

Collaborate with professionals to increase student success

Effectively Collaborate with Other Professionals: Categories of Work

<u>Demonstrate Communication Skills</u>	<u>Co-Teach & Work with Paraeducators</u>	<u>Follow Interaction Process</u>
<ul style="list-style-type: none"> • Demonstrate verbal active listening skills (e.g., paraphrasing). • Demonstrate nonverbal active listening skills (e.g., facial expressions). • Use open-ended questioning to encourage active participation and sharing of information from other professionals. • Use statements that are accurate and descriptive rather than vague and evaluative. • Carefully blend the above communication skills to foster partnership among professionals. 	<ul style="list-style-type: none"> • Have a strong commitment to their shared work. • Communicate and plan with each other regularly. • Share resources, decision-making, and accountability. • Plan for and use a variety of co-teaching approaches to meet students' needs. • Clearly establish and agree upon roles and responsibilities between co-teaching partners and paraeducators. 	<ul style="list-style-type: none"> • Follow the steps to shared problem solving to manage conflicts or disagreements. • Rely upon student data to support viewpoints when managing conflicts or disagreements. • Seek additional help from school leaders to facilitate further discussion If unable to come to an agreement on a problem

Suggestions for Faculty to Support Candidates' Learning and Enactment

<p>Introduce – Discuss and model verbal and nonverbal active listening skills</p> <p>Prepare – Provide candidates with a scenario in which they will role-play communication skills; provide feedback and coaching,</p> <p>Enact – Observe or video record teacher candidate participating in a collaborative experience; provide specific coaching and feedback.</p> <p>Analyze – Share transcripts or watch video of collaborative meetings; ask candidates to analyze the evaluate questions and statements.</p>	<p>Introduce – Watch video of exemplar co-teaching models and planning sessions.</p> <p>Prepare – Provide candidates with classroom scenarios; ask candidates to choose most effective co-teaching model.</p> <p>Enact – 1) Provide field experiences in which candidates can co-plan and co-teach with a mentor teacher</p> <p>Analyze – Share transcripts or watch video of co-planning and analyze for shared communication, decision-making, and accountability.</p>	<p>Introduce – Provide teacher candidates with and review shared problem solving model.</p> <p>Prepare – Develop and employ simulated interactions in which candidates are challenged during shared problem-solving work</p> <p>Enact – Provide field experience in which candidate works through shared problem-solving with mentor teacher; debrief and reflect with candidate and mentor teacher.</p> <p>Analyze - Share transcripts or watch video of shared problem-solving and analyze for used of student data, decision-making, and accountability.</p>
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Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- How can you show individuals with whom you collaborate that you are actively listening to them?
- What role does collaboration play in establishing a partnership and avoiding conflict when co-teaching?
- How can you rephrase questions to encourage thoughtful and informative responses from collaborators?
- In what ways can you ensure that your communicative messages are received as intended?
- If conflict/disagreement arises, what strategies can you use to mend the situation?
- How can you ensure that the interactions and goals are focused on improved student outcomes?

CEC Standards

CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12)

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

Books

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Ruppard, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

Journal Articles

Hollins, E., & Warner, C. K. (2021). Evaluating the Clinical Component of Teacher Preparation Programs. Evaluating and Improving Teacher Preparation Programs. National Academy of Education.

Kroeger, S. D., Doyle, K., Carnahan, C., & Benson, A. G. (2022). Microteaching: An opportunity for meaningful professional development. TEACHING Exceptional Children, 00400599211068372.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School–university partnerships: One institution’s efforts to integrate and support teacher use of high-leverage practices. Remedial and Special Education, 40(6), 356-364.

Martin, R., O’Hara, S., Bookmyer, J., & Newton, R. (2020). Identifying high-impact practices of learning communities that foster collective professional growth. The New Educator, 16(4), 296-312.

Tucker, V. E., & Matson, L. J. (2022). Collaboration for School Mental Health Needs: A Case for High-Leverage Practices in a Culturally Responsive Framework. TEACHING Exceptional Children, 00400599221115623.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. Remedial and Special Education, 40(6), 380-390.