

### Overview

Collaboration is a critical high-leverage practice in special education because it is the mechanism through which all the HLPs that directly relate to students are designed, delivered, and evaluated. It also is the vehicle for addressing the complexities of providing a rigorous and responsive education for students with disabilities.

Based on the HLP resources (*High-Leverage Practices in Special Education: The Final Report of the HLP Writing Team* and *High-Leverage Practices in the Inclusive Classroom*) and the information shared at the workshop on December 14, 2018, by Dr. Marilyn Friend, the following is a checklist to guide school leaders as they address key elements that comprise effective collaboration.

### Notes



# ADMINISTRATIVE PERSPECTIVES ON CO-TEACHING

## Leadership Responsibilities

1. Ensure there is strong, proactive support at the central administrative level
2. Obtain strong, knowledge support by the site leader
3. Provide clear expectations for teachers, beginning with encouragement to experiment but eventually including accountability for implementation with fidelity.
4. Arrange realistic logistics such as scheduling students and arranging planning time
5. Participate in co-teaching through class visits, problem solving, and coaching
6. Create a multi-year plan with a clear vision but flexibility and a focus on sustainability

## Program Implementation and Management in Inclusive Schools

7. Clarification of teacher roles and responsibilities (for both general education and special education)
8. Describe the six co-teaching approaches with opportunities for implementers to create lesson plans demonstrating their use
9. Address classroom logistics such as student movement in the classroom, noise level, teacher voice, and instructional pacing
10. Deliver of specially designed instruction within the co-taught class and across relevant domains (for example, academic, behavior, social, emotional, organizational, functional)
11. Systematically review data to evaluate co-teaching effectiveness, including program adjustments and changes related to particular students
12. Include parent perspectives in the design and implementation of co-teaching

## Questions to Consider

For which students is co-teaching the best option for ensuring they receive an appropriate education?

How much co-teaching is necessary for each student to achieve identified goals ?

How will professionals determine that co-teaching is effective for each student?

## Notes

# CO-PLANNING AS AN INTEGRAL FACILITATOR OF COLLABORATION

## Leadership Responsibilities

1. Consider co-planning needs as part of overall school scheduling process
2. Ensure that professionals working together (especially co-teachers) have at least a monthly opportunity to meet for planning
3. Use creative options for providing co-planning time (for example, coverage by other school staff, substitute teacher, stipend for planning off contract hours)
4. Set an expectation that professionals plan through electronic systems so that plans can easily be shared with collaborators
5. Hold professionals accountable for having realistic plans that lead to student progress

## Co-planning Time Implementation and Management

6. Expect professionals to have an agenda for their meetings and to adhere to it
7. Emphasize that face-to-face planning is macro-planning, not daily lesson planning
8. Articulate that planning should include a review of data, an overview of upcoming instruction, attention to student needs as outlined on the IEP, and identification of patterns that can be followed to make instruction efficient and effective
9. Establish a routine that all general education teachers post lesson plans electronically several days before delivery so that special educators can contribute their part of the plan
10. Articulate that general educators do the general education part of planning while special educators add specially designed instruction.

## Questions to Consider

What is a reasonable expectation for co-planning time?

What are creative ways to create co-planning time and establish accountability for its use?

How can professionals focus on a key to co-planning, that is, making key decisions together but dividing the labor to increase efficiency?

## Notes

## COLLABORATION ACROSS SETTINGS, SYSTEMS, AND PARTICIPANTS

### Leadership Responsibilities

1. Make and demonstrate a strong personal commitment to the value of collaboration
2. Know and apply collaboration components (for example, communication skills, interaction processes, collaborative service models)
3. Model collaborative interactions
4. Implement a proactive approach to collaboration, especially in awkward or challenging situations
5. Recognize and leadership related to cultural aspects of collaboration

### Fostering Collaboration in Inclusive Schools

6. Match group needs with proactive participation and collaboration strategies (for example, parents, teachers, related services personnel, outside agency personnel, administrative team, paraprofessionals)
7. Identify environments conducive for fostering collaboration (for example, neutral workspace rather than a classroom, a community center or library instead of a school meeting room)
8. Provide professional development for all school professionals on the language of collaboration (for example, best ways to ask questions, the importance of silence, communication of cultural respect)
9. Ensure that all participants have voice in planning collaboration, in participating, and in evaluating its effectiveness
10. Model that resistance and conflict are common in collaboration and can lead to careful discussion and better decision-making

### Questions to Consider

What are our priorities for enhancing collaboration? What data suggest these are the appropriate priorities?

What is a reasonable expectation for collaboration? Might meaningful participation sometimes be appropriate?

For paraprofessionals, how are distinctions drawn between opportunities for collaboration and those appropriately determined to be supervision?

What criteria should we use to judge the effectiveness of our collaborative efforts?

### Notes

# HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE

## Additional Resources

### Journal Articles (available in the cohort library)

"A special educator's guide to successfully implementing evidence-based practices," by C. Torres, C.A. Farley, and B. G. Cook. *TEACHING Exceptional Children*, vol. 45.1

"Closing the communication gap: Web 2.0 tools for enhanced planning and collaboration," by K.J. Charles and V. Dickens. *TEACHING Exceptional Children*, vol. 45.2

"Ten tips for using co-planning time more efficiently," By W.W. Murawski. *TEACHING Exceptional Children*, vol. 44.4

"What does the law say?" by P.A. Zirkel. *TEACHING Exceptional Children*, vol. 43.3

### Web Resources

[What Works Clearinghouse Practice Guides](#)

[Planbook.com](#)

[BehaviorAdvisor](#)

## Recommended References

### Books

[Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools](#) by M. Friend.

[Effective Teaching Strategies that Accommodate Diverse Learners \(4<sup>th</sup> edition\)](#) by M.D. Coyne, E.J. Kame'enui and D.W. Carnine.

[Including Students with Special Needs: A Practical Guide for Classroom Teachers \(8th edition\)](#) by M. Friend & W.D. Bursuck.

[Inclusive Instruction: Evidence-based Practices for Teaching Students with Disabilities](#) by M.T. Brownell, S.J. Smith, J.B. Crockett & C.C. Griffin.

[Interactions: Collaboration Skills for School Professionals \(8th edition\)](#) by M. Friend and L. Cook.

[Strategy Instruction for Students with Learning Disabilities \(2<sup>nd</sup> edition\)](#) by R. Reid, T.O. Lienemann, and J.L. Hagaman.

### Journal articles (external)

"[Welcome to Co-teach 2.0](#)" by M. Friend. *Educational Leadership*, vol. 73.4.

"[Actualizing Characteristics of Successful Schools for Young Adolescents through Co-Teaching](#)" by A. Satterlee Vizenor and J. Matuska. *Middle School Journal*, vol. 49.3.

"[Collaborative Models of Instruction: The Empirical Foundations of Inclusion and Co-teaching](#)" by M. Solis, S. Vaughn, E. Swanson and L. McCulley. *Psychology in the Schools*, vol. 49.5.

"[Co-teaching as a School System Strategy for Continuous Improvement](#)" by J.M. Walsh. *Preventing School Failure*, vol. 56.1.

"[On the Same Page: Practical Techniques to Enhance Co-teaching Interactions](#)" by D.M. Ploessl, M.L. Rock, N. Schoenfeld and B. Blanks. *Intervention in School and Clinic*, vol. 45.3 , 158-168.

## Notes



# High-Leverage Practices in Special Education