**HIGH-LEVERAGE PRACTICES IMPLEMENTATION GUIDE**

**COLLABORATION**

**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 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**

High-Leverage Practices in Special Education

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*Reference: Council for Exceptional Children. (2018). CEC’s High-Leverage Practices Institute: Collaboration Implementation Guide.*

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 focus on sustainability

Program Implementation and Management in Inclusive Schools

1. Clarification of teacher roles and responsibilities (for both general education and special education
2. Describe the six co-teaching approaches with opportunities for implementers to create lesson plans demonstrating their use
3. Address classroom logistics such as student movement in the classroom, noise level, teacher voice, and instructional pacing
4. Deliver of specially designed instruction within the co-taught class and across relevant domains (for example, academic, behavior, social, emotional, organizational, functional)
5. Systematically review data to evaluate co-teaching effectiveness, including program adjustments and changes related to particular students
6. 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?

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CO-PLANNING AS AN INTEGRAL FACILITATOR OF COLLABORATION

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

1. Expect professionals to have an agenda for their meetings and to adhere to it
2. Emphasize that face-to-face planning is macro-planning, not daily lesson planning
3. 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
4. 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
5. 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 the key decisions together but dividing the labor to increase efficiency?

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**Additional Resources**

Journal Articles (available in the cohort library)

“A special educator’s guide to successful implementing evidence-based practice,” 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](https://ies.ed.gov/ncee/wwc/PracticeGuides)

[Planbook.com](https://www.planbook.com/)

[BehaviorAdvisor](https://www.behavioradvisor.com/)

**Recommended References**

**Books**

[Co-Teach! Building and Sustaining Effective Classroom Partnerships in Inclusive Schools](https://www.nprinc.com/co-teach/) by M. Friend.

[Effective Teaching Strategies that Accommodate Diverse Learners (4th Edition)](https://www.pearson.com/us/higher-education/program/Coyne-Effective-Teaching-Strategies-that-Accommodate-Diverse-Learners-4th-Edition/PGM197209.html) by M.D. Coyne, E.J. Kame’enui and D.W. Carning.

[Including Students with Special Needs: A Practical Guide for Classroom Teachers (8th edition)](https://www.pearson.com/us/higher-education/program/Friend-Including-Students-with-Special-Needs-A-Practical-Guide-for-Classroom-Teachers-plus-My-Lab-Education-with-Pearson-e-Text-Access-Card-Package-8th-Edition/PGM1789988.html) by M. Friend & W.D. Bursuck.

[Inclusive Instruction: Evidence-based Practices for Teaching Students with Disabilities](https://www.guilford.com/books/Inclusive-Instruction/Brownell-Smith-Crockett-Griffin/9781462503889) by M.T. Brownell, S.J. Smith, J.B. Crockett & C.C. Griffin.

[Interactions: Collaboration Skills for School Professionals (8th edition)](https://www.pearson.com/us/higher-education/product/Friend-Interactions-Collaboration-Skills-for-School-Professionals-Enhanced-Pearson-e-Text-8th-Edition/9780134256801.html) by M. Friend and L. Cook.

[Strategy Instruction for Students with Learning Disabilities (2nd edition)](https://www.guilford.com/books/Strategy-Instruction-for-Students-with-Learning-Disabilities/Reid-Lienemann-Hagaman/9781462511983/reviews) by R. Reid, T.O. Lienemann, and J.L. Hagaman.

**Journal Articles (external)**

“[Welcome to Co-Teach 2.0](http://www.ascd.org/publications/educational_leadership/dec15/vol73/num04/Welcome_to_Co-Teaching_2.0.aspx)” by M. Friend. *Educational Leadership*, vol 73.4

“[Actualizing Characteristics of Successful Schools for Young Adolescents through Co-Teaching](https://www.tandfonline.com/doi/abs/10.1080/00940771.2018.1439666?af=R&journalCode=umsj20)” by A. Saterlee Visenor and J. Matuska. *Middle School Journal*, vol. 49.3.

“[Collaborative Models of Instruction: The Empirical Foundations of Inclusion and Co-teaching](https://onlinelibrary.wiley.com/doi/abs/10.1002/pits.21606)” by M. Solis, S. Vaughn, E. Swanson and L. McCulley. *Psychology in the Schools*, vol. 49.5.

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“[Co-teaching as a School System Strategy for Continuous Improvement](https://www.tandfonline.com/doi/full/10.1080/1045988X.2011.555792?scroll=top&needAccess=true)” by J.M. Walsh. *Preventing School Failure*, vol.56.1.

“[On the Same Page: Practical Techniques to Enhance Co-Teaching Interactions](https://journals.sagepub.com/doi/10.1177/1053451209349529)” by D.M. Ploessl, M.L. Rock, N. Schoenfeld and Blanks. *Intervention in School and Clinic*, vol. 45.3, 158-168.

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