

PPAT® Assessment

Library of Examples – Task 1 – Elementary 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

a) I chose to send home a letter to all of the parents of my students. The students are required to get their planners signed every night, so I knew sending home a letter was my best chance at reaching every parent. I attached the letter to the PPAT video release forms, and made sure that my letter included an “easy to read” description of why the video release forms were necessary. I knew that a letter would be best for the different demographics in my room because while an e-mail would have been quicker and more cost effective, there are a few students who do not have consistent access to the internet at their houses. I didn’t want to risk not connecting with their parents and families just because I opted for the “faster” form of communication.

B. In my introductory letter, I introduced myself, and explained what I would be working on with the students during this placement. I explained the program that we have been asked to Pilot, and what an exciting experience it is. I ended my letter with an invitation for any parents or guardians to contact me if they had any questions, concerns, or wanted any clarifications on the project I was working on. I included my e-mail address in the letter as well, so that the parents could reach me at any point during my time at the school. I have yet to receive any emails from parents, but I have interacted with a few who have been in the classroom, and they have all had positive feedback about the letter I sent home. I also received an overwhelming response of “yes” on the video release forms. I would like to think that my introductory letter helped my case with that.

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 clear?

Step 2: Resources and Procedures

Textbox 1.2.3: Communicating with Students and Families

Did not Meet/Partially Met Standards Level

a. My communication letter for the parents talks about different ways that they could get in touch with me in case they had any comments, questions, or concerns. Since each child comes from different backgrounds and may not have technology savvy ways to get in touch with the teacher I gave ways to contact me in which they would not need certain technology.

b. My introductory communication in my letter fosters communication between me, my students, and my parents by letting them know my purpose in the classroom and what I intend to be doing during my time there. I gave the parents my educational background so they would know who I am and be at ease knowing that I in my last year of the teacher education program.

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 ineffective?

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.