Neptune Township School District PD Session 2

January 2, 2026

Appelbaum Training Institute
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I am so glad you are here! This first session is designed specifically for helping you recall "your why." It is packed with useful information and usable strategies

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Di and Co-Teaching Practices

Differentiated instruction is really about one thing:
Meeting students where they are so they can grow from where they are.

It's about being intentional with:
- **What** students learn.
- **How** they learn it.
- **How** they show what they know.

At its core, differentiation recognizes that:
- Students **learn** at different paces.
- Students **need** different levels of support.
- Students **show** understanding in different ways.
- Students **bring** different strengths, challenges, and lived experiences.

10 Differentiated Instruction Strategies

1. Flexible Grouping

Students are grouped and regrouped frequently based on readiness, interest, skill, or learning profile. Groups are not static. They shift as learning needs change.

Pain Points Teachers Face
- Groups often become fixed labels ("the high group," "the low group").
- Advanced learners get bored when mixed groups move too slowly.
- Struggling learners feel exposed when always placed in the same support group.
- Teachers worry about the logistics of regrouping mid-lesson.

Solutions That Reduce the Pain
- Use quick formative checks to regroup in real time.
- Rotate grouping criteria (readiness, interest, random).
- Keep groups short-term to avoid stigma.
- Use digital tools to sort groups instantly.

Why This Helps Teachers
- Prevents stagnation.
- Reduces behavior issues.
- Allows targeted support without tracking.
- Builds confidence in meeting diverse needs.

Why This Helps Students (PK–12)
- Everyone experiences both support and challenge.
- Students see themselves in different roles.
- Builds collaboration skills.
- Reduces stigma.

Flexible grouping is the engine of differentiation. It keeps learning dynamic, equitable, and responsive.

2. Choice Boards & Learning Menus

Choice boards and menus give students structured options for how they learn or show understanding. All choices align to the same learning goal, but students pick the path that fits them best.

Pain Points Teachers Face

- Students choose the easiest option.
- Hard to ensure all choices meet standards.
- Some students feel overwhelmed by too many choices.
- Teachers worry about grade different types of products in a way that still feels fair.

Solutions That Reduce the Pain

- Include one required task plus choice options.
- Use a single rubric that applies to all choices.
- Limit choices to 6–9 to avoid overload.
- Offer a mix of modalities (visual, written, hands-on, digital).

Why This Helps Teachers

- Boosts engagement without extra prep.
- Reduces behavior issues.
- Makes differentiation feel manageable.
- Encourages student ownership.

Why This Helps Students (PK–12)

- Students feel empowered and motivated.
- Honors different strengths and learning styles.
- Reduces anxiety for reluctant learners.
- Builds independence and decision-making.

Choice boards shift learning from compliance to ownership. Students lean-in because they have a voice.

3. Tiered Assignments

Tiered assignments offer different levels of complexity or support for the same essential skill. All students work toward the same goal, but the path is adjusted to match readiness.

Pain Points Teachers Face

- Fear of "watering down" content.
- Hard to design multiple versions of a task.
- Students compare tiers and feel embarrassed.
- Advanced learners finish early and disengage.

Solutions That Reduce the Pain

- Keep the core task identical; vary scaffolds or complexity.
- Present tiers as choices, not levels.
- Use templates for "supported," "on-level," and "extension."
- Use color coding or symbols instead of labels.

Why This Helps Teachers
- Ensures all students access grade-level standards.
- Reduces reteaching.
- Keeps fast finishers meaningfully engaged.
- Makes differentiation visible and intentional.

Why This Helps Students (PK–12)
- Students get the right level of challenge.
- Builds confidence for learners who need support.
- Deepens thinking for students ready to go further.
- Normalizes different learning paths.

Tiering ensures equity — every student gets what they need to reach the same high expectations.

4. Universal Design for Learning (UDL)

UDL is a proactive framework that designs lessons with multiple ways to access content, engage with learning, and show understanding — before students even struggle.

