

Guide to HLP#1: Collaboration with Professionals to increase student success

Collaboration is a deceptively simplistic concept with wide-ranging and exciting implications for education of all students and effectiveness of all educators

Why High Leverage Practices (Council for Exceptional Children 22)

- High quality education should be available to all learners
- Preparation around HLP's improves teacher quality
- Effective utilization of HLP's improves instructional quality
- Engaging in HLP's assures that students receive what they need through educational programs and related services that are adequately designed and implemented.
- HLPs are identified as **specific teacher practices** that are likely to result in **improved student outcomes**. **They are basic fundamentals of teaching.**

HLP # 1 Collaboration with professionals

Interpersonal collaboration is a style for direct conversation between at least two co-equal parties voluntarily engaged in shared decision making as they work toward a common goal.

- Collaboration **with general education teachers, para-professionals, and support staff** is necessary to support student's learning
- Collaboration with **individuals or teams** requires effective collaboration behaviors and communication skills to develop and adjust instructional or behavioral plans

Common Opportunities to Communicate

- Teams (student centered-grade level, building level, MTSS)
- Co-teaching and Co-planning Models
- Mentoring and Coaching
- Paraeducators
- Family

Required for Successful Collaborations

A Collaboration Framework

1. Personnel Commitment
2. Communication Skills
3. Interaction processes
4. Programs or services
5. Context

Defining Characteristics for Success

1. Collaboration is **voluntary**
2. Collaboration **requires parity** among participants
3. Collaboration is based on **mutual goals**
4. Collaboration depends on **shared responsibility** for participation and decision making
5. Individuals who collaborate **share their resources** ; and
6. Individuals who collaborate **share accountability** for outcomes

Communication Skills

Understanding the nuances of verbal and non-verbal skills communication is key to:

- sharing ideas, knowledge, perceptions, values
- co-planning
- problem solving
- negotiating skills
- active listening

Stakeholder Considerations

Considerations for Teachers

- Consider the dynamics between novice and seasoned teachers.
- Determine the role of preservice teachers and/or residents.
- Shift the model to ensure equity and parity of teachers.
- Consider which model is appropriate for the lesson or teacher needs.

Considerations for School Building Leaders

- Create space in the schedule for collaborative planning to occur.
- Facilitate review of strategies of communication/planning and the need for collaboration.
- Review co-teaching partnerships regularly.
- Review co-planning and co-teaching models frequently with teachers

Considerations for District Leadership

- Collaborative Leadership (modeling roles and responsibilities)
- Communicate frequently
- Fosters a collective commitment to collaboration
- Administration working with staff and community

Considerations for Educator Prep

- Create opportunities to practice collaboration
- Model collaboration and interdisciplinary practice for candidates.

Tips for getting started

Start with these questions:

- Is there a way to assess process of collaboration supported in your organization?
- Does your **preservice or induction** program have a defined set of collaboration practices/experiences for beginning teachers? What does/ would this look like?
- How does your organization promote beginning teachers developing the self-awareness to know when to consult, collaborate, or team with other professionals based on their role?

- What are some examples of opportunities to collaborate to better serve students?

EXAMPLES:

- General ed teacher ...with whom? how? To accomplish?
- Special ed teacher ...with whom? how? To accomplish?
- Principal ...with whom? how? To accomplish?
- IHE instructor ...with whom? how? To accomplish?
- Family/Community leadership ...with whom? how? To accomplish?

- How does/could your program help beginning/veteran teachers to grow into a shared leadership position?

EXAMPLES:

- Gen Ed and Sp Ed teachers participate in team data analysis meetings.
- Gen Ed and SpEd teachers serve on student support/response-to-intervention teams
- Other opportunities?

Check out: Induction for Beginning Teachers of Students With Disabilities Needs Assessment- High Leverage Practices Supplement-6 (Mentoring and Induction Toolkit)

<https://gtlcenter.org/sites/default/files/Module6-Workbook2-InductBeginTeachSWDsNeedsAssmt.pdf>