

# Relationships: Building an Effective Classroom Team



***Boston Ready - maximizing learning experiences in K-1***



# Overview of Boston Ready

- Plan April 06
- Implementation year 06-07
- Modifications after Federal review
- Full implementation 07-08
- New year 08-09



# This Year In Boston Ready



# Expectations for Participants

- Curriculum Fidelity
  - OWL & Building Blocks
- Research – data collection:
  - Classroom data
    - ELLCO (BPS: CLASS)
  - Child data
    - PALS & PPVT
- Attendance at PD
- Work with coach



# Resources for Participants

- Professional development
- Curriculum Materials –
  - Given out at PD
- Coaching, more intense
- Boston Ready Web Site
- Family Literacy Events
- Course Offerings



# Setting Ground Rules

How do we want to be with each other for professional development?



# Roles and Responsibilities

- Principals
- Coaches
- Teachers
- ~~Paraprofessionals~~ Instructional Aides
- Norka
- Su
- Sandy
- Lisa
- Mary Lu



# Hosting a Party

- In a minute we will be asking people to get up, place yourself along a continuum.
- We will describe the two extremes
- Find the point on the line that best matches your own preference / background





# Continuum - 1

- Base the event on past experience and expectations (might consult with one person)
- Talk with everyone you know about thinking about having party, looking for best ideas for food, entertainment decorations etc.



# Continuum - 2

- Create big to-do list
- Require RSVP
- Plan order food will be served
- time for event start/end
- Disappointed if no one there at start time
- Wear watch & bring out certain foods at certain times
- Plan at last minute
- Might not have an invitation
- Might just call friends day of event
- Might not be there at start time - out getting the food
- Never look at the clock during event



# Continuum - 3

- You provide explicit directions for people to find event,
  - You tell where to park
  - You greet each guest at door, take their coats, get them the first drink
  - Tell where bathroom is
  - Tell where a friend is
  - Give out party favor at end of event.
- Let people figure out how to find you
  - You're sure guests will find drink and refreshments and serve themselves
  - You let people figure out how to find their own coats.



# Continuum - 4

- Insist everyone tell you what they are bringing for pot luck
- You balance the menu
- You plan the music
- You set out the serving dishes before the party
- People bring what they bring,
- You trust people will eat and have a good time
- You trust someone will step up to be the DJ and play music

# Continuum - 5

- No question - clean up happens before you can go to bed
- The house put back in complete order
- Dishes washed and put away
- You have been cleaning as you go during the party
- Clean up can happen tomorrow, or maybe in week or so!





## Continuum - 6

- You are energized by your company
- You make sure you get around to everybody
- You make introductions, dance, share stories
- You can hardly sleep at the end of the evening, it is all so stimulating!
- Guests exhaust you
- You can't wait to escape to the TV or computer (and sometimes you don't – you sneak off)
- By the end you are drained by conversations and attention.

# With your team mate:

## Think about:

- Individuality - Interdependence
- Time structures the event - Event structures time
- Build relationships by:
  - Nurturing people - Encouraging independence
- Control - Response: Needing to decide all the details - Responding to the moment, event, people.
- Introvert - Extrovert

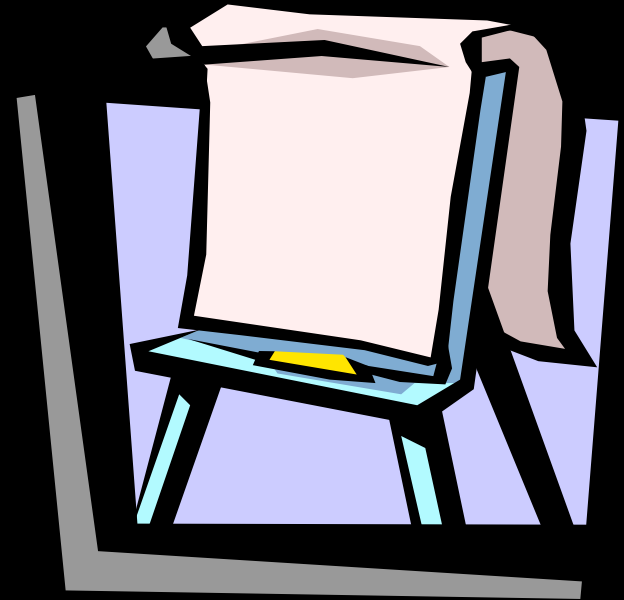
## Discuss

- How do these traits or preferences affect our



# Exploring Teamwork

- Break into groups
- Select a recorder/reporter
- Discuss and record response(s) to the questions
- Place a check beside existing responses you also came up with
- When prompted, go on to the next station





# Report Out

- Prepare to report responses to the question you are standing beside.
- Include responses that were checked often



# Reflection

By yourself, take the orange card and do the following.