Pain Points Teachers Face
- Hard to plan for every learner upfront.
- Confusion about what UDL looks like in real classrooms.
- Fear that UDL means "more work."
- Overwhelm from too many tech tools or options.

Solutions That Reduce the Pain
- Start with one UDL principle at a time (engagement, representation, action/expression).
- Use reusable templates for choice and access.
- Build lessons with flexible materials (audio, visuals, manipulatives).
- Scan the lesson for anything that might trip students up, and tweak it before you teach.

Why This Helps Teachers
- Reduces mid-lesson scrambling.
- Makes lessons more inclusive from the start.
- Decreases behavior issues by increasing engagement.
- Saves time long term.

Why This Helps Students (PK–12)
- Students access content in ways that work for them.
- Reduces frustration and confusion.
- Supports multilingual learners and students with disabilities.
- Builds independence and agency.

UDL ensures learning is accessible by design not by accident or afterthought.

5. Formative Assessment Loops

Formative assessment loops are quick, ongoing checks for understanding that help teachers adjust instruction in real time.

Pain Points Teachers Face

- Hard to collect data quickly.
- Students fear being "wrong."
- Pressure to move on even when students aren't ready.
- Confusion about what counts as formative.

Solutions That Reduce the Pain

- Use low stakes checks: whiteboards, polls, exit tickets.
- Normalize mistakes as part of learning.
- Use data to adjust grouping, pacing, and supports.
- Keep formative checks ungraded to help students take risks without worrying about their scores.

Why This Helps Teachers

- Prevents reteaching entire lessons.
- Helps catch misunderstandings early.
- Makes differentiation more precise.
- Reduces end-of-unit surprises.

Why This Helps Students (PK–12)

- Students get feedback when it matters.
- Reduces fear of failure.
- Builds confidence and clarity.
- Supports mastery learning.

Formative assessment is the compass of differentiation. It tells teachers where to go next.

6. Interest Based Projects

Interest based projects allow students to explore required standards through topics they genuinely care about.

Pain Points Teachers Face

- Hard to manage different project topics.
- Students choose interests that don't align with standards.
- Projects take too long without structure.
- Grading feels inconsistent.

Solutions That Reduce the Pain

- Use a shared rubric tied to standards.
- Provide topic "guardrails" that keep their choices aligned to the content, while still leaving room for creativity.
- Break projects into simple checkpoints so students stay on track and not overwhelmed.
- Offer mini lessons for research, planning, and presentation.

Why This Helps Teachers

- Increases engagement and reduces behavior issues.
- Makes learning feel authentic.
- Allows deeper assessment of understanding.
- Builds stronger relationships with students.

Why This Helps Students (PK–12)

- Students feel ownership and pride.
- Encourages creativity and curiosity.
- Builds real world skills (research, planning, presenting).
- Helps reluctant learners re-engage.

Interest is a powerful motivator. When students care about the topic, they care more about learning it.

7. Learning Playlists / Pathways

Learning playlists are personalized sequences of tasks that students work through at their own pace, with checkpoints for support and extension.

Pain Points Teachers Face

- Hard to manage different pacing.
- Students skip tasks or rush through.
- Prep time feels overwhelming.
- Some students struggle with independence.

Solutions That Reduce the Pain

- Use short playlists (3–6 tasks).
- Include required checkpoints with the teacher.
- Add self-tracking tools (checklists, progress bars).
- Start with whole class playlists before personalizing.

Why This Helps Teachers

- Frees up time for small group instruction.
- Reduces whole group pacing pressure.
- Makes differentiation feel organized.
- Supports blended learning.

Why This Helps Students (PK–12)

- Students move at a pace that fits them.
- Builds independence and self-management.
- Reduces frustration and boredom.
- Encourages ownership of learning.

Playlists recognize that learning doesn't happen in a straight line. Every student moves at their own pace.

