Collaboration, Consultation, and Teamwork

for Students with Special Needs

EIGHTH EDITION

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Peggy Dettmer
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Pearson

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ABOUT THE AUTHORS

Ann Knackendoffel, assistant professor in special education at Kansas State University, earned a Ph.D. from the University of Kansas in special education and school administration. She co-authored a book on collaborative problem solving between general educators and special educators and created online alternative course materials for general education majors focusing on students with special needs. Dr. Knackendoffel has taught students at elementary and secondary levels and students with high incidence disabilities. She teaches a graduate-level course in consultation and collaboration for special educators at Kansas State University and has conducted numerous workshops and conference presentations on collaborative school consultation. She teaches courses in the areas of special education academic interventions and assistive technology. Her particular interests are collaborative problem solving, use of technology in education, and supervision of paraeducators.

Peggy Dettmer is professor emeritus of education at Kansas State University, where she earned an M.S. in special education and Ph.D. in educational psychology. Her forty-two years of teaching experience were divided somewhat evenly between K–8 public schools and the teacher education program at Kansas State University, where her areas of emphasis were educational psychology, assessment for effective teaching, education of gifted and talented students, collaborative school consultation, creativity, and professional development. She chaired the Educational Psychology and Counseling Department and directed the College of Education honors program for several years. She was senior author of the first seven editions of this book and co-authored a book on classroom assessment as well as numerous articles for refereed journals. She has conducted many professional development activities in her main areas of professional interest.

Linda P. Thurston is a professor in the Department of Special Education, Counseling and Student Affairs, Associate Dean for Research and Graduate Studies, and Lydia E. Skeen Endowed Chair in Education at Kansas State University. In addition to teaching research and evaluation courses at the graduate level in the College of Education, she founded a university-based evaluation center and led the planning of a graduate certificate in social justice education. Thurston has published and taught in the areas of disabilities, gender, family, and issues related to social justice in evaluation and education. She served as a program officer in the Education and Human Resources Directorate at the National Science Foundation for several years.

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PREFACE

From the first edition in 1993 through the eight editions to date, the purpose of this book has been to promote school collaboration, consultation, and teamwork in order to transform school learning environments into settings where education is special for every student and all educators can be successful in their complex, demanding roles.

NEW TO THIS EDITION

As with every revision of this text, the content and references from the previous edition were carefully edited and updated. Beyond that, however, revisions in this eighth edition of the book have been guided by feedback from students, input from colleagues in education, suggestions from editors and reviewers and other users of the book, and our own teaching and studies. The major revisions include:

- Reorganization of chapters and content within chapters to reflect changing times with new educational policies and teaching tools, as well as continued exploration for ways to help students with very special needs achieve success in school.
- Updates on educational designs and models such as Response to Intervention, Universal Design for Learning, Professional Learning Communities, teamwork for data-based decision making, collaborative consultation models, techniques and practices for educating collaboratively, and expanded content for working with paraeducators and co-teachers.
- More opportunities to put collaborative school consultation theories and methods into practice with activities and expanded resources that personalize learning and promote concepts presented.
- Application exercises that conclude each chapter with the opportunity to summarize the content, construct a brief application to a hypothetical situation, and read feedback in the form of a sample response from the text's authors.

- Attention to expanded technology tools for collaboration and communication, especially social media for communication and consultation, resource sharing, observation, planning and management, and evaluation.

We aspire to have users of the book become knowledgeable, caring, ethical, and wise decision-making professionals. Educators in an increasingly complex and interconnected world need much more than basic knowledge and practical application in their classrooms. Their challenging instructional roles will call for more complex and sophisticated skills in problem identification and problem solving, communication and collaboration, thinking critically and creatively, planning for special needs of their students, and assessing and evaluating their progress. General education teachers and administrators, special education teachers and directors, early childhood education teachers, school psychologists, school counselors, related services and support personnel, professional development and curriculum development staff, and community leaders, including those in medical and social fields, must become co-educators with students and their families in planful, purposeful ways.

Teacher education programs in the past did not stress development of interpersonal skills among colleagues. Now educators collaborate with their co-educators, and in doing so they become wiser, more insightful, and more skilled instructional partners. This book intends to be a vehicle for developing such skills. It has been constructed to bridge *principles* of collaboration, consultation, and teamwork in the school context and *practices* of processes and content to address and serve students' special needs.

