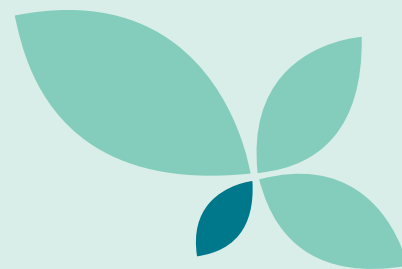


Guide for **Collaborative Team Practices**



mcie
Maryland Coalition for
INCLUSIVE EDUCATION

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This document was developed with MCIE staff over the last 25 years. Special thanks goes to Barb Gruber and Elissa Lockman-Turner for their patience in translating their wonderful talents into writing. A debt of gratitude also goes to the 85 school based teams in 10 Maryland School Systems that have taught us “what works” when it comes to team collaboration. We so very much appreciate their devotion to making their collaboration effective and efficient, especially in these days when time for extra planning is limited.

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In This Guide

- 1 WHAT IS A COLLABORATIVE TEAM
- 4 HOW DO COLLABORATIVE TEAMS FUNCTION?
- 16 FACILITATOR ROLES AND CHARACTERISTICS
- 19 APPENDIX



What is a Collaborative Team?

A **Collaborative Team** is a group of individuals who meet on a regular basis in order to achieve shared goals.

True collaboration involves not just delegating or dividing tasks, but working together to gather information, analyze a situation, develop a plan, implement agreed-upon actions, reflect on the impact, and make adjustments as needed.

A collaborative team establishes norms for team functioning and collectively decides how the members will address sensitive or controversial issues. A collaborative team shares responsibility for goals, tasks and outcomes, and engages in shared decision-making and leadership. The decisions it makes and actions it takes represent the combined expertise of the members. By working together, a collaborative team is more effective than any individual on the team acting alone. To reap the many benefits of collaboration, a team needs to cultivate trusting relationships and follow practices and norms that promote shared ownership and creative problem solving. A collaborative team will change and grow as the members invest energy over time.



Core and Extended **Teams**

A CORE TEAM is composed of the key stakeholders who will meet regularly, work together to gather and analyze information, develop an action plan, implement the steps, review progress, and make adjustments. The core team is entrusted to do the work of a larger community: a school, a district, a state agency, or other organizational structure. Because everyone in the organizational community (e.g., at the school level: administrators, staff, students, and families) is impacted by the decisions made by this team, it is important for the members to consider a variety of perspectives.

THE EXTENDED TEAM is composed of other people who are important to the goal of the team and whose expertise is called upon occasionally to help inform the decisions of the group. While these are important contributors, it is not an efficient use of their time to attend each and every meeting. They often receive communications and summaries of meetings so that they can provide periodic support or input on decisions, lead the team to resources, connect the team with other experts or stakeholders, or offer suggestions for actions to take. Members of the extended team may periodically assist the core team with a specific issue. The entire extended team meets rarely, but their expertise is available to the team when needed.

The **core team** is entrusted to do the work of a larger community, while the **extended team** act as experts that support the entire team.



Building Trust: The Foundation for Productive Teams

Collaboration does not happen automatically. When a team first gathers, individual members may have their own concerns about how the meeting will go, whether or not it will be productive, and whether they will be able to contribute effectively. They may have other pressing issues and may not be sure that their time will be honored. Trust, a shared belief that you can depend on each other to achieve a common purpose, is essential for collaboration but may not be present automatically at the beginning of the team relationship. Trust is built by initially engaging in team-building activities, and strengthened when individuals engage in positive and supportive interactions, such as active listening without judgement or sharing ideas without fear of a negative response. By setting ground rules, or group norms, teams can begin to build trust within their team.

The **cultural background** of team members will impact their perceptions of and interactions with other people.