8. Scaffolded Questioning Techniques

What It Is Scaffolded questioning uses leveled questions (from simple to complex) to support and give all learners an entry point into deeper, more rigorous thinking.

Pain Points Teachers Face

- Hard to think of questions on the spot.
- Some students dominate discussions.
- Struggling learners shut down when questions feel too hard.
- Advanced learners feel unchallenged.

Solutions That Reduce the Pain

- Use question stems aligned to Bloom's or DOK.
- Prepare 3–4 leveled questions per lesson.
- Use "think time" and turn-and-talks.
- Cold call with support, not surprise.

Why This Helps Teachers

- Makes discussions more inclusive.
- Ensures rigor without overwhelm.
- Reduces off task behavior.
- Supports multilingual learners.

Why This Helps Students (PK–12)

- Students build confidence with accessible entry points.
- Encourages deeper thinking for advanced learners.
- Supports language development.
- Helps all students participate meaningfully.

Scaffolded questions make sure every student can join the discussion and build up to higher-level thinking at their own pace.

9. Product Options (Multiple Modalities)

Students demonstrate understanding in different ways (writing, speaking, building, drawing, recording) while still meeting the same learning target.

Pain Points Teachers Face

- Hard to grade different products consistently.
- Students choose options that don't show deep learning.
- Some avoid writing entirely.
- Prep time for managing multiple formats.

Solutions That Reduce the Pain

- Use one rubric aligned to the standard.
- Offer 3–5 product options, not unlimited.
- Include at least one writing option.
- Provide exemplars for each product type.

Why This Helps Teachers
- Reduces resistance from reluctant writers.
- Makes assessment more authentic.
- Increases engagement and creativity.
- Helps teachers see strengths beyond paper and pencil.

Why This Helps Students (PK–12)
- Students show what they know in ways that feel natural.
- Reduces anxiety for students who struggle with traditional formats.
- Encourages creativity and ownership.
- Builds communication skills.

Understanding can be shown in many ways. Product options help demo that.

10. Low Prep Differentiation Routines

Low prep routines are simple, repeatable strategies that differentiate learning without requiring major planning or materials.

Pain Points Teachers Face
- Differentiation feels overwhelming.
- Not enough time to prep multiple versions of lessons.
- Hard to stay consistent with routines.
- Teachers fear "doing it wrong."

Solutions That Reduce the Pain
- Use routines like "Must Do/May Do," "3 Levels of Questions," or "Color Coded Tasks."
- Reuse templates weekly.
- Build routines into transitions.
- Start with one routine and expand slowly.

Why This Helps Teachers
- Makes differentiation sustainable.
- Reduces prep time.
- Creates predictable structures.
- Builds teacher confidence.

Why This Helps Students (PK–12)
- Students know what to expect.
- Supports independence and self-management.
- Provides consistent access to support and challenge.
- Reduces anxiety around new tasks.

Low prep routines make differentiation realistic and less overwhelming — and help teachers meet diverse needs every day.

9 Co-Teaching Practices

1. Station Teaching

Station Teaching divides the class into small groups that rotate through different learning stations. Each teacher leads a station, and additional stations may be independent or collaborative. Students get targeted instruction in manageable chunks.

Pain Points Teachers Face

- Stations can feel chaotic or noisy without clear routines.
- Hard to design multiple station tasks every week.
- Some students rush through stations; others move too slowly.
- Teachers worry about monitoring all groups at once.
- Co-teachers sometimes feel unsure how to divide responsibilities.

Solutions That Reduce the Pain

- Use a predictable rotation schedule with timers and visual cues.
- Reuse station structures weekly (e.g., "Teacher-Led," "Practice," "Apply").
- Keep station tasks short (8–12 minutes) and focused.
- Use color coded materials and simple directions at each station.
- Pre-plan who handles behavior, transitions, and materials.

