

NM TEACH Domain 4 Cross-walk to Family Engagement Best Practices Rubric

Domain 4: Professionalism
NMTeach 4A: Communicating with Families
Effective

The teacher

- fully adheres to the district’s/school’s requirements for communicating with families;
- conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications;
- communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families;
- is available, as needed, to respond to family concerns; and
- uses clear, accurate, and understandable language while facilitating communication with families, including the written IEP when supporting SWD and uses the student’s home language or a translator when possible.

Please note that teacher examples are listed once within each level of practice referenced on this rubric.

Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).

Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.

Effective Level of practice	<p>The “effective” teacher</p> <ul style="list-style-type: none"> • fully adheres to the district’s/school’s requirements for communicating with families; 	<p>1A level 1, 2 1B level 2</p>	<p>1A level 1: <i>For example, the teacher is aware of home languages in the classroom and uses newsletters, fliers, e-mail, phone calls, automated phone calls, etc. in the home languages.</i></p> <p>1A level 2: <i>For example, families who are not fluent in English are given up-to-date information through bilingual staff or family volunteers who are available at times convenient for these families. The teacher enlists the help of translators and interpreters to facilitate communication in the home language.</i></p>
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			<p>1B level 2: <i>For example, the teacher ensures information is translated into community languages, holds meetings, offers flexible times, proactively communicates positive information about students with families, and makes follow-up telephone calls to families who do not reply to invitations.</i></p>
	<p>The “effective” teacher</p> <ul style="list-style-type: none"> conducts effective communications from school-to-home about appropriate school programs and student progress, including the ACCESS for ELL Parent Report and IEP goals, as applicable, and effectively responds to home-to-school communications; 	<p>1A level 2 1B level 1, 2 3A level 1 3C level 2, 3 4A level 1, 2</p>	<p>1B level 1: <i>For example, interpreters are used during family-teacher conferences/meetings.</i></p> <p>3A level 1: <i>For example, the teacher sends home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i></p> <p>3C level 2: <i>For example, the teacher maintains portfolios of students’ work for families to view at key times during the year and includes an exemplar. The teacher explains academic language needed by students to do the work (e.g. discipline-specific vocabulary, grammar, punctuation, essays, lab reports, discussions, graphic organizers, physical models, visuals, demonstrations, etc.).</i></p> <p>3C level 3: <i>For example, the teacher and family discuss the various curriculum outcomes addressed by student participation in an annual school event.</i></p>

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			<p>4A level 1: <i>For example, the teacher sends home a written survey in relevant community languages about the child's goals strengths and talents.</i></p> <p>4A level 2: <i>For example, the teacher uses information gathered from family surveys to develop differentiated lesson plans and class activities.</i></p>
<p>The "effective" teacher</p> <ul style="list-style-type: none"> communicates with families in a manner that is culturally sensitive and responsive and affirms the positive worth of the students and families; 	<p>1A level 2 1B level 1, 2 3A level 1, 2 3C level 1, 2</p>	<p>3A level 2: <i>For example, the teacher establishes systems for ongoing communication and communicates regularly with families through appropriate means, such as backpack mail, newsletters, phone calls, email, etc.</i></p> <p>3C level 1: <i>For example, the teacher displays students' writing tasks to demonstrate academic language proficiency, such as vocabulary, spelling, grammar, clear and concise language, etc.</i></p>	
<p>The "effective" teacher</p> <ul style="list-style-type: none"> is available, as needed, to respond to family concerns; and 	<p>3A level 1, 2 5A level 1</p>	<p>5A level 1: <i>For example, the teacher notifies families at a variety of times throughout the school year about systems for ongoing communication and teacher contact info. and availability.</i></p>	
<p>The "effective" teacher</p> <ul style="list-style-type: none"> uses clear, accurate, and understandable language while facilitating communication with families, including the written Individual Education Plan (IEP) when supporting Students With 	<p>1A level 1, 2 3C level 2 1B level 1, 2</p>	<p>Please see examples above, and apply to IEPs.</p>	

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	Disabilities and uses the student's home language or a translator when possible.		
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Domain 4: Professionalism
NMTeach 4A: Communicating with Families
Highly Effective

In addition to the indicators for effective, the teacher

- goes beyond the district’s/school’s requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment—including the ACCESS for ELL Parent Report, as applicable;
- clearly communicates and defines the IEP goals (academic and/or behavioral) and progress towards goals when supporting SWD, using specific examples of student progress based on data in parent-friendly language, as applicable; and
- responds to family concerns with professionalism and cultural sensitivity.

