

SUPERVISION MODULES TO SUPPORT EDUCATORS IN COLLABORATIVE TEACHING

Helping to Support & Maintain Consistent Practice in the Field



edited by

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*Helping to Support & Maintain
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edited by

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A research-based handbook used to facilitate productive practices, critical analysis, reflection, and monitoring of educators in the field. Modules can be used in any order and are organized to effectively support teacher pairs or teams as they collaborate and grow professionally.



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Introduction

It all began at a small, private college outside of Chicago. Three women faculty discovered that they had a similar passion—to create a new student teaching model. They began to imagine models that upheld collaboration, reflective practice, professional growth, and meaningful supervision. Out of shared training, research, conversation, and questioning, *The Collaborative Student Teaching Model* (CSTM) was born.

The aim of this model is to incorporate robust collaboration among the cooperating teacher, teacher candidate, and supervisor. CSTM is a mentoring process where the supervisor supports the cooperating teacher and the teacher candidate to foster and develop a strong teaching relationship through the development and use of communication, collaboration, planning, and reflection in order to provide shared instruction for all learners. Both teachers utilize co-teaching models and are actively involved and engaged in all aspects of the teaching process (planning, instruction, and assessment).

The mentoring process requires that the student teaching supervisor understands how to effectively guide the pair as they co-plan, co-teach, and co-assess together. After close analysis of the “triad” in action (i.e., college supervisor, teacher candidate, and cooperating teacher), the researchers identified the need for a structured field-based handbook of resources for student teaching supervisors to use when guiding each pair. Additionally, they found that the support that teacher candidates received from their supervisors needed to be grounded in research that supported best practices in teaching and learning. There was minimal practical support for those who supervise and mentor student teachers, or novice teachers, especially in more collaborative settings. This need for a comprehensive supervisory resource that could be easily used by the student teaching supervisor prompted the writing of this work, *Supervision Modules to Support Educators in Collaborative Teaching*.

After being encouraged by the success of the *Collaborative Student Teaching Model* during 3 years of pilot projects and implementation, the researchers have now expanded CSTM to include pairs and teams of teachers and licensed service providers (e.g., reading interventionists, ESL specialists, speech pathologists, physical therapists, occupational therapists) in meaningful dialogue with a variety of supervisor types (e.g., college supervisor, teacher leader, department chair, school administrator). This new and more fully-developed model—the

Collaborative Teaching Model (CTM)—is applicable to both preservice and in-service teacher development. In this collaborative model, the supervisor plays a critical role in the development of the teaching pair or team through specific engagements in communication, collaboration, planning, and reflection on practice. Collaborative teaching, where teachers are actively engaged in all aspects of instruction, is basic to the model from start to finish. The *Supervision Modules to Support Educators in Collaborative Teaching* provides supervisors with relevant, collaborative, activity-based professional development to support and mentor preservice or in-service teachers.

What Is This Handbook Used For?

The purpose of this PreK–12 module-based handbook is to support the supervisor or administrator as they guide teacher pairs or teams in instructional practice. This is accomplished through the use of module topics that were originally identified through focus groups of preservice teachers, school administrators, college supervisors, and professors of education. These stakeholders helped to identify common areas of difficulty often experienced during teaching. Once supervisors or administrators choose a module topic, they are supported with foundational knowledge of the most current research; discussion questions about the topic; productive practices that they can suggest; questions to deepen understanding; reflective professional growth activities; and monitoring, follow-up, and goal setting to be used with the teaching pair or team. *Supervision Modules to Support Educators in Collaborative Teaching* is designed to promote on-going, supervisory practice that meets teacher development needs in collaborative teaching contexts.

What Are the Implementation Goals?

The essential implementation goals of the supervision modules are:

- to provide an organizational, research-based tool to support mentor teachers, teacher candidates, and collaborative pairs or teams;
- to strengthen the supervisor or administrator’s knowledge base and general awareness of best practices by providing a variety of theory, discussion questions, productive practices, reflective professional growth activities, monitoring strategies, and goal setting suggestions; and
- to increase communication skills, collaboration, and reflection on practice through field-based professional development activities.

What Is the Purpose of the Modules?

The handbook is organized in modules that one can use in any order. The modules are applicable for use with any teacher or collaborative teaching pair or team at all grade levels preschool through twelve (PK–12). Within each of the modules, you will find an overview of the topic; theory/conceptual framework; discussion questions; productive practices; “What Would You Do?” questions for discussion; reflective professional growth activities; and monitoring, follow-up, and goal setting suggestions that include monitoring and follow-up of teaching practice.

What Are the Different Sections in Each Module?

Theory/Conceptual Framework: This section includes the relevant research and theory on the topic.

Discussion Questions: Questions that the supervisor or administrator may ask to guide collaboration and reflection between the pair or among team members.

Productive Practices: A list of useful suggestions that the pair or team can use in the learning environment, and during teaching and learning.

What Would You Do? (WWYD): A list of questions that are relevant to any school setting. The supervisor or administrator poses the question and allows time for each teacher to individually answer and share their thinking with the pair or team. You can find suggested responses in the appendix of each module for the different questions.

Reflective Professional Growth Activities (RPGA): These professional growth activities promote reflection between the teaching partners or among the team members. The supervisor or administrator will choose one or several of these activities to help facilitate the process of reflection on practice in order to develop a deeper understanding of a particular topic.

Goal Setting, Monitoring, and Follow-Up: The choice of the *Reflective Professional Growth Activity* will determine the selection of the follow-up activity. The numbers are aligned so that the number you choose under RPGA is the same number you choose for the follow-up activity.

Resources: Module resources include topic-related materials that will support the supervisor. These supports can also be shared with the pair or team. You will find technology resources, checklists, charts, and diagrams.

Appendix: Here you will find examples or templates of the materials that are discussed within the module. The templates can be reproduced and used with pairs or teams to provide extended opportunities for the users to think about and write their responses before sharing them in a group setting.