Why This Helps Teachers

- Allows both teachers to deliver targeted mini lessons.
- Reduces whole group fatigue and increases engagement.
- Makes differentiation natural and embedded.
- Helps teachers reach more students in less time.
- Creates a clear division of labor that feels balanced.

Why This Helps Students (PK–12)

- Students learn in smaller, more supportive groups.
- Movement keeps attention high and reduces restlessness.
- Students practice skills in multiple ways.
- Builds independence and self-management.
- Supports multilingual learners and students with IEPs.

Station Teaching is consistently the most effective and sustainable co-teaching model. It maximizes both teachers' strengths, increases student engagement, and makes differentiation feel doable every day.

2. Parallel Teaching

Parallel Teaching splits the class into two heterogeneous groups, with each teacher delivering the same lesson simultaneously. Both groups learn the same content, but with smaller class sizes and more interaction.

Pain Points Teachers Face

- Hard to ensure both groups receive consistent instruction.
- Noise levels can rise if rooms or spaces are close together.
- Teachers may feel pressure to "match pace" perfectly.
- Some students try to switch groups based on teacher preference.

Solutions That Reduce the Pain

- Co-plan a shared outline with clear timing checkpoints.
- Use identical materials and visuals for both groups.
- Establish norms for transitions and noise levels.
- Randomly assign groups to avoid preference patterns.

Why This Helps Teachers

- Smaller groups mean more engagement and fewer behavior issues.
- Both teachers get to lead instruction, not just support.
- Increases instructional clarity and pacing.
- Makes whole-group lessons feel more manageable.

Why This Helps Students (PK–12)

- Students get more teacher attention.
- Quieter, smaller environments reduce anxiety.
- More opportunities to participate and ask questions.
- Supports multilingual learners and students with processing needs.

Parallel Teaching doubles instructional power. Two teachers teaching at once means more voices, more support, and more student engagement.

3. Team Teaching (Joint Leadership)

Team Teaching is when both teachers share the stage co-delivering instruction, modeling thinking, facilitating discussions, and bouncing ideas off each other in real time.

Pain Points Teachers Face

- Requires strong trust and communication.
- Hard to coordinate speaking roles without interrupting each other.
- Can feel awkward if teaching styles clash.
- Students may perceive one teacher as the "real" teacher.

Solutions That Reduce the Pain

- Co-plan who leads, who models, and who facilitates.
- Use hand signals or cues to pass the lead smoothly.
- Rotate leadership roles regularly.
- Establish shared language and routines.

Why This Helps Teachers
- Models collaboration and shared expertise.
- Reduces pressure on one teacher to carry the whole lesson.
- Allows real time adjustments and improvisation.
- Builds professional trust and partnership.

Why This Helps Students (PK–12)
- Students see two adults thinking, questioning, and learning together.
- More perspectives deepen understanding.
- Increases engagement through dynamic delivery.
- Normalizes collaboration and respectful disagreement.

Team Teaching is the most inclusive model — students see two equal teachers, two equal voices, and a shared commitment to their success.

4. One Teach, One Assist / Probe

One teacher leads instruction while the other circulates, checks for understanding, provides scaffolds, and gathers real time data.

Pain Points Teachers Face
- Can slip into "one teacher teaches, one teacher is the helper."
- Students may rely too heavily on the assisting teacher.
- The assisting teacher may feel underutilized.
- Hard to maintain equal partnership.

Solutions That Reduce the Pain
- Rotate roles regularly.
- Use the assisting role for targeted probing, not just behavior support.
- Pre-plan what data the assisting teacher will collect.
- Use quick conferences to support struggling learners.

Why This Helps Teachers
- Provides immediate insight into student understanding.
- Reduces behavior issues through proximity.
- Allows the lead teacher to stay focused on instruction.
- Makes formative assessment more accurate.

Why This Helps Students (PK–12)
- Students get instant feedback and support.
- Reduces frustration during challenging tasks.
- Helps quiet or anxious students get attention.
- Supports multilingual learners with language scaffolds.

