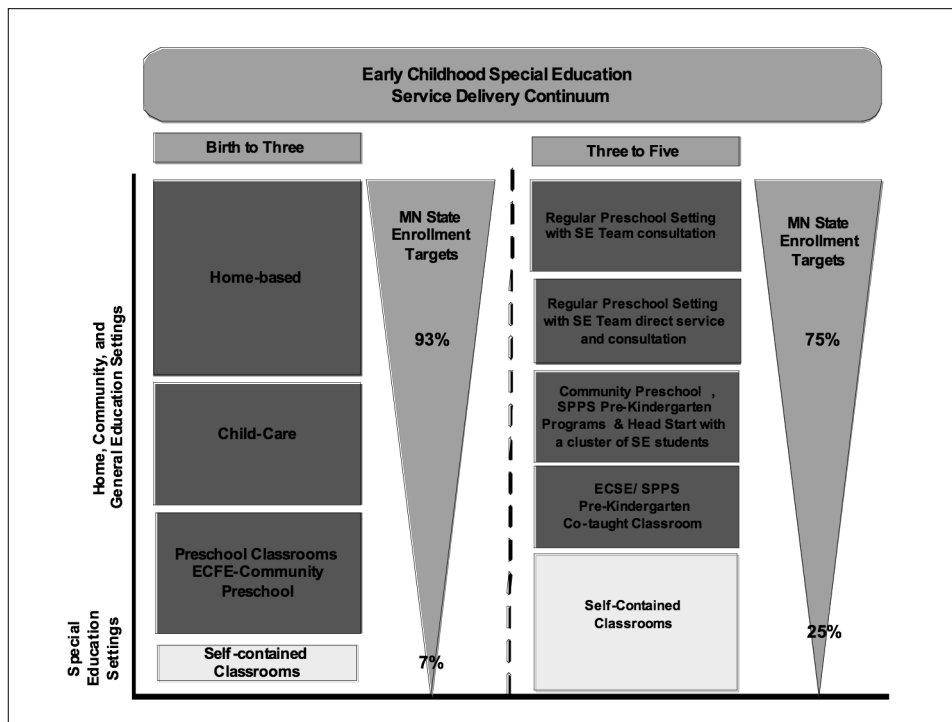


COLLABORATION IN EARLY CHILDHOOD

Saint Paul Collaboration and
Differentiated Instruction
Conference
August 17-19, 2010

Why Collaboration?





What the Research Tells Us

- A precondition for doing *anything* to strengthen our practice and improve a school is the existence of a collegial culture in which professionals talk about practice, share their craft knowledge, and observe and root for the success of one another. Without these in place, no meaningful improvement - no staff or curriculum development, no teacher leadership, no student appraisal, no team teaching, no parent involvement, and no sustained change - is possible.

— Barth, R. 2006. Improving relationships inside the schoolhouse. *Educational Leadership*. New York: Harper Collins, p. 13.

