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**Rubric – HLP #2 Lead Effective Meetings with Professionals & Families**

|  | **Scheduling** | **Agenda**  | **Introductions** | **Stakeholder Input** | **Families** | **Data** | **Summary** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ineffective**  | Teachers seldom invite important stakeholders to meetings, or share meeting logistics, goals, and expectations in invitations.  | Teachers seldom share meeting agendas with stakeholders.  | Teachers seldom establish a respectful and welcoming tone, and seldom introduce stakeholders.  | Teachers seldom ask all stakeholders for input during meetings.   | If families participate, teachers seldom encourage family participation or listen to family suggestions and ideas.  | Teachers seldom present data at meetings to support shared decision making.  | Teachers seldom summarize meeting items and review next steps.  |
| **Approaching****Effective**  | Teachers sometimes invite important stakeholders to meetings, and sometimes share meeting logistics, goals, and expectations in invitations.  | Teachers sometimes share meeting agendas with stakeholders.  | Teachers sometimes establish a respectful and welcoming tone, and sometimes introduce stakeholders.  | Teachers sometimes ask all stakeholders for input during meetings.  | If families participate, teachers sometimes encourage family participation and sometimes listen to family suggestions and ideas. | Teachers sometimes present data at meetings to support shared decision making. | Teachers sometimes summarize meeting items and review next steps. |
| **Effective**  | Teachers often invite important stakeholders to meetings, and often share meeting logistics, goals, and expectations in invitations.  | Teachers often share meeting agendas with stakeholders.  | Teachers often establish a respectful and welcoming tone, and often introduce stakeholders.  | Teachers often ask all stakeholders for input during meetings.  | If families participate, teachers often encourage family participation and often listen to family suggestions and ideas. | Teachers often present data at meetings to support shared decision making. | Teachers often summarize meeting items and review next steps. |
| **Highly Effective** | Teachers always invite important stakeholders to meetings, and always share meeting logistics, goals, and expectations in invitations.  | Teachers always share meeting agendas with stakeholders.  | Teachers always establish a respectful and welcoming tone, and always introduce stakeholders.  | Teachers always ask all stakeholders for input during meetings.  | If families participate, teachers always encourage family participation and always listen to family suggestions and ideas. | Teachers always present data at meetings to support shared decision making. | Teachers always summarize meeting items and review next steps. |

References

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McLeskey, J. (Ed.). (2019)*. High leverage practices for inclusive classrooms.* New York: Routledge.

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