

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.
- **Teachers, service providers, and classroom staff collaborate to plan for facilitating children’s practice of functional skills throughout daily activities, as well as across situations, people, and settings.**



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
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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 needs should be shared.**

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

[Establishing Classroom Teamwork](#)

[Collaboration for Classroom Staffs](#)

Targeted/Specialized Supports

- Roles and responsibilities, **including facilitation of children’s functional use of skills**, 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 **in various situations throughout the day.**

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

[TATS Talks about Classroom Collaboration](#)

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

Intensive Interventions

- All classroom staff should provide supports during classroom and personal care routines.
- Collaborate with therapists, service providers, and families to develop specific individualized plans. **Provide information about the supports and strategies to families so that they can help their child practice skills in other settings.**
- Health plans and emergency response should be shared with all staff.
- **All classroom staff should be familiar with the stages and sequence of child development as they apply to the Florida Early Learning and Developmental Standards (FELDS) and skill progression.**

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

[Breadth of the Outcomes Chart \(ECTA\)](#)

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

[Florida Early Learning and Developmental Standards](#)