How Do You Start?

1. Read the Table of Contents in the handbook to familiarize yourself with the module topics.
2. Read through each of the module descriptions and the theory/conceptual framework.
3. Observe your teacher pair or team.
4. Identify a module topic based on the evidence that you gather from teacher observations, questions, and discussions.
5. Schedule a meeting with the teaching pair or team.
6. Start the discussion by asking one or more of the “Discussion Questions.”
7. Share the “Productive Practices” (be sure to ask if the teacher(s) has any questions).
8. Pose one or more of the “What Would You Do?” questions to your teacher pair or team. Openly discuss the different responses to the scenario, and be sure to provide them with the suggested response after the discussion.
9. Choose one “Reflective Professional Growth Activity” that you will guide the pair or team through and discuss.
10. Choose one “Monitoring, Goal Setting, and Follow-Up” idea that you will revisit with the teacher pair or team during your next observation.
11. Schedule a time when your teacher, pair, or team will share the results with you from the “Monitoring, Follow-Up, and Goal Setting Activity.”

12. Before beginning your next observation, ask the teacher pair or team if they have any further questions or issues about the module topic, activity or goal setting process. You may decide to choose another “Reflective Professional Growth Activity” if the pair or team needs additional support with the topic (repeat steps 9–10).

Acknowledgments

This project could not have been accomplished without the support of the faculty, supervisors, and staff of the Departments of Education at Elmhurst College and Monmouth University. The Elmhurst College Department of Education supported the piloting of a student teaching model that utilized co-teaching strategies (2013–2014). The college provided two faculty research grants to further the implementation of the model with selected teachers across programs. This research led to the design of a faculty adopted co-teaching model for student teaching that developed into the *Collaborative Student Teaching Model* that is currently used at Elmhurst College. Monmouth University supported the project by providing faculty seminars in publishing. Additionally, the dean of the School of Education, John Henning, provided insight and support of the publication process for this project.

We are grateful to Drs. Teresa Heck and Nancy Bacharach, both from the Academy for Co-Teaching and Collaboration at St. Cloud State University. Their research and training on the use of co-teaching strategies during student teaching were foundational to the success of this project.

The completion of this project could not have been accomplished without the contributions of the authors in specialized module writing and participation in a collaborative, internal, peer-review process. The authors built on their research and expertise to make this a practical field-based resource for student teaching supervisors, school administrators, and educators. We can't thank them enough!

We also owe a great debt to our families for their patience, encouragement, and unwavering support. We cannot name you all. *But we thank you all.*

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PART I

Understanding Yourself and Others

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MODULE 1

Knowing Yourself and Your Colleague

Debbie F. Cosgrove

Elmhurst College

As a teacher and then as principal, I learned over and over again that the relationship among adults in the schoolhouse has more impact on the quality and character of the school—and on the accomplishment of youngsters—than any other factor.

—Roland Barth

None of us are to be found in sets of tasks or lists of attributes, we can be known only in the unfolding of our unique stories within the context of everyday events.

—Vivian Gussin Paley

MODULE DESCRIPTION

A critical component of teaching is to know and understand yourself and your teaching beliefs. When teachers work in a collaborative classroom context, it is important for them to learn about and communicate with those with whom they teach. Differences in thoughts and expectations always exist among collaborating team members. This module provides support so that supervisors can facilitate an ongoing conversation about varying beliefs and expectations with the teaching pair or team. Specifically, the module offers guided questions and resources to support teachers as they learn more about each other, build trust, and develop the skills to communicate and collaborate successfully.

Theory/Conceptual Framework

Discovering and sharing one's knowledge of self and others are essential to collaboration in teaching. Teachers begin their relationship on a social level and then move into knowing each other on a professional level as they discuss and negotiate differences and commonalities related to teaching expectations and instructional practice. To collaborate instructionally, it is important for them to know one another both personally and professionally.

Charlotte Danielson reminds us that "When it comes to professional learning, it's all about the conversation" (Danielson, 2015). Before engaging students, the teaching pair or team should discuss instructional issues, differing viewpoints or potential conflicts, written plans, communication skills, cultural differences, committing to using differences as learning opportunities, and acknowledging that no pair or team is perfect (Conderman, 2010; DeBoer, 1995; DeBoer & Fister-Mulkey, 1998; Ploessl, D., Rock, M., Schoenfeld, N., & Blanks, B., 2010). As the relationship develops through consistent communication, the pair or team identifies shared commonalities and also unique differences in what they believe about how students learn and what pedagogies to use to address individual learning needs. Reflective, ongoing conversations—including identification and discussion of concerns or conflicts in priorities or educational beliefs—help the pair or team to set a team purpose and embrace shared goals. This reflection process also builds trust, an essential element in maintaining a culture of collaboration.

Trust is the cornerstone of the collaborative-teaching relationship (Searle & Swartz, 2015; Erkens, C., et al., (2008). Building trust requires attentiveness to behaviors that can threaten trust-building efforts. Combs, Edmonson, and Harris (2013; Combs, Harris, & Edmonson, 2015) identify four "trust-busters," behaviors that are detrimental to the trust-building process: (a) not listening, (b) saving time at the expense of others (i.e., failing to communicate with all stakeholders), (c) saying one thing but doing another, and (d) breaking confidence through gossiping. The authors recommend that teacher pairs or teams practice counter-behaviors: (a) listening actively, (b) maintaining consistency in expectations, (c) monitoring self-reactions to different situations, (d) demonstrating an awareness regarding the social consequences of behavior, (e) showing empathy and appreciation of others, and (f) displaying transparency in emotions and intentions (i.e., revealing what you really think and feel; sharing what goals and values are important to you). Each of these is essential to fostering and maintaining trust.

