

# HLP 4

## Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs

### Effectively Collaborate with Other Professionals: Categories of Work

#### Demonstrate Communication Skills

- Demonstrate verbal active listening skills.
- Demonstrate nonverbal active listening skills.
- 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** – Develop a scenario in which candidates 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 and evaluate questions and statements.

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

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

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

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

**Introduce** – Review shared problem solving model(s) with candidates.

**Prepare** – Develop and employ simulated interactions of challenging shared problem-solving work.

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

**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

- Why is developing a comprehensive learner profile including information and data from a wide variety of sources to make programmatic and service decisions about a student so critical?
- What are some added benefits to including student voice when developing learner profiles?
- Are there any other ways that you can gather additional valuable information about students?

## **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**

Jacobs, J., & Perez, J. I. (2023). A qualitative metasynthesis of teacher educator self-studies on social justice: Articulating a social justice pedagogy. *Teaching and Teacher Education*, 123, 103994.

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.

O’Flaherty, J., & Beal, E. M. (2018). Core competencies and high leverage practices of the beginning teacher: a synthesis of the literature. *Journal of Education for teaching*, 44(4), 461-478.