

# Standards and Indicators of effective Teaching Practice: Teacher Rubric



Cape Cod Collaborative

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, and organizations.

**Indicator III – A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.**

| III – A Elements                             | Unsatisfactory  | Needs Improvement   | Proficient   | Exemplary   |
|--|---|---|--|---|
| <b>III – A – 1. Parent/Family Engagement</b> | Does not welcome families to become participants in the classroom and school community or actively discourages their participation  | Makes limited attempts to involve families in school and/or classroom activities, meetings and planning   | <b>Uses a variety of strategies to support every family to participate actively in the classroom and school community.</b>   | Successfully engages most families and sustains their active and appropriate participation in the classroom and school community. Is able to model this element.                        |
| <b>III – A – 1. Evidence</b>                 | <p>Relies entirely on the school’s communication system to communicate with families.</p> <p>Occasionally creates and disseminates opportunities for families to be involved in their children’s school.</p> <p>Rarely logs parental/family contacts even when directed to do so.</p> | <p>Mostly relies on the school’s communication system to communicate with families.</p> <p>Occasionally creates and disseminates opportunities for families to be involved in their children’s school.</p> <p>Logs parental/family contacts when directed to do so.</p> <p>Usually relies on colleagues to create opportunities for families to be involved in their children’s school.</p> | <p><b>Has a system of communication to include all families in classroom and school activities.</b></p> <p><b>Knows the individuals in his/her classroom and their family situations as related to school performance.</b></p> <p><b>Logs all parental/family contacts and follow ups.</b></p> <p><b>Invites all families into the classroom and school to participate in student activities.</b></p> <p><b>Creates and disseminates opportunities for families to be involved in their children’s school.</b></p> | <p>Exports salient points of a universal family communication system to enhance communication throughout the grade level/school.</p> <p>Models the communication system for others.</p> |

## Standards and Indicators of effective Teaching Practice: Teacher Rubric

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, and organizations.

**Indicator III – B. Collaborates with Families to create and implement strategies for supporting student learning and development both at home and at school.**

| III B Elements                            | Unsatisfactory   | Needs Improvement   | Proficient   | Exemplary   |
|---|--|---|--|---|
| <b>III – B – 1. Learning Expectations</b> | Does not inform parents about learning or behavior problems  | Sends home only a list of classroom rules and the learning outline or syllabus for the year.  | <b>Consistently provides parents with clear, user-friendly expectations for student learning and behavior</b>  | Successfully conveys to most parents student learning and behavior expectations. Is able to model this element.   |
| <b>III – B -. Evidence</b>                | <p>Fails to establish classroom and individual learning and behavioral targets for students.</p> <p>Rarely communicates progress toward learning and behavioral targets outside of the regular reporting periods of the school.</p> <p>Looks to specialists to provide all instruction and behavioral modifications for some students.</p> <p>Rarely relates family communications to achievement.</p> | <p>Establishes general classroom learning and behavioral targets and may communicates them to families</p> <p>Sometimes communicates progress toward learning and behavioral goals to all families outside of the regular reporting periods of the schools.</p> <p>Communicates with parents using only the school established vehicles.</p> <p>Articulates a general commitment to teach students, but often defers responsibility for some students to specialists.</p> | <p><b>Establishes classroom and individual learning and behavioral targets and communicates them effectively to all families.</b></p> <p><b>Regularly communicates progress toward learning and behavioral goals to all families in addition to the regular reporting periods of the school.</b></p> <p><b>Communicates is a variety of ways both successes and needs of all students to their families.</b></p> <p><b>Articulates to families the commitment to teach all students in all settings.</b></p> <p><b>Relates all family communications to achievement.</b></p> | <p>Establishes a system of weekly communications to all families relating progress toward classroom and individual learning and behavioral targets.</p> <p>Exports successful communication strategies to colleagues.</p> |

## Standards and Indicators of effective Teaching Practice: Teacher Rubric

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, and organizations.

| III – B Elements                              | Unsatisfactory  | Needs Improvement  | Proficient  | Exemplary   |
|---|---|--|---|---|
| <b>III – B – 2<br/>Curriculum<br/>Support</b> | Rarely, if ever, communicates with parents on ways to support children at home or at school.  | Sends home occasional suggestions on how parents can support children at home or at school.  | <b>Regularly updates parents on curriculum throughout the year and suggests strategies for supporting learning at school and home, including appropriate adaptation for students with disabilities or limited English proficiency.</b>  | Successfully prompts most families to use one or more of the strategies suggested for supporting learning at home or school and seeks out evidence of their impact. I able to model this element/ |
| <b>III – B – 2<br/>Evidence</b>               | <p>Does not provide the grade level curriculum to parents.</p> <p>Relies exclusively on school provided information for parents regarding curriculum supports as found in handbooks, or information produced by colleagues.</p> <p>Responds to parental concerns/ questions by referring them to specialists in the building.</p> | <p>Provides the grade level curriculum to parents.</p> <p>Occasionally provides parents with strategies to support the grade level curriculum at home.</p> <p>With assistance/ direction provides parents with strategies to assist high risk learners at home.</p> <p>Occasionally solicits feedback from parents regarding these strategies.</p> | <p>Ensures that all parents know the grade level curriculum.</p> <p>Provides all parents with grade appropriate strategies to support their children.</p> <p>Provides parents of high risk students additional strategies to support their students.</p> <p>Routinely communicates with parents to assess the success of those strategies.</p> <p>Provides information about curriculum supports available at the school and encourages parents to avail their students to them as appropriate.</p> | <p>Provides training opportunities for parents to better support students at home.</p> <p>Models training for other teachers.</p>   |

