

**PPAT® Assessment****Library of Examples – Task 1 – Early Childhood Education****Example Task 1, Step 2, Textbox 1.2.3**

Below are two examples of written responses to Textbox 1.2.3 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/ Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

**The work you submit as part of your response to each task must be yours and yours alone.** Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

**Step 2: Resources and Procedures****Textbox 1.2.3: Communicating with Students and Families****Met/Exceeded Standards Level**

In order to introduce myself to the family, I have created an introduction letter to send home the first week I begin my student teaching experience. I believe this will be the most beneficial way to reach the families of my students as the majority do not have internet at home. I wrote about who I am, and what I wish to do throughout my student teaching experience. I know some will relate to me more as I am passionate about the outdoors; however, I also realize that some will not understand my interests, but they may appreciate knowing a little about me. In the community in which I am teaching in, many parents are not overly involved in their child's education. In fact, in many cases, education is just not important. By sending a letter home, I know the parents will at least know who I am if they do happen to come into the school. I also know, they will have a better idea about what their children may be talking about when they say they have a new teacher. I feel like the introduction is something all teachers should do in the beginning of the school year; however, in most cases, I would try to send out an e-mail as well. In my classroom, only four families respond to e-mails, so it makes more sense to send home a letter. I will also meet most parents at student conferences in about a week in a half; during the conference, I will have more time to introduce myself, discuss my introduction letter, and also explain my wishes for their children and myself throughout the semester.

b. I love hearing about the students talk about me. I attended a school function and saw one of my students there. He was with his mom, so I went up to officially introduce myself. His mom immediately said, "Oh, you must be the new teacher my son keeps talking about." That sentence made me beam. Just to hear that her son is talking about me at home made me smile. I feel comfortable trying to introduce myself to the family knowing that my students are mentioning me to their guardians. I also made a point to tell my families how much I want their feedback. I am hoping to express this even more at student conferences. I want the constructive criticism from my students, their guardians, and my clinical educator, and this letter is the first way to get this feedback. I have opened up the communication lines, and now I just need to reinforce what I am attempting to do. It does not stop at this introduction letter. Instead, I want to encourage them to send notes with feedback. I also will provide an empty notebook for feedback at conferences and to keep in the

classroom. However, as I said, the letter was the foundation to opening up the lines of communication. I can only hope the families have read my letter and will allow me to express how much their children mean to me throughout the semester, because I already cannot explain how much these first graders mean to me and the impact they have on my heart.

**Refer to the Task 1 Rubric for Textbox 1.2.3 and ask yourself:**

- Where does the candidate explain how the choice of introductory communication with students' families demonstrates understanding of demographic differences in the classroom?
- Where does the candidate explain how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families?
- What evidence indicates that the candidate's rationale for the method of introductory communication with students and families is effective?

**Step 2: Resources and Procedures**

**Textbox 1.2.3: Communicating with Students and Families**

**Did not Meet/Partially Met Standards Level**

In my letter to the parents or guardians of the students inform them that I am an intern from the University of (State). I explained to them that I will be observing the students in order to learn more about language, literacy, math, and social study skills and development for future teaching. I let the parents or guardians know I will be viewing test scores and analyzing the information to indicate the average language and literacy, skills of young children in their child's age group to better serve as a teacher in the future.

b.) In the conclusion of the letter, I invite them as parent and guardian to feel free to call or e-mail me, the principal, the cooperating teacher or my instructor if they have any question concerning my observation and practices

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**Suggestions for Use**

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.