

**Rubric - HLP 3 Collaborate with Families to Support Student Learning and Secure Needed Services**

[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)

| **Rating** | **Relation-ship** | **Communica-tion Method** | **High Expectations** | **Student Progress** | **Class-wide Strategies** | **Individualized Strategies** | **Collabora-tion** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Ineffective** | Teachers seldom take time to learn about students’ families, their cultures, and perspectives. | Teachers seldom communicate with families with their preferred communication modality (email, text, phone, etc.) or in a language used by the family. If a translator is necessary, teachers seldom arrange for a translator. | Teachers seldom communicate respectfully with families, sharing high expectations with students and families. | Teachers seldom communicate regularly with families about student progress (academic and non-academic), achieve-  ments, and challenges. | Teachers seldom share strategies that support the instruction of academic and/or non-academic skills and concepts through LMS, blog, website, or class communication system. | Teachers seldom engage families in discussions about research and evidence-based strategies that wrap interventions between home and school to support IEP goals and individualized needs. | Teachers seldom share ideas and actions that families  use to support a student’s individualized education  program’s goals and objectives. |
| **Approaching**  **Effective** | Teachers sometimes take time to learn about students’ families, their cultures, and perspectives. | Teachers sometimes communicate with families with their preferred communication modality (email, text, phone, etc.) or in a language used by the family. If a translator is necessary, teachers sometimes arrange for a translator. | Teachers sometimes communicate respectfully with families, sharing high expectations with students and families. | Teachers sometimes communicate regularly with families about student progress (academic and non-academic), achieve-  ments, and challenges. | Teachers sometimes share strategies that support the instruction of academic and/or non-academic skills and concepts through LMS, blog, website, or class communication system. | Teachers sometimes engage families in discussions about research and evidence-based strategies that wrap interventions between home and school to support IEP goals and individualized needs. | Teachers sometimes share ideas and actions that families  use to support a student’s individualized education  program’s goals and objectives. |
| **Effective** | Teachers often take time to learn about students’ families, their cultures, and perspectives. | Teachers often communicate with families with their preferred communication modality (email, text, phone, etc.) or in a language used by the family. If a translator is necessary, teachers often arrange for a translator. | Teachers often communicate respectfully with families, sharing high expectations with students and families. | Teachers often communicate regularly with families about student progress (academic and non-academic), achieve-  ments, and challenges. | Teachers often share strategies that support the instruction of academic and/or non-academic skills and concepts through LMS, blog, website, or class communication system. | Teachers often engage families in discussions about research and evidence-based strategies that wrap interventions between home and school to support IEP goals and individualized needs. | Teachers often share ideas and actions that families  use to support a student’s individualized education  program’s goals and objectives. |
| **Highly Effective** | Teachers always take time to learn about students’ families, their cultures, and perspectives. | Teachers always communicate with families with their preferred communication modality (email, text, phone, etc.) or in a language used by the family. If a translator is necessary, teachers always arrange for a translator. | Teachers always communicate respectfully with families, sharing high expectations with students and families. | Teachers always communicate regularly with families about student progress (academic and non-academic), achieve-ments, and challenges. | Teachers always share strategies that support the instruction of academic and/or non-academic skills and concepts through LMS, blog, website, or class communication system. | Teachers always engage families in discussions about research and evidence-based strategies that wrap interventions between home and school to support IEP goals and individualized needs. | Teachers always share ideas and actions that families  use to support a student’s individualized education  program’s goals and objectives. |

## **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/>

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

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