

PPAT® Assessment

Library of Examples – Task 1 – Music

Example Task 1, Step 2, Textbox 1.2.3

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

Step 2: Resources and Procedures

Textbox 1.2.3: Communicating with Students and Families

Met/Exceeded Standards Level

Communication is an essential component of the teacher and parent relationship. During the first week of my placement I sent home a letter introducing myself, my teaching philosophy, and my eagerness to help their student learn. My decision to send a letter was influenced based on the demographics of the community. As previously stated, through discussion with my co-operating teacher it was evident that significant portion of the students do not have reliable internet connection at home. Therefore, any mode of online communication such as a websites or email would be relatively ineffective. In addition to the letter I was also commute to parents through hand written notes and student assignment trackers. During my first week, I was also given the opportunity to chaperon the school dance which was an excellent way to meet parents.

As a result of my initial communication with families I was asked to meet with a student's parents for a meeting. During the meeting the parents expressed frustration that they were unable to help their struggling daughter with her math homework. Although they try to help their child with homework, the concepts were unfamiliar and were unable to help. They felt comfortable during the conference with sharing their concern about their daughter's struggles in Math class. It challenged me to find out how I could support her outside of Music class. It turned out that I was able to obtain extra resources from the math specialist for her to work on during homeroom. I feel that my introductory communication opened the door for ongoing contact with this family.

Refer to the Task 1 Rubric for Textbox 1.2.3 and ask yourself:

- Where does the candidate explain how the choice of introductory communication with students' families demonstrates understanding of demographic differences in the classroom?
- Where does the candidate explain how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families?
- What evidence indicates that the candidate's rationale for the method of introductory communication with students and families is aligned?

Step 2: Resources and Procedures

Textbox 1.2.3: Communicating with Students and Families

Did not Meet/Partially Met Standards Level

An example of how my letter to the parents addresses the demographic differences in the classroom is not only introducing myself to the parents through a letter, but also introducing myself to my new students. Even though it is a letter to the parents, the students are also getting to know me and they are excited to take the letter home for their parents to read. This will help even the shy students come out and be social with their new teacher.

This letter fosters interaction by showing the families of my students that I care about them and that I am excited to get to know them. By sending home a letter I am letting a parent know exactly who I am which is comforting for a parent to know that their child is in good hands.

Refer to the Task 1 Rubric for Textbox 1.2.3 and ask yourself:

- Where does the candidate explain how the choice of introductory communication with students' families demonstrates understanding of demographic differences in the classroom?
- Where does the candidate explain how the introductory communication encourages ongoing sharing of information among the candidate, the students, and their families?
- What evidence indicates that the candidate's rationale for the method of introductory communication with students and families is ineffective?

Suggestions for Use

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 appropriate artifacts for this textbox.