

Planning for a Successful Year:
A Co-Teaching Workbook



Fostering a Collaborative Approach to Teaching

Melissa Carter

“That’s not MY job!”



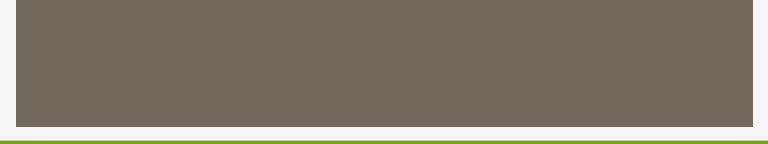
Collaboration



What is a collaborative approach?

- Includes:
 - Teaching staff
 - Family Advocates
 - Families
- Everyone being on the “same page”
- Removing the hierarchy within the classroom
- A TEAM effort







Teaching Teams

Why Co-Teach?

- Everybody brings their own expertise and skill sets to the classroom
- Opportunity to learn from each other
- Able to better meet the needs of ALL of our children
- Consistency in the classroom

“It’s more important than ever that educators collaborate to continually improve and support the success of each learner.”

- Dr. Gene Carter, CEO and Executive Director of ASCD



HOW TO MAKE THE MOST OF A CO-TEACHING PARTNERSHIP

Respect each other. It's fine to disagree with someone's ideas, but don't make the disagreement about the person.

Clearly define roles and responsibilities. Co-teaching works better when the partners agree on who does what and when.

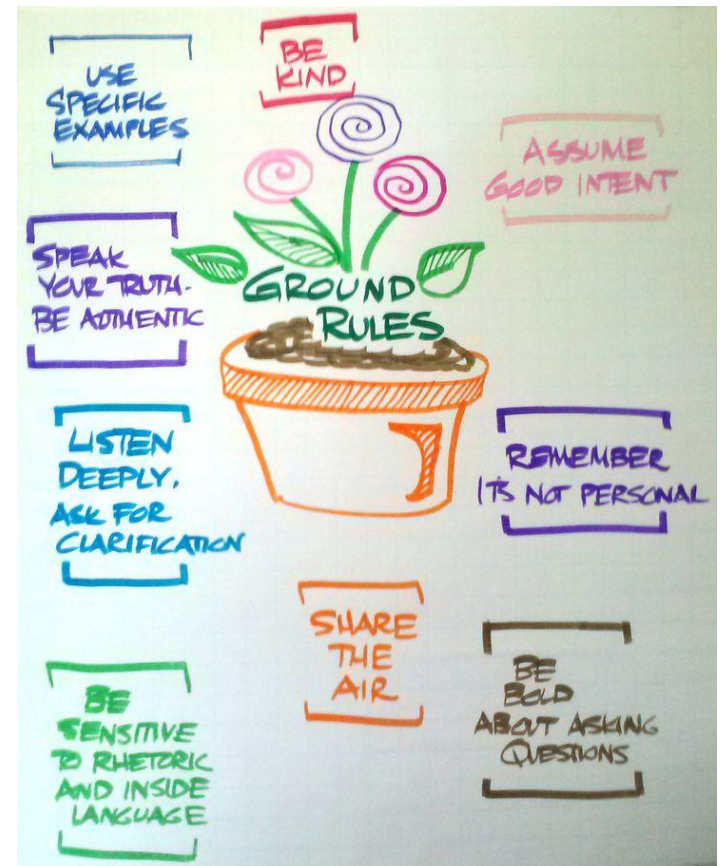
Be flexible. Sometimes this means putting aside a favorite strategy to try something different.

Plan together. A minimum of 15 minutes per day is ideal. Be sure to plan for instruction AND assessment!

Don't take yourself too seriously. A little bit of humor goes a long way.

Communicate. Set up systems for communicating throughout the day and for occasional fine-tuning.

Seek administrative support. A trusted administrator can observe and help you find areas for improvement.



Using a Teaching Skills Inventory

Teaching Skills Inventory

Please read each of the skills/tasks and indicate your comfort level with each item. **To determine your comfort level, please consider your experience with similar tasks, and your interests.** This is intended to be used to identify the strengths of each member of your team and will help develop a co-teaching plan for each individual classroom.

- 1- I have little to no experience and/or this is not something I enjoy doing
- 2- I have some experience and/or I feel neutral about doing this
- 3- I have a great deal of experience and/or I enjoy doing this

| ORGANIZATIONAL SKILLS | Total: | | |
|---|--------|---|---|
| Paperwork organizing- for example, filing or maintaining child files | 1 | 2 | 3 |
| Faxing and scanning paperwork to Central Office | 1 | 2 | 3 |
| Organizing classroom materials – this includes items in storage, and items that are on display in the classroom | 1 | 2 | 3 |
| Scheduling - this includes IEP mtgs, parent mtgs, team mtgs, home visits, field trips | 1 | 2 | 3 |
| Organizing special events, field trips, and visitors | 1 | 2 | 3 |
| Prioritizing tasks for completion | 1 | 2 | 3 |
| Able to meet deadlines consistently | 1 | 2 | 3 |
| Checking work email at least once every day | 1 | 2 | 3 |

