

Slide Presentation: Collaboration

Purpose: This tool provides talking points that can be used with the high-leverage collaboration practices slides.

The “Slide Presentation: Collaboration” is to be used with the “A Look at Collaboration Practices” slides to introduce high-leverage collaboration practices in special education. A blank slide at the end can be used to create personalized slides for such things as your contact information, a list of resources that are available to participants in the school or district, a description of ongoing high-leverage practice activities that are already being used in the district, and so on. It is designed as a PDF fillable form that you can digitally populate.

In addition, suggested talking points are provided for each slide. Some optional conversation starters also are given that might be used during the presentation to engage participants in thinking about the topic.

The required amount of time will vary across presenters, depending on how many of the talking points are used, the number of conversation starters, and the style of the presenter. In general, the slide presentation (without conversation starters) should take approximately 5 minutes.

This professional development guide also includes a set of overview slides and sets of additional slides that can be used to look more deeply at a practice area (collaboration, assessment, social/emotional/behavioral, and instruction). Practice-area slides can be integrated into the overview slide set or used as a stand-alone slide presentation at various points in the presentation. All slide sets include suggested talking points and optional conversation starters.



Slide Presentation: Collaboration Talking Points and Optional Conversation Starters

Slides: Collaboration

Slide 1:

A Look at Collaboration Practices (Cover Page)

Talking Points: High-leverage practices are frequently occurring educational practices that *all* K-12 special educators should know how to do. To make the twenty-two practices more understandable and easier to use, they are organized around four intertwined areas of practice. Collaboration is one area of practice.

Slide 2:

Effective special education teachers collaborate and communicate with a wide range of professionals, families, and caregivers to ensure that educational programs and related services are efficient and meeting the needs of each student with a disability.

Talking Points: For special education teachers, constantly working with a wide range of people—other teachers, school staff, families, and caregivers—is more than part of the job description. Working and collaborating with these various groups is essential and ultimately provides many benefits for students. Implementing collaboration practices builds effective relationships and creates a better understanding of students' needs, which allows them to succeed.

Optional: Ask participants, “Who do you collaborate with on a regular basis?” “Are some collaborations more challenging than others?” “Are some collaborations easier?” “What makes them difficult or easy?”

Slide 3:

High-Leverage Collaboration Practice 1

- ***Collaborate with professionals to increase student success.***

Talking Points: Collaboration with general education teachers, paraprofessionals, 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. Collaboration with individuals or teams requires interpersonal skills such as sharing ideas, active listening, questioning, planning, problem solving, and negotiating—to name just a few. Through collaboration, effective special education teachers develop and adjust instructional and/or behavioral plans based on student data; they also coordinate expectations, responsibilities, and resources to maximize student learning.

Slide 4:

High-Leverage Collaboration Practice 2

- ***Organize and facilitate effective meetings with professionals and families.***



Slide Presentation: Collaboration (continued)

Talking Points: Special education teachers lead and participate in a range of meetings with the purpose of identifying clear and measurable student outcomes. They develop a meeting agenda, allocate time to meet the agenda goals, and lead in ways that encourage consensus building (e.g., demonstrating positive verbal and nonverbal communication, such as active listening, soliciting feedback, and inviting multiple perspectives).

Slide 5:

High-Leverage Collaboration Practice 3

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

Talking Points: Special education teachers collaborate with families about individual children's needs, goals, programs, and progress over time. Teachers ensure that families are informed about their rights as well as about special education processes. Effective special education teachers respectfully and effectively communicate by considering such things as family background, socioeconomic status, language, culture, and family priorities.

Teachers advocate for resources to help students meet instructional, behavioral, social, and transition goals. In building positive relationships with students, teachers encourage them to self-advocate, with the goal of fostering self-determination skills over time. Teachers also work with families to self-advocate and support their children's learning.

Slide 6:

Effective collaboration is supported by district and school leaders.

Talking Points: District and school leaders support collaboration by fostering a collective commitment to collaboration, providing professional learning experiences to increase team members' collaborative skills, and create schedules that support different forms of ongoing collaboration.

Optional: Ask participants, "What types of support help you collaborate with different stakeholders?" "When collaborating with different stakeholders, what are the challenges?" "How might those challenges be supported by district and school leaders?"