Take 5 minutes for this task.

## Card 1

Compile a list of strategies and ideas to take away from this activity.

A wooden sign with a wood grain texture, hanging from a single nail at the top center. The sign is tilted slightly to the right. The text "Out to LUNCH!" is written on the sign in a bold, brown, sans-serif font. "Out to" is on the top line, and "LUNCH!" is on the bottom line in a larger font size. The sign has a 3D effect with a dark brown shadow on its right and bottom edges.

Out to  
LUNCH!

# Welcome Back

1. Sit with your teaching partner
2. Take some M&Ms
3. For each M, tell your partner something about yourself as follows:
  - **Red** your favorite food
  - **Green** your favorite thing about teaching
  - **Yellow** your dream vacation
  - **Brown** your biggest classroom challenge
  - **Orange** your most embarrassing moment
  - **Blue** wild card! Tell anything you wish



# What Research Tells Us

“The traditional practice of an individual teacher in a classroom shifts to colleagues working together to address the needs of all students. Teachers share their knowledge, step out of their old roles, learn from fellow professionals and become interdependent.”

- Lipsky, D.K.



# What We Have Learned

- IDEA requirements
- NCLB and Title I requirements
- Fosters effective teaching practices
- Promotes inclusive school culture
- Improves student outcomes



# Cooperative Teaching

“...two or more educators possessing distinct sets of skills work in a co-active and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in educationally integrated settings”

- Bauwens and Hourcade (1995)

