

**CO-TEACHING KICKOFF 2022**  
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Paula Kluth  
**Coaching Co-Teachers:  
 Ideas, Tools & Celebrations**

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- [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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ideas

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- “tag outs” to allow for classroom visits
- in-district video examples with support/incentives (e.g., parallel teaching, planning tips)
- creative plan time assistance (e.g., paid time, suggestions for planning efficiently/effectively)

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tools

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**Co-Teaching Checklist: "Look Fors"**  
 P. Kluth (2021)  
 \*\*for teams using *30 Days to the Co-Taught Classroom* as a guide for their work



<input type="checkbox"/>	Team appears to have a vision for their partnership & shared goals.
<input type="checkbox"/>	Teachers have established regular planning time & have an effective planning process.
<input type="checkbox"/>	The team uses parity signals & norms (e.g., "our students" vs. "your students"; both names on door).
<input type="checkbox"/>	The team has communicated the goals and the benefits of co-teaching to students & families.
<input type="checkbox"/>	Both teachers regularly team teach, lead the class, and work w/ students with and without disabilities.

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**CO-TEACHING CHECK-IN**  
(March, 2022)  
 Fill in this form and hand it to your facilitator/coach before your check-in conference. ✓

**1. CELEBRATION & CHALLENGE**

What is one thing that is going well this year with your partnership (e.g., planning, using station teaching, co-teaching w/ OT)?

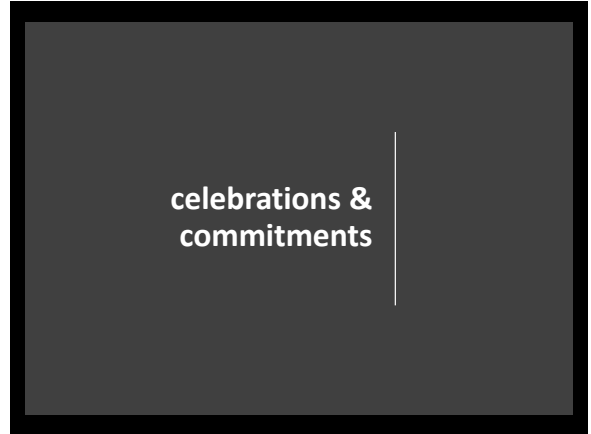
What is one current challenge with your partnership (e.g., roles sharing, using parallel teaching, generating creative lesson ideas)?

**2. CHECK-IN FOCUS**

- parity: Do we both seem to have equal (not necessarily identical) roles in the classroom? Do we both interact with students as if we are classroom teachers?
- inclusion: Do our co-teaching practices seem to be supporting students with disabilities and/or multilingual learners appropriately?
- UDL: Are we using our co-teaching relationship to design/deliver instruction in ways that reach, engage, and support all?
- interaction with/support of students: Are we both interacting with students with and without identified needs? Do we have strategies in place to support all?
- use of structures: How can we improve the use of the structures?
- other:

**NOTES:**

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**Start by sharing the ceremony opening:**

We are gathered here today in the [insert location here] and in the face of our colleagues to join together this team. If any person can show just cause that these co-teaching partners may not be joined together, speak now or forever save it for staff lounge gossip.

Then write some vows that can be exchanged or choose one of the options provided.  
Take turns reciting the vows to each other.

**Traditional Ceremony**

I \_\_\_\_\_ promise to occasionally take your lunchroom duty, do the read aloud if you need to get another muffin, let you go to the bathroom whenever you need, share responsibilities like copying, developing rubrics and making parent phone calls. Through flu season, epic IEP meetings and fire drills I promise to be your partner, unless I have a sub. I won't necessarily obey you, but I will cherish all of the times you get coffee for me. This is my solemn vow.

**Contemporary Ceremony**

I \_\_\_\_\_ promise to stand by you \_\_\_\_\_ through state testing, parent-teacher meetings and yet another conference on rigor, readiness, or relevance. If at some point, we are blessed to be able to adopt new curriculum together, I will support you in this and will stay late after school (or at least until I have to leave to get my kids/leave to take my dog out/coach robot club) and plan with you to the best of my ability. I promise to honor you and respect you for at least this school year or until the administration moves one of us somewhere else.

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**FIGURE 28.2**  
**Sample Co-Teaching Agreement**

**We**, the best co-teaching team in the school/district/world, agree to work together to the best of our ability for the next \_\_\_\_\_ months.

We will support each other by \_\_\_\_\_  
and by \_\_\_\_\_  
and certainly by \_\_\_\_\_

We will regularly incorporate these co-teaching structures into our lessons each (day/month/year): \_\_\_\_\_

We will settle disagreements by: \_\_\_\_\_

We will celebrate achievements by: \_\_\_\_\_

We hereby agree to these terms and conditions on \_\_\_\_\_, at \_\_\_\_\_.

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