

PPAT[®] Assessment

Library of Examples – Mathematics

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 parent communication was an email informing parents of the students in my regular and lite math classes about the unique testing process we use in class. Our hope is that having a full explanation of how this test process works will inspire parents/guardians to encourage their students to take advantage of the extra credit and retesting procedures that we have available. If nothing else, this communication will hopefully emphasize to parents that I, their student's teacher, want their student to succeed and am willing to make accommodations/give second chances in order to make that happen. In addition to these less obvious messages that I tried to include in the email, I tried to explicitly foster positive relationships and communication within the first paragraph of the email: "It is important to us that you are both informed and involved in

your student's learning. We hope to foster communication and feedback so that your student receives the best education they can."

- b. We had an unexpected result come about because of the email I sent out. I only had two parent responses (I go into more detail about this below). Both of these parents have students who are taking classes only online. Neither student had completed a single assignment so far this term, something that seems to be a common problem among fully-online students this year. Interestingly enough, after these parents responded, both students logged in and completed a few homework assignments! It was really interesting (and satisfying) to notice that just reaching out to the right parents could have such a positive effect on two individual students. Knowing that this had such an effect definitely makes me want to continue to reach out to parents, especially these two.
- c. I definitely didn't receive as many responses as I was hoping for. I tried to solicit a specific response by asking parents to provide a day and time when their student could come and retest the concepts that they struggled with on the initial test. To date, I've only received two responses from parents, and neither one provided the specific date and time requested. One said, "Thank you for informing me," and the other said simply, "Thank you for the update!" This response (or lack thereof) is interesting to note at the beginning of the school year. Receiving so little response seems to confirm what my cooperating teacher said about the Secondary II Lite classes: many students in these classes don't have very much parental support at home for their academic pursuits. This lack of support could come from many different underlying factors, such as language barriers, no internet access at home, parents working multiple jobs, parents lacking knowledge/confidence to help their students academically, or simply a lack of prioritization of academics. No matter what the reason may be for a lack of parent response, I feel confident that moving forward, it would be a good decision to limit the amount of at-home homework I assign to these classes. The regular and lite classes cover less material than the honors classes, and they tend to finish their lessons with some time to spare in class. Knowing that students may not have help/internet/support available at home to complete their homework, I can be sure to invite students to take advantage of the spare time in class to work on their homework, or at least to print it out so that they can have access to it at home.

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. I chose to do an email to all the parents to let them know who I was and what I hoped to accomplish for their child. In my email I stated the following: "I have a no tolerance policy on students using demeaning words to each other. I strive to create an environment for your child to help them build confidence and prepare them to be productive citizens in society. I strive to help your students build problem solving skills and the perseverance to keep trying with anything in life." This is just a small excerpt from my email, but it really gets at the heart of what I hope to accomplish in the class. I want the parents to know that I take their child's education seriously and want the best for them. Every parent wants their child to be successful and have a positive experience in school and I feel like this allows the parents to better see my plans for their child to become a more prepared citizen. This is what I did to try to establish a positive relationship with the parents.
- b. I was excited that I got emails back right away only to realize that all the responses I got were to clarify, for example, "what child, I have three?" To which I realized a key piece of information missing in my email. Letting the parents know which teacher at which school I was student teaching for their child's class. I then sat hopeful with my correction sent that I would get more responses from the parents. I received no further responses. Then I realized that I didn't really ask specific questions for them to answer. So that was a huge learning experience for me. I know that with my future communications I will take this as a learning experience to create better ways of communication to get to know the parents of my students.
- c. All of my responses were in regard to a lack of information. The way this can impact my class is being aware of all the details. I thought I had covered all my bases when I sent out my email, but I didn't. I learned that wording needs to be specific and that as things are more specific, I can know more assuredly that what I am conveying will be understood. After my clarification I received no responses from the parents. This tells me that they didn't feel like they had any questions for me or felt that they needed to respond. This tells me that my attempt failed, but I still learned what doesn't work so I can avoid doing the same thing in the future.

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.

Copyright © 2020 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.