Collaborate with professionals to increase student success

Effectively Collaborate with Other Professionals: Categories of Work

**Demonstrate Communication Skills**
- 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.

**Co-Teach & Work with Paraeducators**
- 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.

**Follow Interaction Process**
- 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

**Introduce** – Discuss and model verbal and nonverbal active listening skills

**Prepare** – Provide candidates with a scenario in which they will role-play communication skills; provide feedback and coaching,

**Enact** – Observe or video record teacher candidate participating in a collaborative experience; provide specific coaching and feedback.

**Analyze** – Share transcripts or watch video of collaborative meetings; ask candidates to analyze the evaluate questions and statements.

**Introduce** – Watch video of exemplar co-teaching models and planning sessions.

**Prepare** – Provide candidates with classroom scenarios; ask candidates to choose most effective co-teaching model.

**Enact** – 1) Provide field experiences in which candidates can co-plan and co-teach with a mentor teacher

**Analyze** – Share transcripts or watch video of co-planning and analyze for shared communication, decision-making, and accountability.

**Introduce** – Provide teacher candidates with and review shared problem solving model.

**Prepare** – Develop and employ simulated interactions in which candidates are challenged during shared problem-solving work

**Enact** – Provide field experience in which candidate works through shared problem-solving with mentor teacher; debrief and reflect with candidate and mentor teacher.

**Analyze** – Share transcripts or watch video of shared problem-solving and analyze for used of student data, decision-making, and accountability.

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


Journal Articles