Each of the twelve chapters begins with instructional objectives and a brief list of key terms. Short situations set the stage for chapter content. Activities within the text provide opportunities to practice, discuss topics with others, agree and disagree, dig deeper, and even have some fun along the way. Lists of tips at the ends of each chapter offer practical suggestions and reminders for putting the content to use.

INSTRUCTOR SUPPLEMENTS

The following, author-created, resources are available for instructors to download at **www.pearsonhighered.com/educators**. Instructors enter the authors or title of this book, select the 8th edition, and then click on the "Resources" tab to log in and download instructor resources.

- The **Instructor's Resource Manual** (013445863X / 9780134458632) provides an objective- and subjective-item test bank and additional activities beyond those presented in the book.
- **PowerPoint Slides** (0134447638 / 9780134447636) are available to download for each chapter. Presentations include key concept summaries and other aids to help students understand, organize, and remember core concepts and ideas.

ACKNOWLEDGMENTS

We are pleased to recognize individuals who have contributed to the thinking, teaching, and writing of this book. In a collaborative process it is not easy to tell where the contribution of one appears, another interfaces, and yet another goes on from there. This demonstrates once again the complexity and the beauty of working together toward lofty aims.

We thank our editors and assistants for their guidance and oversight in the development of this project: Ann Davis, Christina Robb, Kevin Davis, Janelle Rogers, and Anne McAlpine. We also extend our appreciation to the reviewers: Dr. Jane Leatherman, Indiana–Purdue University, Fort Wayne; Nancy Glomb, Utah State University; Rita Brusca-Vega, Purdue University Calumet; Deborah S. Reed, University of North Florida; and Cindy Topdemir, University of South Florida. Once again we extend posthumous recognition to Jane More Loeb for her pen-and-ink drawings. As teacher, director of mentorships for gifted and talented middle school students, curriculum specialist for children with learning and behavioral disorders, devoted wife and dedicated mother, Jane influenced school and home co-educators with her instruction, special education curriculum, photography, and artwork.

Conceptualizing, planning, writing, editing, and organizing material for this book takes months of work and requires understanding and patience from family. We acknowledge and appreciate the understanding and support they provided during the production of this manuscript. Even Paisley the dog spent many late nights by the computer waiting patiently for bedtime to come at last.

We trust that the material presented in this enhanced eText, the accompanying *Instructor's Manual with Test Bank*, and the *PowerPoint* package, all available online, will be helpful and inspirational to those who use them. The suggestions and contributions of students, families, teaching colleagues, reviewers, and editorial staff have been an important part of the process and the product. That is what collaborative school consultation and teamwork are all about.

CHAPTER 1

WORKING TOGETHER IN COLLABORATION, CONSULTATION, AND TEAMS

"Why did you choose education as a career?" That question has been posed over the course of many years to experienced teachers, graduate students studying for advanced degrees in education, and undergraduate students just beginning their teacher education programs. Responses from all groups are amazingly similar:

- *"I want to make a difference in children's lives."*
- *"I want to help kids reach their potential."*
- *"I want to make the world a better place."*

Some teachers speak of their passion for a particular curricular area and the desire to share that enthusiasm with students. But other factors—respect and gratitude from the public, wanting to emulate a favorite teacher, plentiful job opportunities, steady salary, anticipation of summer vacations, are further down on teachers' lists as reasons for choosing a career in education.

Goals to mold younger generations and make the world a better place are lofty ones indeed. In the past such goals were built on expectations of being in "my classroom," with "my students," using "the teaching ideas I have been assembling and can put into practice." But these goals no longer fit neatly into twenty-first century environments. Now educators are being called on to work in more interactive ways by collaborating with colleagues as school co-educators for learning of all *students in* inclusive *school environments, in partnerships with families as home co-educators of students, in planning differentiated instruction for diverse needs, and as models for the teamwork that will be required in careers and community life of the future.*

CHAPTER OBJECTIVES

On completing this chapter, the reader should be able to:

1. Define processes of collaboration, consultation, and teamwork in the school environment.
2. Illustrate factors that motivate educators to collaborate and work as teams.
3. Describe roles and responsibilities inherent in collaborative school consultation endeavors.
4. Identify historical events in education that have led to collaborative school consultation.

5. Discuss benefits for students and educators from collaboration and teamwork.
6. Give examples of competencies needed for educators to be effective collaborators and team members.

