

PPAT[®] Assessment

Library of Examples – Early Childhood

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. My method of communication, which was a newsletter that I created, conveys the importance of cultivating positive relationships with the students and their families by expressing my excitement about teaching their children and by explaining how I would like to get to know their children's interest by doing an interest inventory with each of them. I also provide a few brief interests of my own, as well as a picture of myself, so that both the parents and the students can get to know a little bit about me as well. My newsletter also promotes a positive relationship by providing three different methods in which a parent or guardian may wish to contact me. Each method caters to a different style or availability such as the school telephone, email, and a classroom portfolio app. I made sure to send a paper copy home for parents who do not have access to technology

and I also shared my newsletter on Seesaw since the majority of parents are using the app as the main source of communication between themselves and the teacher.

- b. The newsletter that I created, fosters interaction by providing parents or guardians three different ways in which they can contact me. Some guardians may wish to speak directly to me over the phone, in which case I have provided them with a school telephone number. Other parents may work nights or wish to simply send an email, so by providing them an email, it allows for them to communicate with me at any time. The parents that have access to the Seesaw app can easily send a message by utilizing their smart phone. These three contact methods provide flexibility for each guardian. I included this information in my newsletter so that parents or guardians know that I want to hear from them and that parental involvement is an important part of success for their student! The newsletter also fosters interaction for the students as well. Students get to know a little bit about me and are reminded that they can contact me about assignments and other information through the Seesaw app that they will be using for virtual learning assignments throughout the semester.
- c. Most of the overall responses about the newsletter were expressed through the Seesaw app since most parents are already using it for their primary source of communication with the teacher. The responses were positive and helped to establish a virtual connection in lieu of the virtual and blended learning that will take place this semester on Seesaw due to Covid-19. For example, one father asked if I would create a section of the newsletter where I could post future projects that may take some time to complete. This will help me to think ahead with my instructional planning as well. Due to the pandemic, many parents prefer to receive newsletters and school information through apps and technology such as the Seesaw app. One instructional decision that I will make with this in mind, is to continue to inform both parents and students about classroom assignments, and classroom events through the use of Seesaw.

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. My method of communication with my students families was "Meet the Teacher" paper. This method is practically positive in the times due to parents not being allowed into the schools for a normal Meet the Teacher night. The paper tells the parents and child basic information about me, my childhood, favorite things, education, and ways to get in contact with me if needed. It shows the parents that I am a personable person and I want them and the student to be familiar with me without getting to meet me. The paper also had different pictures of what I look like, so the students could recognize me on the first day of school. It is great to make the child and parent feel comfortable sending their child to my classroom.
- b. The communication between the students and I have had them ask questions about where I go to school and wondering how old I am. They are amazed when I tell them my age. The students are also curious about my dog that I said I had. They are always like how old your dog is now. It has fostered questions and them becoming connected to my life while I become connected to theirs. One student's parents own a coffee truck, and I would have never known until the student asked, "Miss, didn't your paper say you like coffee?" I told the student that I loved coffee and told me that her mom owned a coffee truck. It was just a piece of the student that I now love because I can support them by visiting their truck.
- c. The responses I received were amazing, so much positive feedback. The parents were grateful to be able to have an inside look about me and made them feel confident about sending their child to school. Being personable and letting the student know what I look like was most of my feedback. They were happy I gave them a piece of myself to them and showed where my education is from. With the student's responses about where I am from and about me impacted an instructional decision I would make. The decision is to have a family unit and focus on what is unique about them.

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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