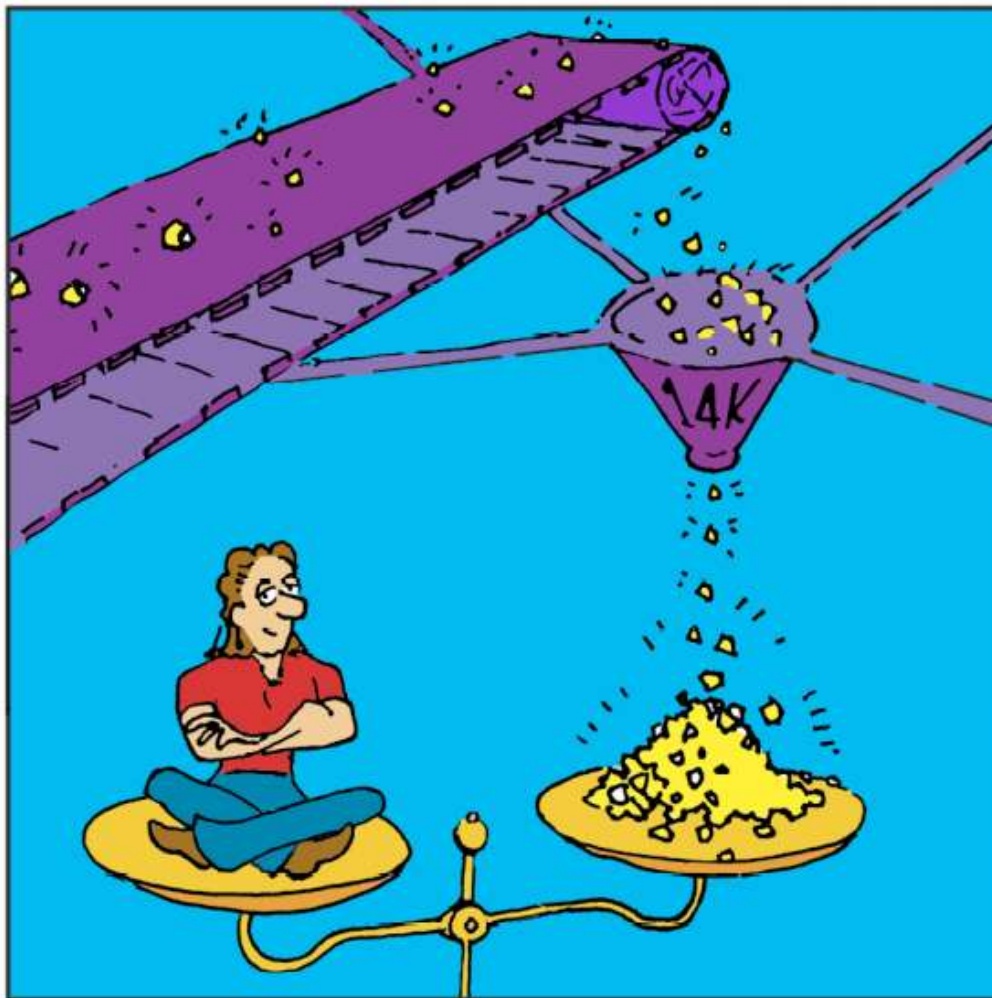


# Forms of Implementation

- Team teaching
- Complementary instruction
- Supportive Learning







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GREAT PARAPROFESSIONALS,  
USED WISELY,  
ARE WORTH THEIR WEIGHT IN GOLD!

# Paraprofessionals as Partners

“Paraprofessionals play an equally significant role by providing continuity and support for students, staff, and families. Insightful perspective in planning and consistent service delivery are two of the vital parts paraprofessionals play on the problem-solving team.”

- Inos and Quigley



# Benefits of Teaming

- Expanded pool of knowledge and skills
- Expand cultural sensitivity/diversity
- Increase time for individual attention
- Encourage professionals to work together to achieve shared goals



# Impact on Student Outcomes



- Reduced referrals to special education services
- Increased overall student achievement
- Fewer disruptions with decreased referrals for behavioral problems
- Increased students qualifying for gifted and talented
- Improved academic and social skills for low achieving students
- Improved attitudes and self-concepts and more positive peer relationships reported by students with disabilities

# Ways to Gather Data on Outcomes

- Ensure that co-teaching partners receive professional development
- Use curriculum based measures that can document student progress
- Gather related information
- Track student progress across time and grade levels



# Teacher Impact

- Feeling happier, less isolated
- Professional growth
- Personal support
- More time to teach
- Enhanced sense of community
- Greater communication
- Less paperwork
- Increased confidence in handling classroom problems
- Increased positive attitudes toward the classroom
- More tolerance toward children with disabilities
- Greater feelings of empowerment in enriching curriculum





# Choose Colleagues Before Friends



# Begin Building an Effective Team

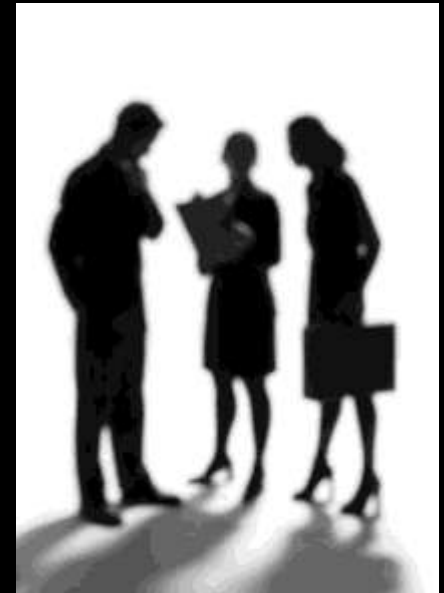
- Understand co-teaching
- Discuss expectations
- Establish roles/responsibilities
- Assume active instructional roles
- Work together to address individual needs
- Find time for mutual planning



