

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

Pillar HLPs: [HLP 1 Collaborate with professionals](https://ttaconline.org/Resource/JWHaEa5BS75SOEJMtqrhuw/Resource-rubric--hlp-1-collaborate-with-professionals-to-increase-student-success-vdoe-ttac-at-gmu) & [HLP 3 Collaborate with families](https://ttaconline.org/Resource/JWHaEa5BS74Xm7RGYLK2uA/Resource-rubric--hlp-3-collaborate-with-families-to-support-student-learning-and-secure-needed-services)

| **Rating** | **Scheduling** | **Goals & Expectations** | **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 goals, expectations, and agenda.  | 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 goals, expectations, and agenda.  | 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 goals, expectations, and agenda.  | 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 seldom share meeting goals, expectations, and agenda.  | 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**

Aceves, T. C. & 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 5*. Council for Exceptional Children.

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

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