Examples of Collaboration in Early Childhood

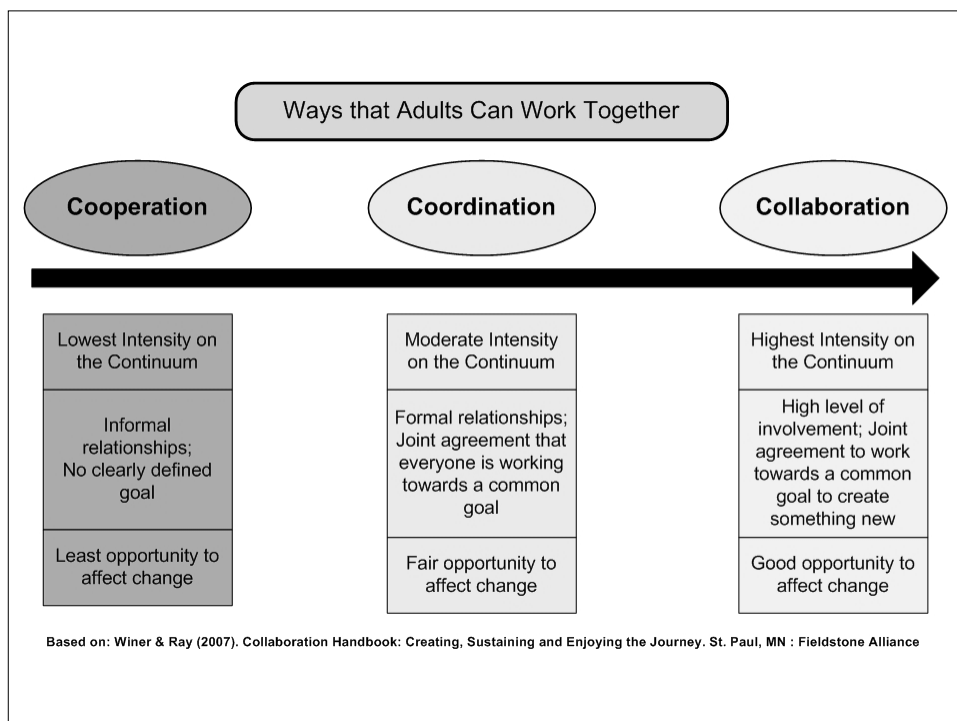
- Professional Organizations - National
 - DEC-CEC, NAEYC, NHSA
- State Interagency Work
 - Interagency Coordinating Council
 - Centers of Excellence for professional development
- Local County and Agency Leadership
 - Interagency Early Intervention Committee
 - Saint Paul Early Childhood PBiS Committee
- Classrooms across all Early Childhood Education Programs



Types of “collaboration”

- Contrived collegiality
- Cliques
- Rugged Individualism
- Collaborative Culture

Alan Blankstein, SPPS Administrator's Academy 2010
Author of Failure is Not an Option



What is Collaboration?

A systematic process in which we work together, interdependently, to analyze and impact professional practice in order to improve our individual and collective results.

-Dufour, Dufour, & Eaker 2002

Levels of Awareness for Working in Collaborative Teams

- Individual Preferences, Learning Style, Self-Care
- Interpersonal Norms for Group Work
- Collaborative Team Structure and Culture

Adapted from Marianne Johnson, ECSE Leadership presentation 2009

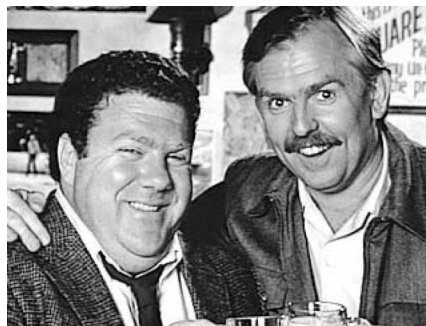
Individual Preferences for Group Work



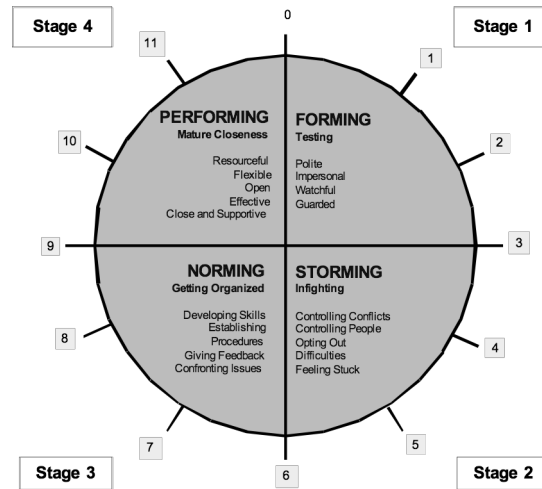
Interpersonal Norms of Collaboration

Sam: What's the good word, Norm?

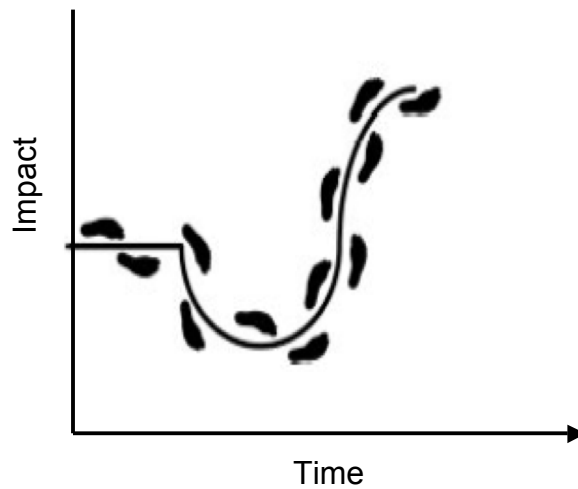
Norm: Plop, Plop, Fizz, Fizz.



