VDOE Region 4
Training and Technical Assistance Center at George Mason University Banner and TTAC Region 4 LOGO.   

**HLP Highlight Tool**

**HLP 1: Collaborate with Professionals to Increase Student Success**

# **Here’s What It Is:**

* Active listening to reflect understanding (verbal/non-verbal)
* Shared problem-solving
* Open-ended questions
* Accurate, descriptive statements to promote productive problem-solving conversations

# **When Do I Use It?**

* When interacting with parents, co-teachers, paraprofessionals, or other stakeholders
* When grade level and collaborative learning plan
* When co-teaching teams plan instruction
* When discussing student data for instructional planning

# **Here’s What It Looks Like:**

* [Michael Kennedy’s Part 3: HLP 1 – Collaborate with Professionals](https://video.vt.edu/media/Collaboration+HLP+1+-+Quiz/1_28svhyff)
* [Teacher Collaboration: Spreading Best Practices School-Wide](https://www.youtube.com/watch?v=85HUMHBXJf4) (3:25)
* [Real Co-Teachers of Virginia model Professional Collaboration - Elementary](https://ttaconline.org/Online-Training/MLbTE3FyBnHqoY94Q5CIouAkz1ARnYWA/47OXfbr_eerGYTYs0wo4_w) (4:59) *\*requires sign-in to free TTAC Online account*
* [Key Elements for Effective Teacher Collaboration](https://www.youtube.com/watch?v=leB13CFt8a8) (5:36)

# **Resources to Extend Learning**

* [The Iris Center](https://iris.peabody.vanderbilt.edu/resources/high-leverage-practices/)
* [High Leverage Practices](http://www.highleveragepractices.org)
* [High Leverage Practice Checklist 1, 2 & 3](https://ttaconline.org/Resource/JWHaEa5BS77rGFu7eIzjPw/Resource-hlp-1-2-3-checklist-collaboration-high-leverage-practices-implementation-guide)

# **Here Are My Work Plans:**

* Collaborators demonstrate verbal active listening skills *(video 4:50-6:03)*
* Collaborators use accurate and descriptive statements *(video 6:06-7:17)*
* Tips for working with Co-Teachers and Para-professionals *(video 7:19-9:19)*
* Collaborators follow steps to shared problem solving to manage conflict/disagreement *(video 11:20-13:06)*
* [Watch HLP #1 Collaboration Video](https://video.vt.edu/media/Collaboration+HLP+1+-+Quiz/1_28svhyff)

# **Suggested Activities:**

* [Become familiar with the 7 Partnership Principles with Jim Knight](https://www.youtube.com/watch?app=desktop&v=3yM6oUPytrs) (57:02)
* [Practice active listening skills](https://www.verywellmind.com/what-is-active-listening-3024343)

**HLP 1 In *Action!***

**Using Effective Collaboration to Implement Problem-Solving for Student Success**

Active listening and communication skills are the basis for successful collaboration. Implementing these skills for problem solving will lead to student success.

**Directions:** Refer to the following tips for problem-solving as you practice effective communication skills. The problem-solving process is designed to be cyclical in nature and revisited and revised as needed.

| **Steps for Problem-Solving** | **Example** |
| --- | --- |
| 1. **Assess whether the problem is one that can be addressed through shared problem-solving.** | **Yes:** when a student is struggling academically  **No**: when there is an issue pertaining to a parent’s decision regarding the use of medication |
| 1. **Identify the problem and possible root cause.**  * Be specific and accurate. | * Student(s) are not participating during specified reading block. * Reading assessment reveals student is on grade level. |
| 1. **Generate potential solutions.**  * Brainstorm possible options. | * Specify purpose an accountability for reading assignment * Assign tokens, bonus points, stickers for completion of assignment * Have students act out their favorite part |
| 1. **Evaluate the potential solutions.**  * Weigh the pros and cons of each solution. * Decide which solution will have the   intended impact. | * Do we think the student will respond to accountability strategy? * Does the student respond well to rewards and require visual cues for positive reinforcement? * Will skits fulfill the assigned task? |
| 1. **Select a solution and design an** **implementation plan.**  * Identify who will be responsible for implementation and monitoring. * Identify how and who will monitor the impact (data). | * Classroom teacher will be responsible for creating, administering, scoring and recording the assessment? * The special education teacher will develop a rubric to score the skit performance. * The student will monitor their daily token economy. |
| 1. **Implement the solution with fidelity.** | * Are there additional resources/personnel necessary to support to honor the change process? |
| 1. **Evaluate the solution’s effectiveness**.  * Ensure plan was followed with fidelity. * After reviewing the data, determine if the effectiveness of the plan. | * Assessment results may reflect that student are reading and completing their assignments (continue this plan) * Skits did not reflect understanding and were too time consuming to create (discontinue this plan) * Tokens worked for a short time but were initially successful (revise this plan) |

## For additional HLP Highlight Tools, go to [TTAC Online](https://ttaconline.org/Resource/JWHaEa5BS75BpXRi_D6u2A/Resource-hlp-highlight-tools-1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22)

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

## References

McLeskey, J. (Ed.). (2019). *High leverage practices for inclusive classrooms*. New York: Routledge.