

Domain 4: Professional Responsibilities



Component 4c. Communicating with Families

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

501.683.3160

<http://www.arkansased.gov/>

Components of Domain 4: Professional Responsibilities

- 4a. Communicating with Families
- 4b. Maintaining Accurate Records
- 4c. Communicating with Families**
- 4d. Participating in a Professional Community
- 4e. Growing and Developing Professionally
- 4f. Showing Professionalism

Learning Outcomes:

4c. Communicating with Families

- Understand the elements of 4c
- Distinguish the difference in levels of performance
- Review examples of 4c evidence
- Identify my level of performance on 4c
- Create next steps to improve my level of performance in 4c

Understanding 4c. Communicating with Families

- We are all aware that a child's first teacher is a member or members of the child's family. Education valued at home is a positive influence on student growth.
- It is the responsibility of families to be involved in the education of their student; but, it's the teacher's responsibility to provide opportunities for family involvement.
- Even though families of elementary students seem involved more often, it is important for the communication between teacher and family to exist for every level.

Elements of 4c

1. Information about the instructional program

- ▶ Teacher provides frequent information to families, as appropriate, about the instructional program.*

*Proficient Level of Performance

Elements of 4c

2. Information about individual students

- ▶ Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.*

*Proficient Level of Performance

Elements of 4c

3. Engagement of families in the instructional program

- ▶ Teacher's efforts to engage families in the instructional program are frequent and successful.*

*Proficient Level of Performance

Planning for 4c Evidence

If the teacher's goal is to provide frequent information to families about the instructional program, then

1. How might you provide information to the families of all of your students at one time? When would that be possible?
2. What format of communication could be possible on a regular basis? Do you have school resources or limitations for regular family communications?
3. Do you have a written introduction letter? How will you keep contact information? How will you make sure the contact information is current?

Planning for 4c Evidence

If the teacher's goal is to communicate with families about their student's progress on a regular basis respecting cultural norms and to be available to respond to family concerns, then

1. How might you schedule this work among your other responsibilities? How often should you contact parents? For what reasons?
2. Would a form help this process? What should be included on this form?
3. Does your school have tools and tech resources to assist with this process?
4. Would modifications be required to communicate with all of your families?

Planning for 4c Evidence

If the teacher's goal is to engage families in the instructional program frequently and successfully, then

1. What school/district opportunities exist for connection with your students' families?
2. What are your plans for knowing about interests, hobbies or expertise in your students' families? How could you add to your learning resources with this information?
3. How could students be involved with this process? When should this be done?

Which 4c element does this evidence address?

“V.’s mother is a nurse and she came to talk to us about a healthy diet. She was able to have time for the students to ask questions about nutrition – and even her job!”

A student’s grandfather was in attendance on field day to assist with the guessing booth he had helped students construct for the fun day event.

- a. Information about the instructional program**
- b. Information about individual students**
- c. Engagement of families in the instructional program**

Answer is c.

Which 4c element does this evidence address?

“I send home the behavior folders every day to keep parents informed of and monitor my students’ behavior. I send a weekly newsletter to keep parents informed about what students are learning. I try to send positive notes home with students who are improving or doing well. I have parent teacher conferences to discuss students’ progress and their report cards. I send e-mail to communicate with parents about a student’s progress or any other issues.”

- a. Information about the instructional program**
- b. Information about individual students**
- c. Engagement of families in the instructional program**

Answer is b.

Which 4c element does this evidence address?

The teacher has uploaded a copy of the family newsletter she sends home at the beginning of the year and another letter that introduces the new science unit.

- a. Information about the instructional program**
- b. Information about individual students**
- c. Engagement of families in the instructional program**

Answer is a.

Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

This is which level of performance for 4c?

1. The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4c?

2. The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 4c?

3. The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.
- Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 4c?

4. The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Unsatisfactory
- 2) Basic
- 3) Proficient
- 4) Distinguished

Any surprises?

How is 4c successfully demonstrated?

Following a formal observation for a summative teacher, or through conversation or indirectly, an observer/rater may look for the following:

- Examples of multiple formats for family communications
- Information for families about the class instructional program
- Communication with a student's family about the students work
- Examples of family involvement with student learning in and out of the classroom

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 4c: Communicating with Families**, how would you rate on the rubric?
- Which is more difficult from your experience to provide ‘regular’ family communication or family communication about ‘individual students’?
- What strategies for family communication have you successfully used and will continue to use?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson