



Establishing Collaboration Norms

Team Communication Norms Example

Directions: Explore the example below and notice each co-teacher's personal and professional preferences as it relates to communication. Leverage this example to establish communication norms with your co-teacher.

Co-Teacher Communication Preferences Example

Reflection:	Co-Teacher 1 Name	Co-Teacher 2 Name
Generally preferred mode of communication	Verbal (Email follow-up)	Email
Preferred mode of communication for feedback	Verbal	Email
Preferred mode of communication for requests	Verbal (small) Email (large)	Text (small) Email (large)
Preferred mode of communication for info updates	Email or text	Text
“Offline” hours	After 10pm	After 9pm
Preferred communication for “offline” hours	Email	Email
I appreciate when colleagues...	Explain their rationale for feedback.	Give me time/space to think before decisions.
My communication pet peeve is...	When people hog air time to make a point.	Big requests that put me on the spot in person.
I process new/ complicated/ difficult information by...	Listening and thinking silently.	Putting my thoughts down in writing.
When I am stressed at work, I look/sound like...	Quiet, taciturn, disengaged.	Sighing, venting aloud, making snarky remarks.

Joint Communication Norms

- Reply to all email correspondence within 24 hours.
- If a potential conflict arises, follow the 24/48 hour rule: 24 hour cool-down, address within 48 hours, or let it go.
- Send a text if you will be absent. Email your co-teacher a coverage plan.
- Be prepared for all meetings and scheduled conversations.
- Take care of yourself and be transparent about your needs.



Team Communication Norms Template

Directions: Use the template below to name your communication preferences so that you can share them with your co-teacher and establish norms that best meet your individual and collective needs. To integrate a best practice, complete the template individually (feel free to add additional columns here if necessary), and then develop your joint norms together.

Co-Teacher Communication Preferences Template		
Reflection:	Co-Teacher 1 Name	Co-Teacher 2 Name
Generally preferred mode of communication		
Preferred mode of communication for feedback		
Preferred mode of communication for requests		
Preferred mode of communication for info updates		
“Offline” hours		
Preferred communication for “offline” hours		
I appreciate when colleagues...		
My communication pet peeve is...		
I process new/ complicated/ difficult information by...		
When I am stressed at work, I look/sound like...		
Joint Communication Norms		



Defining Consequence Hierarchies & Teachers' Roles for Enforcement Example

Directions: Explore the consequence hierarchy example below. Consider the ways in which agreeing on a consequence hierarchy as a team will support accountability and fair and consistent classroom management. Use this example as a guide when creating your own procedures and establishing roles for each co-teacher in the template.

CONSEQUENCE HIERARCHY EXAMPLE

What misbehaviors do we expect will be most frequent?

Students taking their phones out, eating during class, or not working on the Do Now activity.

What should we do in response to these behaviors? (Start at 1 and escalate progressively up to 7)

1. Non-verbal warning
2. Post-it warning
3. Verbal warning
4. One-on-One conversation
5. Call/text home
6. Call home with required after school (detention)
7. Meeting with teacher, student, dean (at specified time)

Teacher Roles in Enforcing Consequences

Student's Behavior	Teacher 1's Role/Response	Teacher 2's Role/Response	Teacher 3's Role/Response
Student has their phone out during class	Positively remind the group of norms & expectations around phone usage.	Issue nonverbal/post-it warnings to individual students. Document & track patterns of behavior to inform follow-up.	Pull aside students with persistent phone discipline problems for one-on-ones/ time-outs if necessary. Bring any underlying issues to the team's attention.
Student is eating during class	Positively remind the group of norms & expectations around eating during class.	Issue nonverbal/post-it warnings to individual students. Document & track patterns of behavior to inform follow-up.	Follow up with students who frequently eat in class to check in with them about why. Bring any underlying issues to the team's attention.
Student is not working on the Do Now activity	Establish clear Do Now directions, both aloud & written on the board. Set a timer and give positive reminders to the whole class about elapsed time and time remaining.	Circulate around the room during the Do Now and check in with any students who aren't working. Identify why each student is not working and offer appropriate support (motivational talk for disengagement; one-on-one supplemental instruction for confusion/knowledge gaps). Pull aside disruptive students for one-on-one conversations.	



Defining Consequence Hierarchies & Teachers' Roles for Enforcement Template

Directions: Use the template below to draft your consequence hierarchy and individual classroom management roles. Aim to prioritize using the least invasive form of intervention before escalating to more invasive and potentially disruptive interventions.

OUR CONSEQUENCE HIERARCHY

What misbehaviors do we expect will be most frequent?

What should we do in response to these behaviors? (Start at 1 and escalate progressively up to 5)

- 1.
- 2.
- 3.
- 4.
- 5.

Teacher Roles in Enforcing Consequences

Student's Behavior	_____ 's Role/Response	_____ 's Role/Response	_____ 's Role/Response



Daily Task Delegation Example

Directions: Explore the Daily Task Delegation example below. Consider the wide variety of tasks that need to be completed throughout an average week as well as the necessary support and notes for implementing each task.

