

PPAT[®] Assessment

Library of Examples – English-Language Arts

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 to my students' families was done through an introductory letter I emailed to the families which had an attached questionnaire for the families to fill out. This artifact conveyed the importance of having a positive relationship between my students and their families because I am taking the time to get to personally know them. One question asks what their family culture is like. This helps me to understand what kind of cultural background my students are raised in and it educates me in how I can implement pieces of their culture into my classroom culture to help the students feel more comfortable.
- b. This communication method fostered interaction among my students' families and I because we were emailing back and forth because of the questionnaire., I learned that

one of my students has had older siblings that attended this school years ago. Through that small interaction I learned that my student has older siblings and I was able to carry on the conversation to if the family had a good experience at our school in past years and if there was anything I could do to help them to continue to have a good experience. My letter gave information about where I am from and some parents have made connections about people in their life that are from that area as well.

- c. This introductory letter initiates conversation and creates a natural way to make connections between my students' families and myself. Communicating with these families allows me to continue to build a positive relationship with them. I got a positive response from my communication method that gave me input on the different interests my students have, their different cultural and linguistic backgrounds and a positive first impression from their families. I will continue to use email to contact the parents of my students as it was successful. I learned that 80% of my students come from a home where English is the preferred language. I learned that one of my students comes from a family that has the motto "work hard, play hard" which is something I would like to incorporate in my classroom to teach my students to have a hard work ethic in their schooling and so they can receive their reward when they accomplish their goal. The information I received from this communication method will help support my students in their learning, IEP goals and to be successful in school..

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 introductory communication pieces together these differences by helping everyone see that we're in the same area of [state]. I say this because being somewhere new and someone else saying that they're from where you're from adds a level of comfort that's good to have while learning. I mentioned the date that I moved to the [city name] area as well to show the students that are new to the area like I am that they have someone to relate to as well. This adds another layer of reassurance that the students may need at some point of instruction.
- b. This introduction letter opens my door, so to say, to the parents and students. I made sure to include personal facts about me to not make this process feel impersonal. It's hard to relate/bond with someone if you rarely know anything about them. Another aspect that

ties these people together would be me adding my email address at the end so that the parents can have a way of contacting me directly if they have any questions or concerns outside of the classroom. It also doubles as an olive branch or a shoulder to lean on when the school year gets tough.

c. I received positive responses from my communication method.

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.