

Collaboration Suggestions

The following list was developed by educators from around the state who shared ideas while participating in the fall 2008 NH-Alt test administration training workshops.

How do I get all team members involved in the Alt process?

- ❖ Clearly presented information concerning the least dangerous assumption
- ❖ Communicate with other team members who may not be as familiar with the process as the special educator may be.
- ❖ Ask for help/cooperation – sometimes all we need to do is ask
- ❖ Begging – sometimes we do need to beg
- ❖ Educate the gen. ed. teacher about the portfolio requirements and components. Involve them in the entire process of developing targeted skills and gathering data.
- ❖ Use “I” statements (honey not vinegar)
- ❖ Administrative support
- ❖ Reinforce your administrator for supporting team collaboration
- ❖ Specific collaboration time that includes administrators
- ❖ Assume that people want to be involved and clearly present how they can do that
- ❖ Presume all team members are competent
- ❖ Include related service providers through the use of consult time built into the IEP (include them in all planning and updating of student progress)
- ❖ Involve Para-professionals, interns, parents (when appropriate)
- ❖ Involve general education teachers from the beginning and throughout the entire process
- ❖ Meet with content area teachers to help select target skills
- ❖ Special and General ed teachers working together to develop the targeted skills and modifications needed for the students
- ❖ Collaborate with the general ed teacher using the GLE (curriculum) as a guide for the targeted skill in the classroom
- ❖ Attend department meetings

- ❖ Education on the legal requirements and accountability of involvement in the process
- ❖ Clear understanding of accommodations available for the NECAP
- ❖ It is the law

How do I schedule all of these people together on a regular basis?

- ❖ Use in-house planning time
- ❖ Common planning time
- ❖ Meet during specialist time
- ❖ Weekly planning time with agenda – plan for and use the time thoughtfully for a specific purpose or outcome
- ❖ Provide coverage / hire subs so all team members can attend meetings
- ❖ Ask people about the best day/time to meet
- ❖ Use early release days/retreat days/professional development days
- ❖ Meet monthly to reflect on progress/participation of team members
- ❖ Ask administration for time to meet/possible development time
- ❖ Teaching administration concerning the time involved in building the portfolio
- ❖ Convenient meeting space
- ❖ Meet off-site
- ❖ District brainstorming/work sessions where you can share ideas and/or concerns

How do I make sure team members attend on a regular basis?

- ❖ Training for all individuals involved in the process
- ❖ Take advantage of small team meetings – sometimes the whole team does not need to meet
- ❖ Take advantage of full team meetings/Use of worksheets (Decision/Planning)
- ❖ Provide/supply food, chocolate*, friendly incentives (** Voted #1 incentive*)
- ❖ Schedule meetings ahead of time/plenty of notice
- ❖ E-mail notifications and reminders
- ❖ Organized meetings with a focus, agenda, and suggested targets/goals
- ❖ Give professional hours/professional development credit

- ❖ Develop Alt Assessment learning committee (equal to other committees)
- ❖ Professional learning communities

How do I run a meeting that will involve every team member in the process?

- ❖ Encourage risk taking- support each other
- ❖ Make it safe to try something unfamiliar and learn from it
- ❖ Suggesting versus demanding
- ❖ Plan ahead: timelines and agendas
- ❖ Use schedules/charts to clarify and to highlight team member tasks and roles
- ❖ Use photos to teach, communicate what works, or illustrate an idea/ experience (involve IT personnel)
- ❖ Make sure all team members have equal access to all information/materials
- ❖ Seek feedback from all members of the team involved in education
- ❖ Develop targeted skills as a team not just telling people what is going to happen
- ❖ Review what didn't go so well and question why
- ❖ Explain rationale
- ❖ Outline expectations
- ❖ Check for shared understanding with all team members (on the same page)

How do I ensure follow-through in regard to collecting evidence for the portfolio?

- ❖ Achieve accountability of participants (whole team) by assigning task responsibilities clearly and following up on outcomes (see planning and agenda note above)
- ❖ Check out the data
- ❖ Informal monitoring of student progress
- ❖ Go into the gen. ed. Classroom /co-teach lessons/switch roles
- ❖ Team teaching – What is being done in the gen. ed. Classroom that can fit into the alt. assessment?
- ❖ Use what is already there – classroom goals/objectives
- ❖ Make the Alt a regular item on team meeting days
- ❖ Use previous exemplars to show the goal

- ❖ Share past portfolios
- ❖ Use visuals>showing progress
- ❖ Ask/give paras tasks for practicing targeted skills