Performance Standard 10: Communication
The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

Sample Performance Indicators
*Examples may include, but are not limited to:*

**The teacher:**
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.
10.2 Engages in ongoing communication and shares instructional goals, expectations, and student progress with families in a timely and constructive manner.
10.3 Collaborates and networks with colleagues and community to reach educational decisions that enhance and promote student learning.
10.4 Uses precise language, correct vocabulary and grammar, and appropriate forms of oral and written communication.
10.5 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.
10.6 Adheres to school and district policies regarding communication of student information.
10.7 Creates a climate of accessibility for parents and students by demonstrating a collaborative and approachable style.
10.8 Listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of stakeholders (parents, community, students, and colleagues).
10.9 Uses modes of communication that are appropriate for a given situation.

*Contemporary effective teacher research has found that an effective teacher:*
- Recognizes the levels of involvement, ranging from networking to collaboration.
- Uses multiple forms of communication between school and home.
- Acknowledges his or her perspective and is open to hearing their students’ worldviews.
- Is culturally competent.
- Seeks to know about the cultures and communities from which students come.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Needs Development</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In addition to meeting the requirements for Proficient...</strong></td>
<td><strong>Proficient is the expected level of performance.</strong></td>
<td><strong>Needs Development</strong></td>
<td><strong>Ineffective</strong></td>
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<tr>
<td>The teacher continually uses communication techniques in a variety of situations to proactively inform, network, and collaborate with stakeholders to enhance student learning. (Teachers rated as Exemplary continually seek ways to serve as role models or teacher leaders.)</td>
<td>The teacher communicates effectively and consistently with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.</td>
<td>The teacher inconsistently communicates with students, parents or guardians, district and school personnel or other stakeholders or communicates in ways that only partially enhance student learning.</td>
<td>The teacher inadequately communicates with students, parents or guardians, district and school personnel, or other stakeholders by poorly acknowledging concerns, responding to inquiries, or encouraging involvement.</td>
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