified]  
 &  
**Craig Jahnke**  
 [special education]

- ELA co-teachers
- 4 years as a team
- 10<sup>th</sup> & 12<sup>th</sup> grade

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**Paula Kluth, Ph.D.**

- [www.inclusionrules.com](http://www.inclusionrules.com)
- researcher/consultant/author
- author of 14 books on inclusive ed (e.g., UDL, autism)
- former professor of education & K-12 inclusion facilitator

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**If you already have a strong team, why work at "staying together"?**

- to show appreciation
- to remain a well-functioning team
- to learn & to keep learning



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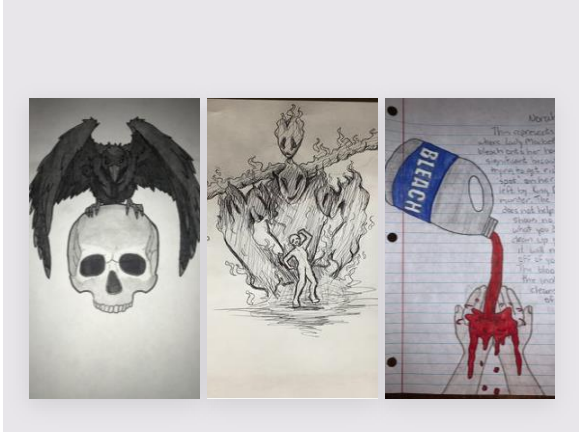
**3 ideas**



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**try something new**

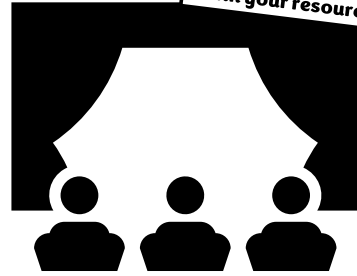
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performances & prep

**You have two teachers....get creative with your resources!**




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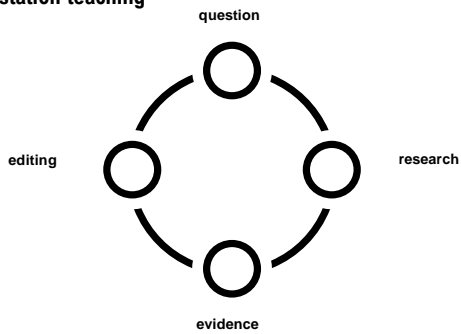
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- 1 teaching a mini lesson
- 1 prepping in the hallway for upcoming performances



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station teaching



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- simulations
- station teaching
- drama
- improv
- graffiti walk
- book tasting
- role play
- scavenger hunt
- readers theater
- projects
- exit interviews
- genius hour
- mural-making
- web quests
- service learning
- classroom museum
- movie-making
- student panels
- exhibitions
- model making
- game show
- 1:1 conferencing
- demonstrations
- interactive notebooks
- flipped classroom
- tic/tac/toe boards
- vision boards
- podcasts
- student blogs
- sketchnoting & cartooning
- talk show

**What have you always wanted to try that you have not yet tried?**

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**have healthy habits**

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stop snowball thinking



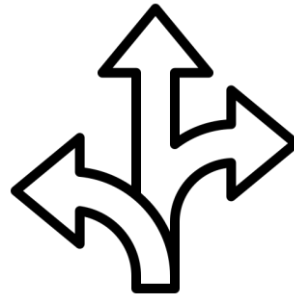
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pick your battles



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be flexible



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**address problems ASAP**

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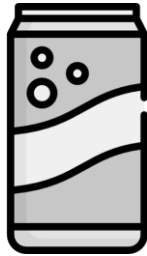
- agree to **just say it** (“You’ve been gone a lot and I’m worried about plan time”), but **keep healthy habits**
- take time to **process** (and avoid future struggles)
- make a plan: “If this happens next time..”

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**SODA**

adapted from Roosa (1973)

<b>S</b> ituation	Clearly define the problem
<b>O</b> ptions	Generate a wide range of possible solutions. There should be no judgement—this is a time to brainstorm.
<b>D</b> ecision	Evaluate the options and choose one. Keep the list in case the first choice does not work.
<b>A</b> ssessment	Decide on a process or tool to determine success/progress.



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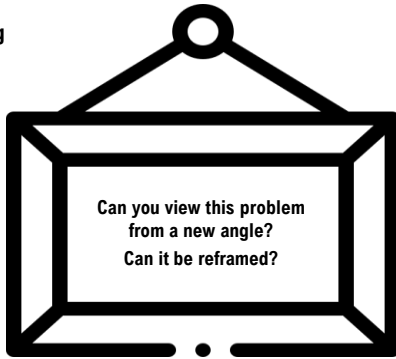
**15-minute problem solving process**

Kluth & Causton (2016) *30 Days to the Co-Taught Classroom*.

1 minute	Describe the problem in writing. [silently & individually]
1 minute	Discuss your responses.
2 minutes	Write the problem as a solvable question: [silently & individually] <ul style="list-style-type: none"> <li>• How might we ___?</li> <li>• In what ways can we ___?</li> <li>• What is one idea for ___?</li> </ul>
1 minute	Discuss & agree on which question to answer.
4 minutes	Brainstorm solutions to the question. Generate as many ideas as possible. [silently & individually]
2 minutes	Read your lists aloud.
1 minute	Highlight the most popular ideas.
1 minute	Choose the best solution & determine how to begin.
1 minute	Decide how you will assess the effectiveness of the solution.
1 minute	Congratulate yourselves on a job well done!

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reframing



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