

DOMAIN ONE:

Collaboration, Pillar HLP

HLP 1: Collaborate with professionals to increase student success



Categories of Work	Suggestions for Faculty to Support Candidates' Learning and Enactment
<p><u>Demonstrate Communication Skills</u></p> <ul style="list-style-type: none">• Demonstrate verbal active listening skills (e.g., paraphrasing).• Demonstrate nonverbal active listening skills (e.g., facial expressions).• Seek additional expertise in culturally inclusive pedagogies and practices as needed.• 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 and invite follow-up questions and clarifications.• Carefully blend the above communication skills to foster partnership among professionals.	<p>Introduce</p> <ol style="list-style-type: none">1. Discuss and model culturally inclusive verbal and nonverbal active listening skills; Watch exemplar video of a teacher collaborating and discuss with teacher candidates the skills they noticed.2. Provide handout with potential questions that might be asked; ask candidates to collaborate in identifying which questions are exemplar questions and which are nonexamples and why.3. Provide candidates with list of statements that are vague or biased and evaluative and ask them to rewrite them as accurate, precise, culturally inclusive, and descriptive statements. <p>Prepare</p> <ol style="list-style-type: none">1. Provide candidates with a scenario in which they will role-play inclusive communication skills; provide feedback and coaching,2. Rehearse collaborative situations in which candidates must ask open-ended, participation-encouraging questions, and/or similar provide role-play activities. <p>Enact</p> <ol style="list-style-type: none">1. Observe or video record teacher candidate participating in a collaborative experience; provide specific coaching and feedback. <p>Analyze</p> <ol style="list-style-type: none">1. Share transcripts or watch video of collaborative meetings; ask candidates to analyze the evaluate questions and statements and to look for demonstrations of inclusive approaches or biased approaches and discuss the impact of both.
<p><u>Co-Teach & Work with Paraeducators</u></p> <ul style="list-style-type: none">• Have a strong commitment to their shared work.• Communicate and plan with each other regularly.• Presume positive intentions of all collaborators and competence of students.• 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.	<p>Introduce</p> <ol style="list-style-type: none">1. Provide candidates with essential knowledge base including, planning guides, approaches for shared, inclusive decision-making, co-teaching models, and common roles and responsibilities.2. Watch and discuss video of exemplar co-teaching models and planning sessions. <p>Prepare</p> <ol style="list-style-type: none">1. Role-play respectful relationship building between co-teachers and paraeducators; use a rubric to guide and assess the use of shared communication, decision-making, culturally inclusive practices, and accountability.2. Provide candidates with classroom scenarios; ask candidates to choose most effective co-teaching model.3. Employ simulated student interactions to practice co-teaching roles and responsibilities. <p>Enact</p> <ol style="list-style-type: none">1. Provide field experiences in which candidates can co-plan with a mentor teacher; debrief and reflect with candidate and mentor teacher.2. Provide field experiences in which candidates can practice co-teaching models with a mentor teacher; debrief and reflect with candidate and mentor teacher. <p>Analyze</p> <ol style="list-style-type: none">1. Share transcripts or watch video of co-planning and co-teaching lessons; ask candidates to analyze for shared communication, decision-making, and accountability.
<p><u>Follow Interaction Processes</u></p> <ul style="list-style-type: none">• Follow the steps to shared problem solving to manage conflicts or disagreements.• Rely on student data to support viewpoints when managing conflicts or disagreements.• Check for potential bias in all assessments and data.• Seek additional help from school leaders to facilitate further discussion If unable to come to an inclusive and intersectional agreement on a problem.	<p>Introduce</p> <ol style="list-style-type: none">1. Provide candidates with and review shared problem-solving model.2. Watch exemplar video of professionals engaging in shared problem solving; ask candidates to locate the instances of inclusive enactment of the model and use of student data.3. Discuss situations in which other school leaders may be needed to mediate collaborations and how best to navigate those situations. <p>Prepare</p> <ol style="list-style-type: none">1. Provide small teams of candidates with scenarios and ask them to work through the shared problem-solving model and provide peer feedback on the extent to which student data were used appropriately and conflicts or misunderstandings were managed.2. Develop and employ simulated interactions in which candidates are challenged during shared problem-solving work but work through the challenges by using inclusive practices, student data, and managing conflict; provide specific feedback.3. Develop and employ simulated interactions in which candidates are challenged during shared problem-solving work and need to bring in school leaders; provide specific feedback. <p>Enact</p> <ol style="list-style-type: none">1. Provide field experience in which candidate works through shared problem-solving with mentor teacher; debrief and reflect with candidate and mentor teacher. <p>Analyze</p> <ol style="list-style-type: none">1. Share transcripts or watch video of shared problem-solving; ask candidates to analyze for effective use of student data, inclusive decision-making, and accountability.

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Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Describe ways in which educators demonstrate to individuals with whom they are collaborating that they are actively listening to them.
- What role(s) does collaboration play in establishing a partnership and avoiding conflict when co-teaching?
 - What 2-3 features of the work of collaboration do you feel most comfortable implementing?
 - What 2-3 features of the work of collaboration do you feel you need to the most practice to be more comfortable implementing?
- How can you rephrase questions to encourage thoughtful and informative responses from collaborators?
- In what ways can you ensure that your communicated 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?
- Describe some ways in which you ensure you are an inclusive collaborative with your colleagues.

