

**Strengthening Partnerships:
Effective Collaboration and Co-
teaching**

CSSE Institute



**Effective
Collaboration**

- Good team interaction
- Understanding barriers
- Effective communication
- Conflict Resolution

**A collaborative team may be
defined as a group of people who:**

- coordinate their work to achieve one common, publicly agreed upon goal
- recognize that all members of the team have unique and needed expertise
- demonstrate parity by engaging in dual roles
- use a distributed functions theory
- employ a collaborative team process

(Taken from Thousand & Villa, 1992)

**Ingredients essential to effective
teaming**

- Clarity of purpose
- Complimentary dissimilarity between partners
- Overlapping self-interests
- Clarification and coordination of roles and responsibilities within the partnership
- Shared ownership
- Emphasis on action rather than structure building
- Adequate resources
- Leadership from key administration
- Institutional commitment
- Ongoing system for research and evaluation
- Understanding of the institution's culture
- Building bridges of communication and trust

Taken from Wangeman in Thomas, Correa, & Morsink, 2001)

Know Your Own Style

- **Your style: Where does it come from?**
- **Benefits of self-knowledge**

Know Your Collaborative Style

- Emotional Needs
- Economic needs
- Role models and mentors
- Values
- Heredity
- Experiences
- Professional Preparation

DeBoer, A. (1986). The Art of Consultation

Benefits of Self-Knowledge

- Identify your strengths and personal needs
- Understand why you do what you do (what motivates you)
- Understand why you are successful in some situations and have difficulty with others
- Identify the blind spots that may cause interpersonal problems
- Become more adaptable and versatile
- Develop an awareness of how your style may affect others
- Reduce stress by allowing you to be in control of yourself

DeBoer, A. (1986). The Art of Consultation, p. 38

Before difficult collaborative interactions determine:

- 1) What motivates you?
- 2) What are your time-lines?
- 3) What are you prepared to do to meet your needs?
- 4) What strategies have you used in the past to influence others?
- 5) What immobilizes you?
- 6) What are your worst fears?
- 7) How much of a risk taker are you?

(DeBoer, 1986)

Communication

- Non-verbal communication
- Verbal communication
- Listening
- Giving feedback

Verbal Communication

- Paraphrase
- Reflect
- Summarize

Indirect Leads

- I wonder how...
- I'm curious about...
- I'd be interested in...
- I'm not sure about...
- Let's talk about...
- I get the impression...
- My guess is that...

Questions

- | Open | Closed |
|--------|----------|
| ■ How | ■ Where |
| ■ What | ■ When |
| | ■ Are |
| | ■ Do |
| | ■ Have |
| | ■ Should |
| | ■ Will |
| | ■ Can |

Conflict is...

- Any situation in which your concerns or desires differ from another person.

(Thomas & Kilman, 1975)

Definition of Conflict

Incompatible activities in which people temporarily interfere with (or are perceived to interfere with) and obstruct each other's goals or behavior.

(Deutsch, 1973; Friend & Cook, 1996)

Conflict Resolution

Depending on how it's handled, conflict may:

- Result in improvements in how a team functions
- Help to launch new solutions and ideas
- Result in negative consequences

Approaches to Conflict

- Avoiding
- Competing
- Accommodating
- Compromising
- Collaborating

(Thomas & Kilman, 1975)

Resolving conflict

Analysis of Conflict

- SOURCE
- POSITIONS
 - Party A
 - Party B
- INTERESTS
 - Party A
 - Party B

Steps toward Resolution

- EFFECTIVE ATMOSPHERE
- IDENTIFY COMMONALITIES
- POSSIBLE SOLUTIONS
- RATIONALE FOR SOLUTIONS

Fleming & Monda-Amaya (2000)

Co-Teaching



What is Co-Teaching?

Co-teaching is an educational approach in which two or more professionals work in a coactive and coordinated fashion to jointly teach academically and behaviorally heterogeneous groups of students in an integrated setting.

Adapted from: Friend & Cook (2003); Hourcade & Bauwens (2001)

Benefits of Co-Teaching

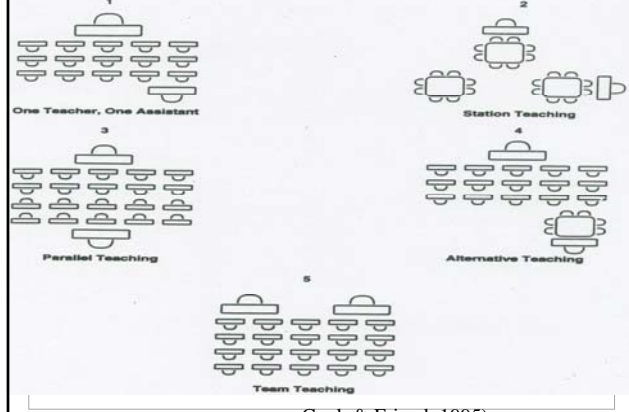
- **Expedites transitions to the general education setting**
- **Enables teachers to function on a proactive basis**
- **Increases job satisfaction**
- **Reduces stress and burnout**
- **Increases teaching and learning potential**

What Can Co-Teaching Look Like?

- One teach-one observe
- One teach-one assist
- Station Teaching
- Parallel Teaching
- Alternative teaching
- Team teaching

Friend & Cook (2007)

Approaches to Co-Teaching



Cook & Friend, 1995)

Coteaching Considerations

- Who plans for what content?
- Who adapts the curriculum and instructional procedures for select students?
- How will the content be presented - will one person teach and the other(s) arrange and facilitate follow-up activities, or will all members share in the teaching of the lesson?
- Who evaluates which group of students - do team members collaborate in evaluating all students' performances, or is each team member primarily responsible for evaluating a subset of students?
- Who decides on the disciplinary procedures?
- Who carries out the disciplinary procedures and delivers the consequences?
- How do team members arrange to share their expertise - do they observe one another and practice peer coaching?
- Do team members rotate responsibilities?
- Who communicates with parents and administrators?
- Who completes the paperwork for students identified as needing special education?
- How is the decision made to expand or contract the team membership?
- How will a balance of decision-making power be maintained among group members?

Hourcade & Bauwens (2001)

CO-TEACHING DAILY LESSON PLANS

COPY ME!

General Educator		Special Educator				
Date	What are you going to teach?	Which co-teaching technique will you use?	What are the specific tasks of both teachers?	What materials are needed?	How will you evaluate learning?	Information about students who need follow-up work

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Dieker & Barnett(1997)

Co-Teaching Outcomes
Evaluation Guide

If you are interested in Student Changes

- o Grades
- o Social Interactions
- o Behaviors
- o Self-Concepts
- o Attendance
- o Attitudes
- o Skills Acquisition and Academic Achievement
- o Attitudes Toward Diversity

If you are interested in Educator Changes

- o Attitudes toward Student Diversity
- o Teaching Behavior
- o Collegiality
- o Job Satisfaction
- o Stress

If you are interested in System Changes

- o Referral Rates for Special Education and other Support Services Programs
- o Placement Rates in Pull-Out Programs
- o Amount of Time Students with Disabilities are integrated with Students
- o Suspension and Expulsion Rates

If you are interested in Parent Changes

- o Attitudes toward the School
- o Responsiveness
- o Overall Parental Involvement