

## **PPAT® Assessment**

### **Library of Examples – Task 1 – Special 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. The method of communication that would best suit the students and families in my classroom would be an introductory letter. I will send the letter home with each student for parents and guardians to sign and return so that I know they have read it. Since most of my classroom comes from a low income home, internet is not available to every family. The letter will encourage contact between students, their families, and myself, despite the demographics of the class. All parents read English, so no alternative language is needed to send home. My letter includes my duties as a student teacher, my background experiences in a classroom, and contact information.
- b. I believe the introductory letter is a great way to foster interaction between parents/guardians, myself and students. It allows students and parents to understand my dedication and responsibility, as well as introducing myself to them. I have passed my letter out to students my first day so that parents can get a sense of my promptness, and feel comfortable having me in the classroom. I want to have a successful and professional relationship with the students and their families. This can establish a three way communication and clear expectations throughout the year.

#### **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?

## Step 2: Resources and Procedures

### Textbox 1.2.3: Communicating with Students and Families

#### Did not Meet/Partially Met Standards Level

Hello! My name is Miss D and I am very excited to be your student teacher this spring. I will be graduating from (Name) University in May with a Masters degree in Special Education and certification in both Elementary and Special Education. I am from NJ and I love going to the beach in the summer. I cannot wait to see what these next few months will have in store for us and I know they are sure to be busy as we all explore and grow together. I will be recording videos inside the classroom for some of my class assignments and I wanted to ask you for permission for your child to be in my recordings for my assignments. I cannot wait to have a class of my own but I am so excited that I can spend the next few months with all of you in Ms. L's class!

Sincerely, Miss D

#### 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.