



Classroom Collaboration Workstyle Discussion Guide

The purpose of this tool is for practitioners working in a classroom to begin to open communication about how they are best able to work as a collaborative team. Honesty in the responses to the statements is essential. Differences in responses provide an opportunity to communicate and identify the best way to ensure classroom staff are working collaboratively so that classroom practices are implemented effectively and reliably (French, 2002). Working through the tool may raise questions or identify other areas in which practitioners might have different ways of working. Add these to the discussion as they arise.

Directions: The statements should be reviewed and discussed by all practitioners in the classroom. They can do this separately or together and may or may not include the classroom practitioner coach. Each practitioner reviews the list of statements, indicates whether they Agree or Disagree with each statement, and compares their responses to identify similarities and differences in the way they like to work.

Item Content	Agree	Disagree
1. I like to get things done early before children arrive.	<input type="checkbox"/>	<input type="checkbox"/>
2. I like to get things done after children leave.	<input type="checkbox"/>	<input type="checkbox"/>
3. I am okay with "winging it" if there are no plans in place.	<input type="checkbox"/>	<input type="checkbox"/>
4. I like to discuss problems openly.	<input type="checkbox"/>	<input type="checkbox"/>
5. I like having a written plan to follow each day.	<input type="checkbox"/>	<input type="checkbox"/>
6. I like to review and discuss activities that were successful.	<input type="checkbox"/>	<input type="checkbox"/>
7. I give frequent positive feedback to adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
8. I appreciate frequent positive feedback from adults working with me.	<input type="checkbox"/>	<input type="checkbox"/>
9. I think planning and teaching should be detailed.	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe following the written plan exactly is important for it to be successful.	<input type="checkbox"/>	<input type="checkbox"/>
11. I work best when directions for the way tasks are to be completed are explicit.	<input type="checkbox"/>	<input type="checkbox"/>
12. I think it is important for classroom staff to think ahead so they know what to do for the next task.	<input type="checkbox"/>	<input type="checkbox"/>
13. I am comfortable receiving feedback about my workstyle.	<input type="checkbox"/>	<input type="checkbox"/>
14. I believe that all adults working in the classroom should be punctual.	<input type="checkbox"/>	<input type="checkbox"/>
15. I like working with someone willing to take on new challenges.	<input type="checkbox"/>	<input type="checkbox"/>
16. I like staff in the classroom to work independently.	<input type="checkbox"/>	<input type="checkbox"/>
17. I keep my voice slow and soft because it influences calm in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>
18. I get a little loud when I get excited.	<input type="checkbox"/>	<input type="checkbox"/>
19. I like to review and discuss activities that did not go well so I can improve them.	<input type="checkbox"/>	<input type="checkbox"/>
20. I think it is the teacher's responsibility to include ideas for teaching the lesson in the daily plan.	<input type="checkbox"/>	<input type="checkbox"/>
21. I think all classroom staff should be part of the planning for each day.	<input type="checkbox"/>	<input type="checkbox"/>
22. I think close supervision of classroom staff is the best way to ensure instruction is implemented effectively.	<input type="checkbox"/>	<input type="checkbox"/>

French, N.K. (2002). *Managing paraeducators in your school: How to hire, train, and supervise non-certified staff*. Thousand Oaks, CA: Corwin Press.

Comparison

You may use this page to compare the practitioners' responses in the classroom by identifying those in which there is agreement and those in which there are differences that require further discussion. Remember, there are no right or wrong answers. Discuss areas of differences and work on solutions.

Item Content	Agree	Disagree	Priority
1. Work before children arrive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Work after children leave	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Okay to "wing it"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Open problem discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Daily written plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Review successful activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Giving frequent positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Getting frequent positive feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Detail-focused	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Following a written plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Explicit directions for task completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Think ahead so ready for tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Comfortable getting/giving feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Taking on new challenges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Working independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Soft, calming voice level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Voice loud when excited	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Review activities that did not go well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. How to teach the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Planning together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Closeness of supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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