This model is efficient, practical, and easy to implement especially during whole-group instruction.

5. Alternative Teaching

One teacher works with a small group needing targeted support or enrichment, while the other teacher leads the larger group in core instruction.

Pain Points Teachers Face

- Students may feel singled out or stigmatized.
- Hard to manage noise levels between groups.
- Requires careful planning to avoid "pull-out" vibes.
- Teachers worry about fairness.

Solutions That Reduce the Pain

- Rotate who is in the small group not just struggling learners.
- Use flexible, short-term groups (10–15 minutes).
- Frame small groups as "strategy groups," not "remediation."
- Keep both tasks equally meaningful.

Why This Helps Teachers

- Allows targeted intervention without leaving the room.
- Supports enrichment for advanced learners.
- Makes instruction more responsive.
- Reduces reteaching later.

Why This Helps Students (PK–12)

- Students get personalized support or challenge.
- Builds confidence in a low pressure setting.
- Helps close gaps quickly.
- Encourages deeper thinking for advanced learners.

Alternative Teaching is one of the most powerful ways to accelerate learning especially when used flexibly and without stigma.

6. Co-Planning Protocols

Co-planning protocols are structured planning routines that help co-teachers divide roles, align goals, and design lessons together efficiently.

Pain Points Teachers Face

- Planning time is limited or inconsistent.
- One teacher often ends up doing most of the planning.
- Lessons feel disjointed without shared structure.
- Hard to align expectations and responsibilities.

Solutions That Reduce the Pain

- Use a shared planning template.
- Set a weekly co-planning meeting with a clear agenda.
- Divide tasks based on strengths (e.g., one builds slides, one builds scaffolds).
- Review student data together before planning.

Why This Helps Teachers

- Saves time and reduces miscommunication.
- Ensures both teachers feel ownership.

- Creates smoother, more consistent lessons.
- Strengthens professional partnership.

Why This Helps Students (PK–12)
- Students experience cohesive instruction.
- Supports are built in from the start.
- Reduces confusion from mixed messages.
- Increases instructional clarity.

Co-teaching succeeds or fails in the planning stage. Strong protocols make everything else work.

7. Role Clarity & Rotation

What It Is
Role clarity means both teachers know exactly who is leading, supporting, assessing, or managing each part of the lesson — and roles rotate regularly.

Pain Points Teachers Face
- One teacher becomes the "default leader."
- The other becomes the "helper," creating imbalance.
- Students pick up on unequal roles.
- Resentment builds when responsibilities aren't shared.

Solutions That Reduce the Pain
- Define roles during co-planning.
- Rotate leadership weekly or by lesson type.
- Use a shared language for transitions ("Your turn to lead").
- Check in weekly to rebalance responsibilities.

Why This Helps Teachers
- Builds mutual respect and trust.
- Prevents burnout for the lead teacher.
- Ensures both teachers grow professionally.
- Creates a healthier partnership.

Why This Helps Students (PK–12)
- Students see both teachers as equal leaders.
- Reduces confusion about who to ask for help.
- Models collaboration and shared responsibility.
- Builds classroom community.

Role clarity prevents the most common co-teaching pitfall: one teacher doing everything while the other fades into the background.

8. Data Huddles

Data huddles are short, frequent check-ins where co-teachers review student progress and adjust grouping, pacing, or supports.

Pain Points Teachers Face
- Hard to find time for data conversations.
- Data feels overwhelming or unclear.
- Teachers disagree on next steps.
- Data gets collected but not used.

Solutions That Reduce the Pain
- Use 10 minute weekly huddles.
- Focus on 3–5 students at a time.
- Use simple tools (checklists, color codes).
- Decide one actionable next step per student.

Why This Helps Teachers
- Makes differentiation more precise.
- Reduces guesswork.
- Helps teachers stay aligned.
- Prevents small issues from becoming big ones.

