

Quality Indicators for Collaboration

	Implementation Status		
	Not in Place	Needs Improvement	In Place & Effective
1. Special populations teachers (special education, Title I, ELL) are members of grade level or department level teams.			
2. Educators feel a strong sense of shared responsibility for all students, including students with disabilities.			
3. Educators are knowledgeable of the content of the IEP for each student they are responsible for educating.			
4. Educators receive staff development that enhances their skills in communication, team building and problem solving.			
5. Educators demonstrate their ability to collaboratively develop appropriate options for individual students.			
6. Educators engage in regularly scheduled co-planning sessions.			
7. Educators have sufficient time to collaborate regarding student needs and services.			
8. Educators use their available planning time effectively and efficiently.			
9. Educators are knowledgeable of the phases of team development and are able to work together to move the team forward.			
10. Educators possess collaboratively planning tools that increase the degree to which each team member is knowledgeable of the teaching philosophies and styles of each of their partners.			
11. Educators work collaboratively across grade levels to facilitate a smooth transition for each student.			
12. Collaboration is actively encouraged and supported by the principal.			