

Collaboration Requirements for Student Teaching

Objective

The student teacher will demonstrate competence in collaborating with school-based professionals and families on an on-going basis.

Directions

Student teachers will:

- Complete this assignment and submit it to their supervisor/district coach.
- Upload the completed form and artifact(s) to Canvas by the date specified in the Triad conference.
- Schedule a conference with the supervisor/district coach to review the collaborations. It is expected that the student teacher will be able to describe their collaborations with their supervisor/district coach through either a live conference or video conference.
- Share artifacts (logs, forms, lesson plans, etc.) with supervisor/district coach and discuss the effectiveness and/or changes needed during the scheduled conference.

Assignment Requirements

Note: The expectation in student teaching is to have multiple opportunities to collaborate. This assignment is a snapshot of a few collaboration experiences that demonstrates your thought process and ability to reflect on collaboration.

Part 1: Communicate with Families

1. Describe the classroom communication system.
 - a) Submit an artifact of the current classroom communication system
2. Develop and distribute an introductory letter.
 - a) Submit the introductory letter as an artifact.
3. Describe two additional communication interactions with families.
 - a) Provide an artifact (communication notebook, Parent Teacher Conference (PTC), etc.) for each communication interaction.
4. Reflect on how you would use/change the communication system in your future classroom.

Part 2: Collaboration with School-Based Professionals

1. Describe two informal collaboration interactions with school-based professionals. This could include SPED teachers, Gen Ed teachers, administration, related service providers, bus drivers, school nurse, office staff, custodial staff, school counselors, librarian/art/pe/music/computer specialists, ELL teachers, Tier II instructional specialists, etc.
 - a) Include in your description who was involved, what the purpose of the collaboration, where and when the collaboration occurred, and the outcome of each interaction. Describe how you will communicate with the professional in

the future. What did you learn about collaborating with this individual? How will that affect future collaboration with this individual?

2. Reflect on the value of informal collaborations in supporting students, building rapport, problem solving, resolving conflicts, etc.

Part 3: Attend, Participate and Reflect on Collaborative Meetings

1. Attend at least one formal meeting (PLCs, faculty meetings, department meetings, IEP meeting, behavior intervention meeting, transition meeting, etc.).
 - a) Submit an artifact indicating your attendance (meeting agenda, collaboration log etc.).
2. Summarize the collaboration that occurred during the meeting.
 - a) Include the purpose of the meeting, who attended and the objective of the meeting.
3. Describe your engagement during the meeting (observe, take notes, present information, share perspective, prepared information, etc.).
4. Reflect on and include examples and/or non-examples of the meaningful collaboration that occurred.

This assignment addresses:

- Items 1-7 and 29-35 on the midterm and final evaluation.
- Utah General Teacher Preparation Competency Learners & Learning: Effective teachers exhibit knowledge, skills and dispositions that demonstrate an awareness of and sensitivity toward diversity in learner development and student individualities.
- Utah General Teacher Preparation Competency Professional Responsibility: Effective teachers exhibit the knowledge, skills, and dispositions that demonstrate awareness of and adherence to professional and ethical standards personally, within their school community, with parents, and within their local community.
- Council for Exceptional Children Initial Preparation Standard 7: Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.