| CREATIVITY | Total: | | |
|--|--------|---|---|
| Making materials for classroom activities | 1 | 2 | 3 |
| Designing a monthly class newsletter | 1 | 2 | 3 |
| Planning and creating classroom bulletin boards | 1 | 2 | 3 |
| Planning art projects | 1 | 2 | 3 |
| Enhancing learning centers | 1 | 2 | 3 |
| Thinking of new ways to use items- such as recyclables, multipurpose items | 1 | 2 | 3 |

| CLASSROOM MANAGEMENT | Total: | | |
|--|--------|---|---|
| Planning/ Creating a behavior management system | 1 | 2 | 3 |
| Planning for transition | 1 | 2 | 3 |
| Planning the daily class schedule | 1 | 2 | 3 |
| Planning a map for cot/mat layout | 1 | 2 | 3 |
| Planning classroom arrangement- keeping in mind adequate space for learning centers, noise level of certain centers, traffic flow, etc.. | 1 | 2 | 3 |
| Seating arrangement- fixed vs. flexible, meal times, circle time, small group | 1 | 2 | 3 |
| Labeling classroom materials, cubbies, etc... | 1 | 2 | 3 |
| Planning for behavior issues, "wiggly" kids and non-nappers | 1 | 2 | 3 |

| DATA ENTRY- <i>Online & Paper</i> | Total: | | |
|--|--------|---|---|
| Entering attendance (<u>ChildPlus</u> and paper) | 1 | 2 | 3 |
| Maintaining Transportation log (paper) | 1 | 2 | 3 |
| Maintaining Sign In/Sign Out sheets (paper) | 1 | 2 | 3 |
| Entering educational observations (TSG) | 1 | 2 | 3 |
| Entering documentation about behavior, interactions with child/family, health & education concerns, interactions with CPS, social workers, TDT and SPED (<u>ChildPlus</u>) | 1 | 2 | 3 |
| Completing Checkpoints in the fall, spring and winter (TSG) | 1 | 2 | 3 |
| Entering lesson plan into appropriate template and uploading to TSG | 1 | 2 | 3 |
| Entering Individualizations into appropriate template and uploading to TSG | 1 | 2 | 3 |
| Uploading class newsletter to TSG | 1 | 2 | 3 |



| INSTRUCTIONAL PLANNING | Total: | | |
|---|--------|---|---|
| Identifying objectives (Creative Curriculum and Head Start Early Learning Outcomes Framework) | 1 | 2 | 3 |
| Aligning content to objectives | 1 | 2 | 3 |
| Planning individualized instruction to meet needs of individual students (including incorporation of IEP goals) | 1 | 2 | 3 |
| Planning for cross-curricular integration | 1 | 2 | 3 |
| Planning with a variety of learning styles in mind | 1 | 2 | 3 |

| TEACHING (LEADING) LESSONS & ACTIVITES | Total: | | |
|--|--------|---|---|
| Circle Time/ Morning Meeting | 1 | 2 | 3 |
| Read-a-louds | 1 | 2 | 3 |
| Music and Movement | 1 | 2 | 3 |
| Health and Nutrition | 1 | 2 | 3 |
| Science | 1 | 2 | 3 |
| Math | 1 | 2 | 3 |
| Literacy | 1 | 2 | 3 |
| Art | 1 | 2 | 3 |
| Outdoor Activities- Directed | 1 | 2 | 3 |
| Sensory | 1 | 2 | 3 |
| Journals/ Writing | 1 | 2 | 3 |

| PLANNING LESSONS & ACTIVITES | Total: | | |
|------------------------------|--------|---|---|
| Circle Time/ Morning Meeting | 1 | 2 | 3 |
| Read-a-louds | 1 | 2 | 3 |
| Music and Movement | 1 | 2 | 3 |
| Health and Nutrition | 1 | 2 | 3 |
| Science | 1 | 2 | 3 |
| Math | 1 | 2 | 3 |
| Literacy | 1 | 2 | 3 |
| Art | 1 | 2 | 3 |
| Outdoor Activities- Directed | 1 | 2 | 3 |
| Sensory | 1 | 2 | 3 |
| Journals/ Writing | 1 | 2 | 3 |

CONTINUING EDUCATION (In this section, resources can be interpreted as books, journals, online sources, mentor/coach, other educators and consultants)

Total:

| | | | |
|--|---|---|---|
| Using resources to create better lessons and activities | 1 | 2 | 3 |
| Using resources to find new ideas | 1 | 2 | 3 |
| Using resources to problem solve (time management, behavior management, transitions, <u>etc...</u>) | 1 | 2 | 3 |

NEXT: Think about the categories and tasks included above. Complete the chart keeping in mind the tasks that YOU would most and least enjoy doing.



| Categories or Tasks I would MOST like to be responsible for | Categories or Tasks I would like to SHARE with my partner | Categories or Tasks I would LEAST like to be responsible for |
|---|---|--|
| | | |

Why use a teaching skills inventory?