An individual can belong to multiple cultures based on birthplace, nationality, ethnicity, family status, gender, age, language, education, physical condition, sexual orientation, religion, profession, and place of work, among other factors. Culture affects how people communicate, what issues they perceive as important, and how they build and express trust. When forming a team, particularly in a diverse community, members may consider initiating a discussion of their own cultural assumptions and preferences for working in a group. A collaborative team will strive to remain aware of the cultural perceptions and habits of their team mates and do not hesitate to ask respectful, clarifying questions in order to avoid misunderstandings.





How do Collaborative Teams Function?

When a group **comes together** to address complex problems and achieve optimal outcomes...

they will want to tap into the expertise of multiple individuals. To be effective and efficient, they will need to function differently than traditional hierarchal work groups, in which the designated leader controls the flow of information and the meeting agenda, makes final decisions, and assigns tasks to individuals. The following principles underlie the work of effective collaborative teams.

Teams Clarify and Commit to Mutually Agreed-Upon Goals.

The goal of the team needs to be clarified at the beginning of the collaborative relationship. Articulating the outcomes and coming to mutual agreement on expectations provide targets for team work, discussion, and measuring success. Members can periodically revisit the agreed-upon outcomes as the team evolves.

Individuals Share Responsibility and Accountability for Goals and Team Functioning.

High performing collaborative team members make a commitment to contribute to carrying out the actions needed to meet team goals. In order to have a unified team, all members share responsibility for taking actions toward goals. Team members share leadership, roles and responsibilities for meetings, and overall team functioning.

Members Practice Positive Interpersonal Communication.

Perhaps the most important collaborative skill that an individual team member can employ to promote collaboration is active listening. Listening attentively, pausing before responding, and acknowledging the ideas contributed by others is important for respectful and clear communication. See the Appendix for a Collaborative Team Checklist that is useful in early formation. Team members can individually identify their 5 strengths and 3 challenges, and discuss as a group how they will build upon strengths and support each other in challenging interactions.



Active Listeners:

RELATE to the speaker's perspective and empathize with his or her point of view.

PAY attention and are not distracted by other things in the environment.

ENSURE they have heard the message as intended by confirming, restating or paraphrasing.

REFLECT on what is being said with appreciation.

CLARIFY the information by asking questions and probing.

KEEP the conversation focused on what the speaker is saying, not other interests.

WAIT until someone has finished speaking before joining in.

CONSIDER own biases and perceptions.

ENCOURAGE the speaker with body language, affirmations, and paraphrases.



Teams Create and Use Structures for Communication.

Being open and welcoming to each other is an important aspect of collaboration, but having clear channels for communication will ensure that all members are informed and feel valued. This may be as simple as designating a team member to take on the role of communicator, or establishing expectations for when and why members should inform each other of practices, successes, decisions, or suggestions. It may also mean establishing a time frame for communicating outcomes, sending documents, or providing feedback. Early in the formation of the team, members can use the *Designing our Team Practices* form in the Appendix to make these decisions:

- Who assigns responsibilities to team members?
- Who communicates information to members not attending a particular meeting?
- How will we deal with situations where an individual is not contributing, not attending regularly, or is not following through with their responsibility?
- If additional meetings are scheduled, who has responsibility for arranging them?
- Who has the power to cancel a meeting, and for what reasons?
- When can meetings be regularly scheduled so that all members can attend?

Teams Use Brainstorming Strategies.

Collaborative teams plan actions and design solutions. To avoid unproductive and frustrating back-and-forth dialogue that is time consuming and does not lead to a solution, the team can use one of several brainstorming processes. These will help structure the discussion, allow equitable input from all members, develop as many ideas as possible, prioritize options, and select the most

useful alternative(s). One general technique is for the team to begin by clarifying the question or issue to be addressed. Then each member individually generates as many alternatives as possible in a short “think time” (usually 2 to 3 minutes), jotting them down to remember them all. Next, team members share their ideas verbally (either going around one at a time to each member or having all ideas called out) while a recorder writes each on a chart for the whole group to see. This is usually followed by some wait time in which each member reviews the list and thinks about alternatives. If there are many ideas, the group may choose to prioritize those most important or compare ideas to criteria set in advance. After discussion, the team selects the best ideas for action.