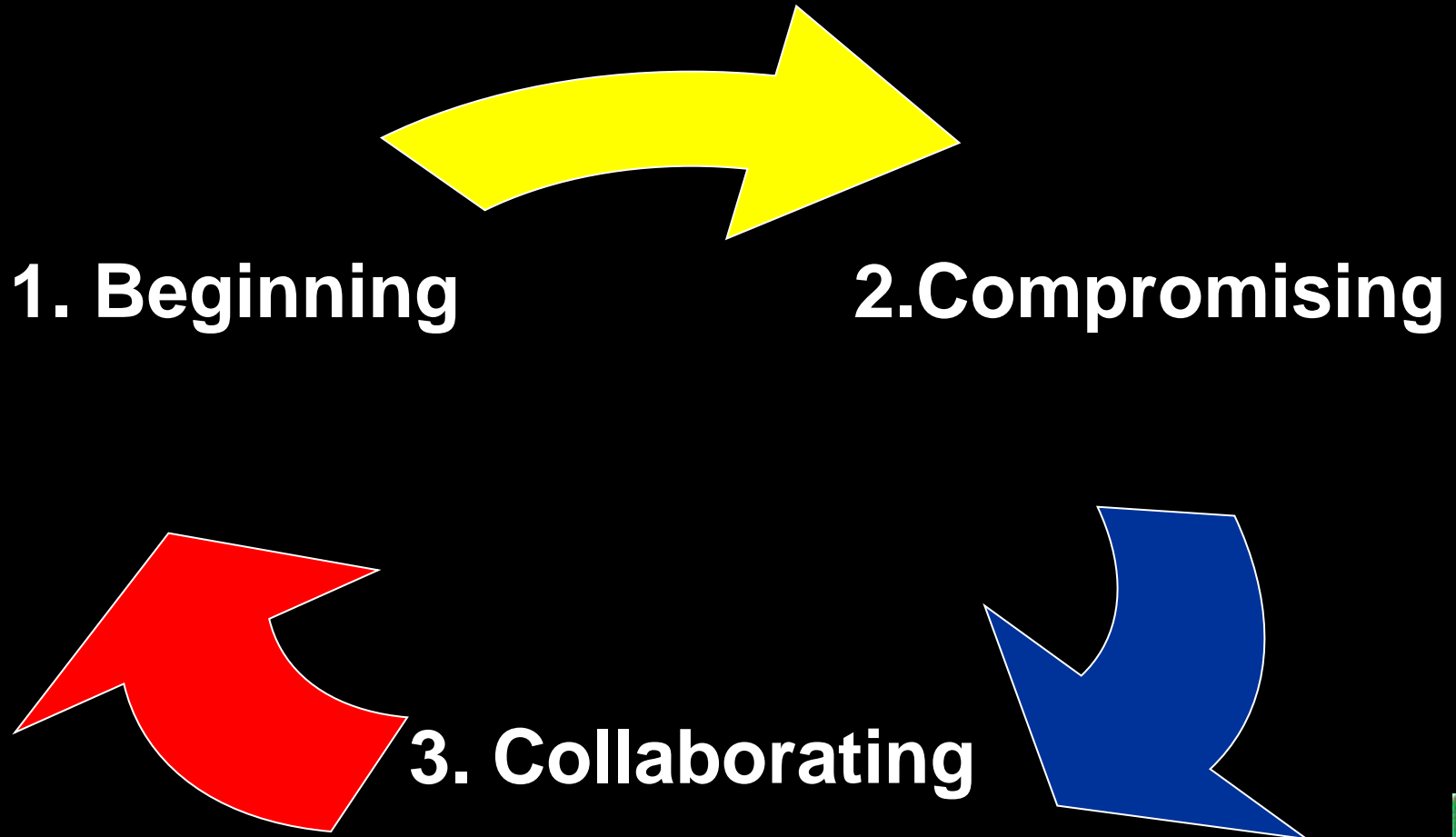


# Dimensions of Behavior of Effective Co-Teachers

- Coordinate to achieve a common goal
- Share a belief that each team member has expertise
- Alternately engage in roles
- Distribute teacher functions among all members
- Use cooperative processes