- Non-evaluative
- Staff are able to clearly identify their strengths and weaknesses (based upon comfort, experience, enjoyment, personal style)
- Staff are able to easily have a conversation about what tasks they are most comfortable with & are best at



Getting to Know Each Other

Getting to Know your Co-Teacher

If you don't already know each other, take 15 minutes to introduce yourselves. Talk about who you are, how you came to be in the field of education, and what are your interests.

If you do know each other, take the time to catch up! What have you done over the summer?

Now, it's time to exchange contact information:

What is the BEST way to contact your co-teacher when you are not at school?

| Phone Number | Email | Other |
|--------------|-------|-------|
| | | |

What times are acceptable or off limits for phone calls to your co-teacher when not in school?

Using your Teaching Skills Inventory, discuss your strengths and weaknesses. Use the space below to take some notes about things your co-teacher does and does not like to do, their strengths and weaknesses.

What "pushes your buttons" when working with a team mate? What are your pet peeves? Include information regarding your interactions with adults and with children.

Discuss with your co-teacher and take notes below.

My co-teacher REALLY does not like it when.....

Setting Goals as a Team

Discuss the things that you both would like to accomplish over the course of the year. What would you like to see happen in your classroom? How will you work together to accomplish those goals?

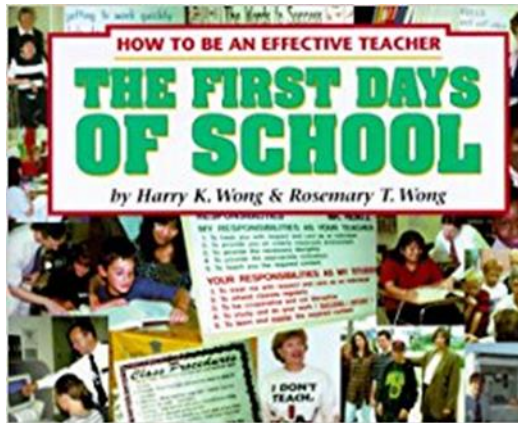
Brainstorm some goals in the chart below.

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

SMART
Goals

Next, choose 2-3 of the goals to create SMART goals. There are 3 copies of the SMART goals worksheet attached. Complete at least 2 of them with agreed upon goals.

Classroom Expectations



Identifying classroom expectations & teaching them will allow teachers to manage their classroom more efficiently.



Step 1: Identify & Plan Together

**FAILING
TO PLAN IS
PLANNING
TO FAIL**

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Classroom Management



Setting Class Rules

Guidelines and suggestions for setting classroom rules:

- Emphasize the action you want, rather than the action you do not want
- Keep rules short and easy to remember
- Use age-appropriate language (avoid big words)
- Create 3-5 rules
- Use "umbrella" rules (Be kind to others)
- Post rules with photos or pictures to give children a visual reminder
- Create a book of your rules or procedures, with photos, and place in your reading center

Samples of preschool class rules:

| Sample 1 | Sample 2 | Sample 3 |
|--|--|--|
| <ol style="list-style-type: none"> 1. We are nice to each other 2. We listen to the teachers 3. We help keep our classroom clean 4. We play safely | <ol style="list-style-type: none"> 1. Use your walking feet 2. Use your inside voice 3. Be kind to each other | <ol style="list-style-type: none"> 1. Hands to self 2. Listening ears 3. Walking feet 4. Inside voices 5. Be kind to others |

What is important to you as a team? Think about how various rules can fit under one "umbrella rule." For example: Rules about hitting, pushing or running can all fall under a rule about safety.

What will be your classroom rules? Come up with 3-5 rules that you will have in your class this year.

| Our Class Rules |
|-----------------|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

Setting Classroom Expectations

As a team determine and write out your expectations for the following:

Noise Level

Circle time/morning meeting _____

Learning centers _____

Meal times _____

Outdoor play _____

Rest time _____

Walking in the hallway _____

Small group activities _____

Read-a-louds _____

Movement/Wiggling

Circle time/morning meeting _____

Meal time _____

Rest time _____

Walking in hallway _____

Small group activities _____

Read-a-louds _____

Rest Time

What is the role of each teacher during rest time?

Using the restroom at the start of rest time _____

Getting out cots/mats _____

What is the role of the children at the start and end of rest time (mats, blankets, etc)?



During the first 15 minutes of rest time, BOTH teachers should be actively involved in helping children settle.

What will your rest time procedure be for helping children settle down and relax?

How will you handle children who do not sleep? (extra help relaxing, activities/quiet toys, etc)

Meal Time

What is the role of each teacher during meal times?

Cleaning tables.....

Monitoring handwashing.....

