

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Communicating with Families and Staff

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
Communication During the IEP Process	Educator does not provide information in the IFSP/IEP of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IFSP/IEP and the discussions at the IFSP/IEP meeting.	Educator includes all the information in the IFSP/IEP about present levels of performance and goals the student is to meet, but the information is not meaningful to general education teachers or parents because of the way it is presented.	Educator communicates well in the IFSP/IEP about present levels of performance and goals the student is to meet. Abbreviations and jargon are avoided or explained.	Educator communicates clearly in the written IFSP/IEP and orally during the meeting, broadening the understanding of the parents and general education teachers of how and why the student is performing as he is.
Response to General Education Teachers and Other Professionals	Educator fails to respond to concerns and questions of general education teachers and other professionals. Does not provide the IEP information to other team members.	Educator responds to questions and concerns, but fails to respond promptly or to address all issues. May inform team members of IEP components upon request.	Educator responds to messages in a timely fashion, seeking answers when not readily available. Provides team members with IEP information.	Educator seizes opportunities to enhance learning, building on questions and concerns of general education teachers or other professionals. Provides team members with IEP information.
Information About Individual Learners	Educator provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Educator does not respond, or responds insensitively, to family concerns about learners.	Educator adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Educator communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Educator provides information to families frequently on learner's progress, with learners contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.

Indicators / Evidence / Artifacts:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress

- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process
- Email communication
- Notes of IEP meetings
- Drafts sent home prior to meetings
- Contact log