

PPAT[®] Assessment

Library of Examples – Physical 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

- 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 preferred method of communication with students and parents is an interactive email (see the specifications in my Syllabus Signature Page). I have two goals: 1. is for all my students to know I am available to assist them in any way that I possibly can and for their parents know that also. 2. Learn more about the students and their families and how they were feeling about being back in school with COVID-19. My communication style conveys that I care for each student on a personal level, because I want to make sure I addressed any health or safety concerns. Being that we are such a small district, I am able to get to know all my students well, since my class sizes are six to eight students per class period. I'm lucky to have opportunities to better understand the areas where they struggle, how they get along with other

students and how best to communicate with them. I'm also able to respond to the parents' emails promptly and can provide specific details because of my small classes. This keeps lines of school-to-family communication open consistently.

- b. My method of communication has fostered interactions between me and my students' families by giving them the ability to contact me at any time via email without having to go through the task of calling the school during the office's hours of operation. I have had one parent contact me through my email to ask about their student and an upcoming exam after having received my contact information on the Syllabus. Having the ability to communicate with the parent on what the student needed to prepare for created a positive interaction by showing the parent I wanted their student to succeed. I have also had an email from a student's parent asking about a grade and why the student received the score they did. I was able to walk the parent through my grading process with ease, thanks to my established method of communication and distributed contact information.
- c. Overall, I have received a low number of parent communications so far this year. The impact of this response will make me re-work my method of communication next year. I will ask for the parents' email addresses at the beginning of the year as an added component of my Syllabus Signature Page, so I will be able to send out monthly emails to each parent, updating them on our recently covered class topics. I hope this will lead to higher levels of communication, as it encourages parents to contact me with questions or concerns at any time and provides them with even more ease of access. This idea occurred to me when a parent utilized my provided email address to ask me what their student would be learning that week; I am optimistic that this new method will provide parents with both up-front information and the means to communicate with me instantly regarding this information.

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 introduction about myself shows that I would like to start an open line of communication with parents so that both sides can express any concerns regarding the students progress educationally. Having this open communication allows for problems and concerns to be quickly resolved.

- b. My letter to parents will be a graded assignment meaning that parents will see it and sign it. So students are motivated to get this to parents and parents are then able to have my contact information with them so they can message me when needed. My email and phone number are located towards the bottom of the page right by where parents sign.
- c. The majority of letters to parents were returned with signatures meaning almost every parent can immediately contact me. I will use this same method in the future because it quickly establishes communication with parents. This is helpful because problems or concerns with certain students can be more quickly addressed.

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.