

PPAT® Assessment

Library of Examples – Task 1 – Science

Example Task 1, Step 2, Textbox 1.2.3

Below is one example of a written response to Textbox 1.2.3 as excerpted from the portfolios of a candidate. The candidate's response was not corrected or changed from what was submitted. It was scored at the Met/Exceeded Standards Level. This information is being provided for illustrative purposes only. This excerpt is not a template for candidates to use to guarantee a successful score. Rather, it is an example 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

The best way that my introductory letter addresses the differences between the students in my classroom is by maintain a simple and professional introduction to the parents of my students. To go attempt to direct the letter to any one demographic would mean ostracizing another group. However, by using neutral language I am able to remain ambiguous of any demographic. However, I purposefully sought out professional, but plain language and kept the letter brief. I know that in some instances my students will need to translate the letter for their parents or the parents reading it will be proficient in only basic English. I still want to be able to connect with all parents so it was important to me that the letter get the important information out, without being unnecessarily difficult to read or time consuming to the parents.

My introductory communication helps to facilitate communication by opening up a platform for conversation between my students' families, and my cooperating teacher, as well as myself. As a new teacher coming into a classroom halfway through the academic year I am aware that my presence can be confusing to some parents. I purposefully chose to incorporate my cooperating teacher into the letter for that reason. He serves as a constant that the parents can reach out to and bridge the gap between their pre-established relationship with him and their new one with me. I made it clear in my letter that both of use were available for any questions or concerns that might arise over the remainder of the school year. I also chose to incorporate some background about myself so that the parents can realize that I am open to sharing about myself and listening to their concerns. I also recognize that this is a special circumstance and in my future teaching career I will not be able to rely on another teachers pre-established parent relationship. In this case I am prepared to adapt to a new group of parents by changing the letter to address the new relationships that need to be formed.

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 moderate?

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.