

# Rubric- HLP 1 Collaborate with Professionals to Increase Student Success

[Embedded HLP: HLP 2: Lead Effective Meetings with Professionals & Families](https://ttaconline.org/Resource/JWHaEa5BS75Ve180J3lZfQ/Resource-rubric--hlp-2-lead-effective-meetings-with-professionals--families-vdoe-ttac-at-gmu)

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| --- | --- | --- | --- | --- |
| **Rating** | **Shared Responsibility** | **Collaboration** | **Communication** | **Data Based Decision-Making** |
| **Ineffective**  | Teachers, paraeducators, and other education professionals seldom have a shared responsibility and accountability for students with disabilities.  | Teachers seldom make statements that are accurate and descriptive rather than vague and evaluative.  | Active listening skills that include summarizing of ideas, engaging in open ended questioning, offering ideas, and attentive non-verbal communication are seldom observed.  | Teachers seldom use data to make informed decisions and problem-solve with other education professionals about services and instructional approaches that are designed to meet the individual needs of students with disabilities. |
| **Approaching Effective**  | Teachers, paraeducators, and other education professionals sometimes have shared responsibility and accountability for students with disabilities.  | Teachers sometimes make statements that are accurate and descriptive rather than vague and evaluative.  | Active listening skills that include summarizing of ideas, engaging in open ended questioning, offering ideas, and attentive non-verbal communication are sometimes observed.  | Teachers sometimes use data to make informed decisions and problem-solve with other education professionals about services and instructional approaches that are designed to meet the individual needs of students with disabilities. |
| **Effective**  | Teachers, paraeducators, and other education professionals often have a shared responsibility and accountability for students with disabilities.  | Teachers often make statements that are accurate and descriptive rather than vague and evaluative.  | Active listening skills that include summarizing ideas, engaging in open ended questioning, offering ideas, and attentive non-verbal communication are often observed.  | Teachers often use data to make informed decisions and problem-solve with other education professionals about services and instructional approaches that are designed to meet the individual needs of students with disabilities. |
| **Highly Effective** | Teachers, paraeducators, and other education professionals always have a shared responsibility and accountability for students with disabilities.  | Teachers always make statements that are accurate and descriptive rather than vague and evaluative.  | Active listening skills that include summarizing of ideas, engaging in open ended questioning, offering ideas, and attentive non-verbal communication are always observed.  | Teachers always use data to make informed decisions and problem-solve with other education professionals about services and instructional approaches that are designed to meet the individual needs of students with disabilities. |

## References

Aceves, T. C. and Kennedy, M. J. (Eds.) (2024, February). *High-leverage practices for students with disabilities. 2nd edition*. Arlington, VA: Council for Exceptional Children and CEEDAR Center

CEEDAR Center (2024). *High-leverage practices self-assessment tool*. Retrieved from <https://ceedar.education.ufl.edu/high-leverage-practices/>

Hashey, A. I., Kaczorowski, T. L., & DiCesare, D. M. (2020). *High-Leverage Practices in Special Education, Guide 1*. Council for Exceptional Children.

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

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