



Collaboration

HLP Pillars

HLP 1

Collaborate with professionals to increase student success.

HLP 3

Collaborate with families to support student learning and secure needed services.

Embedded HLPs

HLP 2: Organize and facilitate effective meetings with professionals and families.

Embedded HLPs

HLP 1: Collaborate with Professionals to Increase Student Success

HLP 1 is a pillar practice and one of the most essential HLPs for educators to master and implement. Collaboration with general educators, paraeducators, and support staff is necessary to support students' learning toward measurable outcomes and to facilitate students' social and emotional well-being across all school environments and instructional settings (e.g., co-taught).

This resource is intended to support school leaders looking to embed the HLPs in professional development, implementation, teacher observation, and feedback efforts at their school site.

Teachers Who Effectively Collaborate with Other Professionals

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.
- Use appropriate technology to enhance the efficiency and effectiveness of collaboration.

Co-Teaching & Working with Paraprofessionals

- Co-teaching partners have a strong commitment to their shared work.
- Co-teaching partners communicate and plan with each other regularly.
- Co-teaching partners share resources, decision-making, and accountability.
- Co-teaching partners (and in some cases, paraprofessionals) plan for and use a variety of co-teaching approaches to meet students' needs.
- Co-teaching partners clearly establish and agree upon roles and responsibilities

Follow Interaction Processes

- 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.

Tips for School Leaders to Support Teachers

- Ensure sufficient, common time is provided for team planning and co-planning.
- Communicate that co-teachers (and other collaborators) are of equal value and are expected to make equal contributions to planning and instruction.
- Take co-teaching needs into account when creating the school master schedule.
- Support all professionals in implementation of specially designed instruction and supports noted in IEPs.
- Set up data systems to guide teachers' work and communicate shared accountability in using/maintaining these data systems.
- Be proactive in monitoring collaborators' communication and planning and provide guidance to individuals as needed to help move their communication and planning in a positive direction.

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

- 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 try to ensure that your communicative messages are received as intended?
- If conflict/disagreement arises, what strategies can you use to mend the situation?
- How can leaders provide guidelines and expectations to enhance the quality of co-teaching?
- How can you ensure that the interactions and goals are focused on improved student outcomes.

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