Collaboration, or "co-laboring"—working together—occurs when a teaching pair or team identifies a shared vision, goals, and teaching objectives and successfully accomplishes these together through hard work. Collaborators cooperate—"operate together"—with each other, which demands effective communication, effort, and patience from all stakeholders (Conderman & Johnston-Rodriguez, 2012). Collaboration and communication do not happen automatically. They must be identified and practiced (DeBoer & Fister-Mulkey, 1998; Friend, 2017).

Creating effective relationships among co-teachers and team members is a developmental process that moves through a series of stages toward productive collaborative practice (Gately & Gately, 2001; Villa, Thousand, & Nevin, 2004; Tuckman, 1965). Bruce Tuckman, in his model of team formation (Tuckman, 1965, 2001) describes five stages of team development: (a) *Forming* (learning about each other both personally and professionally), (b) *Storming* (negotiating the difficult issues), (c) *Norming* (reaching consensus and common understandings/expectations), (d) *Performing* (effective collaborative teaching, which includes reflection "in" and "on" practice) (Schön, 1983), and (e) *Adjourning* (planning for

the departure of team members and welcoming new members at the end of the team's work together as a unit). Pairs or teams progress through the five stages as they mature in their work and strengthen their collaboration toward a common purpose. They “co-labor”—work diligently together toward a common goal.

It is important to provide novice teachers with opportunities to learn from seasoned professionals who have successfully co-taught for a longer period of time. In fact, researchers hold that it is important to learn about co-teaching through “hands on experiences with a wide range of collaborative interactions” (Austin, 2001; Kluth & Straut, 2003). These collaborative interactions should always include a reflection of what actual professionals do to inform their practice (Schön, 1983). In this relationship, the power and accountability lie largely with the cooperating teacher (Friend, Embury & Clark, 2014; Robinson, Cosgrove & Servilio, 2015). It is important to note, however, that it is not enough to focus solely on developing a supportive relationship in co-teaching in order to be successful. Rather, other critical elements, that need to be explicitly taught, help to assure the success of the pair or team: communication, classroom applications of co-teaching, and a knowledge base of co-teaching itself (Bacharach, Heck, & Dahlberg, 2008).

Specific Questions to Guide Discussion

1. What commonalities and differences can you identify as you share your personal “stats” or brief biographical statements, professional identities, and teaching beliefs with each other? Does your pair or team know of your gifts, talents, and skills? (Forming stage)
2. What are your individual and shared visions for your pair or team? What is your individual and pair/team vision? Can you state this vision in one sentence? In a hashtag? (Forming stage)
3. What topics, perceptions, expectations, or opinions (i.e., class procedures, discipline expectations, grading, annoyances) do you have individually that may differ considerably from your pair or team? (Storming stage)
4. Is there confusion on the pair or team about general expectations, routines, grading, discipline and roles? (Storming stage)
5. What process and tools do you plan to use to communicate and negotiate difficult truths with your pair or team? (Storming stage)
6. What steps do you plan to take— or have already taken— in order to strengthen your understanding of how to create a culture of collaboration with your co-teaching pair

or team? Is pair or team leadership shared? Is there parity of voice among members? (Norming stage)

7. What specific communication skills will you focus on as a pair or team as you plan and reflect on your collaborative teaching practice? Do team members affirm each other and the contributions that each member makes? (Performing stage)

Productive Practices

1. *Be intentional about your efforts to collaborate.* Be intentional about creating a collaborative culture of teaching that incorporates communication, trust, affirmation, negotiation, and shared goals.
2. *Identify your personal teaching beliefs.* Identify and discuss your personal beliefs or “I believe . . .” tenets about teaching and learning. Look for commonalities within your pair or team in the belief statements that each member holds.
3. *Identify and share your commonalities and differences.* Identify and share your commonalities (How are we alike?) and differences (How are we different?) that contribute to your unique lives as individuals and educators.
4. *Brainstorm, affirm, and question to shape a shared vision.* Engage in frequent brainstorming, sharing of difficult truths, and questioning to provide opportunities to practice communication skills that affirm each teacher’s voice. These practices encourage equitable contribution of ideas to support a shared vision of the pair or team. Use *Affinity Mapping* with the pair or team to brainstorm, categorize, and reach consensus for group norms. For an example of affinity mapping, please watch www.youtube.com/watch?v=UynxDyrOlAo (1.28 minutes in length).
5. *Agree on a consistent time and place for pair/team collaboration to occur.* Agree on a consistent time and place for pair or team communication and collaboration to occur. Schedule a time at the beginning and end of the week to plan and reflect on your practice together. This is a minimal expectation. Ideally, pairs should meet on a daily basis to support the need for ongoing communication. Make sure that you have face-to-face opportunities to communicate and collaborate with each other, which can also include the use of virtual interactions through Skype, Zoom, FaceTime or Google Hangouts.
6. *Identify and practice communication and collaboration skills in your work.* It is important that the pair or team has a shared understanding of the different types of communication and collaboration skills. Individual and group recognition and reflection on these skills will help teachers to more effectively collaborate or “co-labor” together.

What Would You Do?

Ask your team or pair the following questions. For suggested responses to questions, see Appendix A.

1. What would you do if your co-teacher’s expectations are very different from yours regarding classroom management, grading, or any other instructional topic?

2. What would you do if one of the pair or team members is reticent to share any personal information and appears disinterested in getting to know others on the pair or team on a personal level?
3. What would you do if the school does not provide adequate time for you to talk and plan with your pair or team during the school day?

Reflective Professional Growth Activities


Consider these ideas or activities to facilitate and foster teacher growth and reflection. Select one or two ideas to help facilitate this reflection process that will help the teacher, pair, or team to understand the importance of knowing themselves and their colleagues. The activity should be selected in view of the personalities of the team members and what would be the most effective for them.


Idea 1: What are Your Teacher Stats? (Professional) Share Your Story (Individual)


Teachers have unique professional backgrounds, schooling, and training that often remain hidden from their colleagues. Many teachers are even reluctant to share the individual experiences they have had that have helped to shape their own teaching identities. To help the co-teaching pair or team form a shared teaching identity, it is important for each member to tell their unique story. To start this conversation, ask each person in the pair or team to create a listing of their educational preparation, professional experiences, specialization areas of expertise, and personal interests. This list of personal experiences and/or professional “stats” should then be shared and affirmed by the other pair member or team.


