

## Collaboration Application Activity

### Description

The collaboration application activity asks you to complete the Collaborative Team Lesson Planning and Meetings Template process with one or more team members. You will follow the template to plan a co-taught UDL lesson with your team based on the students that you currently teach.

### Materials

1. [Collaborative Team Lesson Planning and Meetings Template](#)

### Objectives

By the end of the module, you will be able to:

1. Build relationships to improve communication while meeting and planning
2. Develop strategies to engage and empower a transdisciplinary team
3. Learn and implement best practices for working in transdisciplinary, collaborative teams

### Purpose

This activity's purpose is to practice collaborating with team member(s). It aims to support teams as they co-plan, co-teach, and co-assess lessons that address the needs of all students in their classrooms, including learners who are struggling in school due to differing languages, abilities, and access to resources. All team members will benefit from knowing how to plan, learn about, assess, and support learners' growth in a collaborative manner.

### Steps

For this activity, you will complete the following steps:

1. Coordinate time to meet with your team member(s).
2. Establish team norms for co-planning.
  - a. Review the template in its entirety before you begin to plan the co-taught lesson.
  - b. Use the Assessment of Team Performance section of the Collaborative Team Lesson Planning and Meetings Template to guide your initial conversation.
  - c. Share your goals and expectations, and allow each member of the team to voice their perspective.
2. Use the Collaborative Team Lesson Planning and Meetings Template to create a co-taught lesson plan. Consider all areas of the form as you plan a lesson that addresses the needs of all students in the classroom.
3. As you finalize the plans, remember to spend a few minutes completing the team's reflection and assessment of performance together. Discuss areas of planning that went well and conclude the collaboration with positive affirmations with the team.

### Context

Please include ways to contextualize the activity for different audiences, regions, and policies.

- Learn about the goals, preferences, and needs of each team member

- When co-planning, provide lesson activities in the language of the learner and family (e.g., Spanish support activities and resources if you are planning in Panama)
- In some countries, collaboration is not available, and only one teacher supports academic progress. Find out what the process is for the school or community to include multiple team members in co-planning and co-teaching.
- Adapt lesson activities, assessments, and resources for the population you are serving
- Examine any biases or misconceptions you may have about working in teams, co-teaching learners, collaborating with family, and community members.

## Rubric

### Expectations of the Practice

| Rubric Area                                                                                                  | Developing                                                                                                                                                                         | Beginner                                                                                                                                                                     | Proficient                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Building relationships to improve communication, while meeting and planning (Objective 1)                    | I built a relationship with one team member while we planned a co-taught lesson.                                                                                                   | I built a relationship with one team member while we planned a co-taught lesson. We identified strength-based roles.                                                         | I built a relationship with two or more team members while we planned a co-taught lesson. We identified strength-based roles. We increased our level of trust.                 |
| Developing strategies to engage and empower (Objective 2)                                                    | I participated in a co-taught lesson plan while utilizing student data and information. The co-planning process had clear expectations and allowed all team members to contribute. | I developed a co-taught lesson plan while utilizing student data and information. The co-planning process had clear expectations and allowed all team members to contribute. | I led a co-taught lesson plan meeting while utilizing student data and information. The co-planning process had clear expectations and allowed all team members to contribute. |
| Learning and implementing best practices for working in transdisciplinary, collaborative teams (Objective 3) | I utilized the collaborative team planning reflection tool.                                                                                                                        | I utilized the collaborative team planning reflection tool. I addressed HLP-1.                                                                                               | I utilized the collaborative team planning reflection tool. I addressed HLP-1. I addressed HLP2.                                                                               |