

Communication and Professional Growth: Rubric 4.1

Communication and Professional Growth, Rubric 4.1 A *Quality and Clarity of Information*

4.1 A: Does the teacher communicate clearly with parents and caregivers and invite their follow-up to any communication?

LEVEL 1

The information that the teacher provides to parents or caregivers is confusing and does not convey how parents and caregivers can follow up for more information if necessary.

LEVEL 2

The information provided to parents or caregivers is imprecise or vague and does not help parents and caregivers know how to follow up if necessary.

or

The evidence the teacher submits is uneven, with one communication markedly more effective than the other.

LEVEL 3

The information provided to parents or caregivers is clear and sufficient for informing the intended audience. The communication provides adequate directions for how parents and caregivers can follow up with the teacher.

LEVEL 4

The information provided to parents and caregivers is clear, comprehensive, and actionable. The communication makes clear that the teacher welcomes follow-up questions or comments from parents and caregivers and gives clear directions for how to follow up with the teacher.

Communication and Professional Growth, Rubric 4.1 B *Professionalism and Tone*

4.1 B: Are the teacher's communications with parents and caregivers respectful, clearly addressing concerns and encouraging families to participate in the life of the school?

LEVEL 1

The tone of the communications is inappropriate or insensitive. The communication does not address the concerns and needs of parents and caregivers. It may convey negativity about students, the classroom, instruction, or the school; or it may discourage family engagement in the life of the school.

LEVEL 2

The tone of communications with parents and caregivers is neutral. The communication does not adequately address the concerns and needs of parents and caregivers. It neither discourages nor encourages family engagement in the life of the school.

or

The two communications differ markedly in tone, with one much more professional and positive than the other.

LEVEL 3

The tone of communications with parents and caregivers is appropriate, professional, and positive. The communication addresses some concerns and needs of parents and caregivers. It offers some opportunity for family engagement in the life of the school.

LEVEL 4

The tone of communications with parents and caregivers is highly positive and professional, is responsive to concerns and needs, and encourages family engagement in the life of the school.

Communication and Professional Growth: Rubric 4.2

Communication and Professional Growth, Rubric 4.2 A **Commitment and Initiative**

4.2 A: What is the extent of the teacher's participation and initiative in collaborative activities with colleagues?

LEVEL 1

The teacher demonstrates, through the examples selected and the explanations given, neither initiative to collaborate nor substantial contributions to outcomes for students from professional collaboration.

LEVEL 2

The teacher demonstrates, through the examples selected and the explanations given, some initiative to collaborate or minimal contributions to outcomes for students from professional collaboration.

or

The teacher's examples exhibit markedly different levels of initiative and contribution, with one example weak and one much stronger.

LEVEL 3

The teacher demonstrates, through the examples selected and the explanations given, initiative in professional collaboration and substantial contributions to outcomes for students from professional collaboration.

LEVEL 4

The teacher demonstrates, through the examples selected and the explanations given, that he or she takes a leadership role in professional collaboration and actively contributes to collaborative activity that results in substantial benefits to students and teachers.

Communication and Professional Growth, Rubric 4.2 B **Teacher's Explanation of Impact on Practice**

4.2 B: How well is the teacher able to articulate the impact of professional collaboration on his or her teaching practice?

LEVEL 1

The teacher is not able to explain the impact on teaching practice.

LEVEL 2

The teacher's explanation of the impact on practice is limited and/or vague.

or

The teacher's explanation of one example is much clearer and more detailed than the other.

LEVEL 3

The teacher's explanation of the impact on practice includes some credible and specific information that connects the information in the submitted forms with changes in practice.

LEVEL 4

The teacher's explanation of the impact on practice presents a detailed and convincing explanation of specific changes in practice that are specifically connected to information in the submitted forms.

Communication and Professional Growth: Rubric 4.3

Communication and Professional Growth, Rubric 4.3 A **Teacher's Analysis of Professional Growth**

4.3 A: What is the significance and impact on his or her own teaching practice of the professional development activities the teacher has chosen to undertake and analyze?

LEVEL 1

The teacher's analysis has most or all of the below characteristics.

- The teacher shows little awareness of the potential impact of professional development activities on his or her own teaching practice.
- The professional development activities the teacher describes are trivial or unlikely to enhance his or her knowledge and skills.
- The teacher is unable to explain what he or she learned from these activities.

LEVEL 2

The teacher's analysis has most or all of the below characteristics.

- The teacher shows some awareness of the value of professional development for improving his or her own teaching practice.
- The professional development activities the teacher describes are limited in their enhancement of his or her own teaching practice.
- The teacher is not able to clearly explain what he or she learned from these activities.

LEVEL 3

The teacher's analysis has most or all of the below characteristics.

- The teacher shows evidence of seeking out opportunities for professional development to enhance his or her own teaching practice.
- The professional development activities the teacher describes represent professional learning resulting in substantive enhancements to his or her own teaching practice.
- The teacher clearly explains what he or she learned from these activities.

LEVEL 4

The teacher's analysis has most or all of the below characteristics.

- The teacher provides evidence of seeking out specific opportunities for professional development chosen to address his or her own challenges in content knowledge and/or pedagogical skills, explaining how the choice of PD was made.
- There is some evidence that the teacher systematically tries to implement new learning from professional development activities in his or her teaching practice.
- The teacher shows evidence of initiating important activities to contribute to the profession, such as leading a professional development session for other teachers. The teacher makes an evidence-based case for the importance of these activities to changes in practice.