

No Silos Allowed

LA CEC Annual Conference

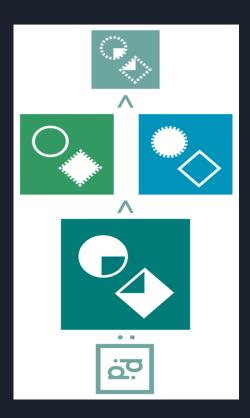
February 25, 2019

Lafayette, LA

Presenters: Emily Rutherford, Ed.D.; Anita Granger, Ed. D.

Learner Outcomes

- 1. Explore the need for collaboration in the educational environment
- 2. Evaluate barriers to collaboration
- 3. Examine strategies to overcome barriers
- 4. Apply knowledge to parents
- 5. Develop a plan for implementing strategies that foster collaboration



Overview

Introductions
Presentation overview

Why collaborate?

Barriers to collaboration

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Strategies to overcome barriers

Application

Why Collaborate?

- Mandated in IDEA?
- Mandated in LA Bulletin 1706?



Best Practice



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CEC and Ceedar Center High-Leverage Practices

High-Leverage Practices in Special Education (2017)

- 22 HLPs
- 4 Components Collaboration is #1 "Collaboration allows for varied expertise and perspectives...to be shared among those responsible for student learning and well-being" (p. 15).

Eun Facts about Collaboration

Covey (1999) reported that the rate of progress attainment is higher for students in collaborative classrooms:

21% higher in 3rd grade 10% higher in 4th grade 9% higher in 5th

According to Jordan's (2011) research on collaboration:

Nearly 90% of teachers who participate in collaborative programs report that working with others is helpful.

Teachers in elementary schools, more so than secondary schools, collaborate more frequently.



Fun Facts about Collaboration (cont'd.)

According to Jordan's (2011) research on collaboration:

Teachers working in schools that support collaboration about students consistently have higher math achievement scores on standardized tests.



"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives." Robert John Meehan



Shout-Outs

Collaboration



CEC High-Leverage Practice #1 Says...

Collaboration is characterized by

- Voluntariness
- Mutual goals
- Parity
- Shared responsibility for critical decisions
- Joint accountability for outcomes
- Shared resources (p. 28)

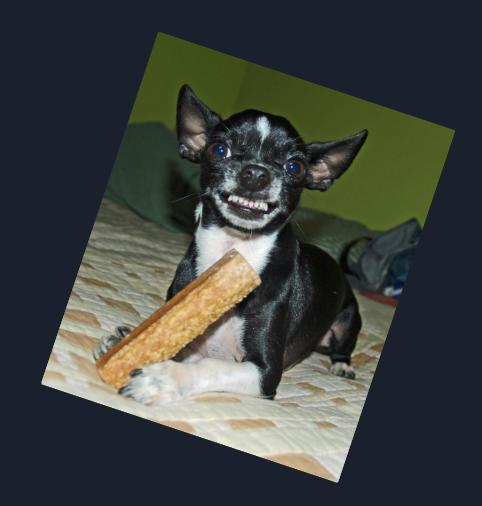
Three Identified Barriers

- 1. I don't need your help!
- 2. Sure, I'll collaborate... in my "spare" time
- 3. Sense of inadequacy



Barrier #1

I don't need your help!



Barrier #1-I Don't Want/Need Your Help

- Personal worth is tied to how students perform
 - Students performing well boost teacher's ego



Barrier #1-(cont'd.)

- Control over one's classroom
 - Four walls philosophy
 - Feeling threatened

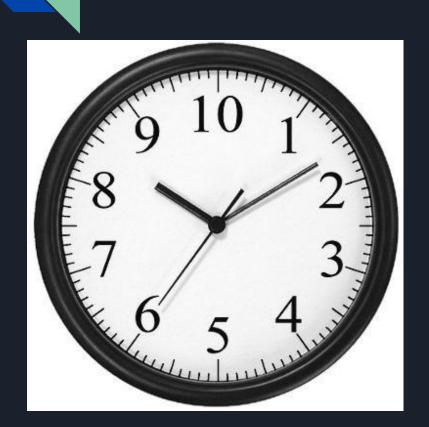


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Barrier #2 - Time and Scheduling





Barrier #2: Time and Scheduling

• So much to do, so little time

Meeting time is time wasted



Instructional time priority

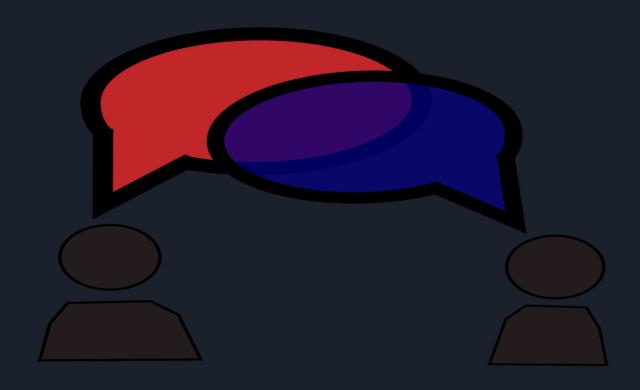


Barrier #3

Special educator feels inadequate and / or underqualified.



Shoulder Partner Discussion



Strategies to Overcome Barriers



Strategy #1 - Build Relationships

- Develop a relationship with the general education teachers.
 - Based on trust and mutual concern for students.
- Show the teachers why they need you and you need them.
- Sell yourself as an asset.



Building Relationships - How?

