

## Collaboration Checklist

- General educators are given planning time with their co-teachers and instructional assistants to figure out the week's lessons and how to best deliver the curriculum.
- Special educators who implement the strategies are offered opportunities for appropriate pre-, inter-, and postplanning with their co-teachers, instructional assistants, related staff, and team members.
- Instructional assistants and paraprofessionals are treated as integral inclusive members of the classroom whose input is respected and needed. Guidance is given to them on how they can help the students, such as checking notebooks, monitoring time on task, scribing, and offering encouragement.
- Administrators and supervisors listen to and collaborate with their staff and build time into teachers' schedules to effectively problem solve and communicate with each other throughout the week.
- Instructional student support or multidisciplinary teams offer ongoing support beyond the scheduled IEP meetings or testing dates. For example, they observe and plan with the teachers, discussing teachers' and students' efforts, progress, and concerns.
- Related staff are inclusive members who offer their input. For example, the speech-language pathologist helps students gain conversational skills, and the occupational or physical therapist gives students handwriting tips or helps them to increase other motor functions.
- Families are regularly informed on the progress of their children and offered ways to assist in the school's efforts.
- Students are aware of daily, weekly, and monthly lesson objectives and are offered realistic feedback on their progress.