



## Teacher Self-Assessment Rubric

Use this rubric to help evaluate how well you communicate with families. Think about where you see yourself in the process and strategies you use to improve communication by marking the box that most clearly matches what you are doing now.

IMPROVING COMMUNICATION			
ELEMENT	BEGINNING	DEVELOPING	PROFICIENT
<p><b>Communication with families includes one-way and two-way communication processes.</b></p>	<p><b>I am not aware of strategies for two-way communication.</b></p> <p>I communicate with families primarily through one-way communication such as memos, newsletters and sign-off sheets.</p>	<p><b>I am aware of strategies for one-way and two-way communication.</b></p> <p>I make an effort to communicate with families. I ask for parent input to enhance instruction and I avoid educational jargon.</p>	<p><b>I actively seek opportunities for one-way and two-way communication by integrating the following activities:</b></p> <p>___ I create a welcoming and safe environment where parents feel comfortable to discuss issues of concern.</p> <p>___ I use different forms of communication (e-mail, chapter house/community meeting presentations, newsletters, telephone, weekly folders, home visits, surveys, public service announcements, newspaper ads).</p> <p>___ I ask for parent input to enhance instruction.</p> <p>___ I avoid educational jargon.</p> <p>___ I encourage immediate contact between home and school when issues (positive and negative) arise.</p>
<p><b>Communication is varied and honors family differences, individual needs and cultural preferences.</b></p>	<p><b>I have limited knowledge of the varied communications styles of the families served at the school.</b></p> <p>I seldom consider linguistic and cultural preferences of families when communicating with them.</p>	<p><b>I use a variety of strategies that are sensitive to the needs of diverse families.</b></p> <p>I make an effort to honor family differences, individual needs and cultural preferences when communicating and interacting with families.</p>	<p><b>I actively build my knowledge of families' cultural differences, individual needs and preferences by integrating the following strategies:</b></p> <p>___ I encourage parents to share information such as student strengths and learning preferences.</p> <p>___ I survey families, ask pertinent questions and utilize information I have gathered.</p> <p>___ I provide information in native languages as appropriate.</p> <p>___ I make connections to students' cultures and solicit ideas from families.</p>



IMPROVING COMMUNICATION			
ELEMENT	BEGINNING	DEVELOPING	PROFICIENT
<p>Communication practices are part of ongoing staff development, addressing effective communication with diverse families and using resources in the school and community.</p>	<p><b>I have limited experience with staff development on communication issues with diverse families.</b></p> <p>I participate in limited professional development activities and seldom apply new communication strategies.</p>	<p><b>I seek out opportunities for professional development to enhance my communication skills with all families.</b></p> <p>I attend professional development with an open mind and attempt to integrate new strategies for communicating with families.</p>	<p><b>I actively participate in professional development and make systematic attempts to effectively communicate with families by integrating the following strategies:</b></p> <p>___ I participate in staff development regarding effective communication techniques and the importance of regular, two-way communication with families.</p> <p>___ I develop an understanding and sensitivity to changing families and cultural differences.</p>
<p>Information exchange involves families in setting student expectations and goals using the New Mexico Content Standards and Benchmarks.</p>	<p><b>I provide families with minimal information about the school's instructional program or individual student needs.</b></p> <p>I seldom disseminate information to parents about the New Mexico Content Standards, the school's instructional program, individual student strengths and needs or the New Mexico Standards-Based Assessment.</p>	<p><b>I regularly communicate with families about student progress and ways that school initiatives can help, while being available to respond to parent questions and concerns.</b></p> <p>I communicate with parents and provide explanations on a regular basis about New Mexico Content Standards, instructional programs, specific student needs and the New Mexico Standards-Based Assessment.</p>	<p><b>I communicate with families regarding student progress on a regular basis, eliciting and responding to parent questions and concerns by using the following strategies:</b></p> <p>___ I engage families by discussing the New Mexico Content Standards.</p> <p>___ I share and discuss New Mexico Standards-Based Assessment results.</p> <p>___ I work with parents to establish academic goals and outcomes for student learning.</p> <p>___ I distribute student work for parental review on a regular basis.</p>
<p>Effective communication practices enhance parent-teacher conferences.</p>	<p><b>I provide information on student progress at parent-teacher conferences.</b></p> <p>I schedule parent-teacher conferences with parents, but make limited or no effort to involve students or reach out to families who cannot attend.</p>	<p><b>I am prepared and conduct parent-teacher conferences as a joint venture.</b></p> <p>I work with each family to schedule parent-teacher conferences and am prepared to share and discuss information on topics such as testing.</p>	<p><b>I am well prepared and maintain two-way communication with families during parent/teacher conferences by using the following methods:</b></p> <p>___ I conduct parent conferences and accommodate needs such as varied schedules and language translation.</p> <p>___ I explain the purpose of the conference and goals for parent participation.</p> <p>___ I provide opportunities to meet with families who cannot attend conferences.</p> <p>___ I follow up in a timely manner as needed.</p>