For more information and ideas for brainstorming, see the ***MCIE Guide Brainstorming: Processes for teaching learning, and making decisions.***

Teams Use Consensus for Decision Making.

When a team needs to come to an agreement, they will want a structure for making decisions. Voting allows the majority of members to influence the outcome, but can leave a minority in disagreement. In a collaborative team, decisions are often made by consensus: coming to an agreement which everyone can accept and commit to, even if it was not their preferred outcome. The team also agrees to revisit the decision and the reasons for or factors that influenced differences in opinion. Rather than a win or lose situation (as in voting), consensus means that everyone agrees to a decision following a discussion and also agrees to seek more understanding about influencing factors or other considerations.

Team Members Respect Each other and Agree to Disagree with Integrity.

When talking with each other outside of a formal team meeting, and particularly when discussing other team members’ contributions, it is important to consider whether other members are being honored and respected. Making negative comments about a colleague, especially one who is a part of the team, can only result in destructive relations. If there is a conflict between members or disagreement with actions or decisions, they will want to have a process to respectfully address this. Negative comments in or out of a formal meeting can derail the collaborative process. Periodically, collaborative teams revisit this topic to make sure that communications are clear, open, and encouraged.



Developing and Establishing **Norms**

When a team first forms, it is worth taking the time for members to get to know one another on a more personal basis in order to build positive relationships and establish shared expectations about how the team will function. This is especially important if the members have not worked together in a collaborative setting before. When the whole team contributes to decisions about how the team will function, members are more likely to follow the norms and be accountable for team operations and success.

NORMS are behaviors that have wide **acceptance** and create the foundation for effective and productive working relationships.

Norms in organizations affect self-esteem, commitment, productivity, trust, pride, and achievement. Clear norms for teams and organizations can result in decreased anxiety and increased energy toward meeting the goals of the team or organizational structure. While some group norms and practices will be specific to a particular group because of its membership, organizational culture, or task, there are some practices that all collaborative teams should adopt to help them work well together.

A guide for *Developing Our Group Norms* can be found in the **Appendix**.

Team Meetings

Since a **collaborative team** will do much of its work through meetings, setting and sticking to guidelines for effective meetings are especially important. Meeting practices that promote collaboration include:

- **CELEBRATIONS:** Some teams always begin their meetings on some recent success related to work or personal sharing. Besides being an icebreaker, it sets a positive tone for the meeting and helps to maintain the team's cohesion and sense of camaraderie. If there is a major area that will be a consistent focus in each meeting (e.g., analyzing office discipline referral data), the team may want to begin with an element of success to celebrate as their first agenda item.
- **AGENDA:** An agenda provides structure to the meeting and helps the team ensure that it covers all important topics within the allocated time. Realistic time limits can be assigned to each agenda item to help the group cover all of the work that it has planned. Frequently, the team meeting facilitator will check with members to make sure the agenda is meeting the needs and expectations of all present. The meeting begins with celebrations and ends with a review of actions to be taken, persons responsible for those actions, and setting the agenda for the next meeting. The meeting may be finalized with a reflection on the meeting's success: what worked and what could be improved.





