

PPAT® Assessment

Library of Examples – Task 1 – Elementary Education

Example Task 1, Step 1, Textbox 1.1.1

Below are two examples of written responses to Textbox 1.1.1 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 1: Planning the Assessment

Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction

Met/Exceeded Standards Level

a) Although the students are of low socioeconomic standard, there are a variety of instructional strategies that a teacher can use in the classroom. One instructional strategy that could be used within the classroom is the implementation of technology. This instructional strategy could be used in the classroom when discussing geography and locations since many of the students' families cannot afford to travel around the world. Many of the students come from low income families and sometimes these families cannot afford the extensive amounts of technology that people feel are now a part of their daily lives. The use of technology in the classroom helps students no longer feel set apart from the minority of the students who are middle to upper middle class students. Also, many of the students may or may not have been outside of the state, so a trip around the world using a Map app or any other form of technology can help them feel more connected to a topic or a location that is being researched.

b) Within the district there are only 16 students who are ELL students. Although this may be a small number compared to the 7,412 students within the district, these students still need an education and one instructional strategy that could be used with these students is the use of visuals. A learning activity that could go along with the students being ELL students read story books to the class with pictures. English Language Learners may have trouble with speaking, reading and writing the English language, but the use and creation of art is universal. Using visuals—drawings, paintings, pictures, etc.—is one way for ELL students to help identify with the information that is being conveyed from teacher-to-student or even student-to-student. So, if a teacher reads a book that has pictures to help convey the meaning of the story to the students, the ELL student may have an easier time picking up on the information that the story is giving than if the story had no pictures at all.

c) (Name) Elementary School has approximately 416 students enrolled and 19% of these students have IEPs or Individualized Education Program. One instructional strategy that could be implemented for these students is small group instruction. One learning activity that could be implemented is a cooperative learning strategy

that is derived from the work of Spencer Kagan." In this activity the students work in groups (large or small). To begin, a group member asks a question, then others in the group put heads together and make sure everyone knows the answer. To close, the question asker picks one from the group to answer the question. Using small groups for students with IEPs can be effective in numerous ways. The first was is that if students are placed in mixed groups than the students can receive support from other group members. If the students are placed in groups based upon leveling, than the teacher can target the specific needs of the students in that particular group. With the learning activity, the students once again receive support from their group members and learn from their group members about a particular subject or information.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

- Where does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity in order to enhance learning?
 - The community
 - The school
 - The district
- How does the candidate justify each instructional strategy? Does the candidate describe how the activity furthers student learning?
- What evidence indicates that the candidate's analysis of community, school, and district factors effective?

Step 1: Planning the Assessment

Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction

Did not Meet/Partially Met Standards Level

The community factor that I chose is whether the school is considered rural, urban, or suburban. I chose this because students need to be aware of the differences that are around them. The learning activity I would use would be relating to Martin Luther King Jr. The activity demonstrates how people weren't always treated equal and allow students to see how they would feel if they were separated or excluded from an activity. I think this is good because students have health impairments and learn at different paces. Therefore, it is important for students to see that differences shouldn't separate us.

The district factor that I would use is IEP/Special Ed. This is because there is a rather high rate in my school district. An instructional strategy I would use is giving each child a chance to answer questions. This way they do not feel left out. I would also use ample wait time to give all students an equal opportunity. A learning activity I would be to sing Old Mac Donald. I would have students identify the different animals to see that they were unique. Then we would discuss how even though they are different they are all together. I think this a good way to show students that there is nothing wrong with bringing different "people" together.

The school factor I would choose is class-size. I choose this because class sizes range from 26 to 30 students. I feel it is important for students to be aware of what is occurring around them. They need to understand that there is only one teacher to help them all. An instructional strategy that I would use would be to divide the class into small groups. This way I can provide more individualized instruction to my students during lessons. A learning activity I would do would be to let one student be in charge and have every student run up to them and ask questions all at once. This allows students to see how difficult it is for one person to address the individual needs of every student at once. I would let a couple different students try. Then we would come up with solutions together to make class productive. Students need to understand that we are a whole and that if we thought as one we wouldn't have enough time to get through the day.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

- Where does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity in order to enhance learning?
 - The community
 - The school
 - The district
- How does the candidate justify each instructional strategy? Does the candidate describe how the activity furthers student learning?
- What evidence indicates that the candidate's analysis of community, school, and district factors 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.