Figure 1.1 is an example of a teacher stats list for a first year educator:


My Teacher Stats
Ms. Ella Mentary


 First-year second grade teacher with over 950 student teaching and practicum hours in primary and intermediate classrooms.

 Graduated from Elmhurst College, IL in May 2018 with a major in elementary education (1–6) and ESL/bilingual endorsements.

 Fluent in Spanish/English (reading, writing, listening, and speaking).

 Interests include soccer, bird-watching, theatre, travel, and music. Plays the piano and trumpet.

 Traveled extensively through Europe.

 Attended School District 118 (K–8), Carl Sandburg High School (9–12) and Elmhurst College, IL.


 Experience with co-teaching, fine arts integration, and one-to-one technology initiatives (iPad and Chromebook)

Figure 1.1 Example of a teacher stats list for Ms. Ella Mentary.

After sharing their individual “stats” with one another, ask the pair or team members to answer several questions that will help them to tell their personal stories as to why they chose teaching as a career. This conversation will be much more personal than the reading of the “stats” as the pair or team begin telling their unique stories and sharing their individual belief statements about teaching and learning with each other.

Use the following questions for the story-telling part of this professional growth activity:

1. What personal experience(s) have you had that have shaped your identity as a teacher?
2. What are three essential tenets or belief statements that guide your teaching practice? Begin each of your tenets with “I believe . . .” (e.g., I believe that students learn best with others who believe in their potential, hold high expectations with them, and never give up on their success; I believe that to maximize student potential, instruction should build on prior knowledge, interest, and learning preference).

Provide time for the pair or team to share their personal stories and belief statements with one another.

Evidence: (a) Individual completion of the Teacher Stats activity, (b) individual preparation of the teacher identity-shaping experiences and belief statements, and (c) sharing of personal identity-shaping experiences and three belief statements with the pair and or team.

Idea 2: Create Your Cornerstone: What Is Your Sentence? What Is Your Hashtag?

The cornerstone serves as the foundational brick in a building. It is the setting stone from which the other bricks are placed. Located at the corner of a building, the cornerstone unites two intersecting walls as one structure. Often, the cornerstone provides space inside of the brick for a time capsule that carries historical artifacts from the time of the building’s construction. In this professional growth activity, the cornerstone will be used as a metaphor to represent the foundational stone for the pair or team as members work to build relationships, set a common vision, and plan for collaboration in teaching and learning. This activity is adapted from the ASCD publication *Teacher Teamwork* (Searle & Swartz, 2015, pp. 6–7).

Follow these steps to complete the activity based on *Drive* (2009), the best-selling motivational book by Daniel Pink.

1. Watch the Daniel Pink video *What’s My Sentence?* (see www.youtube.com/watch?v=AyRu7k70Jhc [2:02])
2. Compose individual vision sentences and share.
3. Using affinity mapping, (see, <https://youtu.be/UynxDyr0IAo> (1:28) brainstorm ideas about what the pair or team will accomplish to have an impact on student learning.
4. Look for commonalities among brainstormed ideas and categorize into groups (i.e., instructional strategies, parental support, data-driven assessment, higher-order thinking). The categories will serve as norming “buckets” to be used for the pair or team’s exploration during the Norming stage.

5. Now, write one inspiring sentence that represents the pair or team's vision or purpose. Translate this vision/purpose in sentence form to a hashtag for your pair/team (e.g., #co-laboringforimpact, #strongertogether4growth, #teachreflectgrow). Transfer the hashtag to a larger-sized paper and decorate it to display in the classroom.
6. Transfer the pair or team's vision sentence, or inscription, to a rectangular piece of colored or painted poster board (11" × 18"). Write down the date that the pair or team was established. On the back of the cornerstone, list the strengths, talents, and skills that each member will contribute to the collaborative teaching effort. These lists represent the inner time capsule of the pair or team's cornerstone.
7. Post the pair or team's cornerstone and hashtag in a prominent place in the classroom.

Evidence: Completion of individual and group vision sentences; completion of a pair/team hashtag; completion of one cornerstone to represent the pair or team vision, member skills, and establishment date of the pair or team.

Idea 3: Collaboration Self-Assessment Survey

Collaboration or co-laboring toward a common end does not happen naturally. In fact, collaboration skills are often not strategically taught in many teacher preparation programs. The *Collaboration Self-Assessment Survey* is an effective tool to use with co-teaching pairs and also teacher teams to help members identify and reflect on the various elements that contribute to a collaborative climate. The *Collaboration Self-Assessment Survey* takes ten minutes to take. Each member of the pair or team will complete the survey, reflect on their individual responses, and discuss their individual results with the pair or team. The survey also links intrapersonal (occurs within the individual) and interpersonal (occurs among persons) skill development with the eight collaborative elements (see Appendix B for *Collaboration Self-Assessment Survey*).

Evidence: Individual completion and discussion of the *Collaboration Self-Assessment Survey* results.

Idea 4: NEED–HEED–SUCCEED!: Goal Setting Planner (Cosgrove, 2017)

To effectively communicate with your pair or team, it is important for each team member to openly share individual needs and concerns so that the pair or team can successfully communicate and collaborate together. Participation in this activity will help team members to navigate through the *Storming* stage (Tuckman, 1965, 2001) where difficult truths are typically shared.

First, each individual should fill out the *NEED* and *HEED* sections of the flow chart. After filling out the sections, the pair or team should take time to discuss each section together (see Figure 1.2). Finally, in the *SUCCEED* section, the pair or team should work together to craft specific steps to address the voiced needs and concerns. This exercise should be completed biweekly for any teaching pair or team and kept as a record to document shared communication and problem solving tactics (see example in Figure 1.3). See Appendix C for the NEED–HEED–SUCCEED! tool.