Why This Helps Students (PK–12)
- Students get timely support.
- Learning gaps close faster.
- Advanced learners get pushed appropriately.
- Students feel seen and understood.

Data huddles turn co-teaching into a responsive, student-centered system not just two adults in a room.

9. Specialist Integration (EL, SPED, SLP)

Specialists (EL teachers, SPED teachers, SLPs, interventionists) join the classroom to co-teach, co-plan, or co-support students with specific needs.

Pain Points Teachers Face
- Specialists feel like "visitors" instead of partners.
- Classroom teachers feel unsure how to integrate specialist expertise.
- Students may feel singled out.
- Scheduling is difficult.

Solutions That Reduce the Pain
- Co-plan roles and routines before lessons.
- Use specialists to lead small groups or model strategies.
- Normalize specialist presence as part of the classroom.
- Use shared language and expectations.

Why This Helps Teachers
- Expands instructional expertise.
- Reduces pressure on one teacher to meet all needs.

- Improves accommodations and supports.
- Strengthens inclusive practices.

Why This Helps Students (PK–12)
- Students get expert support without leaving the room.
- Reduces stigma around services.
- Supports multilingual learners and students with disabilities.
- Builds confidence and belonging.

Specialist integration transforms classrooms into inclusive, multi-expert learning environments where all students thrive.

Co-Teaching
Four Success Strategies of Highly Successful Teams

Success Strategy 1: They are <u>Resilient</u>.
This is the ability to **bounce back** from setbacks.
A strong "why" can positively impact your life. It increases resilience during challenging times.
They support a **multi-generational** and **multi-diverse** workspace. There are many **different** generations right now working in education and even more from varying diverse background. (Weinstein)

This means you need to:
- Be **flexible and accommodating**.
- Avoid stereotyping.
- Be supportive.

Success Strategy 2: They use _____.
Tracking is looking for and paying attention to what's **working.**.
When you find what is working, **fan the flames.**
Do this by watching others and **acknowledging and validating** them.
This is the **strength-based approach**.

Success Strategy 3: They use the 5 Languages of _____.
____**%** of employees say they receive no words of appreciation at work
- Words of affirmation
- Quality time = focused attention
- Acts of service = making time to help each other
- Tangible gifts = simple as a candy bar
- Appropriate physical touch = Pat on back, high 5, Air high 5

Success Strategy 4: They are _____.
If you want a **positive climate,** you must use **positive communication.**

Building Relationships and Teamwork

Avoid Roadblocks That Can Damage Relationships

Common Communication Barriers

These communication roadblocks can cause **resentment** and **arguments**. (Appelbaum).

__Criticizing	__Dismissing
__Name-calling	__Avoiding
__Judging	__Interrupting
__Complaining	__Advice-giving
__Ordering	__Hijacking the conversation
__Threatening	__Ignoring

Using roadblocks **halts** effective communication (Appelbaum, 2018)

Communicate Calmly, Even in Emotionally Charged Situations

❖ Begin positively. Set the tone for a positive conversation.
❖ Use calm and engaged **body language** (Appelbaum).
  - Face the person.
  - Be open--don't cross your arms or fidget.
  - Lean in to show interest.
  - Make eye contact.
  - Use **"I"** statements instead of **"YOU"** statements.

"YOU" Statements	"I" Statements
"You don't listen to my ideas."	"I feel frustrated when I do not feel heard."
"You can be so critical."	"I feel down when you say things like that because I take pride in my teaching."
"Why do you tell me what to do."	"I feel like you don't trust me when you question what I do."

❖ Know words to use and words to avoid.

