

1. Engagement and responsiveness

3c. Adults demonstrate respect and cooperation in working together.

Quality indicators:

- Teachers share in the responsibilities of the classroom.
- Teachers work together as a team when planning, facilitating and implementing daily activities.
- Teachers speak to each other with kind words and professionalism.
- Teachers seem genuinely happy to be in the classroom and enjoying the children and planned activities.



Questions to ask:

- ✓ *How are responsibilities shared?*
- ✓ *Do you enjoy your work and the children you educate?*
- ✓ *Are duties of teachers/staff varied according to interests and talents? Are the “desirable” and “undesirable” tasks rotated?*



Supports, Accommodations, Adaptations

Links for Additional Information
Right click to open in new window

Universal Supports

- Classroom staff should collaborate to develop a daily schedule that allows them to share in responsibilities.
- Classroom staff should attend trainings and workshops to receive information about best practices for teaching young children.
- Information related to children’s performances for progress monitoring and children’s needs should be shared.

[11 Things Rocking Co-teachers Do](#)

[Establishing Classroom Teamwork](#)

[Collaboration in Co-taught classrooms](#)

Targeted/Specialized Supports

- Roles and responsibilities for all aspects of the day should be clearly defined and indicated on the daily schedule.
- IEP goals, accommodations, and supports should be addressed by all classroom staff and service providers.

[Checklists for Teacher and Associates - FDLRS document](#)

[TATS Talks about Classroom Collaboration](#)

[Five-Step Process for Collaborative Planning - Minnesota Division of Special Education](#)

[Best Practices for Collaborating with Preschool Service Providers](#)

Intensive Interventions

- All classroom staff should provide supports in self-care routines.
- Collaborate with therapists and service providers to develop specific individualized plans. All staff should be aware of the plans and of the supports needed.
- Health plans and emergency response should be shared with all staff.
- Classroom staff should be familiar with the stages and sequence of child development.

[Domains of Development - Chart](#)

[TATS Talks - Overview of Developmental Domains](#)

[1,2,3 Care - Toolkit for Trauma-Informed Supports](#)