Evidence: The pair or team should complete the NEED–HEED–SUCCEED! exercise together on a biweekly basis (use the template in Appendix C). The responses should be kept as a record to document the pair or team's shared communication and problem-solving strategies.

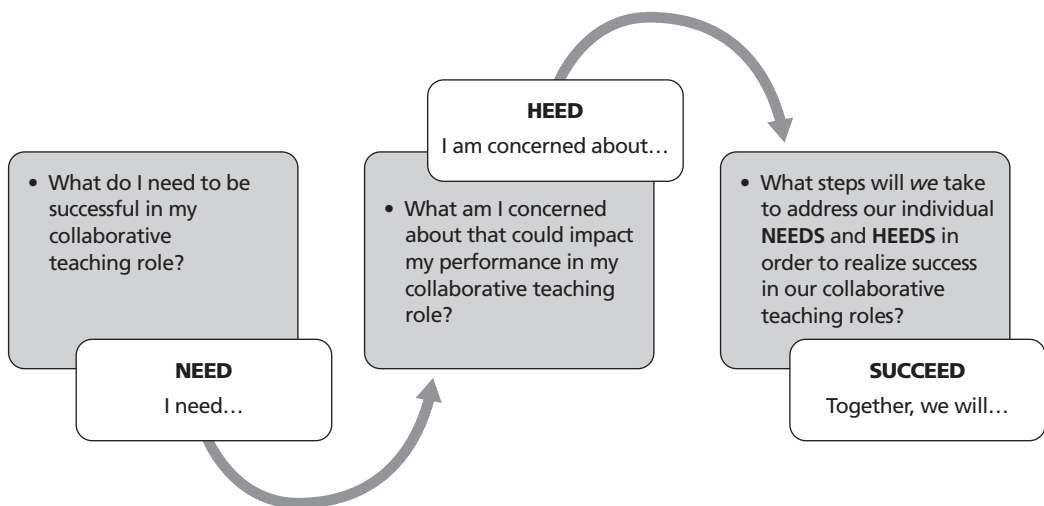


Figure 1.2 NEED–HEED–SUCCEED! flow chart.

NEED I need...	<ul style="list-style-type: none">• I need to more clearly understand how the grade level team approaches lesson planning in science and social science.• I need more guidance from my cooperating teacher about the academic needs of the English language learners in the class.
HEED I am concerned about...	<ul style="list-style-type: none">• How can I demonstrate my ability to lesson plan when plans are completed by a team of five veteran teachers?• How do I identify what levels my ELLs are in the class? How can I connect class instruction with the lesson planning goals of the ESL specialist?
SUCCEED Together, we will...	<ul style="list-style-type: none">• We will reach consensus with the 5th grade team regarding teacher candidate lesson planning, contributions, and responsibilities. We will clearly identify planning done in the classroom that will be completed by the teacher candidate. We will agree on all expected planning dates and keep detailed notes of our meetings.• We will schedule a time on Monday to review ELL student eligibility data and proficiency levels with the ESL specialist.

Figure 1.3 Example of NEED–HEED–SUCCEED! exercise (Cosgrove, 2017).

Idea 5: Practice Your Communication Skills

Teachers vary in the types of communication skills that they use to communicate in pair and team settings. Recognition of communication skills and practice of them help pairs or teams to successfully collaborate with one another. Poor communication will almost always lead to ineffective collaboration.

Review examples (see Figure 1.4) of communication skills as suggested by Conderman, Johnston-Rodriguez & Hartman (2009). Each educator should choose several of these communication skills to use during a pair or team planning session. These personal selections should not be disclosed. At the end of the planning session, the pair or team should discuss what skills they observed each other using.

Communication Skill	Purpose of Skill	What does it sound like?
I-message	To speak from the first person in order to designate ownership of feeling, opinion, and rationale for thinking.	<i>I am impressed by how you were able to analyze the exit slips, formulate skill groups, and differentiate the lesson to more effectively meet the needs of each learner.</i> <i>I am frustrated that you are not contributing to the group planning meeting when you have so many good ideas to share.</i>
Paraphrase	To restate something that is written or spoken by someone else in order to clarify or check accuracy of the message.	<i>To clarify, each teacher will design a station activity that will address a selected multiple intelligence (Gardner). We will have the stations designed and ready to share with the team by November 15.</i>
Summarize	To outline the main ideas of a conversation or discussion.	<i>To summarize our pair meeting today, we have agreed to use the parallel teaching strategy to teach point of view with our selected leveled texts.</i>
Open-ended questions	To encourage a substantial, lengthier response that incorporates a person's knowledge and feelings.	<i>How did you think our co-taught lesson went today? Can you suggest any ways that we can improve on it when we teach together tomorrow? What do you think that our formative assessments suggest that may alter our teaching plans?</i>
Closed question	To seek a short single word answer like a "yes" or "no" response.	<i>Can we schedule a team meeting next Wednesday at 3:00pm? Did you speak to the principal about taking a grade level field trip next month?</i> <i>Do you have the student roster lists for the different station skill-reinforcement activities?</i>
Seed Planting	To raise the possibility of revisiting a topic at a later date.	<i>I need to attend a professional development meeting today after school but I really want you to think about which research topics we can recommend for our students as we continue to study the ecosystems. We can talk more about this tomorrow morning at our collaborative planning meeting.</i>
Response to Observed Affect	To respond to or question a perception about another person's feelings.	<i>I noticed that you appeared angered by the parental response that you received regarding John's incomplete assignment. What kind of parent feedback did you receive?</i>
Visualization	To communicate by using a visual, simile, or metaphor.	<i>Our grade level planning is much like a quartet. We each have our own individual melody but when we put our parts together, a beautiful song emerges!</i>
Sandwich Technique	To position a sensitive issue or statement between two other positive or factual statements.	<i>Your science lesson today had many opportunities for student engagement.</i> <i>I observed, however, your frustration during the lesson that students were not always on task with the planned activities.</i> <i>Why don't you take some time to reflect on the lesson tonight and we will discuss it tomorrow at our pair meeting.</i>

Figure 1.4 Use of communication skills in collaborative teaching contexts. Adapted from Conderman, Bresnahan, & Pedersen (2008).