- Communicate
- Make yourself available
- Encourage them in their efforts to meet your students' needs
- Offer assistance
- Ask to co-teach a lesson
- ALWAYS follow through!!!

You Need Each Other

General ed teachers...

- not familiar with specialized resources
- need assistance with methods to include students with disabilities
 (SWDs) in their classroom
- need assistance with assessment accommodations
- have technology knowledge (smartboard)
- knowledgeable about progression of skills being taught

Special ed teachers...

- less familiar with rich activities and projects used to apply learning
- less familiar with skills that need to be taught
- have more experience with discipline
- have assistive technology knowledge

Sell Yourself and Collaboration

Special and general educators possess a background rich in experience and knowledge about how to teach students.

The expertise of the special educator is invaluable to the general education teacher.

The combined knowledge and skills will increase engagement and productivity of ALL students in the general education classroom, not just SWDs.

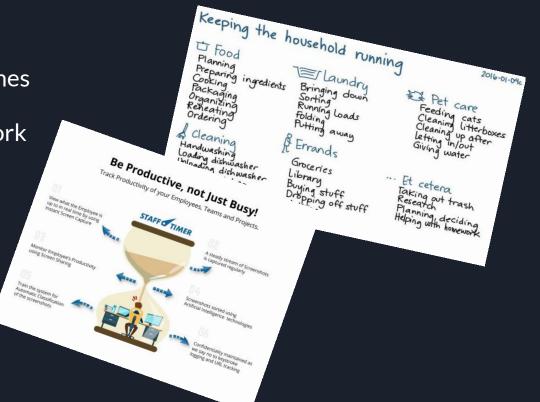


Strategy #2 - Routines and Management

Develop organizational routines

Manage your time wisely - work

smarter, not harder



Strategy #2 - How Can I Do It?

- Begin with the end in mind (Covey, 1999)
 - Create a vision of what collaboration looks like
 - Make it a priority in your schedule before school ever begins
- Create a space for mutual planning
 - We always make time for that which is most important to us
 - Believe it can be done and convey that positivity
 - Once a time is set, commit to it
- Develop and implement organizational routines
 - Create templates for everything possible
 - Teach routines for repetitive activities creates more instructional time and relieves stress
 - Don't reinvent the wheel beg, borrow, and research

Strategy #3 - Be Empowered

Feeling underqualified and inadequate? DO something about it!!

Strategy #3 - How?

- Ask your special education supervisor to provide PD
- Join professional organizations such as Council for Exceptional Children
- Attend Louisiana Assistive Technology Institute (LATI) trainings.
 - Offered online and live
 - Most if not all have no cost
- Read current literature
- Watch videos
- Search websites

Resources to Empower

CEC application URL:

https://www.cec.sped.org/Membership/Membership-Applications

IRIS modules URL:

https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/

Simple K12:

https://community.simplek12.com/scripts/student/home.asp

CAST: www.cast.org

Intervention Central: <u>www.interventioncentral.org</u>

Wrightslaw - Special Education Law and Advocacy:

www.wrightslaw.com

LATI Spring Workshops on AACs!!

March 22, 2019

April 3, 2019

April 12, 2019

Vermilion Parish School Board Media Center Abbeville, LA Bossier Parish School for Technology and Innovative Learning Bossier, LA UNO
Bicentennial Education
Center
New Orleans, LA

Some students with complex communication needs go through their whole school career without ever getting a chance to express themselves. They must have the same opportunities to fully participate in all aspects of their educational, social, and vocational experiences.

Come join us for a full day of Augmentative and Alternative Communication (AAC) professional development consisting of modeling, vocabulary selection, accessibility, visual supports, data collection, implementation and IEP goals/objectives to support students struggling to communicate effectively.

EVERYONE can communicate....so spring into AAC, presume competence, get started, and never give up.

The intended audience includes teachers, therapists, administrators, paraprofessionals and families/guardians of students with disabilities.

FREE REGISTRATION - There is no cost to attend this professional development.

Seating is limited so register early. Please only register if you know you can attend. Make sure you are registering for the correct location. Sessions are first come first served

LUNCH - Lunch will be ON YOUR OWN, You will have 1 hour.

Hope you will join us for a fun-filled learning experience!

Click here to see session information.

Click here for conference webpage.

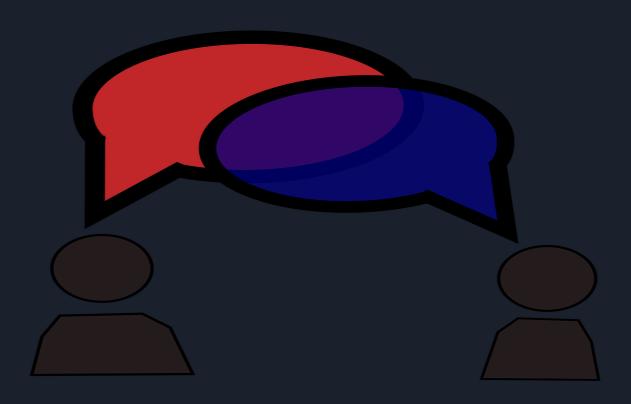
Principles Defining Collaboration

Including parents

- Communication
- Professional competence
- Respect
- Commitment
- Equality
- Advocacy
- Honor and respect cultural diversity and differing communication styles and preferences



Shoulder Partner Discussion



Closing Thoughts

Make the most of your collaborative experience

Don't give up!

Collaboration is the opportunity to double your impact on student learning

By sharing leadership roles, you can provide more student support and become highly effective as a teacher

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives." Robert John Meehan



Questions/Comments



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