



## Guide to IMPROVING TEACHER-TO- TEACHER CONSISTENCY



SCHOOL of EDUCATION  
and HUMAN DEVELOPMENT  
CASTL

### WHAT IS IT?

This strategy includes methods for maximizing collaboration between teachers. This leads to teachers sending consistent messages to children about their expectations so that classroom processes may run smoothly. It involves open communication, regular planning, and problem-solving as a team.

### WHAT DOES IT LOOK LIKE?

Two teachers notice they are giving directions during Center Time differently. They notice that this may be causing some confusion for the children. The teachers meet to problem-solve. They respectfully discuss the issue, and each explains their perspectives and reasoning. They agree to use the same strategies and explanations. As a result, the children can then follow the teachers' directions with more understanding and ease.

### WHY IS IT IMPORTANT?

Children rely on structure and routine to understand what they should be doing in the classroom. When they hear and see the same expectations from all adults, children are better prepared to engage in learning. When adults work as a team to coordinate tasks, interact respectfully, and solve problems, children learn by example. Supportive partnerships also help to reduce teacher stress and increase job satisfaction.

## To Improve Teacher-to-Teacher Consistency

### ☒ Establish clear roles and responsibilities.

Discuss and agree upon a shared vision and goals for the classroom. Decide who will be responsible for various tasks.

### ☒ Use consistent messages and strategies with children.

Decide upon consistent expectations for the classroom and how to respond to various situations. Having shared messages and strategies helps to reduce confusion and conflict.

### ☒ Navigate differences in individual and cultural views with openness, empathy, and respect.

Our personal values, beliefs, backgrounds, experiences, and cultures all influence our ideas about learning. When differences of opinion occur, show respect and kindness, listen openly to one another, and collaborate to find a solution.



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## TIPS FOR IMPROVING TEACHER-TO-TEACHER CONSISTENCY

### Daily:

- ☒ Discuss any changes in routines or schedules for that day. Agree upon roles and responsibilities.
- ☒ Take turns focusing on different “zones” (e.g., areas of the room, activities, children, part of a routine).
- ☒ Support each other when challenges arise. Choose a code word or gesture to ask each other for help.
- ☒ Use polite and caring communication.
- ☒ Look for opportunities to cheer each other on!

### Regularly:

- ☒ Hold planning meetings to discuss roles and expectations, brainstorm solutions to problems, and plan for upcoming changes in routine.
  - For example, “Arrival has been busy since we got a few new students. Let’s think about what we can both be doing as children arrive. How can we make sure we are covering all areas and supporting every child?”
  - During the meeting, recognize and acknowledge each other’s unique perspectives and contributions. Stay open to each other’s ideas as you collaborate on your plans.

### When conflicts arise:

- ☒ Promptly schedule a problem-solving meeting.
- ☒ Choose a time and space in which to talk openly. Invite a neutral third party (e.g., a coach, consultant, or your program manager) if you feel more comfortable.
- ☒ Discuss the problem in a respectful and sensitive manner. For example, “How do we each see the situation? How are we both feeling?”
  - Express your feelings using I statements. For example, “I felt disrespected when you used that tone of voice.”
  - Show that you value your partner’s feelings, experiences, and ideas. For example, “You felt disrespected when I said that... I didn’t realize that,” or “That’s a nice idea...”
  - Give your partner credit and acknowledge the strengths of your team (don’t just focus on the negative!).
- ☒ Agree on a solution and take action.
  - Discuss possible solutions. Check that they are reasonable, realistic, and make everyone feel comfortable.
  - Offer solutions as requests instead of demands. For example, “How would you feel about trying it this way...?”
- ☒ Make a clear and specific plan to implement your agreed-upon solution.
  - Set a time to meet again to discuss how the plan is working and re-evaluate as needed.

## RESOURCES THAT SUPPORT TEACHER-TO-TEACHER CONSISTENCY

### Connecting with Co-Teachers

[Link to Resource](#)

NAEYC ©

### Creating a Culture of Support and Collaboration

[Link to Resource](#)

PreventExpulsion.org

### Classroom Collaboration Workstyle Discussion Guide

[Link to Resource](#)

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