Tuckman Stages of Team Development



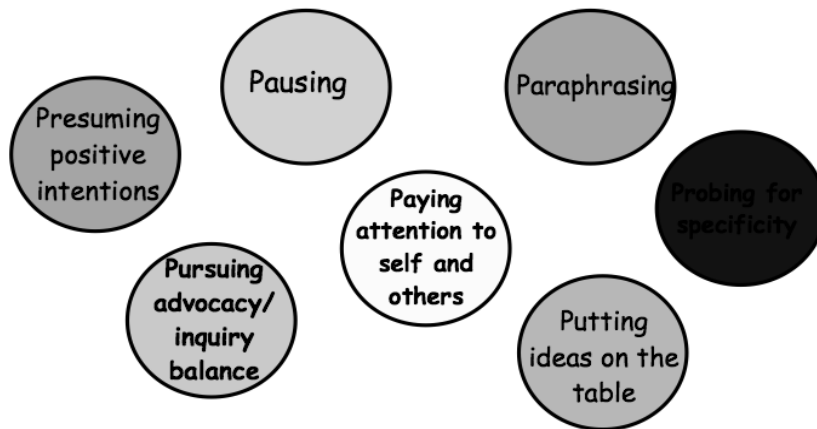
“Implementation Dip”



Michael Fullen

Garmston & Wellman's

7 Norms of Collaboration



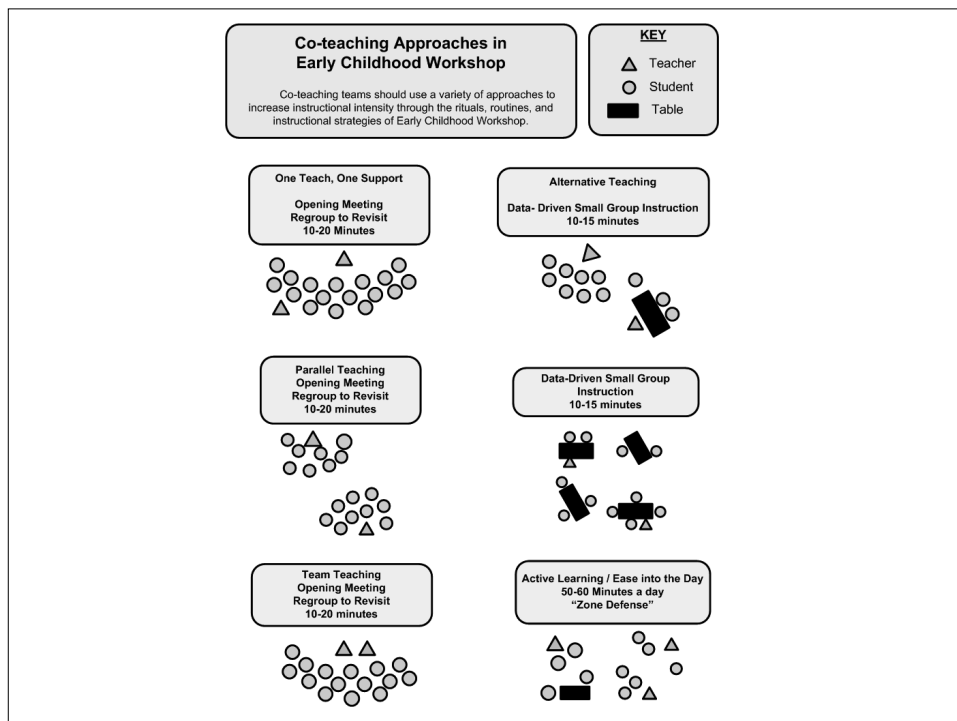
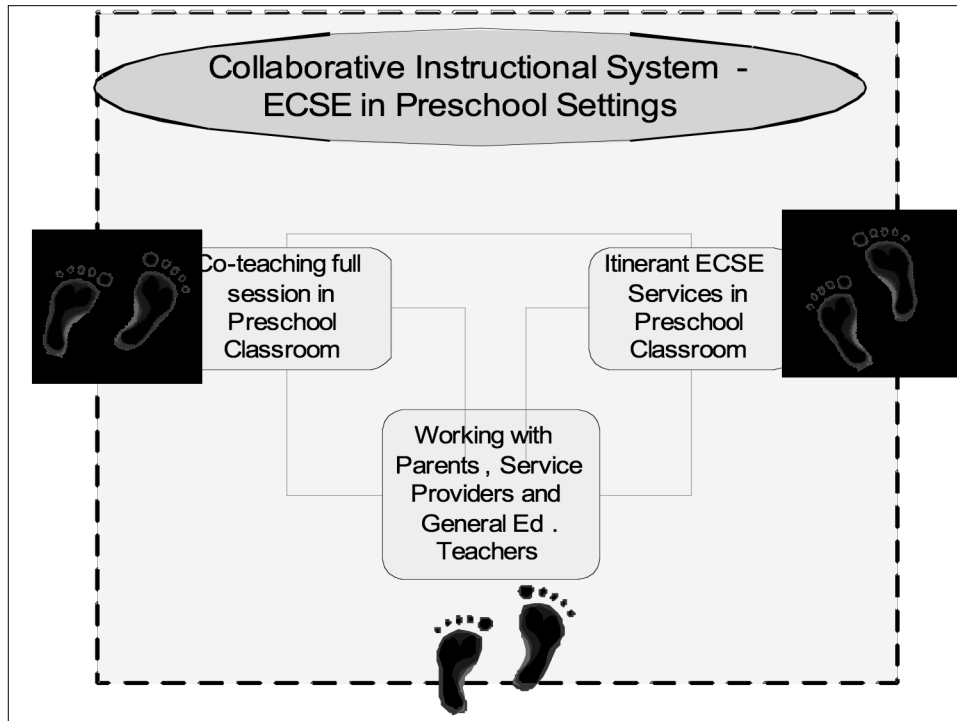
Source: Garmston, R. & Wellman, B. (1999). The adaptive school: A sourcebook for developing collaborative groups. Norwood, MA: Christopher-Gordon.

-  Two professionals
-  Delivering substantive instruction
-  A diverse group of students
-  A single or shared space
-  Reduced student-teacher ratio
-  Two types of professional expertise

Basics of Co-Teaching



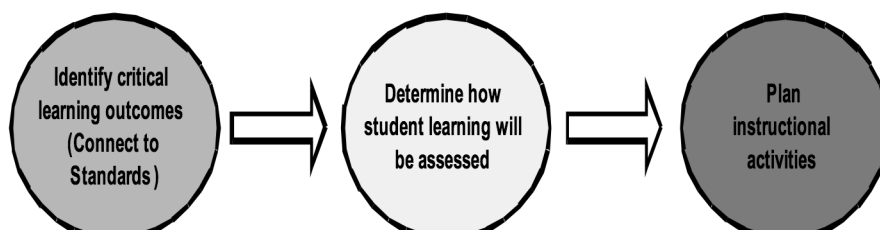
SOURCE: Marilyn Friend, 2000.



Characteristics of a Learning Community

- Shared mission, vision, values, and goals
- Collaborative teams focused on learning
- Collective inquiry into best practice and current reality
- Action orientation and experimentation
- Commitment to continuous improvement
- Results focused

Understanding by Design



Grant Wiggins and Jay McTighe, 2005

Four Critical Questions

(DuFour, Learn By Doing 2006)

- What are the skills, knowledge, and dispositions we want our students (this student) to learn? (Standards-referenced, family-guided, child goal).
- How will we know if each student has learned? (What is our assessment / data?)
- How will we respond when some students do not learn? (What are our strategies for differentiation / intervention?)
- How can we extend and enrich the learning for students who have demonstrated proficiency? (What is our celebration? Expansion?)

Thank you!

No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude.

~Author Unknown