

Domain 3.2

Professional Practice:

Communicates effectively to establish and maintain two-way lines of communication with students and parents

Descriptors:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress.
- Uses interpreters, technology, school/district/community liaisons, and other vital resources to create two-way communication between the teacher and families.
- Frequent opportunities for families to engage in the learning process.
- Consistent feedback is provided to students that are descriptive, constructive, frequent and immediate to help students know what they need to do to improve.
- Celebrates and regularly communicates success with students and parents.
- Uses multiple means of communication.
- Updates relevant communication in a timely manner.
- Communicates accurate information.
- Communicates to parents and students in a professional manner.
- Responds to communications in a timely manner.
- Fosters partnerships with families/school/community to enhance student success.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.</i>	<i>The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.</i>	<i>Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.</i>	<i>Little or no evidence that the teacher accurately describes, analyzes and evaluates student work providing feedback to students and their families.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> 1. Artifacts exist to show multiple methods and two-way communication (Edline, Homework Hotline, classroom newsletter) and used in a reflective manner to improve instruction 2. Communications are clear, accurate and professional (emails, student conference information) and elicit useful feedback to create a collaborative relationship 3. Communications are conducted in a timely manner and enable parents to actively participate in the student's learning 	Documented Evidence <ol style="list-style-type: none"> 1. Artifacts exist to show multiple and two-way methods of communication (Edline, Homework Hotline, classroom newsletter) that are consistently used to create an awareness of teaching and learning activities 2. Communications are clear, accurate and professional (emails, student conference information) 3. Communications are conducted in a timely manner and enable parents to plan 	Documented Evidence <ol style="list-style-type: none"> 1. Multiple methods of communication are not consistently used 2. Communications are unclear, confusing and often create misunderstanding 3. Communications are occasionally late 	Documented Evidence <ol style="list-style-type: none"> 1. Does not use multiple methods of communication 2. Communications are unclear and confusing 3. Communications are not timely

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	<i>The teacher accurately describes, analyzes and evaluates student work, provides routine and ongoing meaningful feedback to students and their families in a variety of ways and provides resources to improve student performance.</i>	<i>The teacher accurately describes, analyzes and evaluates student work, provides ongoing meaningful feedback to students and their families.</i>	<i>Some evidence that the teacher accurately describes, analyzes and evaluates student work provides feedback to students and provides minimal feedback to their families.</i>	<i>Little or no evidence that the teacher accurately describes, analyzes and evaluates student work providing feedback to students and their families.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observation Evidence <ol style="list-style-type: none"> 1. Communication with parents is clear and professional and allows parents to participate in a supportive manner with the student's learning 2. Consistently fosters relationships with families and does so in a culturally responsive way 3. Consistently addresses parent concerns in a preventative fashion 4. Feedback to students is consistently descriptive, constructive, frequent and immediate and addresses future behavior and learning expectations 5. Consistently celebrates and communicates success with students, parents and community 	Observable Evidence <ol style="list-style-type: none"> 1. Communication with parents are clear and professional and facilitate an awareness with parents of the student's learning 2. Consistently fosters relationships with families 3. Consistently addresses parent concerns 4. Feedback to students is consistently descriptive, constructive, frequent and immediate and addresses current student behavior and performance 5. Consistently celebrates and communicates success with students and parents 	Observable Evidence <ol style="list-style-type: none"> 1. Communications with parents are not consistently clear and sometimes counter-productive 2. Inconsistently makes attempts to foster relationships with families 3. Inconsistently responds to parental concerns 4. Feedback to students is limited and may not be descriptive, constructive, frequent or immediate 5. Some celebrations and communication of success with parents and students 6. Some use student feedback to inform instruction 	Observable Evidence <ol style="list-style-type: none"> 1. Communications with parents are confusing, negative and counter-productive 2. Does not foster partnerships with families 3. Does not respond to parental concerns and blames parents and students 4. Feedback to students is not descriptive, constructive or frequent and immediate 5. No celebration and communication of success with students and parents 6. Does not use student feedback to inform instruction

	6. Students are expected to provide student initiated feedback to inform classroom instruction.	6. Solicits student feedback for instructional improvement		
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