

**Carousel Activity Notes**

1. For a team to communicate effectively what conditions and supports are needed?

- Time to plan lessons, lessons, to prep
- Agenda
- Honesty
- Patience
- Timekeeper
- Distribution of responsibilities
- Respectful
- Kindness
- Time to debrief, offer different perspective
- Support from administration
- Beginning of year – set up ground/expectations
- Empowering each other
- Dedication
- Positive relationship
- Roles and responsibilities
- Understanding each others perspectives
- A relationship (in and out of work)
- Praise
- Positive outlook and sense of humor (laugh and smile)
- Common planning time with teacher and paraprofessional
- Value and respect each other as professionals
  - Teachers
  - IA
  - Custodians
  - Principal
  - Secretary
- Friendly atmosphere

2. What information should regularly be communicated among team members?

- Medical information (allergies, medications, etc.)
- Behavioral issues/behavioral plans, strategies
- Assessment results to inform instruction
- Family issues/changes
- Special modifications/differentiated instruction
- Schedule information (parental, speech, OT, PT, etc.)
- Communication logs – updated on kids skills and behaviors
- Intuition of each others limits
- Effective strategies for individual students
- Individual/unique abilities of students
- Child's interests/fears
- Access to child's IEP for both team members
- Both need to know about parent conversations
- information from/to specialists
- Testing results
- Talking and informing school about children w/ special needs

3. What curriculum information should regularly be communicated?

- Daily plans
  - What needs to be done
  - What are we going to do today
  - Materials
- Weekly meetings to talk about what's going on
- Objectives (what are we looking for)
- The children (behavior, how their doing, observations)

- Small groups (OWL and BB)
- Issues (potty training, differentiating)
- Grade level collaboration (case studies, CCL, LASW)
- Assessment to inform instruction
- Differentiating roles and responsibilities
- Daily check-ins
- Curricula in specials
- PALS results and implications
- Working with and informing para about curricula during off OWL weeks
- Small group information
- Share coaches meeting info

5. What can teaching partners do to build stronger partnerships?

- Listen to each other
- Respect each other
- Value each others opinions/points of view
- Open to change
- Flexible
- Talk/.communicate
- Taking ownership/"OUR" classroom
- If possible, meet after work (socially)
- Talk about things other than work
  - Kids, life, weekend plans, etc.
- Accept each others differences
- Listen and discuss issues with each other (personal and teaching styles)
- Agree to disagree on some topics or perspectives
- Socialize, vent
- Give hugs, laugh together
- Allow for personal space
- Provide positive feedback
- Cues to self regulate
- Taking card of others need, in tune with feelings
- Using strengths and interests in various classroom activities and in general
- Letting each other know when to take a time out
- Tell when you are upset or stressed, having a bad day, etc.

7. What positive behaviors help create a cooperative and collaborative working climate?

- Open communication/feedback
- Open/true relationship
- Learn from each other
- Letting students know there are two or more teachers
- We are all equal teaching partners
- Respect
- Make time to connect/share
- Split the not so fun jobs equally
- Positive attitude
- Giving compliments
- Treat people how you wanted to be treated
- Own your own actions
- Step back (respond instead of react)
- Allow breathing space and breaks if needed/wanted
- Stand up for what you feel is right for self and others
- Say thank you and please
- Don't' expect your partner to do things that you wouldn't want to do
- Allow for confrontations
  - It's ok to agree or disagree
  - Come to a solution
- Modeling examples of how to deal with hard situations
- Modeling transitions by using techniques

- Bake for each other
- Surprise each other
- Don't be sensitive, take constructive criticism
- Be consistent
- "I've got your back"

8. What behaviors hinder a team from working smoothly?

- No time to communicate
- Difference of opinions/philosophies/goals
- Influence of administrators – preventing "team work"
- Morale
- Clear expectations (lack of)
- Motivation (lack of)
- Built up tension that isn't discussed
- Lack of respect
- Being closed minded
- Blaming
- Attendance/punctuality
- Not agreeing about curriculum
- Forcing team members to do not so fun jobs
- Not having a clear picture of goals
- Disorganization
- Inappropriate interference
- Too much help (when not asked)
- Intimidation
- Not knowing when your pick your battles
- Ending the school day in disagreement
- Child's behavior
  - Disagreement in solving problem with child
  - Child uses other adult to manipulate
  - Child disrespect – asks bathroom two adults
- When parent negatively disrupts team work