

# **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.

For information about TTAC Region 4, go to [https://ttac.gmu.edu/](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fttac.gmu.edu%2F&data=04%7C01%7Cctalber1%40gmu.edu%7C717a601d8f47402ccfc108d9fd416faf%7C9e857255df574c47a0c00546460380cb%7C0%7C0%7C637819279759882488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GbznIwsPLTJua0kFL7zcwup4SVohdCUFFXuU1cQkHck%3D&reserved=0).

**Comments:**