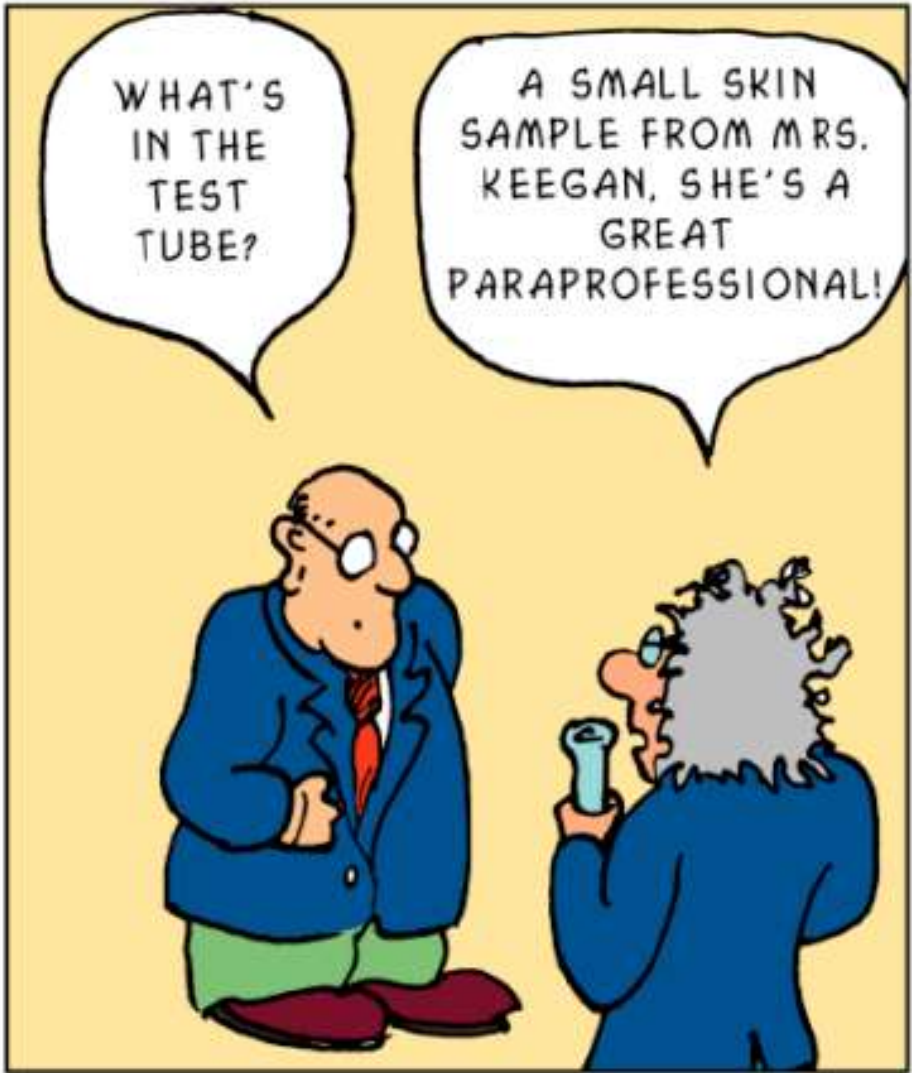
# Stages of Development



# Creating a “Dream Team”

1. Examine your own mind.
2. Establish a proactive, collaborative working environment.
3. Know your role.
4. Training.
5. Find out who your partner really is.
6. Be an advocate for your teaching partner.
7. Encourage "success story" telling.





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DESPITE THE BIO-ETHICAL CONTROVERSIES  
MAGGIE FAVORS HUMAN CLONING.



# Beliefs and Values

1. Physical arrangement of the classroom
2. Classroom scheduling
3. How to structure children's activities
4. What curriculum for young children should be
5. How young children learn
6. Inclusion
7. How to adapt and individualize activities
8. How to manage inappropriate behavior
9. Teaching team roles and responsibilities
10. Family involvement

