




## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

| ELEMENT   | LEVEL OF PERFORMANCE   |  |  |  |
|---|--|--|--|--|
|   | UNSATISFACTORY   | BASIC  | PROFICIENT   | DISTINGUISHED  |
| <b>Information about the instructional program</b><br><br>           | Teacher provides little or no information about the instructional program to families.   | Teacher participates in the school's activities for family communication but offers little additional information.   | Teacher provides frequent information to families, as appropriate, about the instructional program.  | Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.  |
| <b>Information about individual students</b>  | Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students. | Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms. | Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns. | Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.<br><br> |
| <b>Engagement of families in the instructional program</b><br><br> | Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.   | Teacher makes modest and partially successful attempts to engage families in the instructional program.  | Teacher's efforts to engage families in the instructional program are frequent and successful.   | Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.  |