

PPAT® Assessment

Library of Examples – Task 1 – Physical Education

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

A.) My method of communication was a parent letter sent home by the student's classroom teacher. I chose this method of communication because of the demographic differences within the class, with 91% of the students on free/reduced lunch it is possible for internet access to be limited or unavailable. Therefore, emails or a website would not be a sufficient means of communication to reach every parent. To ensure communication a physical printed out letter will be sent home in the book bag of each student that includes my email and phone number for any additional questions the parents may have for me. I also plan to help out with the end of day dismissal.

B.) My introductory communication fosters communication between me, my students, and their families by supplying a brief introduction of myself that includes my teaching philosophy. By including my teaching philosophy the parents are able to see why I am passionate about physical education as well as what my expectations and goals are as their child's teacher. My background information gives the students and their parent's insight into my personal life to create a friendly and positive relationship. By helping out the staff with dismissal, I can meet some of the parents and make myself available to them if they have any questions or concerns.

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 clear?

Step 2: Resources and Procedures

Textbox 1.2.3: Communicating with Students and Families

Did not Meet/Partially Met Standards Level

a. In this letter that I wrote to the parents I discussed the community as a whole and the differences that come with that. The kids come from a variety of backgrounds and I let the parents know that I was free to talk with them about anything they wanted. The parents know what type of diversity exists in their community, which is not as diverse as some communities happen to be.

b. I let the parents know that I will be working with the students directly and this can create interest by the parents, so I let them have the option to contact me. I gave them an option of how to contact me and when to contact me. I also introduced myself as a student teacher that will be in the school in the P.E department for the next 7 weeks, this gives parents specific time frame that I will be working with the students. Allowing for an open dialogue with the parents is important in case one of us has questions. Anything that can benefit the student is welcomed in those conversations.

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.