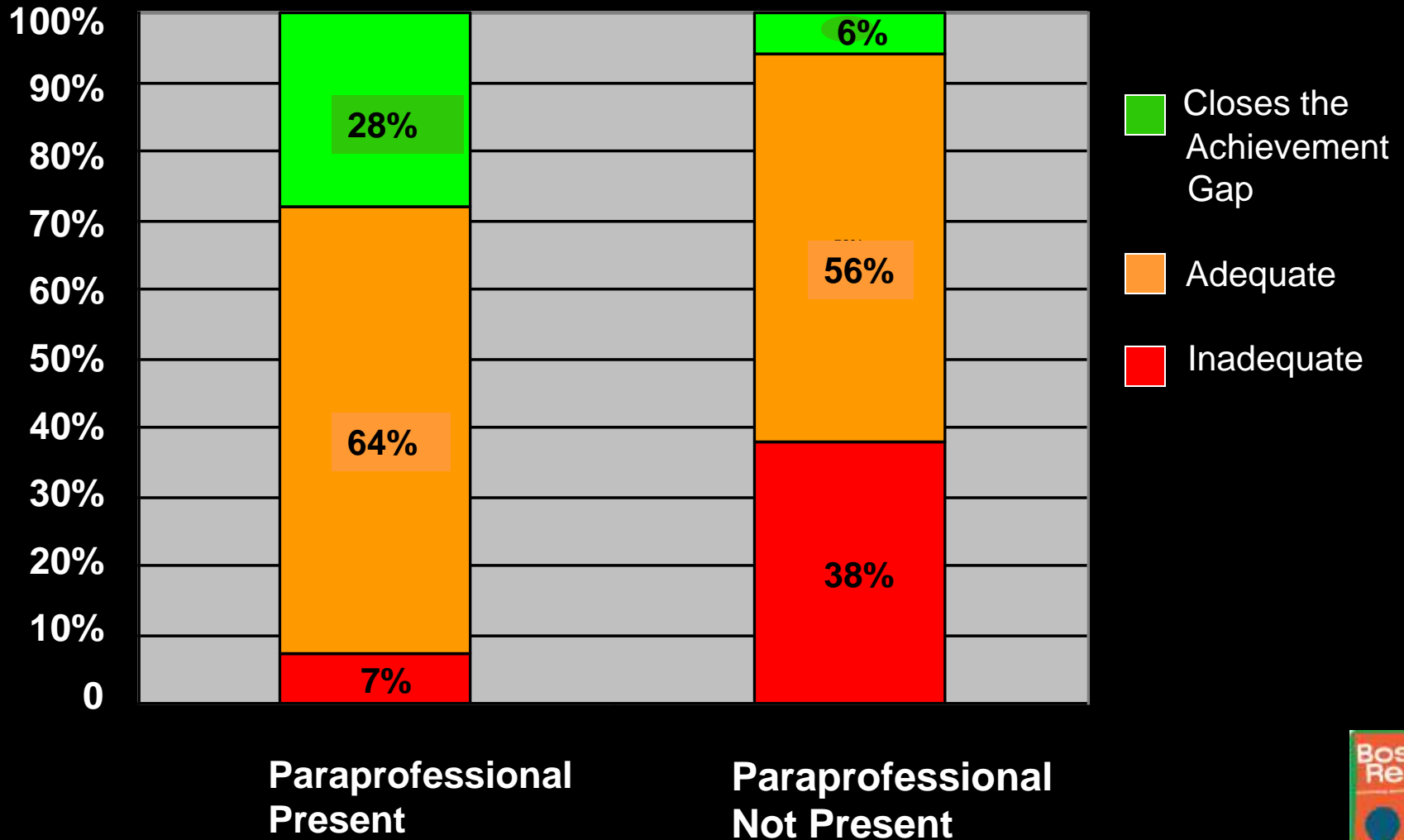


# Beliefs and Values (continued)

11. Desire to try new things
12. Confidence as an educator
13. Ways of dealing with colleagues, supervisors, parents, and other professionals
14. Approaches to educational planning
15. Flexibility in dealing with unforeseen events
16. Sense of humor
17. Ability to be supportive to colleagues/other staff
18. Interest in learning new things
19. Dedication to teaching



# Importance of Paraprofessionals



# Final Thought

*Build for your team a feeling of oneness,  
of dependence on one another and of  
strength to be derived by unity.*

*- Vince Lombardi*





# Reflection 2

By yourself, take the **yellow** and **green** cards and complete them.

Take 5 minutes for each card.

