



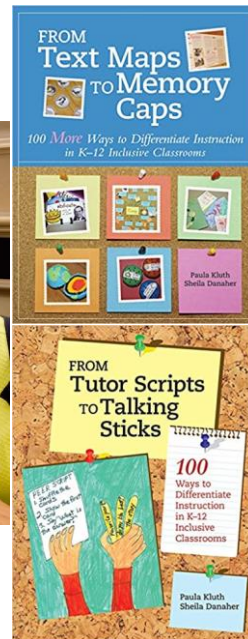
## Determining Roles & Responsibilities

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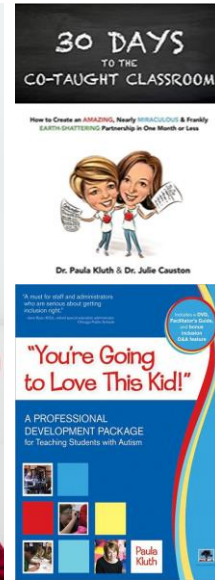
- former special education teacher & building administrator: Chicago Public Schools
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- former professor &  
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facilitator



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- parity
- roles & responsibilities

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parity

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### signs that you are NOT operating as a team

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



- Parents only know about one of the teachers.
- One teacher describes shared space as "my classroom."
- One teacher asks their partner for "license and registration" as they enter the room.
- Students talk about one teacher as the "real teacher" and refer to the other one as...well..."the other one."
- One teacher is positioned at the front of the room. The other is wandering the hallway, getting coffee, or Tweeting about the need to establish parity in the classroom.

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How are you doing?



Consider:

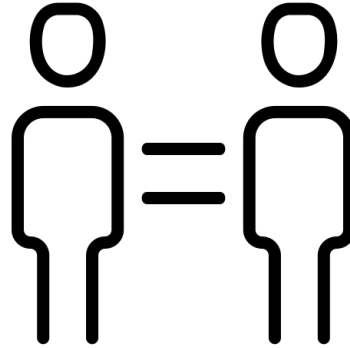
- Do we have any evidence that students don't see us as equals?
- What evidence do we have that students see us as equals?

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## parity signals

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

- putting both names "on the board"
- talking about your shared roles with students/families/colleagues
- adapting the classroom to provide space for both teachers
- using words like "we" and "our" in discussing students, etc.
- routinely using duet teaching
- attending student conferences together when possible
- attending some PD together
- creating a hybrid teaching name



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## activity suggestion: parity "turn & talk"



- Turn and talk to your partner about how students, families, and others see your team. Do they see you as equals? As a team?
- Review the list of parity signals provided on the previous slide.
- With your partner, choose 3 signals to adopt or strengthen in your classroom.

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## activity: roles & responsibilities checklist

- designing curriculum & instruction
- integrating IEP objectives into daily instruction
- adapting materials when needed (checklists, visuals)
- designing assessments
- tabulating final grades
- managing classroom

30 DAYS TO THE CO-TAUGHT CLASSROOM

FIGURE 11.1  
Co-Teaching Roles & Responsibilities Checklist

Read through this list of roles and responsibilities in the co-taught classroom. For each item, determine which person on your team will have (p) primary responsibility; (s) secondary responsibility; (sh) shared responsibility; and/or (j) input in the decision-making.

ROLE OR RESPONSIBILITY	GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER	OTHER (i.e., parent, support staff)
designing differentiated curriculum, instruction & assessment			
creating student-specific modifications & adaptations			
integrating student IEP objectives into daily instruction			
creating classroom materials for all (e.g., models, word walls)			
creating adapted materials for some (e.g., assignment checklists, picture schedules)			
setting up necessary assistive technology for lessons (e.g., whiteboards, alternate keyboards)			
providing 1:1 instruction when needed			
teaching whole-class lessons			
teaching small-group lessons			
monitoring student progress			
conducting assessments			
grading (e.g., homework, quizzes)			
tabulating final grades			
conducting parent visits			
sharing IEP data/adaptations with families			
communicating with families			
participating in parent-teacher conferences			
setting the IEP			
participating in IEP meetings			
consulting with related services			
providing training for paraprofessionals			
providing regular feedback for paraprofessionals			
coordinating planning meetings			
facilitating meetings			
facilitating peer supports (e.g., relaying students about supporting one another)			
managing classroom; keeping materials/space organized			

When you have finished determining roles and responsibilities, consider the following questions:

1. Does anyone feel uncomfortable with any of the roles as outlined?
2. Should any of these roles and responsibilities be changed?
3. Will anyone need support to engage in these roles and responsibilities?
4. What messages does our proposed division of responsibilities send to our students, parents and our colleagues?

Adapted from Casper, A. & Theoharis, G. (2010). The Principal's Handbook for Leading Inclusive Schools. Paul H. Brookes Publishing, Baltimore, MD, pp. 10-15.

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## Once you complete the checklist, review these questions:

- Does anyone feel uncomfortable with the roles as they are outlined?
- Should any roles be changed?
- Will anyone need support to adopt these roles?
- What messages do these decisions send to our students, families and colleagues?



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**Do you need a “shake up”?**

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### **How do you know a roles and responsibilities “shake up” is needed?**

- The general education teacher on your team never gets a chance to work individually with students with disabilities.
- The special education teacher/multilingual teacher/enrichment teacher is not regularly planning and/or teaching whole class lessons.
- Related services are rarely invited to teach or develop curriculum.
- The only role of the paraprofessional in your classroom is to offer direct services to students with disabilities.
- Students do not have leadership roles and are never asked to present lessons with one another or with teachers.
- Students say, “We are really bored with how you are defining roles and responsibilities in our classroom. Can’t we jazz things up around here?”

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