

CLASSROOM TEAMS: HANDLING STICKY SITUATIONS WITH CLASS®

Teaching with CLASS Podcast

Season 3 Episode 9

Guest: Deidre Harris



The Teaching with CLASS® podcast explores how the CLASS tool can guide interactions among educators, helping them create a team vision and work together effectively. In this episode, Deidre and Kate discuss the importance of parallel processes in adult-adult interactions, drawing parallels between interactions with children and interactions among educators.

+ Parallel Process in Adult-Adult Interactions:

Highlight the concept that effective interactions are beneficial for both children and adults. Emphasize the importance of applying CLASS-based interactions in adult interactions at all levels within educational programs.

+ Emotional Support Domain for Adult-Adult Interactions:

Discuss how practices like positive descriptive acknowledgment can be applied among educators. Use the example of preparing lesson plans collaboratively, seeking feedback from team members, and fostering inclusiveness and belonging.

+ CLASS Organization Domain and Instructional Learning Formats for Adults:

Explore how instructional learning formats (ILF) can be applied in adult interactions, providing clarity and better facilitation. Discuss the importance of making lesson plans visible, using visual support to enhance facilitation, and connecting it to clarity of learning objectives.

+ Instructional Support Domain for Adult Interactions:

Focus on the quality of feedback among adults, drawing parallels with the Quality of Feedback (QOF) dimension. Emphasize the value of reflective conversations among educators, providing positive descriptive acknowledgment and reinforcing the idea that what benefits children also benefits adults.

+ Team Agreement Process:

Introduce the four-step team agreement process for creating a shared vision and expectations among team members. Emphasize the importance of a shared vision, focusing on a positive climate, and enrolling all team members in the vision. Explain the significance of developing expectations based on best practices and standards, promoting mutual accountability.

+ Addressing Sticky Situations:

Provide guidance on using the parallel process and shared team vision to approach challenging situations among educators. Illustrate strategies for handling situations where there is a mismatch in teaching approaches or negative interactions with children. Emphasize the need for open communication, reflection on shared vision, and collaborative problem-solving.

By incorporating these strategies into the classroom routine, both educator-child and educator-adult interactions can create a positive and productive learning environment.

To listen to this episode and read the transcript, visit
<https://info.teachstone.com/blog/classroom-teams-handling-sticky-situations-with-class>

