

## 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, community members, and organizations.*

<b>Indicator III-A. Engagement: Welcomes and encourages every family to become active participants in the classroom and school community.</b>				
<b>III-A. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-A-1. Parent/Family Engagement	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 and appropriately 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>Indicator III-B. Collaboration: Collaborates with families to create and implement strategies for supporting student learning and development both at home and at school.</b>				
<b>III-B. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
III-B-1. Learning Expectations	Does not inform parents about learning or behavior expectations.	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.
III-B-2. Curriculum Support	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 school and home and seeks out evidence of their impact. Is able to model this element.

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

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<b>Indicator III-C. Communication: Engages in regular, two-way, and culturally proficient communication with families about student learning and performance.</b>				
<b>III-C. Elements</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>III-C-1. Two-Way Communication</b>	Rarely communicates with families except through report cards; rarely solicits or responds promptly and carefully to communications from families.	Relies 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 learning 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-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 so inconsistently or does not demonstrate understanding and sensitivity to the differences.	<b>Always communicates respectfully with families and demonstrates understanding of and sensitivity to different 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.

**Note:** At the *Exemplary* level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."

# Educator Collection of Evidence Form



Educator—Name/Title: Ms. Melville

Primary Evaluator—Name/Title: Mr. Ahab

Supervising Evaluator, if any—Name/Title/Role in evaluation: \_\_\_\_\_

School(s): Moby Dick Middle School

**Evidence pertains to (check all that apply)<sup>1</sup>:**

- Fulfillment of professional responsibilities and growth
- Evidence of outreach to and ongoing engagement with families
- Progress toward attaining student learning goal(s)
- Progress toward attaining professional practice goal(s)
- Other: \_\_\_\_\_

<b>Summary of Evidence</b>
<i>Summarize the evidence compiled to be presented to evaluator with a brief analysis. Attach additional pages as needed.</i>
<p>This year, I have increased my efforts to engage parents in their children's education. I have increased the number of parent/teacher conferences, newsletters, and communications as shown by the evidence below.</p> <ul style="list-style-type: none"><li>• Calendar of parent communication</li><li>• Parent communication log</li><li>• Monthly newsletter (October)</li></ul>

Signature of Educator \_\_\_\_\_ Date \_\_\_\_\_

Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Attachment(s) included

<sup>1</sup> Per 603 CMR 35.07(1)(c)1, "Evidence compiled and presented by the educator includ[es]: 1. Evidence of fulfillment of professional responsibilities and growth, such as: self-assessments; peer collaboration; professional development linked to goals and or educator plans; contributions to the school community and professional culture; 2. Evidence of active outreach to and ongoing engagement with families." However, educator collection of evidence is not **limited** to these areas.

## Calendar of Parent Communication

**Sep-12**

M	T	W	Th	F
				1
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26 Monthly parent newsletter	27	28

**Oct-12**

M	T	W	Th	F
1	2	3	4	5
6	7	8	9	10 Student 6- week report
15	16	17	18 P/T Conf.	19
22	23	24	25	26
29	30	31 Monthly parent newsletter		

**Nov-12**

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	23	24	25	26
26	27	28 Monthly parent newsletter	29	30 Student 6- week report

**Dec-12**

M	T	W	Th	F
3	4	5	6	7
10	11	12	13 P/T Conf.	14
17	18	19 Monthly parent newsletter	20	21
24	25	26	27	28

## Parent Communication Log

Date	Type	Student	Requested by	Reason	Outcome
9/18	Email	P. Tufo	Mr. Tufo	Behavior	Replied
9/25	Phone	G. Daniels	Mr. Daniels	Behavior	Met at 10/18 P/T Conf
9/27	Phone	K. Caro	Mrs. Caro	Academic	Met at 10/18 P/T Conf
10/4	Email	P. Tufo	Mr. Tufo	Behavior	Replied
10/18	Conference	All	Teacher	Academic/Behavior	Met with high/med-risk students' parents
10/25	Phone	T. Kim	Mrs. Kim	Academic	Did not connect
11/8	Email	N. Melo	Mrs. Melo	Academic	Met at 12/13 P/T Conf
11/15	Phone	B. Sullivan	Mr. Sullivan	Behavior	Did not connect
12/4	Email	T. Kim	Mrs. Kim	Academic	Met at 12/13 P/T Conf

SAMPLE

# BOOK BAG NEWS

Issue 1

October 2012

Ms. Melville

## THANK YOU

I would like to take this opportunity to thank my students and parents for such a warm welcome to Moby Dick Middle School. Each of you helped to make my beginning of the year a special one. I am grateful to have such a wonderful class. I am looking forward to working with you all.

\*\*Please check your child's Agenda each night for daily homework assignments.

## UPCOMING QUIZZES/TESTS

- Oct. 4 - Number line, ratios, conversions
- Oct. 9 - Rational numbers and inequalities
- Oct. 18 - Writing expressions from sentences
- Oct. 25 - Evaluate and simplify expressions
- Oct 31 - Unit TEST



## ACADEMIC UPDATES

	Learning Goals
Week 5	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <ul style="list-style-type: none"> <li>• Understand positive and negative on a number line</li> <li>• Write and understand ratios</li> <li>• Memorize conversion benchmarks</li> </ul>
Week 6	<p>Students will be able to apply and extend previous understandings of numbers to the system of rational numbers.</p> <ul style="list-style-type: none"> <li>• Interpret inequality statements</li> <li>• Understand ordering and absolute values</li> </ul>
Week 7	<p>Students will be able to write, read, and evaluate expressions in which letters stand for numbers.</p> <ul style="list-style-type: none"> <li>• Write expressions from sentences</li> <li>• Use mathematical terms – sum, product, factor, quotient, coefficient</li> </ul>
Week 8	<p>Students will be able to apply the properties of operations to evaluate and simplify expressions.</p> <ul style="list-style-type: none"> <li>• Apply distributive property</li> <li>• Apply properties of operations</li> <li>• Identify when expressions are equivalent</li> </ul>
Week 9	<p>Students will be able to apply the properties of operations to evaluate and simplify expressions.</p> <ul style="list-style-type: none"> <li>• Identify when expressions are equivalent</li> </ul>

MY EMAIL ADDRESS  
Teacher email



## \*\* OCTOBER DATES\*\*

- Month of Oct.
- Oct. 8 - Stud./Tchr Holiday
- Oct. 10 - End of 1<sup>st</sup> Six Weeks
- Oct. 10 - Report Cards go home
- Oct. 18 - Parent-Teacher conference



Kid's birthdays for the month