

Teacher Growth Guide 6.1

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging			Developing			Proficient		Distinguished	
6E1) The emerging teacher... Uses correct, effective verbal and non-verbal communication skills.			6D1) The developing teacher also... Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.			6P1) The proficient teacher also... Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.		6S1) The distinguished teacher also... Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.	
Professional Frames									
Evidence of Commitment <i>Non-verbal communication (written, electronic, etc.) is basically effective and correct</i>			Evidence of Commitment <i>Written and electronic communication is effective and correct</i>			Evidence of Commitment <i>Written and electronic communication is effective and correct for all students</i>		Evidence of Commitment <i>Written and electronic school and district-wide communication is effective</i>	
Evidence of Practice <i>Demonstrates a basic level of effective verbal and non-verbal communication</i>			Evidence of Practice <i>Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.</i>			Evidence of Practice <i>Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.</i>		Evidence of Practice <i>Contributes to the overall effective and correct communication coming from the school to the larger community</i>	
Evidence of Impact N / A			Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A	
Score = 0	1	2	3	4	5	6	7		

Possible Sources of Evidence

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The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
<ul style="list-style-type: none"> • Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities 	<ul style="list-style-type: none"> • Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions 	<ul style="list-style-type: none"> • Strategies for ELL Students • Samples of effective communication 	<ul style="list-style-type: none"> • Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
<ul style="list-style-type: none"> • Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication 	<ul style="list-style-type: none"> • Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students 	<ul style="list-style-type: none"> • Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools 	<ul style="list-style-type: none"> • Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data 	<ul style="list-style-type: none"> • Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work) 	<ul style="list-style-type: none"> • Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample) 	<ul style="list-style-type: none"> • Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey