



Determining Roles & Responsibilities

Sheila Danaher & Paula Kluth

1

Sheila Danaher,
M.S. Ed.

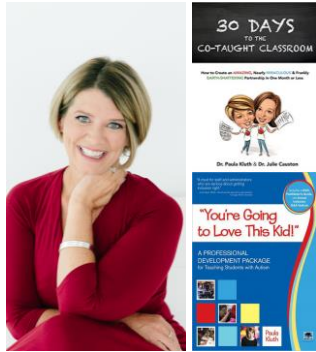
- former special education teacher & building administrator; Chicago Public Schools
- consultant
- advocate



2

Paula Kluth,
Ph.D.

- researcher/consultant/author
- inclusionrules.com
- author of 14 books on inclusive ed. (e.g., UDL, co-teaching, autism)
- former professor & K-12 inclusion facilitator



3

- parity
- roles & responsibilities

4

parity

5

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.

6



7

How are you doing?



Consider:

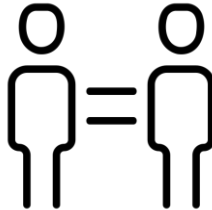
- Do we have any evidence that students don't see us as equals?
- What evidence do we have that students see us as equals?

8

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



9

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.

10

roles &
responsibilities



11

12

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

13

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?



14



Do you need a “shake up”?

15

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?”

16



17