Evidence: Each member of the pair or team will select several of the communication skills to use during a collaborative planning session or after teaching a co-taught lesson. At the end of the meeting or co-taught lesson reflection, the other member(s) will identify which communication skills they observed and provide the rationale for each skill. The pair or team will evaluate the group's communication skills and identify any skills that were not present in order to strengthen productive communication.

Follow-Up, Monitoring, and Goal Setting

Complete the follow-up questions for the selected reflective professional growth activity.

Idea 1: What Are Your Teacher Stats? (Professional) Share Your Story (Individual)

- Did you find any similarities in experience among the team?
- What differences are there among the Teacher Stat lists that speak to the uniqueness of each person on the pair or team?
- Did you share any commonalities in your voiced belief statements about teaching and learning?
- How has this activity helped you to form a deeper relationship with your teaching partner as you plan, teach, and assess together in co-teaching?

Idea 2: Create Your Cornerstone: What Is Your Vision Sentence? What Is Your Hashtag?

- How does the pair or team's shared vision sentence and hashtag represent something that is important to each member?
- What strengths, skills, and talents has each member identified to be used during collaborative teaching?
- How will the pair or team's instructional practice impact student growth and professional development?
- Are there any teacher skills that need to be strengthened in order for the pair or team to realize its shared vision and goals?

Idea 3: Collaboration Self-Assessment Survey

- What did you learn about your own collaboration skills and developmental levels?
- What did you learn about each other's use of collaboration skills and interpersonal/intrapersonal skills?
- What experiences can you plan to help you to improve the collaboration skills measured on this instrument?
- How is each collaboration skill on this tool important to the collaborative teaching process?

Idea 4: NEED–HEED–SUCCEED!: Goal Setting Planner

- How did you feel when you shared your *Needs* and *Heeds* with your co-teaching partner or team?
- What communication or collaboration skills did you use as a pair or team to set some shared goals for the *Succeeds* portion of the goal setting planner?
- Were you aware of the content expressed by individual teachers in the *Needs* and *Heeds* portions before the content was shared with the pair or the team?
- How can you continue to use this goal setting tool to strengthen communication in the co-teaching pair or team?

Idea 5: Practice Your Communication Skills

- What communication skills were you able to use during the group planning session?
- Which was the most difficult communication skill to use with your co-teacher or team?
- What non-verbals are important to use that compliment the use of the voiced communication skills?
- Which communication skills are most important to implement in your pair or team in order to improve communication and collaborate more effectively?

Resources***Articles*****A Theoretical Framework of Teacher Collaboration**

Shakenova discusses literature about teacher collaboration in education. The article includes benefits, drawbacks, and recommended factors to improve collaboration.

Shakenova, L., (2017). The theoretical framework of teacher collaboration. *Khazar Journal of Humanities and Social Sciences*, 20(2), 34–48.

Journals**Communication Skills for Leaders**

This issue of *Educational Leadership* focuses entirely on communication skills. Many of the articles can be used to teach pairs or teams about strategies for effective communication. Members of ASCD can read the archived issue at www.ascd.org. The journal can also be purchased at <http://www.ascd.org/publications/educational-leadership/apr15/vol72/num07/toc.aspx>

ASCD (2015, April). Communication skills for leaders. *Educational Leadership*, 72(7).

Co-Teaching: Making It Work

This issue of *Educational Leadership* includes thirteen feature articles on co-teaching. Numerous articles provide insights for the school administrator or supervisor on facilitating collaborative instructional practice in schools. Members of ASCD can read the archived

issue at [www.ascd.org](http://www.ascd.org/publications/educational-leadership/dec15/vol73/num04/toc.aspx). The journal can also be purchased at <http://www.ascd.org/publications/educational-leadership/dec15/vol73/num04/toc.aspx>

ASCD (2015, December). Co-teaching: Making it work. *Educational Leadership*, 73(4).

Books

Mentoring Teacher Candidates Through Co-Teaching: Collaboration That Makes a Difference

Both the *Collaboration Self-Assessment Tool (CSAT)* and *Resources for Co-Teaching* are found in this book. Members of pairs and teams can use the *CSAT* to understand each person's interpersonal and intrapersonal collaboration skill development (see Idea 3 in this module for directions). The *Collaboration Self-Assessment Tool* is located on pages 114–117 of this book. The book also includes many resource activities to use with pairs or teams as they co-teach. Original research for this book was funded by the U.S. Department of Education, Teacher Quality Enhancement Partnership Grant. St. Cloud, MN.

Heck, T., & Bacharach, N. (2010). *Mentoring teacher candidates through co-teaching: Collaboration that makes a difference*. St. Cloud, MN: St. Cloud State University.

The Academy for Co-Teaching and Collaboration. (2013). *Collaboration self-assessment tool (CSAT)*. St. Cloud State University, MN.

Leading the Co-Teaching Dance: Leadership Strategies to Enhance Team Outcomes

This book is an excellent resource for teachers and administrators for establishing and maintaining successful co-teaching relationships. The authors provide helpful strategies on how to promote a collaborative school climate including scheduling strategies to support this goal.

Murawski, W. W., & Dieker, L. A. (2013). *Leading the co-teaching dance: Leadership strategies to enhance team outcomes*. Alexandria, VA: Council for Exceptional Children.

The Co-Teaching Book of Lists

This book offers many practical suggestions for teachers engaged in co-teaching. It is especially helpful for teachers who are in the Norming stage of their co-teaching relationship. Topics include determining roles and responsibilities, setting up the classroom, establishing classroom climate, selecting effective accommodations and modifications for students, setting goals, negotiating conflicts, and solving scheduling issues.

