

PPAT[®] Assessment

Library of Examples – Art

Task 1, Step 2, 1.2.3: Communicating with Your Students' Families

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 you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your 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.

Guiding Prompt for Task 1, Textbox 1.2.3

- a. Explain how your method of communication conveys the importance of cultivating positive relationships with students and their families. Use examples from your communication to support your explanation.
- b. Explain how your method of communication fostered interaction among you, your students, and your students' families. Use examples to support your explanation.
- c. Describe the overall response you received from your communication. How will this response impact an instructional decision you will make in your classroom? Use examples from the responses you received to support your analysis.

Example 1: Met/Exceeded Standards Level

- a. For my Communication with Student's Families I chose to do an interactive email. Due to my school's Covid-19 rules, no parents/guardians (or visitors of any kind) are currently allowed at the school, so I had to be a bit creative. I wanted to find a way to get to know a bit about my student's families, their history with art, and how they dealt with school going online last semester. Since having a face to face meeting was currently not an option, I thought that having an online method for parents/guardians to answer my questions would be the next best thing. My method of communication showed the importance of cultivating positive relationships with both students and their families, by valuing the input and insight that parents/guardians often have about their children. Because school started so late this semester, I have not had very much time to get to

know my students yet (only two weeks so far). By getting to learn about my students through my communications with their families, I feel like I have been able to make up for the lack of time. I now know many of my students' favorite art subjects, some of the things they struggle with, how they react in different situations, and what kind of learning styles suit them best. Things that ordinarily might have taken me a month or two to figure out, I was able to learn right away from their parents/guardians.

- b. My method of communication centered around asking parents/guardians a few questions about their children in order to both understand my students better and to show that I, the teacher, valued their perspective and advice. This method fostered interaction among my student's families and I by having them reply to me with the answers to my questions. One thing I really wanted to make sure of, was that I did not come across as demanding or insensitive in my communication. I knew that a lot of parents/guardians would be very busy, so I tried to keep my email as simple and open ended as possible. Whether they wanted to write me a short reply or send me a two-page essay detailing their child's experiences with art and school, both would be appreciated. I got some great responses from parents. One of the things I most appreciated, was that parents/guardians were able to tell me about their child's personality and the way they learned best. For example, one of the replies I received told me that their child was highly introverted and occasionally struggled with anxiety. They mentioned that while she absolutely loved art, she struggled when directions and projects were too "loose and vague." After learning this, I was able to talk to this student and help her when she was worried about not quite understanding the assignment. Had I not communicated with her parents I might not have known why she was anxious nor how to help her.
- c. The overall response I received from my communication was extremely positive and helpful. I had not really known what to expect, but I was quite impressed with the detail and thoroughness of the responses. I was worried that I might receive generic or superficial answers, but instead I was able to learn some valuable information about my students. In addition, it seemed like many of the parents/guardians appreciated a student teacher reaching out to them and wanting to hear their expertise on their children. One of the questions I asked the parent/guardians was how they thought online schooling went last semester, and if they had any suggestions on how to improve it just in case, we had to do it again. Overall, most of the responses I got back said that last semester was either ok (but not great) or rather hard for their children. A lot of students struggled with the monotony of oversimplified and repetitive online classwork. Others really missed personal interactions with teachers and classmates. In the case that we have to teach online this semester, I will make the instructional decision to teach a variety of art projects at about the same pace as I would in-class. Last semester, my CE and I had to simplify our projects a lot, because students did not have many art supplies at home. This year we are more prepared for that possibility and I will make "art supply boxes" that my students can take home with them. I will also try to set up some virtual art critiques so that my students can show each other their artwork and get to interact with their classmates.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate explain a method of communication that conveys the importance of cultivating positive relationships with students and their families?
- Does the candidate use examples to support this explanation?
- Does the candidate explain how this method of communication fostered interactions among you, your students, and their families?
- Does the candidate use examples to support this explanation?
- Does the candidate describe the overall response received from the communication?
- Where does the candidate explain how the response impacts an instructional decision that is made in the classroom?
- Does the candidate use examples from the received responses to support this explanation?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The personalized postcard shows time and investment into the relationship. I ask the students which postcard they would like to send to their families. I ask in the email what the student will be interested in making in class, building that relationship.
- b. The postcard has the students report back to me the answer (for which I will be following up in class) - connecting them to their parents and in turn to me. Several students brought back the postcard enabling discussion opportunities with the whole class on communication methods with their families.
- c. The students enjoyed choosing postcards to send to their family, saying, "I love this one" for example as they chose the card. This encourages me to think of what else I can give them choice over in engaging with their families and what they want to do in class. Most students also expressed that their parents prefer to be communicated with by mail or via text. This affirms the evidence that email may not be the most effective form of communication since I have yet to receive a reply there.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate explain a method of communication that conveys the importance of cultivating positive relationships with students and their families?
- Does the candidate use examples to support this explanation?
- Does the candidate explain how this method of communication fostered interactions among you, your students, and their families?
- Does the candidate use examples to support this explanation?
- Does the candidate describe the overall response received from the communication?
- Where does the candidate explain how the response impacts an instructional decision that is made in the classroom?
- Does the candidate use examples from the received responses to support this explanation?

Suggestions for Using These Examples

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 an appropriate artifact for this textbox.

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