# M5: What is Collaboration

## Course

Special Education

## Location

Module 5

## Alignments

### Course Outcomes

CLO V: Describe the utility of important collaborative relationships: school, district, and family members/guardians.

### Module Outcomes

MLO 5.1: Explain assessment/IEP team roles in creating and implementing an equitable education plan for students with disabilities.

MLO 5.2: Apply evidence-based and equitable practices in communication and collaboration with partners in the special education process.

### Specific InTASC Standards

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| **InTASC** | **Type** | **Specific Standard** |
| 1c | Performance | The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. |
| 7m | Knowledge | The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations). |
| 10d | Performance | The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement. |

## Activity Instructions

### Purpose

To effectively support students, educators must be able to collaborate with others. This is especially true for those working in special education, as they must partner with parents, teachers, aids, and administrators to ensure that students are being supported in ways that benefit their unique learning needs.

This activity allows students to reflect on what the word *collaboration* means to them.

### Task

#### Instructor Preparation for Activity

* Spend 3-5 minutes searching for various definitions of the term *collaboration* so that you have a general understanding of the varying definitions of the word.
* Prepare a whiteboard for students to record their answers and provide students with markers to write their answers on the board.

#### Student Directions

For this activity, you will begin working independently.

1. Take a few minutes to come up with a definition of the word *collaboration.* Write down this definition.
2. Once your instructor has directed you to do so, find a partner. Share your definition of *collaboration* with your partner and have them share their definition with you.
3. Write your definitions on the whiteboard.

### Example

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| When I think of *collaboration,* I think of: |
| Working together to accomplish a shared goal. |