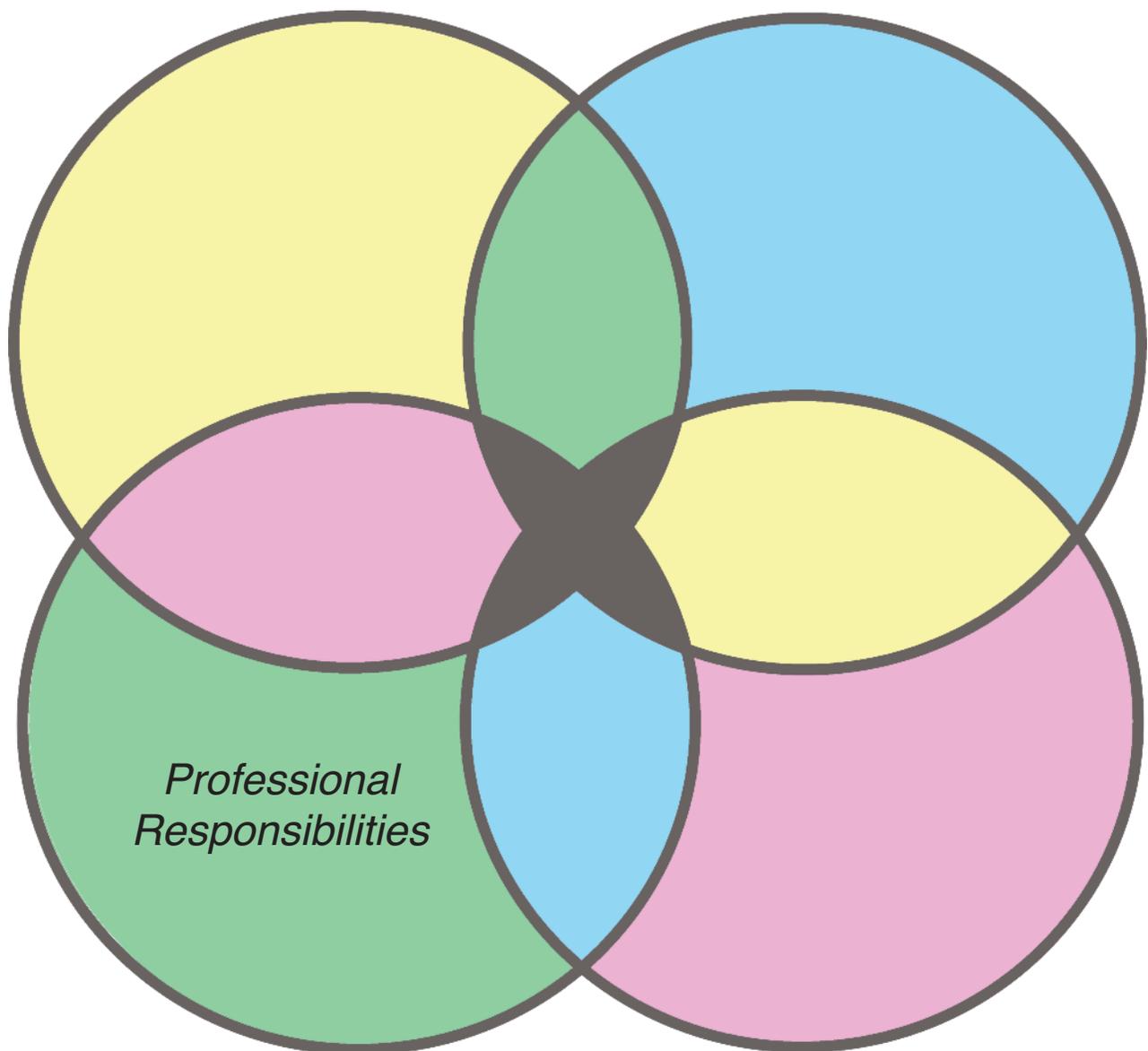


The Framework for Teaching Evaluation Instrument

DOMAIN 4

Professional Responsibilities



4c Communicating with Families

Although the ability of families to participate in their child's learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages. Elements of component 4c:

Information about the instructional program

Frequent information is provided to families, as appropriate, about the instructional program.

Information about individual students

Frequent information is provided to families, as appropriate, about students' individual progress.

Engagement of families in the instructional program

Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.

Indicators:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

4c Communicating with Families—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A parent says, “I’d like to know what my kid is working on at school!”</p> <p>A parent says, “I wish I knew something about my child’s progress before the report card comes out.”</p> <p>A parent says, “I wonder why we never see any school work come home.”</p>	<p>A parent says, “I received the district pamphlet on the reading program, but I wonder how it’s being taught in my child’s class.”</p> <p>A parent says, “I emailed the teacher about my child’s struggles with math, but all I got back was a note saying that he’s doing fine.”</p> <p>Weekly quizzes are sent home for parent/guardian signature.</p>	<p>The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc.</p> <p>The teacher creates a monthly progress report, which is sent home for each student.</p> <p>The teacher sends home a project that asks students to interview a family member about growing up during the 1970s.</p>	<p>Students create materials for back-to-school night that outline the approach for learning science.</p> <p>Student daily reflection log describes learning and goes home each week for a response from a parent or guardian.</p> <p>Students design a project on charting family use of plastics.</p>

UNSATISFACTORY	BASIC
<p>Teacher communication with families—about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>

Critical Attributes

<p>Little or no information regarding the instructional program is available to parents.</p> <p>Families are unaware of their children’s progress.</p> <p>Family engagement activities are lacking.</p> <p>Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families’ cultural norms.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>

<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>
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