

PPAT® Assessment

Library of Examples – Task 1 – Math

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 decided to write a letter to send home with students. The area I am teaching in is a rural area. While technology is becoming more accessible to people, I felt it would be better to stay away from using something where parents or students needed to use a computer to access it. Some families may not have computer access or internet access. I also believe that if I created something on the internet, the chances of parents or students taking time to view it are slimmer, than if I can give them something concrete, that they can have immediately in front of them.

B. My introductory communication fosters interaction between me, my students, and their families in a few different ways. I decided to tell them a little about myself and why I am at the [school name] Middle School. Giving them some background about myself, I think they will feel more comfortable with why I am in the classroom. I let them know that I am excited to learn and work with the teacher and the students and that I hope it will be a positive experience for everyone. This lets everyone know that I am looking forward to working with the students, I take the experience seriously, and I want everyone to benefit from it. I shared my email address in the closing paragraph, letting them know they can contact me with questions at any time. This way they have a method of contacting me. Unfortunately, I do not have a phone number they can call, since I am not a permanent teacher at the school. However, when I do become a teacher I will be sure to include a number since again, not everyone may have access to a computer.

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

My letter to parents creates a communication method with parents. One way it addresses demographic differences in the classroom is because it is addressed to ‘parent or family member’. Not all families are nuclear families, not all students live with parents, and not all parents are biologically parents. It is important not to assume something in a situation like this because it could be perceived as negative behavior and alienate the family of a child who is in great need of support from good communication between teacher and family.

My letter also fosters interaction by informing the parent or family member of who I am and what my role and situation is in the student’s classroom. It provides contact information via e-mail address so that family can contact me in the event they have questions or concerns about their student under my instruction and grading. Because I identify my status and role and because I provide a communication method, I feel I am fostering interaction between myself, the student, and the family.

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.