

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 (i) input in the decision-making.

ROLE OR RESPONSIBILITY	GENERAL EDUCATION TEACHER	SPECIAL EDUCATION TEACHER	OTHER (e.g., parapro., speech path.)
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 wall)			
creating adapted materials for some (e.g., assignment checklists, picture schedules)			
setting up necessary assistive technology for lessons (e.g., switches, alternate keyboards)			
providing 1:1 instruction when needed			
teaching whole-class lessons			
leading small-group lessons			
monitoring student progress			
conducting assessments			
grading (e.g., homework, quizzes)			
tabulating final grades			
completing report cards			
sharing IEP data/updates with families			
communicating with families			
participating in parent-teacher conferences			
writing the IEP			
participating in IEP meetings			
consulting with related services			
providing training for paraprofessional			
providing regular feedback for paraprofessional			
organizing planning meetings			
facilitating meetings			
facilitating peer supports (e.g., educating 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 students, parents and our colleagues?

Adapted from: Causton, J. & Theoharis, G. (2014). *The Principal's Handbook for Leading Inclusive Schools*. Paul H. Brookes Publishing. Baltimore, MD: pp. 80-81.