Daily Task Delegation Example				
Task	Frequency	Primary	Support	Notes
LESSON PLANNING				
Create Lesson Plans	Weekly	Teachers 1 & 2		Due each week on Wednesday for the following week.
Create/Locate Class Material	Weekly	Teacher 1	Teacher 2	Due each week on Thursday for the following week.
Create Powerpoints	Daily/weekly	Teacher 2	Teacher 1	Complete before content build for that lesson to review/ get feedback during collaborative prep time.
Create Homework	Weekly	Teacher 2	Teacher 1	HW Packet due Friday morning for the following week. Collaborate with Teacher 1. Include some remediation/review/spiraling based on data reflection.
LESSON & MATERIALS PREPARATION				
Content Building	Daily	Teachers 1 & 2		Work together and be prepared/know your role!
Print class materials	Daily	Teacher 2	Teacher 1	Print the day before. Do not wait until that morning, in case the copy machine breaks.
Print Homework	Weekly	Teacher 2	Teacher 1	Print HW Packet before first class on Monday
Print lesson plans	Daily	Teacher 2	Teacher 1	Print after lessons are finalized during collaborative prep time.
Setting up room/white board	Daily	Teacher 2	Teacher 1	Work together.
Making Anchor charts	Daily/weekly	Teacher 2	Teacher 1	Can be completed individually or as a team.
Create Extended Learning Time Plans	Daily	Teachers 1 & 2		ELT plans are based on student assessment data.



DATA COLLECTION & REFLECTION

Grading & Inputting Homework Grades	Weekly	Teacher 1	Teacher 2	Share responsibility how you see fit.
Grading & Inputting Classwork & Exit Tickets into Tracker	Daily	Teacher 2	Teacher 1	Work together. Specific roles will depend on activity.
Grading & Inputting Notebook Grades	Bi-Weekly	Teacher 2	Teacher 1	Share responsibility how you see fit.
Grading & Inputting Unit Test Grades	Monthly	Teachers 1 & 2		Work together.
Data Roll-Up	Weekly	Teacher 2	Teacher 1	Collect & scan student work samples, check trackers for errors/blanks. Share w/ Teacher 1.
Data Reflection	Weekly	Both complete prework	Teacher 1 facilitates	Both teachers reflect on data individually beforehand. Teacher 1 puts reflections into a template.

MEETING ROLES

Note-Taker	Daily	Teacher 1	Teacher 2	Take notes during meetings. Use templates whenever provided. Re-read action steps at the end of the meeting to ensure everyone is on the same page.
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OTHER RESPONSIBILITIES

Take Attendance	Daily	Teacher 2	Teacher 1	Within the first five minutes of each class.
Parent Phone Calls/Conferences	Daily/weekly	Teachers 1 & 2		Work together. Follow-up with each teacher about their assigned students. Try to attend as many meetings as possible.
Organize Paper Flow	Daily	Teacher 1	Teacher 2	Keep classroom & office space free of outdated paper clutter. Maintain an organized system for papers.
Ensure Absent Students Receive Materials	Daily	Teacher 2	Teacher 1	Each day, gather materials for absent students into folders. Give folders to students with instructions for making up work on the day they return. Schedule & facilitate reteach when necessary.
Hold Team Accountable For Responsibilities	Daily	Teacher 1	Coach	Follow up on action steps from meetings in addition to daily/weekly roles. Be willing to have difficult conversations when necessary.



Daily Task Delegation Example

Directions: With your co-teacher, parse out the necessary tasks that need to be completed in your classroom using the template below. Then, determine the frequency, name the primary owner and support person, and note what it will take to implement each task. Do not hesitate to adapt the template for your specific context and delegate roles and responsibilities as you see fit. Note which tasks you may want to assess and rotate or re-assign later in the year.

Daily Task Delegation Template				
Task	Frequency	Primary	Support	Notes
LESSON PLANNING				
Create Lesson Plans	Weekly			
Create/Locate Class Material	Weekly			
Create Powerpoints	Daily/ weekly			
Create Homework	Weekly			
LESSON & MATERIALS PREPARATION				
Collaborative Prep	Daily			
Print class materials	Daily			
Print Homework	Weekly			
Print lesson plans	Daily			
Set up room/ whiteboard	Daily			
Making Anchor charts	Daily/ weekly			
Create Extended Learning Time Plans	Daily			



DATA COLLECTION & REFLECTION				
Grading & Inputting Homework Grades	Weekly			
Grading & Inputting Classwork & Exit Tickets into Tracker	Daily			
Grading & Inputting Notebook Grades	Bi-Weekly			
Grading & Inputting Unit Test Grades	Monthly			
Data Roll-Up	Weekly			
Data Reflection	Weekly			
MEETING ROLES				
Note-Taker	Daily			
OTHER RESPONSIBILITIES				
Take Attendance	Daily			
Parent Phone Calls/Conferences	Daily/weekly			
Organize Paper Flow	Daily			
Ensure Absent Students Receive Materials	Daily			
Hold Team Accountable For Responsibilities	Daily			