

FEAP 5 d.-Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>A parent says, "I'd like to know what my kid is working on at school!" (D)</p> <p>A parent says, "I wish I knew something about my child's progress before the report card comes out." (D)</p> <p>A parent says, "I wonder why we never see any school work come home." (D)</p> <p>The teacher does not send progress reports to parents of students in her class.</p>	<p>A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." (D)</p> <p>Weekly quizzes are sent home for parent/guardian signature. (D)</p> <p>The teacher shares the vocabulary words for the new science unit in the Friday folders.</p> <p>The teacher sends home a questionnaire to compile a list of class parents' occupations for Community Helpers week.</p> <p>The teacher passes out her email address in her "Welcome to Third Grade" letter.</p> <p>The teacher asks the school counselor to talk to the parents.</p> <p>After several two-way communications, the teacher calls home to discuss a students' misbehavior. (M)</p>	<p>The teacher sends weekly newsletter home to families, including advance notice about homework assignments, current class activities, community and/or school projects, field trips, etc. (D)</p> <p>The teacher creates a monthly progress report, which is sent home for each student. (D)</p> <p>The teacher sends home a project that asks students to interview a family member about growing up during the 1970s. (D)</p> <p>The teacher includes the vocabulary words and their definitions for the new science unit in the Friday folders.</p> <p>The teacher responds to parents/guardians' emails in a timely manner.</p> <p>The teacher sends home a letter to tell parents how to access and play the on-line games that come with the new math series.</p> <p>The teacher includes</p>	<p>Students create materials for back-to-school night that outline the approach for learning science. (D)</p> <p>Student daily reflection logs describes learning and goes home each week for a response from a parent or guardian. (D)</p> <p>Students design a project on charting their family's use of plastics. (D)</p> <p>The teacher holds a parent workshop right after afterschool pick-up to show parents how to access and play the on-line games that come with the new math series.</p> <p>While studying the lifecycle of butterflies, the Kindergarten's weekly newsletter mentions the "Butterfly Exhibit" at the local museum.</p>

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		enriching local events in the class newsletter.	
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Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

Ideas for building home school relationships

<http://www.idonline.org/article/28021/>

<http://www.readingrockets.org/article/19308/>

<http://teachers.net/gazette/SEP00/zeiger.html>

Resource for sharing assignments on-line

<http://assignaday.4teachers.org/>

A plethora of resources for communicating with parents from tips for holding effective parent conferences to ADHD. <http://www.teachervision.fen.com/education-and-parents/resource/3730.html>

How to start and use a class blog

<http://www.youtube.com/simplek12team?v=TPzy5Rcga04&lr=1>