Perez, K. (2012). *The co-teaching book of lists*. San Francisco, CA: Jossey-Bass.

Web Resources

Affinity Mapping

This group-processing tool will help pairs or teams to brainstorm thoughts and ideas, categorize them, and reach group consensus regarding teaching expectations and goals.

Drumm, J. (2015, May 26). *Affinity mapping*. Retrieved from <https://youtu.be/UynxDyr0IAo> (1:28)

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning is part of the Michael D. Eisner College of Education at California State University Northridge (CSUN). The website offers a designated page to co-teaching research highlighting Dr. Wendy Murawski's work in this area.

California State University, Northridge (n.d.). *Co-teaching*. Retrieved from <https://www.csun.edu/center-teaching-learning/co-teaching>

Co-Teaching Core Competency Framework

This framework will provide the supervisor or administrator with a tool to evaluate twenty-two core competencies of co-teaching as distributed among four different domains 1) the learner and learning, 2) the task at hand, 3) instructional practice, and 4) professional responsibility. The competencies under domain 4 describe communication, collaboration, problem-solving, and professional practices that apply to Module 1: Knowing Yourself and Your Colleague. The *Co-Teaching Core Competency Framework* can be downloaded from the 2teachllc.com website.

Murawski, E., & Lochner, W. (2014). *Co-teaching core competency framework*. Retrieved from <https://2teachllc.com/>

Tuckman's Model of Team Formation

This website provides a summary of Tuckman's developmental stages for team formation including a flow-chart with indicators under each stage.

Wageningen University and Research. (2012). *Tuckman (forming, norming, storming, performing, adjourning)*. Retrieved from <http://www.mspguide.org/tool/tuckman-forming-norming-storming-performing>

Tools to Support Collaborative Team Structures

This web-based resource or toolkit provides helpful information to collaborative teams as they determine roles, goals, and analyze student performance data. The toolkit includes four different sections with team activities 1) introduction, 2) self-assessment, 3) foundational level for supporting collaborative teams, and 4) advanced level for supporting collaborative teams.

State of New Jersey, Department of Education. (2015). *Collaborative teams toolkit: Tools to support collaborative team structures and evidence-based conversations in schools*. Retrieved from <http://www.state.nj.us/education/AchieveNJ/teams/Toolkit.pdf>

The Academy for Co-Teaching and Collaboration

This academy is part of St. Cloud State University in St. Cloud, MN. It is co-directed by Drs. Heck and Bacharach. The website includes information on the National Co-Teaching Conference and other resources to assist teachers and administrators as they implement co-teaching practices.

St. Cloud State University. (2018). *The academy for co-teaching and collaboration*. Retrieved from <https://www.stcloudstate.edu/soe/coteaching/>

What's My Sentence? Project

This activity is taken from Daniel Pink's book *Drive* (2009). Pink shares examples to help others determine their individual purpose and personal goals. He also presents one sentence vision examples from children and adults from around the world. Video clips describing the *What's My Sentence? Project* can be used to help pairs or teams determine individual purpose or shared goals. This activity is used in Idea 2 of Module 1: Knowing Yourself and Your Colleague.

Penguin Books, USA (2010, January 6). *Drive*, Daniel Pink. Retrieved from www.youtube.com/watch?v=AyRu7k70Jhc (2:02)

Pink, D. (2011, January 1). *What's your sentence?* Retrieved from <https://www.youtube.com/watch?v=xjBmnf14Tn4> (2:10)

Key Terms and Definitions

Adjourning: This is the fifth stage of team formation (Tuckman) where the pair or team reaches the end of their work together. This will typically occur at the end of the semester or school year. The pair or team reflects on their successes together, recognizes any team members who will be leaving, and plans for welcoming new team members in the future.

Collaboration: Collaboration focuses on the process of working together (co-laboring) toward a shared goal and outcome. It requires active participation of all members of a pair or team.

Cooperation: Cooperation refers to the process one uses to work together and participate toward completing a task or a shared goal. When cooperating, groups work together to achieve an objective rather than working individually to compete.

Communication: Communication is the process used to exchange information through verbal, non-verbal, or written means.

Forming: The first stage of Tuckman's team formation model where the pair or team gets to know and learn about each other.

Norming: The third stage of Tuckman's team formation model where the pair or team reaches consensus about routines, procedures, expectations, assessment practices, and general instructional practice in a co-taught or team context.

Open-ended questions: Responses to these types of questions require more thinking and multiple phrases or sentences to answer. Open-ended questions demand more than a "yes" or "no", or one word response. (Example: Instead of asking "Does the learning plan incorporate a cooperative activity?" which requires a "yes" or "no" response, ask "How will the learners demonstrate their understanding during the Pair-Share activity?").

Performing: The fourth stage of Tuckman's team formation model where the pair or team works successfully as one unit. The pair or team successfully implements and sustains shared goals to complete projects and tasks. This stage often overlaps with the Norming stage if new shared decision-making and consensus-reaching need to occur.

Storming: The second stage of Tuckman's team formation model where the pair or team shares difficult truths, negotiates conflict, and challenges members with differing views. In this stage the pair or team works to resolve any conflicts and/or tensions.

Teacher stats: Brief biographical notes written by an educator to inform others (e.g., colleagues, parents) about personal interests, schooling, and experiences in teaching.

Appendix A

What Would You Do? Questions With Suggested Responses

1. What would you do if your co-teacher's expectations are very different from yours regarding classroom management, grading, or any other instructional topic?

Suggested Response 1: It takes much time, effort, and dialogue to know and understand the instructional expectations of your pair or team members. Prior to teaching together, the pair or team should express their individual thoughts regarding instructional expectations. They should share these thoughts candidly with each other and then work to reach consensus regarding shared expectations (i.e., classroom management, grading procedures, class routines). Working through this process helps the pair or team to set norms for their work together. Remember that keeping silent so as not to offend will only hinder the collaboration process.