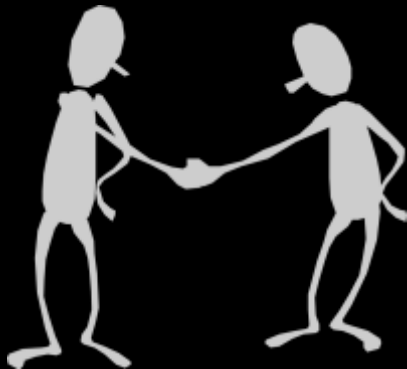
## Card 2

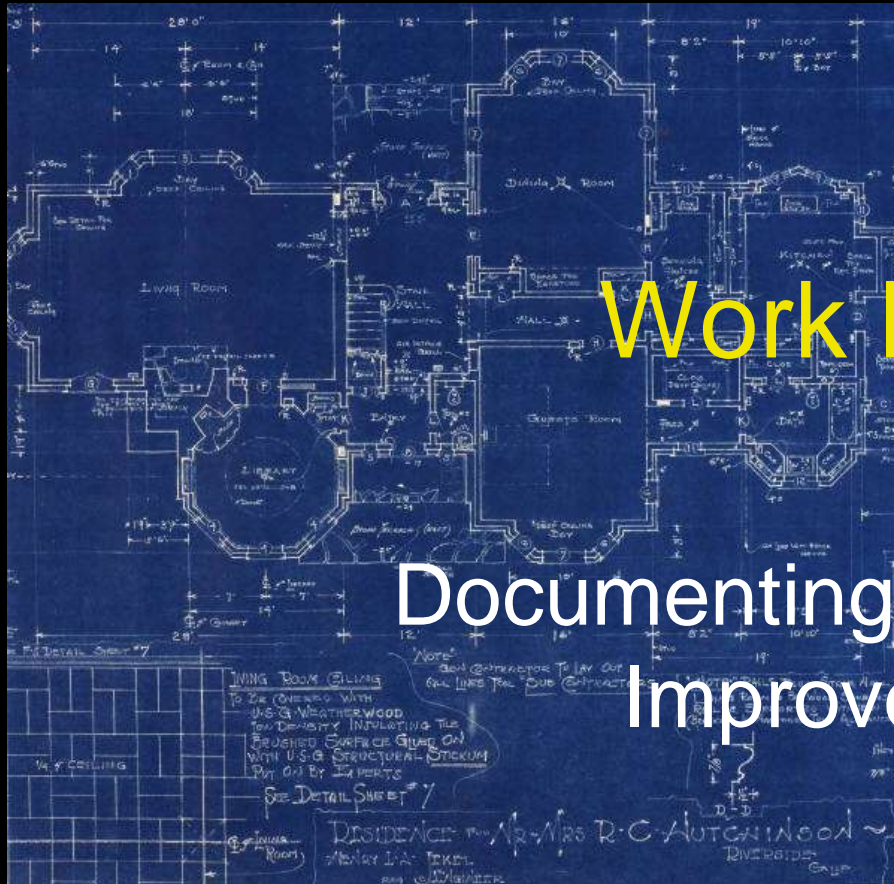
What should your teaching partner know about you that would help to build a positive working relationship?

We will use this information later.

## Card 3

What would you like to know about your teaching partner that would help build a positive working relationship?





# Work Plans

# Documenting Continuous Improvement

# Three Major Goals of BPS Early Childhood Coaching

- Relationships and Classroom Climate
- Curriculum and Instruction
- Observation, Documentation and Assessment



# Why develop and implement work plans?

- Facilitate team communication
- Develop common goals and practices
- Promote team reflection and discussions
- Document continuous improvement
- Implement professional development
- Celebrate growth



# Effective teams establish:

- Clear goals
- Result driven structure
- Standards of excellence
- External support
- Recognition



# Tying Work Plans to Professional Development

- Develop content related work plans at each professional development session
- Coach follow up and support for teachers and instructional aides
- A work plans is a living document



# Sharing Work Plans

- Coach follow up
- Professional development sessions



# Follow Up on Work Plans

Teachers: November 7, 2008

*Relationships: A Proactive Approach  
to Emotional Literacy*

Instructional Aides: November 14, 2008

*Building Relationships with Children through  
Conversations*

Teachers and Instructional Aides: January 10, 2009

*Taking Team Work to the Next Level*





# Developing Today's Work Plan

## Set goals

- Reflect on your own practice
- Design at least one individual goal around building an effective classroom team
- Collaborate with your teaching partner to identify and set one collective goal



# Plan/Action Steps:

- Design strategies for implementing and maintaining on-going communication and collaboration.
- What do I need to do next?
- What supports are needed?



# Evidence:

- Collect evidence that documents your journey
- Be prepared to share evidence at PD
- Keep evidence in your Boston Ready note book so you can reflect on growth throughout the year and celebrate milestones with one another



# Reflection

- Celebrate success
- Refine goals
- Share stories with others
- Establish next steps



# Evaluation

- Please complete the evaluation form for this session through [MyLearningPlan.com](https://MyLearningPlan.com)
- Please sign out on the attendance sheet.