Handing out trays/food.....

Opening containers.....

Monitoring clean-up.....

How will you determine where children will sit?

How will you determine where each teacher will sit?

Transition

This might include the transition from one activity (in the classroom) to another OR it might involve leaving the classroom (walking down the hallway).

What do you want children to do when standing in a line? What should it look like?

What is the role of each teacher in lining up?

Is/are there songs, rhymes, motions that you will implement to encourage correct behavior while in line?

What will you do when a child does not comply with the expectations for walking in a line?

How will you incorporate learning into your transitions? Jot down a few ideas that you will implement this year.



Arrival Procedures

What do you expect children to do upon arrival in the morning? What is their routine?
Consider coats and backpacks, sign in, available activities, etc.

What is the FIRST thing children should do when they arrive in your classroom each morning?

Where should they place their belongings?

Is there a sign-in procedure for children? If so, what is it?

What activities are available for children at arrival?

What is the role of each teacher during arrival (includes welcoming arriving students, monitoring sign-in procedures for children and parents, monitoring children, preparing materials for provocation/opening activities)?

| Name: | Name: |
|-------|-------|
| | |

Departure Procedures

As above, consider the procedure at the end of the day. If students leave at different times, what activities will be available to those that leave later? It is necessary to provide activities and educational opportunities from arrival to departure. Also consider procedures regarding transportation.

| Name: | Name: |
|-------|-------|
| | |

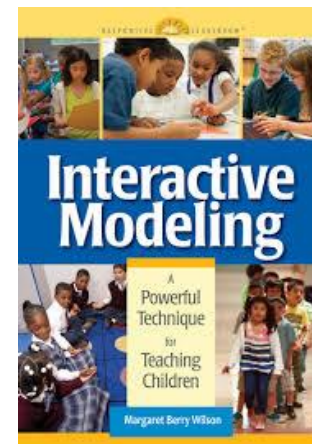
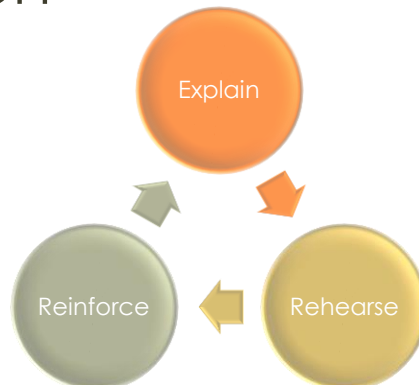
Learning Centers

Children should be allowed to freely change centers, at will, during this time. Some guidelines are necessary to support them in making good choices. Consider the following:

- How will they choose a center to start?
- How will children keep track of centers that are open (for the day, or have space)?
- What must they do before leaving one center and moving to another center?
- How will they indicate what center they are in? (Center board, popsicle sticks, name tag)
- Are children allowed to get materials from one center to enhance their play in another? If so, are their guidelines for this?
- What if a child or children are in the middle of something when center time ends? Is there a way to save their work? Will you take a photo?
- How will you alert children that center time is almost over? At what intervals will you provide an alert? (Most children need advanced warning that clean-up time is coming. Consider, at least, a 10, 5 and 2 minute warning. Will you use a bell, a light, a particular song?)
- What is the clean-up procedure for centers? Is there a song? What do children do/where do they go, when their center is clean?

Step 2: Plan to Teach Expectations

- Discuss strategies:
 - Interactive Modeling
 - Anchor Charts
 - Explain, Rehearse, Reinforce
- Write a plan for teaching expectations to the children



Planning for Behavior Management

- Review of our policies and procedures regarding appropriate behavior management
- Discussion of various behavior management strategy options
- Teaching teams identify the strategies that work the best for their teaching style
- Write out a plan for behavior management





Co-Planning as a Team



Co-Planning

Time/ Place for weekly collaborative planning: _____

In the box below, mark who will be responsible for **PLANNING** the instruction:

| Name: | Name: |
|---|---|
| <input type="checkbox"/> Circle Time/ Morning meeting | <input type="checkbox"/> Circle Time/ Morning meeting |
| <input type="checkbox"/> Center Enhancements | <input type="checkbox"/> Center Enhancements |
| <input type="checkbox"/> Read-a-louds | <input type="checkbox"/> Read-a-louds |
| <input type="checkbox"/> Music and Movement | <input type="checkbox"/> Music and Movement |
| <input type="checkbox"/> Health and Nutrition | <input type="checkbox"/> Health and Nutrition |
| <input type="checkbox"/> Science | <input type="checkbox"/> Science |
| <input type="checkbox"/> Math | <input type="checkbox"/> Math |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Literacy |
| <input type="checkbox"/> Art | <input type="checkbox"/> Art |
| <input type="checkbox"/> Outdoor Activities- Directed | <input type="checkbox"/> Outdoor Activities- Directed |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Sensory |
| <input type="checkbox"/> Journals/Writing | <input type="checkbox"/> Journals/Writing |
| <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

Planning sessions will require that teaching teams are using the *Creative Curriculum Objectives for Development and Learning*, along with the *Head Start Early Learning Outcomes Framework*. These resources are necessary for aligning instruction to the objectives.

