

Standard 1: Effective Teaching

1(g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

Mark an X where you fall on the continuum for each of the following descriptors.

At Standard

Not Yet Met Standard



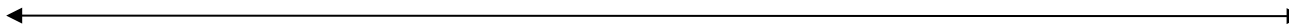
The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement.

The teacher sends home report cards and invitations to parent conferences, but no other significant attempts to communicate with parents occur.



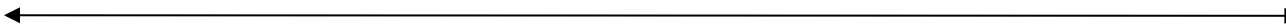
The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.

The teacher uses only a grade book together, record, and report student progress.



The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.

The teacher has little information special needs of the traditionally underserved populations, and all students receive the same learning and assessment processes.



The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.

The teacher provides only summative reports to parent in the form of report cards and district or state test scores to notify families of student learning progress.

1(g) Informing, involving, and collaborating with families and community members as partners in each student's educational process, including using information about student achievement and performance.

Descriptors	Teacher is...	Students are...	Evidence...
The teacher uses effective structures to form partnerships with parents and families in order to support student learning. The teacher demonstrates how s/he addresses the barriers to successful family involvement.			
The teacher uses a range of available methods (including technology) to gather, record, and report information on student progress to parents regularly.			
The teacher uses research data that includes data on traditionally underserved populations (racial, ethnic, low socioeconomic, ELL) to collaborate with families to determine specific learning and assessment needs for each student.			
The teacher regularly communicates to parents and families the learning progress of their child, identifying areas of strength and areas needing improvement. Regular, two-way communication forms a partnership that helps to ensure the success of the student.			