

COLLEAGUES IN THE CLASSROOM

A Video-Assisted Program For Teaching Supervision Skills

Trainee's Workbook

Table Of Contents

Introduction

- Program Materials
- Program Description
- Looking For Cues In Your Workbook
- How To Use The Video Equipment
- Application Exercises
- How Was The Content For This Program Selected?

Unit 1: The Teacher In A Leadership Role

- Opening Scenario
- There's Another Adult In The Classroom?
- Key Terms In Unit 1
- Supervising Paraeducators In The Classroom
- The Changing Leadership Role Of The Classroom Teacher
 - Table: Former And Evolving Roles Of Teachers
- What Does Leadership Mean To The Classroom Teacher?
 - Table: Seven Habits Of Highly Effective People
- What Constitutes Effective Leadership?
- Implementing Effective Leadership To Enhance Student Achievement
- So I'm Supposed To Supervise An Adult?
- Are You A Warrior, A Cheerleader, A Human Computer, Or A Lamb?
 - Table: The Warrior, The Cheerleader, The Human Computer, The Lamb
- Workbook Exercise 1.1: Assessing Your Leadership Skills
- Leadership Starts With Getting To Know Each Other
- Workbook Exercise 1.2: Sharing Information
- Unit 1 Video Exercises
- Unit 1 Self-Check
- References

Unit 2: Clarifying Roles And Responsibilities

- Opening Scenario
- You Want Me To Do What?
- Key Terms In Unit 2
- Delineating Roles And Responsibilities
- Understanding Job Descriptions
 - Table: Job Description
- Beyond Job Descriptions: How Do I Respond In Specific Situations?
- Application Exercise 2.1: Situational Assessment
- Application Exercise 2.2: Delineating Specific Responsibilities
- Getting The School Year Off To A Good Start
- Responsibility One: Maintaining High Ethical Standards
 - Table: Questions Regarding A Student's IEP
 - Table: You Won't Believe The Latest Rumor About
- Unit 2 Video Exercises
- Unit 2 Self-Check
- References

Unit 3: Strengthening Interpersonal Communication

- Opening Scenario
- Key Terms In Unit 3
 - Table: Rating Scale For Communication Skills
- Principles Of Interpersonal Communication
 - Table: Principles Of Communication
 - Table: Did You Hear What I Heard?
 - Table: Your Rights
 - Table: Your Responsibilities
- Identifying Eight Steps Of The Assertive Communication Approach
 - Table: Eight Steps Of The Assertive Communication Approach
- Workbook Exercise 3.1: How Did Melissa Communicate Assertively?
- Communicating Assertively With Colleagues In The Classroom
- Workbook Exercise 3.2: Applying The Assertive Communication Approach To A Refusal Of A Request
- How To Deliver Constructive Criticism To Minimize Negative Reactions
- Assertive Communication With Parents
- Workbook Exercise 3.3: Find Annette's Reflective Statement
- Application Exercise 3.1: Applying The Assertive Communication Approach To Problems Among Educators
- Unit 3 Video Exercises
- Unit 3 Self-Check
- References

Unit 4: Preempting Management Problems

- The Importance Of Teamwork
- Key Terms Of Unit 4
- Building A Classroom Team
- Discussion Activity
 - Table: How To Build A Team – Three Team Building Steps
 - Table: Team Goals Form
 - Table: Classroom Goals Form
- Guidelines For Delegating Responsibilities
- Meetings, Meetings, Meetings
 - Table: Meeting Agenda
 - Table: Single Agenda Meeting
- Delivering Clear Instructions To Team Members
 - Table: Four Types Of Instructions
 - Table: Showing, Telling, And Being Positive
- When Management Problems Arise
 - Table: Six Steps To Solving Problems
- Types Of Problems That Manager May Confront
- How To Deal With Rulers, Analytics, Relators, And Entertainers
- Unit 4 Video Exercises
- Unit 4 Self-Check
- Application Exercise: Developing Team Goals And Objectives
- References

Unit 5: Strengthening Performance In The Classroom

- Opening Scenario
- Seeking Security Behind The Classroom Door
- Key Terms In Unit 5
- Open The Door And Watch
- Principles For Strengthening Classroom Performance
 - Table: Three Principles For Strengthening Performance
 - Table: Positive Feedback Rule
 - Table: Vague Praise Statements Versus Descriptive Praise Statements
 - Table: Positive Feedback And Performance Standards
 - Table: Corrective Feedback: Acceptable And Unacceptable
- Application Exercise 5.1: Keeping Track Of Your Feedback
 - Table: A Sequence Of Steps For Strengthening The Skills Of Educators
 - Table: Three Ways To Incorporate Practice Opportunities
- Unit 5 Video Exercises
- Unit 5 Self-Check
- Application Exercise 5.2: Delivering Positive And Corrective Feedback
- References

Unit 6: Evaluating Staff Performance

- Types Of Evaluation
- Why Educators Dislike Evaluation
- Key Terms In Unit 6
 - Table: Evaluation As Two-Directional Process
- How To Be An Effective Evaluator Of Others
 - Table: Ten Guidelines For Effective Evaluation
- How To Be An Effective Self-Evaluator
- How To Be An Effective "Receiver" Of Evaluation Results
- Conclusions
- Unit 6 Video Exercises
- Unit 6 Self-Check
- References

Appendices

- A. Self-Check Quizzes
- B. Team Strength-Building Questionnaire
- C. Situational Assessment
- D. Delineating Specific Responsibilities
- E. Classroom Goals Form
- F. Team Goals Form
- G. Positive And Corrective Feedback Tally Form
- H. Listing Of Additional Resources Related To Paraeducator Supervision And Development