What other materials will our teaching team bring to our co-planning sessions? Please list agreed upon materials/resources:



Once we have finished planning the lessons, who will complete the following tasks?

| Tasks | Name: | Name: |
|--|-------|-------|
| Typing the lesson into the required template | | |
| Submitting lesson plan to TSG | | |
| Posting lesson plan on parent resource board | | |
| Gathering and/or creating materials needed for the lesson plan | | |

During the planning meeting, teachers should discuss and plan what will be included in the Monthly Newsletter.

Who will design and create the monthly newsletter? _____

If this responsibility will be shared, what is your plan? Will you take turns each month? Will both teachers sit down together to design and create the newsletter monthly? If so, when will you be meeting to do this? Please outline your plan below.

Each month the teaching team will submit a Monthly Education Report (via email) to the Education Manager. This report is intended to be discussed and completed as a team.

Consider the following questions when writing your plan:

- ✓ Will you complete the report at the end of the month OR will you add to it each week?
- ✓ Will you discuss the report during a lesson planning meeting OR will you have a specific meeting just for this report?
- ✓ When and where will you meet?
- ✓ Who will write the report?
- ✓ Who will submit the report?

Please outline your plan, briefly, below:

Planning for Co-Instruction



The ineffective teacher is the one doing all the work!

Planning for Co-Instruction

Discuss the strengths of each teacher regarding *leading instruction*. One person should not be the only person to lead instruction for all activities throughout the day or week. Consider who is most comfortable leading activities such as science experiments, reading aloud, leading music and movement or directed outdoor activities. Check who will typically lead each activity.

| | |
|---|---|
| Name: | Name: |
| <input type="checkbox"/> Circle Time/ Morning meeting | <input type="checkbox"/> Circle Time/ Morning meeting |
| <input type="checkbox"/> Center Questioning** | <input type="checkbox"/> Center Questioning** |
| <input type="checkbox"/> Read-a-louds | <input type="checkbox"/> Read-a-louds |
| <input type="checkbox"/> Music and Movement | <input type="checkbox"/> Music and Movement |
| <input type="checkbox"/> Health and Nutrition | <input type="checkbox"/> Health and Nutrition |
| <input type="checkbox"/> Science | <input type="checkbox"/> Science |
| <input type="checkbox"/> Math | <input type="checkbox"/> Math |
| <input type="checkbox"/> Literacy | <input type="checkbox"/> Literacy |
| <input type="checkbox"/> Art | <input type="checkbox"/> Art |
| <input type="checkbox"/> Outdoor Activities- Directed | <input type="checkbox"/> Outdoor Activities- Directed |
| <input type="checkbox"/> Sensory | <input type="checkbox"/> Sensory |
| <input type="checkbox"/> Journals/Writing | <input type="checkbox"/> Journals/Writing |
| <input type="checkbox"/> Individualized Instruction | <input type="checkbox"/> Individualized Instruction |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Other _____ | <input type="checkbox"/> Other _____ |

**Questioning done during learning centers MUST be done by BOTH teachers. You may choose to divide up the planning of some question starters for each center to make it easier to come up with questions in the moment.

Consider the role of the co-teacher during all parts of the day. If teacher A is leading a lesson, what is teacher B doing? Discuss together and write your plan in the space provided.

Some possible roles are:

- Monitoring the restroom, handwashing, tooth brushing
- Entering attendance into Child Plus
- Assisting by sitting near children needing extra support
- Leading a small group activity
- Setting up a provocation/ getting materials for an activity ready



| | |
|--|--|
| Morning Meeting/Circle Time | |
| Small Group Activities | |
| Whole Group Activities | |
| Learning Centers | |
| AI's Pals (what is the role of EACH classroom teacher during this program) | |
| Rest Time (what is the role of EACH teacher during rest time. Keep in mind that BOTH teachers are expected to help settle children during the first 15 minutes) | |
| Other: | |
| Other: | |

Things to Avoid

- ✓ Having one teacher do all planning and instruction while the other does all the paperwork. TEAM Planning and Co-teaching is required.
- ✓ Showing movies or TV shows is NOT acceptable during any part of the day.
- ✓ Teachers should NOT be sitting at the teacher desk, on the computer for more than 10 minutes at any part of the day
 - EXCEPTION: It is acceptable to be on the computer during rest time, once the majority of children are settled and quiet
- ✓ Teachers should NOT be doing outside work of any kind during the school day
 - EXCEPTION: Staff that are writing lesson plans, etc., for the Head Start class that may also be used as a school assignment (those attending school for credentialing)

Evaluating Student Performance



Evaluating Student Performance

All program sites will use Teaching Strategies Gold for evaluating student performance. Checkpoints will be done in the Fall, Winter and Spring each year. Teachers are expected to use the data from TSG to determine individual instruction for children.