- **ROLES:** In order to use limited time most efficiently and to improve participation by all members, many teams assign roles that can be rotated among the members. Rotation may be voluntary or made by an assigned routine (e.g., by alphabetical order of first name, longevity at the school, or any other way agreed upon by the group). At a minimum, teams need to have a **facilitator**, a **recorder**, and a **timekeeper**. Other roles, which are helpful, particularly in the beginning of team formation, are **encourager**, **jargon buster**, and **observer**. These are described on the next page.
- **MEETING PROCESSES:** Starting and ending the meeting on time is a key shared expectation that conveys respect for the group and for each member's schedule as well. Early in the work, a team should set shared expectations for how business will be conducted (e.g., How will members take turns speaking? How notes are shared? Who will reach out to members who chronically miss meetings? How will differences of opinion and other conflicts be handled?).
- **TEAM DECISIONS:** The goal for collaborative team functioning is decision making by consensus, with everyone agreeing to support the final decision. Generally, voting is not used to make decisions in collaborative teams, but when the team is grappling with a difficult decision, polling can be useful to get a sense of the group's thinking and to ensure that everyone's opinion is considered. When the team decides during the meeting on actions to be taken, the individual(s) responsible should be clearly indicated, and a date by which the work will be completed should be agreed to and recorded in the notes.
- **NOTE TAKING:** Minutes or notes are critical to ensuring that all team members (present and absent) have the same information and can have a reminder of the topics covered, decisions made, tasks assigned, and responsibilities for between meetings. The group may want to discuss expectations for recording: most people are used to taking notes for themselves and may use a series of bullets or short-hand for ideas. The recorder only needs to write down the main ideas covered, decisions, and actions: the full discussion is not necessary. Most teams rotate the note-taking responsibilities among members. Using a standard format makes this easy and helps ensure all the information is captured. It is helpful if the notes include space for tasks or assignments and the person responsible and date that the task is due so that members can more easily remember their responsibilities. The notes format should also include the date, time, roles, and agenda for the next meeting (as set by the team at the end of the meeting). Distributing the notes immediately after the meeting is helpful.

Team Member **Roles**

Time for meetings is always limited and takes away from regular day-to-day duties. In order to use limited time most efficiently and to improve collaboration and participation by all members, many teams assign roles that can be rotated among the members. Rotation may be by volunteering, by alphabetical order assignment, or any other way agreed upon by the group. Assigning (and rotating) roles can feel a little artificial at first, but it helps to build parity and shared responsibility, as well as ensuring that important tasks (e.g., monitoring the time allocated to a topic, taking and distributing notes) are completed at every meeting. Rotating the roles can be especially important if some team members are usually in positions of authority/supervision over others, but want to work collaboratively for this purpose. At a minimum, teams need to have a facilitator, a recorder, and a timekeeper. Other roles are helpful particularly in the beginning of team formation: encourager, jargon buster, and observer.

In order to use limited time most efficiently and to improve **collaboration** and participation by all members, many teams assign roles that can be rotated among the members.





- **FACILITATOR:** distributes the written agenda in advance of the meeting, starts the meeting on time, moves the team through the discussion of each item, ensures that the team remains task-oriented, and keeps team members focused on the team goals. The facilitator seeks to clarify information and opinions, seeks out the input of members who are silent, pulls together the major ideas, and restates or summarizes the major points or decisions that are made. The facilitator also helps to solve the interpersonal problems between members by promoting open discussion in order to resolve conflicts and develop consensus. The facilitator asks the team to set the agenda for the next meeting and, if roles rotate, identifies who will take what roles for the next meeting.
- **RECORDER:** is responsible for the notes, making sure to add the agenda for the next meeting and all agreed-upon outcomes of the meeting. The recorder checks to make sure there is consensus of opinion before recording outcomes. The reporter asks for clarifications and summarizes the group discussion to ensure accurate reporting. The recorder is responsible for distribution of the notes to all team members (including those who are not present at the meeting) as soon as possible following the meeting.
- **TIMEKEEPER:** keeps track of the time spent on each item according to how much time the team originally allocated for it. They signal the group shortly before the time is up to allow the group to wrap up the discussion. If the item requires more time than has been allocated, the group can defer the item for additional discussion at the next meeting (making it an agenda item) or eliminate another item which has lower priority (moving that item to the next meeting).
- **ENCOURAGER:** warmly encourages everyone to participate, recognizes contributions, demonstrates acceptance of ideas, offers praise for contributing ideas, and is generally responsive to team members. To assign this role may seem artificial at first, but without this role being taken, members may not be reinforced for participating. Once a team is experienced, this role usually doesn't need to be assigned — it just happens naturally.