KEY TERMS

client
co-educator
collaboration
collaborative ethic
collaborative school consultation
consult
consultant
consultation
consultee
co-teaching
home co-educator
network
school co-educator
teamwork

SITUATION 1.A[1]

The setting is the faculty room of a typical high school where four faculty members are sharing school news and airing their concerns.

English Teacher: I'm getting another student with intellectual disability next week—more outcomes of the legislation for special education, I guess. I'll have him in my English class, along with the student who has behavior disorders.

Math Teacher: [with a chuckle] Must be because you're doing such a great job with that one. [serious tone] But I know what you mean. Our special ed teachers don't seem to be providing as much direct service for these students as they did when I first started teaching. But that was before we'd ever heard the words "inclusion" or "collaboration" or "co-teaching."

Music Teacher: And before we were introduced to mainstreaming in least restrictive environments (remember that one?) and inclusionary classrooms.

English Teacher: Well, a "collaborative school consulting teacher" (now that's a mouthful!) is coming to our next departmental meeting to talk about our roles in helping students with their special needs. I understand we're going to be asked to collaborate with her, along with all the other things we do, of course. We may even be encouraged to try some co-teaching with the special education staff.

Physical Education Teacher/Coach: Hmmm, don't those two words cancel each other out? "Consult" and "collaborate," that is. I believe you English teachers call that an oxymoron.

Music Teacher: I guess I'd be inclined to consult a tax accountant for some expert advice and think of collaboration as where everyone works together to accomplish some common goals they've agreed on. As for co-teaching, I can tell you what a difficult process that is when you have a group of independent thinkers and free spirits who like to do things their own way and all want to be the star!

English Teacher: Well, frankly I'm not interested in word plays right now. I'm more concerned about finding out where the time is going to come from to do all the planning and coordinating this will require. My schedule is packed, and my few minutes of free time

don't jibe with anyone else's except for this brief lunch period. Furthermore, I want to know who will have the bottom-line responsibility for which students, and when, where, and how that will happen.

Math Teacher: Right. I've had some concerns about expectations for student achievement in my courses, not to mention all the testing we're required to do and what the test results will show. I think we need more information and then more help to accomplish all of this. I hope we get it.

[1]We recommend that persons using this book with a group take parts to read each of the situations aloud, contributing in conversational tone and style. In this way, the situations will seem relevant rather than artificial.

Teachers in earlier times worked alone in their classrooms for the most part. They marked the attendance forms, took lunch counts, completed other required daily procedures, and then closed their classroom doors to teach. They tried to handle each learning and behavioral situation with minimal assistance. Asking for help would have been tantamount to showing insecurity or demonstrating incompetence. After all, capable teachers in the past had managed eight grades in one-room schoolhouses without assistance, hadn't they?

But now schools are multi–dimensional centers of activity in which teachers and students are challenged in many different ways to prepare for the escalating demands of an increasingly complex future. Legislation, educational reform movements, business and industry demands, and parent pressures have spawned programs such as charter schools, voucher systems, dual-language classrooms, block scheduling, professional learning communities, and the rising incidence of homeschooling. Various configurations of school settings have been tried where students move between classrooms, or stay put while teachers move, or receive part of the day's instruction from co-teachers and sometimes from special education teachers. Classrooms have been designed with half-walls, no walls, multi-grade students, or combined-subjects students. In the midst of this, the individual teacher, with myriad responsibilities and widely diverse groups of students, can still feel stranded and alone in a crowded setting. In spite of all the comings and goings, the typical school environment is devoid of stimulating interaction with adults. Teachers may be just next-door or down the hall from other adults, yet paradoxically somewhat insulated from each other during the school day. Tight schedules, dictated by bells and passing routines, discourage meaningful discussion about the day's activities that sometimes extend into evening responsibilities, so school personnel teach and lead and supervise students autonomously for the most part. This makes teaching a lonely occupation in a very public place. (See Figure 1.1.)

Many teachers, especially those just beginning their teaching careers, have been reluctant to discuss their concerns or ask for assistance from support personnel, lest their competency be questioned and their confidence waver. Lack of dialogue with peers contributes to feelings of isolation and inhibits opportunities to learn from them

FIGURE 1.1 "I Feel So Alone!"