Our children that are 4 and will attend Kindergarten next year will also be assessed using PALS. The Assistant Education Manager will visit program sites in the Fall, Winter and Spring to assess those students. Teachers are expected to use the data from the PALS to determine necessary individual instruction.

All teaching staff are required to document their observations of children working on and mastering the objectives. Those observations will go into TSG to be used for Checkpoints.

As a team, discuss who will complete the following tasks regarding evaluation and data.

It is recommended that teachers plan to divide the observations. Some suggestions are:

- Split the class and each teacher is responsible for documenting observations for a set of students.
- Split the objectives or subjects and determine which teacher is responsible for documenting which objectives.

What is YOUR plan?

How will observations be recorded? Will you keep a notebook to write observations throughout the day? Will someone use the iPad to document photos and observations throughout the day? When will observations be entered into TSG? Who will enter observations into TSG?

Write out your plan for how observations will be recorded during the day.

Who will complete Checkpoints in the Fall, Spring and Winter?

Who will evaluate checkpoint and PALS data to determine individualization? Will it be based upon how you divided the observations up above? Will you have a meeting to discuss areas of concerns, according to the data, and identify individualization together? If you are meeting, when will you meet?

Write your plan for determining the individual needs of each child.

All program sites will use Task Kits/ Goal Kits to individualize instruction for each child. These will require some work creating and putting together materials. These need to be incorporated into your class 2 times per week, 20 minutes each time.

Resources for Task Kit/ Task Box/ Goal Box ideas and Information

<http://theautismhelper.com/work-box-task-ideas/>

<http://www.buildingblox.net/taskideasandfreebies.html>

<https://www.pinterest.com/explore/task-boxes/>

<http://www.autismadventures.com/2013/04/teach-task-boxes.html>

<http://www.breezyspecial.com/2014/08/work-box-ideas-cheap-and-or-free.html>

Who will be responsible for finding ideas and creating the materials for this individualized instruction?

Managing Classroom Operations

Classroom Operations

Use the chart below to document which teacher will be responsible for each task listed.

| TASKS | Name: | Name: |
|--|--|-------|
| Maintain and monitor Sign In/Sign Out forms | | |
| Maintain and submit transportation log | | |
| Maintain Attendance Record | Paper Copy | |
| | Enter into Child Plus | |
| Maintain Meal Count Data | Paper Copy | |
| | Cross-checking with attendance records | |
| | Cross-checking with cafeteria manager | |
| | Submitting to MACAA monthly | |
| Checking Medication and MAT forms monthly (must be MAT certified) | Check meds-expired, running low | |
| | Informing parents of nearly expired or empty meds | |
| | Communicating with Health & Nutrition Coordinator | |
| Maintain list of child allergies | | |
| Provide first aid needs (band-aids, medications, ice packs, etc) | | |
| Complete incident reports | Complete the form | |
| | Submit the form to MACAA | |
| Conduct Daily Health Checks (as needed) | Complete the form | |
| | Submit the form | |
| | Document concerns into Child Plus | |
| | Contact family with questions | |
| | Communicate immediate concerns or patterns to the Education Manager | |
| Communicate child-related concerns to Education Manager | Abuse/Trauma Concerns: <ul style="list-style-type: none"> Patterns of injuries discovered at arrival to school Statements made by child in class | |

| | | | |
|---|--|---|---|
| | <ul style="list-style-type: none"> Concerns about family | | |
| | Referral Services: <ul style="list-style-type: none"> Disability- delays, speech, motor skills Mental health- behavior, non-medical trauma | | |
| Maintaining and monitoring the first aid bag | Carrying bag to playground, on field trips, etc. Ensuring the bag is fully supplied Communicating with Health & Nutrition Coordinator when supplies are needed | | |
| Entering documentation into Child Plus; this should be a shared responsibility. Note: if it is an interaction you saw or were directly involved in, you are the one that enters the documentation. | | ✓ | ✓ |
| Clean tables before/after meal times | | | |
| Monitor teeth brushing | | | |
| Monitor bathroom | | | |
| Monitor handwashing | | | |
| Create and send home reminders: parent meetings, early dismissal, holiday, field trips | | | |
| Communicate transportation needs (early dismissals, etc) with bus drivers | | | |
| Monitor children with special meal needs | Communicate needs to Health & Nutrition Coordinator Communicate needs to cafeteria workers | | |
| Monitor the Monthly Education Checklist to ensure ALL items have been submitted by deadline | | | |
| Maintain child files | | | |
| Conduct Fire Drills | Plan monthly fire drills Complete form Submit and post form | | |
| Contact parents regarding student absence | | | |
| Attend IEP meetings | | | |
| | | | |
| | | | |



Collaborating with Family Advocates

The relationship the FA has with the family is often different from the one a teacher has with a family.

