

# HLP 2



## Organize and facilitate effective meetings with professionals and families.

### Lead Effective Meetings with Professionals and Families: Categories of Work

#### Prepare for Meetings

- Set a clear goal for the meeting
- Determine necessary team members and their common availability.
- Share the finalized, date, time, place, length, and agenda for the meeting with all team members.
- Share the expectations for preparation and participation with all team members. If making instructional decisions, notify team members of specific data they are responsible for bringing to the meeting
- Welcome and greet guest and team members as they arrive.

#### Facilitate Effective Meetings

- Welcome participants with a positive tone and remind the team of ground rules and/or the agenda.
- Provide time for introductions.
- Promote discussion, equal voice, and contributions from all team members
- Maintain the efficiency of meetings by encouraging consensus-building and a focus on the meeting goal(s).
- Ensure that all team members understand any student data shared.
- Summarize what was accomplished and schedules a follow-up meeting if needed.
- Discuss any follow-up activities that need to occur after the meeting's conclusion.

### Suggestions for Faculty to Support Candidates' Learning and Enactment

**Introduce** – 1) Explain criteria for clear goals, agenda, clear preparation and participation, and data with candidates; provide examples and nonexamples for candidates to evaluate.

**Prepare** – 1) Provide candidates with a scenario for a meeting that they must plan; candidates work in pairs to complete the plan.

**Enact** – Observe or video record teacher candidate participating in, leading, or co-leading a meeting; provide specific coaching and feedback.

**Analyze** – Share samples of planning materials for a meeting; ask candidates to analyze and evaluate the leader's planning.

**Introduce** – Model approaches for promoting equitable contributions, consensus-building, and summarizing.

**Prepare** – 1) Provide small teams of candidates with scenarios and ask them to take turns facilitating a meeting; prompt peers to provide feedback on equal voice, encouraging parent/guardian input, use of checklists, data-sharing, consensus-building, and summarizing.

**Enact** – Provide field experience in which candidates attend or co-facilitate meetings with a mentor teacher; debrief with candidate and mentor teacher.

**Analyze** - Share transcripts or watch video of meetings; ask candidates to analyze for optimal use of key features.

## Questions to Prompt Discussion, Self-Reflection, and Observer Feedback

- Why is having a clear purpose/goal for a meeting that involves a team of individuals so important?
- What strategies can you use to promote and encourage participation from all team members?
- What commonalities are evident in HLP #1 and HLP #2? How do you see these two HLPs working together?
- Why is utilizing a variety of data sources when making instructional decisions for students important?
- How can you support other team members with preparing and understanding student data?

## **CEC Standards**

### **CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).**

Alignment of the CEC High Leverage Practices with CEC Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K12).

### **Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE)**

Alignment of the Division of Early Childhood Recommended Practices (birth- age 5) and CEC High Leverage Practices (age 5-8) with the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE).

## **Books**

Berlinghoff, D. & McLaughlin, V.L. (Eds.) (2022). Practice-Based Standards for the Preparation of Special Educators (The Purple Book). Council for Exceptional Children

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEDAR Center.

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M. T., & Lewis, T. J. (Eds.). (2022). High leverage practices for inclusive classrooms. Routledge.

Pennington, R., Ault, M. J., Courtade, G., Jameson, J. M., & Rupp, A. (Eds.). (2022). High leverage practices and students with extensive support needs. Taylor & Francis.

## **Journal Articles**

Herburger, D., Holdheide, L., & Sacco, D. (2020). Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices: Tips and Tools. WestEd.

Maheady, L. J., Patti, A. L., Rafferty, L. A., & del Prado Hill, P. (2019). School-university partnerships: One institution's efforts to integrate and support teacher use of high-leverage practices. *Remedial and Special Education, 40*(6), 356-364.

Tucker, V. E., & Matson, L. J. (2022). Collaboration for School Mental Health Needs: A Case for High-Leverage Practices in a Culturally Responsive Framework. *TEACHING Exceptional Children, 00400599221115623*.

Wilkinson, C., & Potts, E. (2022). Role Play Activities in Small Programs: What, Why, Where, and How?. *Journal of Special Education Preparation, 2*(2), 6-17.

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2019). Sharing a vision, sharing practices: How communities of educators improve teaching. *Remedial and Special Education, 40*(6), 380-390.