

PPAT[®] Assessment

Library of Examples – Social Science

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. I sent out a letter of introduction to parents and guardians with the PPAT permission forms. I believed that sending out the letter along with a document that parents or guardians would have to look over and sign would increase the chances of communication with the parents/guardians. Though I collected the permission forms, so I can assume parents saw the introductory letter, I received no communication back. There are some factors I can point to that may give an explanation as to why this letter did not do more to establish communication.

First, the town in which I teach is one of many small towns surrounding the university I attend. This college has a good teaching program that sends out dozens of student

teachers every semester. It is logical to assume a good portion of those student teachers stay in the area and teach at local schools. After conferring with a few teachers at my school, I confirmed my suspicion that students growing up in this area have likely experienced being taught by multiple student teachers. Simply put, families of students are more likely to be apathetic towards the presence of a student teacher.

- b. Next, parents have an established form of communication with the teacher I am working with. He has taught many of older siblings of current students and already knows the families. At the beginning of the trimester, he received emails from parents with concerns or questions, and so I believe parents and guardians prefer to keep in contact with him. However, it is also worth noting that the rate at which parents have been reaching out to my cooperating teacher has decreased since I've started making sure the web-based learning management system is updated regularly for the students who are quarantining. This would indicate that parents simply don't have anything they want to reach out about as long as class is running smoothly, and their children know what they should be doing.
- c. In response to the lack of communication I have been able to establish so far, I plan to reach out to a few parents every week and update them on how their children are doing. Since many students are doing quite well in the class, I would like to be able to share that information with their parents or guardians. Reaching out to parents with a short update that is positive will hopefully open up that line of communication between parents and I without being an imposition.

Additionally, we are only a couple short weeks away from parent teacher conferences. Though I know only about half of parents are likely to attend this, I look forward to using that as an opportunity to get to know them.

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 method of communication conveys the importance of cultivating positive relationships by emphasizing the importance of collaboration and high expectations for ourselves and students. I discuss my own path of education and self-progression by sharing where I have gone to school, what I am studying, what I am interested in, and places that I have travelled, in order to learn about other cultures. This information shows why I am

interested in social studies and the things I have done to learn more about it. In this way my communication helps students to see the relevance in what will be taught this semester. This communication also tells students the best way to communicate with me and why I want to hear from them which opens up a dialogue that will lead to stronger relationships.

- b. My method of communication fosters an engaging relationship with students and their families by helping them become familiar with who I am and my role in the classroom. My communication reinforced the best way to contact me. I provided my email and the school's phone number. My communication was posted on the learning platform used by the school, so it was accessible by all parents and students. This made for high engagement and responses.
- c. The responses that I have received from my communication have focused mostly on grading and engagement. These responses suggest that I will need to organize and sequence learning so that the progression from each lesson is smooth and coherent for the students as well as the parents. Thus I have decided to grade all of the work immediately after it comes from home so that I can give them my feedback/comments.

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.