Avoid:	**Use**:
"That's not a bad idea."	"That idea has potential."
"I'm not sure about that."	"I see it differently."
"Don't forget."	"Please remember."
"You should do…"	"It would be better if …"

Phrases to sidestep:
- **"No offense"** alerts listeners that they are about to be offended.
- "Don't take it **personally,** but..."
- "I might be wrong, but..."
- **"To be honest**…"

"The mystery of human existence lies not in just staying alive,
but in finding something to live for." **– Fyodor Dostoyevsky**

How We Communicate

_____ **Communication**
_____ **Communication**
_____ **Communication**
_____ **Multi-Modal Communication**

❖ **Conversation Communication**
      _____% **Words**
      _____% **Tone**
      _____% **Body**
    100% Communication

Active Listening

Listen to Understand vs Listen to Simply Reply

Active Listening

Key Points:

Focus Fully on the Speaker Give the speaker your undivided attention.

Pay Attention: Eye and body language, tone of voice

Really Listen by Using Verbal and Nonverbal Cues: Listen with your ears, eyes, and body. Smile, nod, have eye contact, and use door openers. ("Uh-huh", "Really?", "Go on", "Sounds like…", etc.). Ask open-ended questions. These help the listener understand the speaker without directing the conversation.

Do Not Interrupt, Roll Eyes, or Sigh. The best way to make someone feel "not heard" is to interrupt or talk on top of them. Using effective pauses gives the person time to think.

Repeat What Was Said. Don't just say the response you were planning to say. Show that you have heard what they said by repeating back to them a summary of what you heard.

Summarize, Validate, and Reflect Empathy After the person has finished speaking, summarize what they said to confirm understanding. For example, "So what I'm hearing is that you're concerned about…"   "I can see that this situation has been frustrating for you."

Building Strong Communication Skills Summary

Nonverbal Communication

Key Points:

- **Body Language** Keep an open and relaxed posture. Crossing your arms or avoiding eye contact can convey defensiveness or disinterest, even if you don't intend it.
- **Facial Expressions** Smile, nod, and show empathy with your face. A friendly expression builds rapport, while negative expressions can create tension.
- **Eye Contact** Making appropriate eye contact demonstrates attentiveness and respect. Avoiding eye contact might suggest you are distracted or uninterested.

Nonverbal Dos and Don'ts:
- Do: Smile when greeting colleagues, parents, and students
- Do: Use open body language to encourage dialogue (e.g., arms uncrossed, facing the person you're speaking to).
- Don't: Roll eyes or sigh during disagreements. These gestures can escalate tensions.

Clear and Concise Messaging

Key Points:
- **_____ Your Language** Use plain, straightforward language when communicating, especially with colleagues from different cultural or generational backgrounds. Avoid jargon or overly technical terms unless everyone is familiar with them.
- **_____** When discussing an issue or providing feedback, be as specific as possible. Instead of saying, "You're not helping enough," say, "I'd appreciate it if you could assist more during cleanup time."
- **One Point at a Time** Avoid overloading your colleagues with information. Focus on one issue or request at a time to ensure clarity.

Techniques for Clear Messaging:
- **The KISS Principle (_____)**: Focus on brevity and clarity. Instead of explaining at length, use concise statements to convey your point.
- **Check for Understanding** After explaining something important, ask, "Does that make sense?" "Do you more information?" or "Do you have any questions?" This ensures that the message was understood correctly.

Giving and Receiving Feedback

Key Points:
- **Be Constructive, Not Critical** Focus on the behavior, not the person. Instead of saying, "You're always late," say, "I noticed you've been arriving after the scheduled time. How can we address this?"
- **Be Timely** Provide feedback as soon as possible, while the situation is still fresh. Waiting too long may cause the issue to escalate or be forgotten.
- **Balance _____** When giving feedback, balance criticisms with positive remarks. Acknowledge what your co-worker is doing well, in addition to areas for improvement.

How to Receive Feedback
- **Stay Open and Non-Defensive:** When receiving feedback, try not to take it personally. The goal is to improve the team's functioning, not to attack you as a person.
- **Ask Questions:** If the feedback is unclear, ask questions like, "Can you give me an example of when I did this?"
- **Reflect and Implement:** Take time to reflect on the feedback and think of specific ways to improve.