- **JARGON BUSTER:** reminds team members when they are using words that are not commonly understood by everyone. The person’s role is to ask for a speaker to translate terms used into everyday language often reminds members that common sense should prevail. This role is especially important for teams comprised of members from multiple disciplines and backgrounds, who may not be familiar with the technical terms in each other’s fields and for teams that include families and other community members.
- **OBSERVER:** observes the team action and interaction and gives feedback to team members as a group on how well they did in their assigned roles and on collaboration. This is often very awkward when a team is first forming, which is the most critical time for feedback to occur. Some teams will periodically assign an observer to identify areas for improvement.

A guide for Assigning Our Team Roles can be found in the **Appendix**.

Teams will want to consider the following questions to help **decide the rotation of roles:**

- How will the roles of Facilitator and Recorder be determined?
.....
- Will these roles be shared or rotated among team members?
(If so, how?)
.....
- Which additional roles will be adopted and who will take on these roles?



Facilitator **Roles** and **Characteristics**



A good facilitator is one who is committed to helping an educator, team, school, or organization function, take actions, and improve practices.

Facilitators know the dynamics of group process and are skilled in using techniques for keeping the group task-focused, encouraging creative thinking, building consensus and keeping all group members involved. Facilitators are aware of a meeting on two levels simultaneously: content (what is being discussed or decided) and process (how the group is functioning). The facilitator encourages participation from all members, models high quality interpersonal collaboration skills, recognizes contributions, and keeps the discussion focused. They are able to keep the conversation on track and also respect an individual's need to share their ideas while respecting the needs of the group.

A **facilitator** shares the responsibility for the progress of the group, helps participants learn, solve problems, work cooperatively, and feel comfortable with change.

Facilitating **Meetings**

While both the facilitator and group members share responsibility for progressing the goals of the group, the facilitator serves as a guide to help the group move forward. Group meetings, discussions, and interactions will be more productive if the facilitator ensures specific structures are in place for each. Implementing meeting structures will help participants know what is going to happen, feel they are in a safe environment, and trust others in order to fully participate.

PREPARATION

- Prepare the agenda based on continuing items from the last meeting as needed, and adding items that are recommended by the group.
- Send out the agendas in advance of the meeting with a request for input, and confirmation of individual team members' attendance.
- Assure that other roles are taken (recorder, snack provider)
- Arrange the room and any equipment or supplies needed for sharing information or brainstorming.

OPEN THE MEETING

- Begin with sharing or celebrations.
- Review group norms and/or ground rules if the group is new or has new members.





FACILITATE THE MEETING AGENDA

- Keep the discussion on topic.
- Ensure participation by encouraging all to contribute.
- Build consensus (use consensus voting when necessary), and assist with decision making by rephrasing discussion and noting key points.
- Assist with conflict resolution when disagreements arise.
- Rephrase and ask for understanding when necessary to help clarify decisions and discussion of issues.
- Use brainstorming techniques to understand issues, solve problems, identify potential solutions, and establish priorities.

CLOSE THE MEETING

- Review decisions made and actions to be taken by participants.
- List the next agenda items (and if rotating roles, who is the next facilitator & recorder).
- Process the meeting (what worked; what could be improved).
- Establish the meeting time and place.
- Answer questions.

Monitoring and Sustaining Team Practices

Effective teams periodically build time into their meeting agendas to reflect as a group on their strengths, celebrate successful outcomes, and identify areas for improvement. As a group becomes well established, these check-ins may become less frequent, but occasional process reflection is helpful even for well-functioning teams. Sometimes, a team may designate a member to be the “observer” of the team’s functioning at a meeting to give specific praise for members adhering to group norms, making positive contributions, or taking team responsibilities.

