

PPAT[®] Assessment

Library of Examples – Elementary Education

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

- 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.
- Explain how your method of communication fostered interaction among you, your students, and your students' families. Use examples to support your explanation.
- 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

- Weekly newsletters are great way to involve parents on what is going on in the classroom on a day to day basis. The newsletter is updated weekly with our objectives for the week, upcoming events and information we want them to know. This helps the families feel like they are a part of their child's education. This also provides a space where the parents can communicate back to us if they have questions about the upcoming week. The newsletter includes pictures, bright colors and reminders. Included in the newsletter was a section called, "meet the teacher." It was a fun way to help parents get to learn more about me as their child's teacher. In this section were ways to contact me and things I wanted them to know about me! Also included in this weekly newsletter is an agenda which they are expected to look over with their parents. Every day, using this agenda they write what

we are working on for the day and if they have any homework. Parents can write notes in here and are asked to sign it each week so that as a teacher we know they are seeing their child's homework and teachers notes. If there is a particular urgent question, the parent can return the newsletter with their question and then I can respond immediately and not have to wait until the end of the week.

- b. Thursday folders are a great way to involve the whole family unit. It teaches the students about responsibility and keeps them accountable for their materials. The school requires students to redo assignments that they score a 60% or below on. My class sends these papers home in their Thursday folders for an opportunity to fix their incorrect problems for a new score. Thursday folders also provide another platform to share resources, notes and upcoming events through. We send home announcements like picture day and dress up school spirit dates. The parents sign papers and send them back in the folder on Fridays. My meet the teacher flyer is a great way to help start conversations with your families. It opens up a space to let them know you are your own person outside of school. I think this is a major part of being the best teacher you can be!
- c. I have a really great class this semester. We receive almost 90% parent involvement/feedback from things we send home. Many parents reach out first with phone call, emails and notes. We get safety permission slips and progress reports returned and signed by everyone. The response to my meet the teacher was very accepting and encouraging. Parents sent well wishes and were happy to have an extra set of hands in the classroom.

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. This is a remote classroom, so the only way to communicate is through technology. I have introduced myself to the parents through emails and videoconferencing meetings. I use uplifting and positive words when communicate with students, parents, and their families. I also communicate that I have genuine interest in helping the students learn. This will build strong and positive relationship between the families and me. replying and sending messages. An example of this communication was when I offered extra math practice session for interested students.

- b. I am also very responsive when students/parents have questions or comments on virtual classrooms. When students and parents saw that I was very responsive, their frustration went down while their engagement and ownership went up. For example, when students were not sure of how to complete assignments, I was responding to their questions and concerns until the issue was resolved. The students took their assignments and learning seriously when I showed them my dedication to their learning.
- c. The overall response I received from my communication has been very positive. The students and parents appreciate the timely and respectful manner of my communication. An example of the appreciation was when a student told me that he would not have made it (the first week of school), if not because of me. This response would impact an instructional decision I will make in my future classroom because I will try to be timely and respectful as much as possible in my communication. I will also make sure that my instruction is clear and that everyone understands exactly what to do, before assigning a task. This will prevent or reduce potential question and frustration regarding the clarity of a task.

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.