(Johnson & Pugach, 1996). In the meantime, other educators, including resource teachers, related services personnel and support personnel, and family caregivers, have waited in the wings until called on for counsel and assistance. Too often the potential sources of help become involved only after situations reach crisis level—when they could have been more helpful in initial stages of problem identification and early intervention.

As the teacher's list of responsibilities grows and the time available for instruction diminishes, the burden of trying to serve exceptional learning needs (ELN) of all students becomes heavier. Adding to the complexity of the school day with its array of curricular and extracurricular activities is the growing awareness by educators that all students, not just those identified for placement in special education, have individual needs that require special attention. Furthermore, every student has unique abilities and talents to be nurtured. So the challenge of developing student potential and serving special needs of all students to prepare them for extended education, fields of work, and citizenship roles can seem overwhelming.

WHY WORK TOGETHER AS EDUCATORS?

In our increasingly interdependent and specialized world, it is unlikely that one person will have enough knowledge and ability in any field of endeavor for every circumstance. This is especially relevant in education where populations are diverse, the developmental stages range from preschool to postsecondary, and students' life choices are broad palettes of possibility. Teaching is a multidimensional activity. An educator's role has never been easy, and it is becoming more challenging each year. School personnel are bombarded with more and more responsibilities. Legislators, community leaders, and the general public are raising expectations for student achievement and measurable yearly progress, yet not sure what is best for their schools and communities. However, one thing is certain. Existing programs and practices will not be enough to address the complex issues and multiple concerns of the future.

Expectations for education have escalated and expanded well beyond the one-room schoolhouse or isolated classroom where a teacher was the be-all and end-all for students. Teams and networks of personnel are needed to address issues of instruction, management of the learning environment, assessment of student achievement, professional development activity for educators, partnerships with parents, and communication with community leaders. So if educators expect to "make the world a better place, make a difference in children's lives, and help others reach their potential," it is

reasonable that they consult, collaborate, and work as teams in partnership with others to achieve their lofty goals.

Collaborative school consultation in the teaching profession is not out of line with other professions. It is becoming more and more routine in fields as varied as business, medicine, law, industry, fashion, sports, construction, scientific research, journalism, decorating, finance—the list is endless. Some consultants even have their own consultants! Teamwork is emphasized frequently across a wide range of work settings, from service professions to trades to government to community leadership. In fields where networking is encouraged with others who have similar yet helpfully different perspectives, results have been dramatic. Sharing expertise stimulates productivity and growth as colleagues collaborate and consult with peers in their areas of special abilities.

ACTIVITY 1.1

What Are a Teacher's Responsibilities?

What does a teacher do in the course of a day, a week, a school year? With one or two colleagues, in short phrases, list all the specific responsibilities you can think of that a teacher typically performs during the course of the school year. Draw upon recollections from your student days, college coursework, student teaching, and any teaching experiences that you have had. Remember to include not only responsibilities for instruction and curriculum preparation but also for assessment, classroom management, extracurricular duties, supervision, maintenance of learning environments, preparation of materials, and professional development activities. Expect to come up with dozens and dozens.

If you do this with several educators representing various grade levels, content areas, and specialized roles, your combined lists will be an impressive and perhaps surprising collection of teaching responsibilities. Engaging in the process itself will be an example of collaboration, with every participant contributing ideas from personal viewpoints and experiences.

DESCRIBING COLLABORATION, CONSULTATION, AND TEAMWORK

Practical definitions of "collaboration," "consultation," and "teamwork" in school settings must be general enough for application in a wide range of school structures and circumstances, yet flexible enough for adaptation to many types of schools and communities. Defining terms is difficult due to the challenges of drawing meaningful boundaries and the risks of being too limiting or too broad (John-Steiner, Weber, & Minnis, 1998). Drawing from sources that include *Webster's Third New International Dictionary*, unabridged (1976), *Webster's New Collegiate Dictionary*, 8th edition (1996), and *World Book Dictionary, Volumes 1 and 2* (2003), several shades of meaning and a number of synonyms emerge

that can be applied to schools and education. The words and synonyms complement each other to form a conceptual foundation for collaboration, consultation, and teamwork in contemporary teaching and learning environments.

