



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

### Opportunity for Professional Learning

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 (e.g., co-taught). Collaboration with individuals or teams requires the use of effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to develop and adjust instructional or behavioral plans based on student data, and the coordination of expectations, responsibilities, and resources to maximize student learning (Council for Exceptional Children & CEEDAR Center, 2017, p.17).

The following [video](#) captures the reflections of two co-teachers as they describe their collaborative, co-teaching relationship and the effects on their students' learning. This [video](#) and probing questions listed below can be used to support the collaboration of professionals as they seek ways in which to increase student success.

### Pre-Video Probing Questions

1. Pause at minute 1:32.
  - a. Before you begin viewing the video for HLP #1,
    - i. Discuss the benefits of co-teaching.
    - ii. Discuss the challenges of co-teaching.

### During the Video Probing Questions

2. Pause at minute 3:30.
  - a. The co-teachers described their co-taught classroom community as 'our class.' Take a moment to discuss ways in which you have developed or could develop this kind of collaborative community with your co-teacher (or potential co-teacher).
3. Pause at minute 5:22.
  - a. The co-teachers intentionally developed a friendship because they believed a friendship would strengthen their co-teaching relationship. Take a moment to consider co-teachers that may not be good friends. How could co-teachers still develop a successful, collaborative relationship?
4. Pause at minute 6:36.
  - a. Finding a common planning time can be a challenge for co-teachers. What co-planning strategies have you found to be or could be most effective?

5. Pause at minute 8:43.
  - a. There may be times in a co-teaching relationship when the co-teachers disagree. What advice would you give to co-teachers in situations such as these?
6. Pause at minute 11:25.
  - a. When co-teachers analyze students' learning together, co-planning becomes less complicated. What data analysis strategies have you found to be most beneficial with your co-teacher?
7. Pause at minute 13:35.
  - a. The co-teachers described challenges they faced in their co-teaching relationship.
    - i. What challenges have you faced as a co-teacher or anticipate facing?
    - ii. How did you overcome or plan on overcoming the challenge(s)?
8. Pause at minute 15:39.
  - a. The co-teachers explained how their personalities worked well for their co-teaching relationship. Then, they mentioned how some personalities may not be well-suited for the co-teaching relationship and the effects of differing personalities could cause issues throughout the year.
    - i. What advice would you give to co-teachers that seem to have very different personalities?

#### Post-Video Probing Questions

9. Although the co-teachers mention a relationship where one teacher is the primary planner, research indicates co-planning improves students' learning (Ronfeldt, Owens, McQueen, & Grissom, 2015).
  - a. What benefits, related to the effects on students' learning, have you found when co-teachers actively and consistently co-plan?
10. What additional questions do you have for these co-teachers?

Video can be found at <https://www.youtube.com/watch?v=tVzCrxdOD6E&feature=youtu.be>.

Council for Exceptional Children, & CEEDAR Center (2017). *High-leverage practices in special education*. Retrieved at

<http://cedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>.

Ronfeldt, M., Owens Farmer, S. McQueen, K., & Grissom, J.A. (2015). Teacher collaboration in instructional teams and student achievement. *American Educational Research Journal*, 52, 475-515.

Zimmer, K., Driver, M.K., Wetherington, P., & Patterson, D. (2018). A resource guide for the high leverage practice video series: HLP #1: Collaborate with professionals to increase student success.