Another way to accomplish this routinely is to specify 5 minutes at the end of the meeting to reflect on “What worked about this meeting?” and “What could we improve?”

Another approach to self-evaluation is to periodically revisit the **Collaborative Team Checklist** which describes the characteristics of highly effective collaborative teams. Team members may want to read over the checklist and identify items where the team is performing well, as well as items on which the team could improve. Having each member complete this assessment individually and comparing results can lead to some interesting insights, especially if some members seem disengaged or hesitant to participate. For example, if some feel that the group promotes open sharing and active listening, but others indicate those as areas to work on, the group as a whole needs to address communication so that everyone feels welcomed and heard.

Effective teams periodically build time into their meeting agendas to reflect as a group on their strengths, celebrate successful outcomes, and identify areas for improvement.



Dealing with **Conflict**



Because the issues that collaborative teams deal with are serious and challenging, disagreements will inevitably arise. Team members may feel passionately about their position and seek to “defend” it and “win” the argument. However, a collaborative team should not be a competitive situation and the goal should not be to win, but to work together to develop the optimal plan that will help the team achieve its shared goals. This requires each member to commit to valuing the process more than his or her own positions. Teams may establish early on in the process that they are all working for the best interest of the school or student(s), even if they don’t agree on specifically what that will look like.

Early in the formation of a team, members should discuss how they will deal with conflicting opinions in a productive manner and with respect for all viewpoints. In cases of disagreement, it is most important that opinions are heard and treated with respect. All members should take part in the discussion. The team can agree to disagree, but it is most important that the team be prepared to not take or express opinions in a personal way.

Strategies to Resolve Conflicts:

CLARIFY THE CONFLICT: Express your views and your feelings when you have the time to also listen and invite others to do the same. Be prepared to calmly state your position and be prepared to listen.

JOINTLY DEFINE THE CONTEXT AND CIRCUMSTANCE OF THE CONFLICT/ISSUE: Gather information. Discuss the problem and try to come to some agreement about what the problem is — and define it as a mutual problem to be solved, not one that will be won or lost. This is the time to be sure that statements are about the issue and do not become personal.

SHARE YOUR FEELINGS AND TRY TO TAKE THE OTHER PERSON’S PERSPECTIVE: While you clarify

your position, also try to understand what the other person(s) thinks and feels. Try to understand your motivations as well as the other person’s. Work to find ways to resolve the conflict that allow the other person to feel respected and understood.

REACH AN AGREEMENT: All participants in the conflict need to be satisfied with the outcome of the discussion and agree to be committed to decisions that are made. Before closing the discussion, members should clarify and agree on the position to be taken and how to check on the decision made in future meetings. The team should discuss how to review the agreement and how to improve cooperation in the future.

Appendix:

Forms for Collaborative Teams



COLLABORATIVE TEAM CHECKLIST



TEAMS

- share common beliefs and work toward common goals
- establish and share roles and responsibilities
- establish mutually agreed upon methods for meetings
- are willing to share personal feelings and insights
- continue to change and grow
- have fun!



ROLES AND RELATIONSHIPS

- roles and responsibilities are clear
- lines of communication are clear
- expectations regarding work performance (quality, timeliness, etc.) are similar



TEAM MEETINGS

- meet regularly and consistently
- start meetings on time (members be on time)
- sit facing toward each other at meetings (in a circle)
- have an agenda (agreed upon in advance)
- begin with celebrations, sharing, or other positive note
- have a facilitator (regular or rotating) who effectively keep the discussion on track
- have a recorder take notes on discussions, decisions, and responsibilities for follow-up (distributed immediately after meeting)
- hold no one solely responsible for success/failure of team actions
- share group tasks, responsibilities and group leadership
- develop action plans, follow up on decisions, and monitor issues as part of the agenda of following meetings
- keep to scheduled time limits