The process of forming definitions or descriptions requires careful attention to semantics because meanings can vary from user to user and from context to context. People who say "Oh, it's just semantics; so it's no big deal," are overlooking the importance of appropriate word selection for verbal, written, or sign-language communication. Consider the responsibilities of a foreign diplomat in applying delicate nuances of meaning to complex ideas about key issues on the world stage. It is quite likely that much communication and interaction among diverse populations and nations worldwide gets twisted in translation. Discussions of abstract concepts such as motivation, respect, effort, expectations and fairness, or concepts that elude definitive assessment such as differentiation, ability, and achievement are particularly vulnerable to distortion and erosion in the process of translation.

Careful selection of words and thoughtful construction of definitions are a start toward effective communication and collaboration. Words make the trip through a person's nervous system before they can be referred outward to the real thing (Sondel, 1958). A person should not assume that everyone responds to words in precisely the same way. Consider the word "chair." It might signal "time out" to a misbehaving toddler or become a place for a tired parent to relax. A dentist may see a chair as a special piece of equipment for professional work, while to a college professor it might mean a coveted position, and to a convicted murderer it might portend death (Sondel, 1958). Perusing synonyms for a particular word can uncover shades of meaning available for diverse settings. A well-known example is the number and variety of meanings that people native to the Arctic regions have for the concept of "snow."

Definitions that will be helpful to continue the analysis and application of collaborative school consultation and teamwork, as drawn and condensed from several sources, are:

co-educator: An educator who collaborates, consults, teams with, co-teaches, networks with other educator(s) to address students' needs for learning and doing. May be a school educator, home educator (parent or other caregiver), or community resource person.

collaboration: To labor together, or to work jointly in cooperative interaction to achieve a shared goal.

collaborative ethic: A philosophy of shared purpose and interdependent practices among co-educators in working together for best interests of students and schools.

teamwork: Joint action in which each person participates cooperatively and collaboratively to contribute to the goal and subordinates personal prominence to enhance the effectiveness of the group.

consult: To advise or seek advice; to confer, consider, examine, refer to, communicate in order to decide or plan something, seek an opinion as a guide to one's own judgment, request information or facts, or talk over a situation with someone.

consultation: Advisement, counsel, a conference; formal or informal deliberation to provide direct services to students or to work with co-educators in addressing special needs.

consultant: One who provides professional input or renders services in a field of special knowledge and training, or more simply, one who consults with another for a common purpose.

client: An individual, a group, an agency, or other entity receiving consulting services in order to learn (know the material) and do (apply that learning) in school and beyond, who is often but not always the student.

consultee: As described in social science literature, a mediator between consultant and client (Tharp, 1975); one who confers with a consultant to gather and exchange information and advice and apply it for the client's needs. The consultee is often, but by no means always, the general education or classroom teacher, and in some cases the consultee can be advisor to the consultant.

co-teaching: When two or more teachers plan and implement instruction, and monitor and assess student achievement, typically in an inclusive, collaborative classroom environment.

network: A system of connections among individuals or groups having similar purposes who interact and collaborate to accomplish shared goals.

Drawing upon words just defined, the following description will frame major concepts presented in this material:

> **Collaborative school consultation** is an interactive process in which school co-educators, home co-educators, students, and resource and support personnel combine their knowledge and expertise to determine the student's educational needs, plan learning and behavioral goals, implement the plan, assess outcomes, and follow up as needed.

In Situation 1.A presented earlier, the client is the new student with an intellectual disability. The special education teacher for the school district will serve that student directly for part of the school day and indirectly by collaborating with the classroom teacher of English. The student may receive some direct service from the special education teacher as special education consultant, but for the most part, the direct service comes to the student from the classroom teacher as a general education consultee.

Co-educators in a consultant role do not hold claim to all the expertise. Competent consultants also listen and learn. They help consultees discover and apply what they already know. They help them recognize their talents and trust their own skills. Consultation helps consultees develop skills to solve current problems and generalize those skills to other problems. It is an interactive process requiring active participation of the consultee, not imposition of the process. Consultants should engage in self-analysis and reflection about the impact they will have on the consultative process.

Co-teaching and other teaming and networking interactions are examples of collaboration. The collaborative consultation relationship requires mutual trust and behaviors that allow joint exploration of ways to help students. Johnson and Donaldson (2007) present collaboration as a way of overcoming the triple-threat norms of autonomy, egalitarianism,

and deference to authority that have long characterized schools. Effective collaborative school consultation and teamwork will mean having co-educators who are more capable and more confident in their capabilities when addressing students' special needs than they were in autonomous teaching environments.