Please note that teacher examples are listed once within each level of practice referenced on this rubric.

Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).

Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.

Highly Effective Level of Performance	<p>In addition to the indicators for “effective teacher,” the “highly effective” teacher</p> <ul style="list-style-type: none"> • goes beyond the district’s/school’s requirements for communicating with families, and provides frequent information to families about ways to support children as learners, student progress, instruction, and assessment- including ACCESS for ELL parent report, as applicable; 	<p>1A level 2, 3 3A level 1, 2 7B level 1</p>	<p>1A level 2: <i>For example, families who are not fluent in English are given up-to-date information through bilingual staff or family volunteers who are available at times convenient for these families. The teacher enlists the help of translators and interpreters to facilitate communication in the home language.</i></p> <p>1A Level 3: <i>For example, in addition to formal, scheduled meetings, the teacher communicates with families frequently and in a variety of ways, such as informal and incidental conversations, using agendas for two-way communication, communicating via student data management websites</i></p>
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			<p><i>(ParentVUE), dialoguing through email, etc.</i></p> <p><i>3A level 1: For example, the teacher sends home a welcome note to all families inviting their comments and providing an e-mail address or phone number.</i></p> <p><i>3A level 2: For example, the teacher communicates regularly with families using appropriate means—backpack mail, newsletters, phone calls, email, etc.</i></p> <p><i>7B level 1: For example, the teacher and families work together to create resources to support academic language development and learning in the classroom, such as games, flashcards, fluency routines, etc.</i></p>
	<p>The “highly effective” teacher</p> <ul style="list-style-type: none"> clearly communicates and defines the IEP goals (academic and/or behavioral) and progress towards goals when supporting Students With Disabilities, using specific examples of student progress based on data in parent-friendly language, as applicable; and 	<p>3A level 2, 3 3C level 2, 3</p>	<p><i>3A level 3: For example, the teacher and/or special educator/s, families and students are involved in the development of individual learning plans for students based on individual learning styles, family cultural experiences, strengths, academic and personal needs.</i></p> <p><i>3C level 2: For example, the teacher maintains portfolios of student’s work, highlighting and explaining academic language for families as needed.</i></p>

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			<p>3C level 3: <i>For example, teachers and families discuss the various curriculum outcomes addressed by student participation in school events, activities and programs.</i></p>
	<p>The “highly effective” teacher</p> <ul style="list-style-type: none"> • responds to family concerns with professionalism and cultural sensitivity 	<p>2A level 2 5A level 1 5C level 1, 2 5D level 1, 2</p>	<p>2A level 2: <i>For example, the teacher creates opportunities and encourages family members fluent in various community languages to volunteer in the classroom and school.</i></p> <p>5A level 1: <i>For example, the teacher informs families in advance about changes in classroom activities, and is available if families have questions or concerns.</i></p> <p>5C level 1: <i>For example the teacher reaches out to families who are not involved at the school to identify interests, concerns and priorities.</i></p> <p>5C level 2: <i>For example the teacher supports families from different cultural groups in becoming involved in the activities of the school.</i></p> <p>5D level 1: <i>For example, the teacher greets families as they bring their children to school and invites them to become involved at the school.</i></p>

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			<i>5D level 2: For example, the teacher surveys families to find out their interests and skills, and follow up with opportunities where they might be able to help.</i>
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Exemplary

In addition to the indicators for highly effective, the teacher leader

- works with school and/or district leadership to create a family-friendly school climate and student-/community centered policies;
- participates with colleagues to create family-school partnerships that include families as participants in school decisions and develops parent leaders and representatives that may include PTA, PTO, PTSA, PTSO, PAC or other parent organizations;
- assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages as needed, and/or reaches out to families in community activities when appropriate (e.g., feast days, community meetings, chapter house meetings, etc.); and
- engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families.

Please note that teacher examples are listed once within each level of practice referenced on this rubric.

Note: Any reference to “all students” includes culturally and linguistically diverse students, English learners (ELs), and Students With Disabilities (SWD).

Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards when serving English language learners (ELL) and Individualized Education Program (IEP) goals when serving SWD.

Exemplary Level of Performance	<p>In addition to the indicators for the “highly effective” teacher, the “teacher leader”</p> <ul style="list-style-type: none"> • Works with school and/or district leadership to create a family-friendly school climate and student-/community- centered policies; 	<p>1B level 2, 3 1C level 2 1D level 1, 2, 3 2A level 1 2B level 2 6D level 3</p>	<p>1B level 2: <i>For example, the teacher ensures information is translated into community languages, holds meetings at a variety of locations, offers flexible times and follow-up telephone calls to families who do not reply to invitations.</i></p> <p>1B level 3: <i>For example, the teacher encourages families to partner and participate collaboratively in conversations about their student.</i></p> <p>1C level 2: <i>For example, the teacher discusses survey results (such as Title I</i></p>
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		<p><i>and Quality of Ed) with families and seeks additional feedback.</i></p> <p><i>1D level 1: For example, the teacher makes scheduling decisions to allow time for informally connecting with families, such as being at the school's entrance when families drop-off/pick-up their children, etc.</i></p> <p><i>1D level 2: For example, the teacher takes the lead in helping to organize meetings with families to discuss issues such as homework expectations and changes to school policy.</i></p> <p><i>1D level 3: For example, the teacher operates an 'open door' policy for families, and takes the lead on providing families from the school with resources.</i></p> <p><i>2A level 1: For example, the teacher welcomes families to their classroom.</i></p> <p><i>2B level 2: For example, the teacher offers family volunteers activities to support academic language development and children's learning in the classroom, such as routines to develop discipline-specific vocabulary, grammar, punctuation, essays, lab reports, discussions, graphic organizers, physical models, visuals,</i></p>
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			<p><i>demonstrations, reading to, reading with, brown bag projects, etc.</i></p> <p>6D level 3: <i>For example, the teacher takes a leadership role in working with community organizations that support the school.</i></p>
<p>The “teacher leader”</p> <ul style="list-style-type: none"> participates with colleagues to create family-school partnerships that include families as participants in school decisions and develops parent leaders and representatives that may include PTA, PTO, PTSA, PTSO, PAC or other parent organizations; 	<p>Incorporates all elements of foundation 5: Share decision-making 7D levels 1, 2, 3</p>	<p>5A level 3: <i>For example, the teacher advocates to ensure that families have an equal voice in decisions that affect their children’s education.</i></p> <p>5D level 3: <i>For example, the teacher encourages all families interested in leadership roles in the school to participate in leadership training.</i></p> <p>7D level 1: <i>For example, the teacher helps to identify and recruit family leaders to participate.</i></p> <p>7D level 3: <i>For example, the teacher works with families on a regular basis to develop ways to improve capacity to support their student’s academic vocabulary development and learning.</i></p>	
<p>The “teacher leader”</p> <ul style="list-style-type: none"> assists in facilitating and/or designing workshops and opportunities for parents to learn more about supporting their children as learners, publishes accurate information in the newsletter and on the website in multiple languages as needed, and/or reaches out to families in community activities when appropriate (e.g., feast days, community meetings, chapter house meetings, etc.); and 	<p>1A level 3 3B level 3 5D level 3 6D level 1 7B level 1 7C level 1</p>	<p>3B level 3: <i>For example, the teacher takes a leadership role in redesigning/building curriculum that is culturally sensitive and inclusive, plans regular family learning events at school and community locations, etc.</i></p>	

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			<p>6D level 1: <i>For example the teacher reaches out to community organizations and businesses seeking support for school activities.</i></p> <p>7B level 1: <i>For example, the teacher and families work together to create resources to support learning and academic language development, such as games, flashcards, fluency routines, etc.</i></p> <p>7C level 1: <i>For example, the teacher trains a small group of families to develop academic language and work one-on-one with students during reading lessons.</i></p>
	<p>The “teacher leader”</p> <ul style="list-style-type: none"> engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families. 		<p>Note: We do not see teachers mentoring others in regards to engaging families on this rubric.</p> <p>For example, the teacher could serve as a mentor-leader by modeling specific family engagement strategies at a staff meeting.</p>