## Standards and Indicators of effective Teaching Practice: Teacher Rubric

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, and organizations.

**Indicator III C. Communication: Engages in regular, two way, and culturally proficient communication with families about student learning and performance.**

| III – C Elements                                  | Unsatisfactory   | Needs Improvement   | Proficient  | Exemplary  |
|---|--|---|---|--|
| <b>III – C - 1<br/>Two Way<br/>Communications</b> | Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.   | Primarily on newsletters and other one way media and usually responds promptly to communications from families.   | <b>Regularly uses two-way communication with families about student performance and earning and responds promptly and carefully to communications from families.</b>  | Regularly uses a two-way system that supports frequent, proactive and personalized communication with families about student performance and learning. Is able to model this element.  |
| <b>III – C – 1Evidence</b>                        | <p>Relies solely on the school’s one-way communications with families.</p> <p>Rarely communicates student performance or achievement outside of report cards or progress reports.</p> <p>Usually requires multiple requests to respond to family communications.</p> | <p>Relies on the school’s established one-way communications with families.</p> <p>Incorporates class newsletters that occasionally general information about student performance and achievement.</p> <p>Responds within 48 hours to family communications.</p> <p>Includes MS and HS students with direction or at the request of the family.</p> | <p>Establishes a variety of two-way communication strategies.</p> <p>Establishes a calendar of communications that provides families with expected timeframes for communication about student performance and achievement.</p> <p>Keeps all parents apprised of student performance and achievement between report cards and conferences.</p> <p>Responds to family communications within 24 hrs.</p> <p>Includes MS and HS students in the communications.</p> | <p>Establishes a calendar of multiple communications for that provides families with individualized expected timeframes for communication about student performance and achievement.</p> <p>Shares strategies and management of the communication systems with colleagues.</p> |

## Standards and Indicators of effective Teaching Practice: Teacher Rubric

**Standard III: Family and Community Engagement.** The teacher promotes the learning and growth of all students through effective partnerships with families, caregivers, and organizations.

**Indicator III C. Communication: Engages in regular, two way, and culturally proficient communication with families about student learning and performance.**

| III – C Elements                                       | Unsatisfactory   | Needs Improvement  | Proficient   | Exemplary   |
|--|--|--|--|---|
| <b>III - C – 2 Culturally Proficient Communication</b> | Makes few attempts to respond to different family cultural norms and/or responds inappropriately or disrespectfully.   | May communicate respectfully and make efforts to take into account different families’ home language, culture, and values, but does not demonstrate understanding and sensitivity to the differences.  | <b>Always communicates respectfully with families and demonstrates understanding of and sensitivity to families’ home language, culture, and values.</b>   | Always communicates respectfully with families and demonstrates understanding and appreciation of different families’ home language, culture and values. Is able to model this element. |
| <b>III – C – 2 Evidence</b>                            | Establishes a general communication system that rarely reflects the cultural and/or linguistic differences among students.<br><br><div style="background-color: #f4a460; padding: 2px;">All communication is in English and reflects only the norms of American society, except what the school may provide in general announcements.</div><br><br><div style="background-color: #f4a460; padding: 2px;">Rarely invites families into the classroom.</div> | Establishes a general communication system that does not routinely reflect the cultural and/or linguistic differences among students.<br><br><div style="background-color: #ffff00; padding: 2px;">May make some attempts to communicate around families’ cultural and/or linguistic backgrounds to help them understand student performance and achievement.</div><br><br><div style="background-color: #ffff00; padding: 2px;">Invitations to bring cultural and/or linguistic are superficial and sporadic.</div> | <b>Establishes a communication system that reflects the cultural differences of students.</b><br><br><div style="background-color: #90ee90; padding: 2px;"><b>Uses translators to prepare materials to send home or to be used in parent meetings.</b></div><br><br><div style="background-color: #90ee90; padding: 2px;"><b>Strives to communicate student performance and achievement in terms that are understandable to families.</b></div><br><br><div style="background-color: #90ee90; padding: 2px;"><b>Creates opportunities for students to bring family cultural and linguistic differences into the classroom to enhance understanding and performance for all students.</b></div> | Shared communication strategies with colleagues.  |