Goals and objectives for special education services are based on identification of needs as outlined in the Individual Education Plans (IEPs) developed collaboratively by **school co-educators** and **home co-educators**. This identification is contingent on defining the disability, disabilities, or exceptional ability, but it is not a label to be "put upon" a student. Special education teachers make it clear that, "Labels are for file folders or plastic totes, not children." Furthermore, it is important to note that most disabilities are "invisible disabilities" such as attention deficit, learning disability, hearing impairment, autism spectrum disorder, and some psychological and mental health issues.

Lists of terms used in special education to identify needs may vary among federal, state, and local agencies, but typically include: autism spectrum disorder, emotional/behavioral disorder, speech and language impairment, deafness or hearing impairment, dual sensory impairment, intellectual disability, specific learning disability, multiple disabilities, orthopedic impairments, traumatic brain injury, and visual impairment or blindness. More than half of states in the United States also include gifted and talented as a part of special education because of their exceptional learning needs.

ACTIVITY 1.2

How Can Teachers Work Together?

With your collaborating participants, if possible, sort the list of teacher responsibilities you compiled in Activity 1.1 into categories of tasks, such as: 1) instructional, 2) curricular, 3) managerial, 4) evaluative, 5) supportive, and 6) professional-growth related categories. Then decide which tasks might be carried out productively and enjoyably when working with others to accomplish them. As an example, if the responsibility for ordering books and supplies is classified as managerial, teams of teachers might collaborate to pool their library allocations and make decisions about materials that could be shared or used for team teaching. Such a collaborative activity could spark a co-educator's interest in co-teaching with those materials, or borrowing them to extend that curriculum and instruction to another grade level, or loaning out materials to the co-educator who plans to order them.

Then mark with an asterisk (*) other responsibilities you and your group listed that you think have collaborative potential. As an example (one that involves high levels of trust and communication), two co-educators might exchange assessment of students' portfolios. The positive outcomes of this collaboration could be substantial, while less-than-positive outcomes could be used for productive discussions about rubric development and feedback methods.

Areas of responsibility might emerge that have been overlooked, such as "organizing cross-grade tutors and study-buddies" or "involving families in preparing notebooks of potential community resources." Think of these as springboards for future collaborations among school co-educators or in partnerships with home and community co-educators.

When compared and contrasted with practices in business, industry, and numerous other professions, collaboration on a regular basis in school settings tends to be more occasional and happenstance than frequent and planned. Available and congruent time blocks are necessary for productive interaction with colleagues, but these opportunities are few in the course of a busy school day. Then, too, practical structures for working together and training for these less familiar roles have been minimal. It follows that careful assessment of collaborative outcomes has been the exception, not the routine. However, the growing complexities of teaching and escalating demands for student achievement and accountability of schools underscore the strong need for working together in many dimensions.

MOTIVATION FOR WORKING TOGETHER

In a school context, all three processes—collaboration, consultation, and teamwork—involve interaction among school personnel, families and students, and community to achieve common goals. However, there are subtle distinctions. In school consultation, the consultant contributes specialized expertise toward an educational problem and the consultee delivers direct service utilizing that expertise. Consultants and consultees begin to collaborate when they assume equal ownership of the problem and solutions. It is a way of working in which power struggles and ineffectual politeness can be detrimental to team goals. Collaborative consultation must be voluntary, and it should be noted that successful consultants use different styles of interaction under different circumstances for different situations (Friend & Cook, 1992).

While true consultation is voluntary, that doesn't mean you have to throw up your hands and give up if you meet resistance. Think of opportunities to collaborate as a door being in varying degrees of openness. Whether the door is shut, cracked open, or fully open, your goal is to move the "door" or collaborative relationship to the next level. If the door is shut—the person doesn't want to collaborate—then you should begin with simply building a cordial relationship—making a point to acknowledge the person when you pass in the hall and maybe start up a conversation about something casual, not necessarily work-related. If the proverbial door is open slightly to collaboration, your goal is to move the relationship to the next step from primarily social interactions to education-related discussions. Solicit the person's opinion about a district initiative or share something you read in a recent professional journal or from an education online newsletter or blog and ask for their thoughts on the topic. Use this opportunity to share something about co-planning or co-teaching while thinking aloud and posing questions around the topic and how it might work in your school. Finally, if you have faculty with whom you have successful collaborative relationships, think about how you can take those one step further in having them help bring along those