TEAM INTERACTIONS

- encourage each other to interact and participate in problem-solving and decisions
- engage in active listening
- give eye contact to the speaker
- wait until others complete speaking before speaking yourself
- when necessary, repeat or paraphrase the speaker to ensure understanding
- make decisions by consensus
- poll each other for understanding of issues/ideas
- criticize ideas but not each other
- share decision making credit (use “we” and “us” vs. “I” and “you”)
- demonstrate value for others’ opinions
- be flexible when necessary
- develop action plans, follow up on decisions, and monitor issues as part of the agenda of following meetings
- openly communicate (and agree to disagree at times)
- set rules for methods to deal with controversial issues or subjects
- criticize ideas and not people
- accept criticism of ideas without being defensive
- generate lots of potential solutions to an identified problem
- review how they are doing and give each other feedback on how they are doing as a team



CONFLICT RESOLUTION METHODS

- remain calm
- look at the speaker
- don’t interrupt the speaker
- don’t adopt a defensive posture
- listen to what is being said
- check the accuracy of the message (don’t assume)
- validate the other person’s feelings
- try to imagine the other person’s point of view
- use a tone of voice which is calming
- avoid tones which suggest impatience, disgust, or sarcasm
- speak clearly and slowly at a moderate volume
- attempt to reach agreement on a mutual goal and next steps
- plan to return to the issue with ground rules or with an agreed-upon agenda





DESIGNING OUR TEAM PRACTICES

TEAM:

- **Who assigns responsibilities to team members?**
- **Who communicates information to members not attending a particular meeting?**
- **How will we deal with situations where an individual is not contributing, not attending regularly, or is not following through with their responsibility?**
- **If additional meetings are scheduled, who has responsibility for arranging them?**
- **Who has the power to cancel a meeting, and for what reasons?**
- **When can meetings be regularly scheduled so that all members can attend?**

DEVELOPING OUR GROUP NORMS

PURPOSE:

to develop norms, the expectations and routines by which this team will operate

Materials Needed:

- Chart Paper
- Markers
- Sticky Notes
- Dot Stickers

Facilitator:

- Hang chart paper around the room with headings for various behaviors that are important to smooth functioning of team meetings, such as:
 - Team Member Roles and Participation
 - Team Meeting Structures
 - Team Interactions
 - Conflict Resolution

Introduce the topics, describe some options and clarify the rationale for the rules in each category.

Ask team members to:

- Write suggestions for rules for each of these routines on sticky notes and post them or write directly on the paper, or
- Rotate to each chart paper and write suggested rules onto the chart paper

Ask them to be behavioral. For example, “respectful” looks different to different people in different settings. For clarification, you might ask for an example of what being respectful looks like for participation. An example might be listen quietly when someone else is talking, or let others finish what they are saying before starting to talk. Ask them to state the rules positively – describe what you want, not what you don’t want colleagues to do.

- Once everyone has finished posting their behaviorally specific, positively stated rules, ask them to put sticky dots next to the rules they think are most important for each routine.
- Review which items got the most dots. Adopt the 2–5 most widely agreed upon rules for each routine as norms for this team. Ask all team members for their consensus.

MEETING NOTES

Date: _____ Team: _____

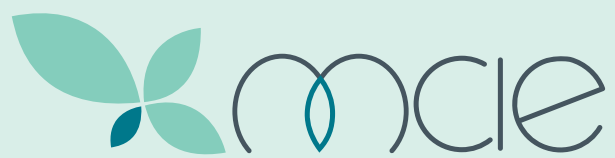
Present: _____

Facilitator: _____ Recorder: _____

TOPIC	DISCUSSION	DECISIONS/ FOLLOW UP
WHAT WORKED?		WHAT DIDN'T WORK?
AGENDA	ROLES	
1. Celebrations	<ul style="list-style-type: none">• Facilitator:• Note Taker:• Snack Provider:• Timekeeper:• Jargon Buster:• Reporter:• Encourager: All• Observer:	



Learning together
to **live** together



Maryland Coalition for **INCLUSIVE** EDUCATION

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