

III. Family and Community Engagement

The Teacher: 4 3 2 1

	Exemplary	Proficient	Needs Improvement	Unsatisfactory
a. Responsiveness	Communicates respectfully with families, is sensitive and able to differentiate academically, culturally and behaviorally and supports other staff with this element.	Communicates respectfully with families, is sensitive and able to differentiate academically, culturally and behaviorally.	Attempts to communicate respectfully with families, is sensitive and able to differentiate academically, culturally or behaviorally.	Is often insensitive to the cultural, academic or behavioral needs of students and their families.
b. Communications and Expectations	Engages families in academic and behavior goal setting and progress monitoring throughout the year. Makes sure families hear positive news about their student first, and immediately flag any problems.	Provides families with user-friendly expectations for student learning and behavior in a variety of ways throughout the year. (e.g., via website, newsletter, email, Class Dojo, Remind). Promptly informs families of behavior and learning problems and updates families on good news.	Sends home or posts a list of classroom rules and policies for the year. Lets families know about problems their students are having but rarely mentions positive news.	Doesn't inform families or offers very little information about learning and behavior expectations. Seldom informs families of concerns or positive news about their students.
c. Parent Engagement	Uses multiple sources of data to communicate to families their student's progress. Shares updated information to inform families about curriculum standards and offers a variety of ways to support learning at home.	Uses data to communicate to families their student's progress. Shares updated information to inform families about curriculum standards and offers ways to support learning at home.	Sends home occasional suggestions on how families can help their student with schoolwork.	Rarely if ever communicates with families on ways to help their children at home.
d. Reporting	Uses student-led conferences, report cards, progress reports, informal talks, or other means of communication to give families growth-producing feedback on their student's progress. Successfully and immediately deals with family concerns.	Responds promptly to family concerns and uses conferences and report cards to give families growth-producing feedback on their student's progress.	Uses report card conferences to tell families the areas in which their student can improve. Is slow or does not respond to family concerns.	Gives out report cards and expects families to deal with the areas that need improvement without support. Does not respond to family concerns.

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e. Community Outreach	Reaches out to families and community to involve them in teacher-created activities. (Has volunteers, coordinates guest speakers, etc.)	Reaches out to families and community to involve them in activities. (Including grade-level expos, etc.)	Participates in grade-level outreach providing little to no assistance to the team.	Makes families feel unwelcome in the classroom. Does not support the team with any community outreach.