- Another source of information
- Fresh eyes



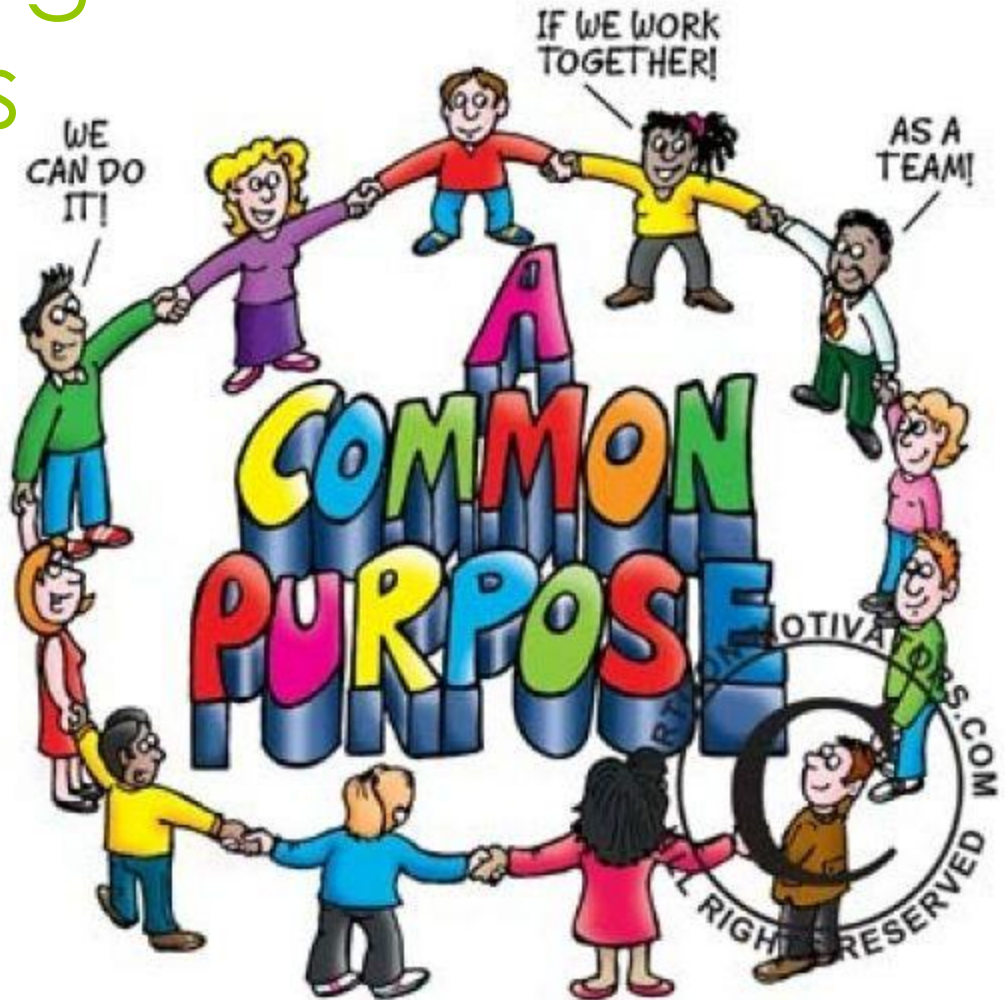
It is essential that teachers build a positive relationship with their family advocate!!!

Collaboration between Teaching Teams and Family Advocates

- FAs spend one day a week in assigned classrooms
 - First-hand knowledge of what is happening in the classroom
 - Common language

- Monthly team meetings to discuss children & their families
- Frequent communication between Teaching Teams and FA

Collaborating with Families



The Family Partnership

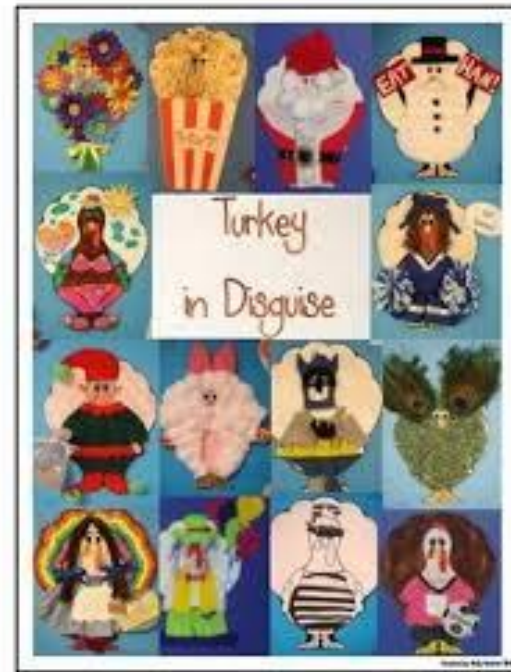
- Monthly parent meetings
- Parent Conferences
- Field Trips
- Classroom Showcase Events
- Family Engagement Activities
- Bloomz
- Monthly Newsletters
- Parent Volunteers
- Home Visits



Family Engagement Activities



Take Home Activities



Family Engagement Activities



Interactive Parent Meetings
& Classroom Showcase



bloomz

- Teachers, FAs & Families stay connected
- Share class videos and photos
- Message both privately and publicly
- Updates & Reminders to Families
- Access limited

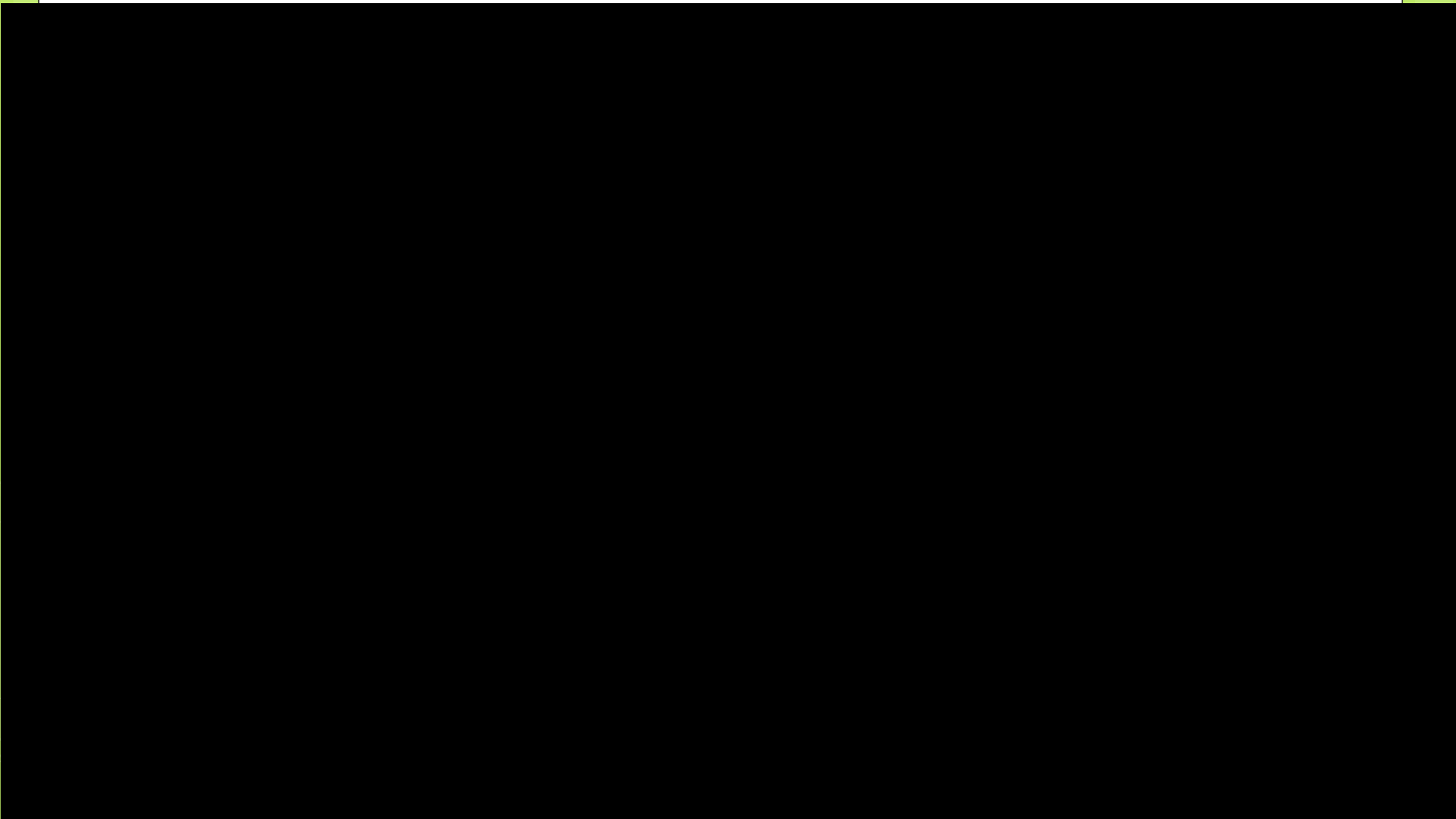
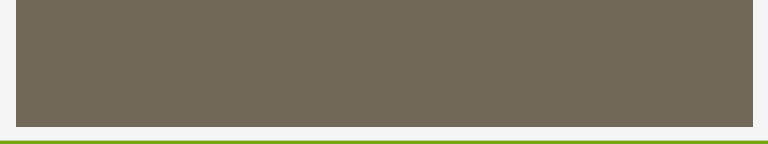
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Our job at Head Start is to support the children and their families throughout the year.



- Getting forms turned in
- Family Engagement Activities
- Educating Children & their Families
- Referral Support Services





Connect with ME!

Melissa Carter

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