

Effective Classroom Collaboration

This presentation is intended for classroom teachers, Reading Recovery teachers, Title I, and instructional assistants.

I. Obstacles we have experienced with collaboration

- A. Scheduling
- B. Time
- C. Flexibility
- D. Appropriate Resources
- E. Increased Student Need
- F. Determining who receives services
- G. Assessment

II. Overcoming the Obstacles

- A. Conversations with school personnel (principal, classroom teachers, reading recovery teachers, Title I, and instructional assistants) regarding master schedule
 - 1. Accommodates collaborating teachers
 - a. Staggered guided reading times throughout the building which allows for all reading personnel to be more effectively utilized.
 - 2. Promotes student progress.
- B. Building a book room and increasing classroom resources
- C. Using the results of the Developmental Reading Assessment (DRA), Phonological Awareness Skills Test (PAST), running records, and TPRO to teach skills specific to the needs of each student.

III. Examples of what collaboration looks like in the classroom

- A. Differentiated Shared Reading Groups
 - 1. Comprehension strategies
 - 2. Phonemic awareness and sensory literacy centers
- B. Simultaneous Guided Reading Groups
 - 1. Reading Recovery small groups

2. Classroom guided reading groups

- a. Entire grade level is accountable for all students
- b. Reading bags with 5 just right books
- c. Ziploc bags taken home that contain instructional level texts

3. Individual reading conferences

- a. Running records
- b. Instructional focus
- c. Goal setting

C. Sample Schedules

- 1. School Master Schedule
- 2. Classroom daily schedule
- 3. Reading Recovery teacher daily schedule

D. Pictures and Videos

- 1. Book room
- 2. Reading Workshop routines and procedures
- 3. Guided reading groups