Make a point to discuss expectations early on in the collaborative relationship in order to negotiate and work toward a shared understanding. This process occurs during the *Forming* stage in the relationship. If there is disagreement and it is difficult to reach consensus or agreement, then the team or pair enters the *Storming* stage of group development. When consensus is reached, the pair or team transitions to the *Norming* stage. If a member of the pair or team senses a difference in individual expectations that can threaten effective collaboration, then the concern(s) should be voiced immediately during a planning meeting when the pair or team reflects on their practice together. It is critical that every team member voices their thoughts. Every pair or team should recognize parity in voice.

2. What would you do if one of the pair or team members is reticent to share any personal information and appears disinterested in getting to know others on the pair or team on a personal level?

Suggested Response 2: For the most part, teachers enjoy sharing about their lives with others in the school. However, if you find it difficult to connect personally with a pair or team member, look for things that you have in common. Exploring topics like family, interests, and schooling usually help surface areas of commonality. Sharing things about yourself sometimes helps the other person to reciprocate. Ask specific (but not intrusive) questions in a way that shows genuine interest. It is also helpful to get to know someone in a context other than school. Invite the reticent team member out to lunch or coffee. Continue to reach out to the person and show interest in getting to know about them at a deeper personal level.

3. What would you do if the school does not provide adequate time for you to talk and plan with your pair or team during the school day?

Suggested Response 3: The lack of time to plan threatens the success of any collaborative pair or team. If you believe that the cornerstone of collaboration is trust and that the development of trust requires consistent communication and nurturing of relationships, then the pair or team must have protected time to develop these important elements throughout the week. Meet with the school administrator or supervisor and explain the frustration that you are having with not having adequate time to develop important collaboration elements in your pair or team. Possible solutions may be the use of a floating internal or scheduled substitute to provide additional times for the pair or team to collaborate. It is important that the pair or team not rely solely on email or text to communicate with each other. Instead, be sure that each collaborator's face, not only text, appears. Pairs or teams may want to explore available video call applications (e.g., Skype, FaceTime, Google Hangouts, OoVoo, Jitsi or Tox) to meet this goal.

Appendix B*

Instructions for Administration of The Collaboration Self-Assessment Tool (CSAT)

It is often assumed that people know how to collaborate. However, collaboration skills are rarely identified, let alone taught. When collaborative efforts become strained or are successful, it is important to evaluate our own role in the process.

- There is a difference between cooperation and collaboration. Collaboration is a philosophy of interactions with the focus on the process of working together; cooperation stresses the product of such work (Myers, 1991).
- This is a self-assessment tool. If you are not honest with yourself, it will not help you. The benefit you get is directly related to how honest you are when rating yourself (You do not have to share your scores).
- Think of a specific collaborative relationship or team you are involved with and have the understanding that your scores may differ in other settings.
- For each category there are 4 descriptors: read them thoughtfully and honestly identify your score. If you are not sure what is meant by a certain word or specific terminology, define it in the way that makes most sense to you.
- Your rating should reflect where you are today, not where you want to be or where you would like others to think you are. There are no right and wrong answers.
- Use the explanation box at the end of each category to jot down the thoughts you might have about your rating in that category
- When you have completed each item, total your score.
- The beauty of a self-assessment tool is that we can identify those areas in which we can improve in an effort to become better collaborators.

You may begin . . . (Approximately 10 minutes) When finished, consider the following:

- What have you learned about yourself by completing this rubric?
- When collaboration is ineffective, the following issues are often voiced to justify the situation:
 1. Personal style
 2. Size of the group
 3. Designated role in the group (facilitator, recorder, etc.)
 4. Group history

We challenge you to ask yourself: What is at the heart of these issues? Could citing these variables possibly be a smoke screen to hide the fact that you are not using skills needed for successful collaboration?

Interpersonal Versus Intrapersonal Skills

Consider the gray and white scoring boxes. Interpersonal skills include contribution, team support, problem solving, team dynamics, and interactions with others (gray boxes).

* Copyright 2017, TWH Consulting and *The Academy for Co-Teaching and Collaboration* at St. Cloud State University. Original research funded by a U.S. Department of Education, Teacher Quality Enhancement Partnership Grant.

Collaboration Self-Assessment Survey				
Category	1	2	3	4
Contribution	I tend not to share ideas, information or resources.	I share ideas, information and resources upon request.	I usually share ideas, information, and resources.	I freely share ideas, information, and resources.
Motivation/ Participation	I tend not to participate or remain engaged when a project moves away from my own immediate interests.	I sometimes make an effort to participate and remain engaged when a project moves away from my own immediate interests.	I often make an effort to participate and remain engaged even when a project moves away from my own immediate interests.	I can be relied on to participate and remain engaged even when a project moves away from my own immediate interests.
Quality of Work	My work reflects very little effort and often needs to be checked and/or redone by others to ensure quality.	My work reflects some effort but occasionally needs to be checked and/or redone by others to ensure quality.	My work reflects a strong effort. I self-monitor to improve the quality of my work.	My work reflects my best efforts. I continuously make small changes to improve the quality of my work.
Time Management	I rarely get things done by the deadline and others often have to adjust deadlines or work responsibilities.	I tend to procrastinate, meaning others may have to adjust deadlines or work responsibilities.	I usually use time well to ensure that things are done so others do not have to adjust deadlines or work responsibilities.	I routinely use time well to ensure things are done on time.
Team Support	I am often critical of the team or the work of fellow group members when I am in other settings.	Occasionally I am critical of the team or the work of fellow group members when I am in other settings.	I usually represent the team and the work of fellow members in a positive manner when I am in other settings.	I represent the team and the work of fellow group members in a positive manner when I am in other settings.
Preparedness	I forget or lose materials needed to work.	I make an effort to bring or find materials needed to work, but often misplace things.	I usually bring needed materials and come ready to work.	I consistently bring needed materials and come ready to work.

(continued)