

PPAT[®] Assessment

Library of Examples – Early Childhood

Task 1, Step 1, Textbox 1.1.1: Understanding the Contextual Factors Influencing Instruction and Student Learning

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 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 1.1.1

- a. Identify your chosen community factor. Based on your chosen community factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
- b. Identify your chosen school/district factor. Based on your chosen school/district factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.

Example 1: Met/Exceeded Standards Level

- a. The community factor I chose was the [city] History Center and Museum located at the north end of Main Street. The history center and museum provide an opportunity for the public to gain knowledge about the history of [city] and the surrounding communities. [city] is filled with rich history with Native American roots and the railroad industry. The attractions at the history center include the historic pioneer village, 1908 railroad depot, and a 1950 caboose on the Paul Bunyan Trail. A learning activity I would use (due to COVID-19 restrictions) is having an online guest speaker. The interactive whiteboard will be used to present the students with a slide show and video to virtually see the history center, museum, and artifacts. The instructional activity I would use is technology and visualization. The guest speaker would bring academic concepts to life from the history center and museum on the . During this time students will be able to interact with the

guest speaker and ask questions. At the end of the lesson visual artifacts from the history museum will be used in a scavenger hunt. This ties in with the history standard for kindergarten to analyze and evaluate the impact of people, events, and ideas upon history using multiple sources. This kindergarten history standard will help students understand how we can apply real-world concepts from their community into the classroom.

- b. One of the district factors indicates 17.1% of students receive Special Education services. I would use differentiation and direct instruction to teach students about our unique abilities and characteristics in the classroom. The learning activity I would use is centers where students work in small groups. I would then use direct instruction to read the book "It's Okay to Be Different" by Todd Parr. I would discuss the pictures with the class and talk about the meaning of the words same/different, characteristics/abilities. I would ask the students what their unique characteristics are. Examples would be different hair color and eye color. After discussing the book and differences/characteristics we have I would transition the students to centers. The centers will focus on same and different materials and have the students grouping and categorizing colors, shapes, and sizes. I will model for students the correct way to peer model, take turns, and complete a task. After instruction, students will transition to their assigned centers. The instructional strategies and learning activities relate to the chosen district factor because the students receiving special education services will get to work with their peers and develop positive peer relationships. This will help students learn to work in a group while improving their social and emotional skills.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate connect one chosen community factor to an instructional strategy and a learning strategy in order to further student learning?
- Does the candidate connect one chosen school/district factor to an instructional strategy and a learning strategy in order to further student learning?
- Where does the candidate explain how each instructional strategy furthers student learning?
- Where does the candidate explain how each learning activity furthers student learning?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Based on the information from the Contextual Factors Chart, the community factor that I have chosen to represent for task 1 is the percent of population living below state poverty levels which is 18.7%. The instructional strategy that I would use in my classroom is collaboration between teacher and students to foster learning. The teacher will collaborate with the students to help share ideas about community helpers. The learning activity that I would use is role playing. I would pair students up with each other based on the community helper they have chosen to represent. Role playing will allow students to get creative and use their imagination, develop social and emotional skills, and enhance communication skills. The students will explain what their chosen community helper does. While the students are talking with one another they may be exposed to new vocabulary. Students who are below poverty are not exposed to as many things as students who are not below poverty. Collaboration through role play does not only increase verbal knowledge and skill, but also gives students the opportunity to begin learning about careers that could later help break the cycle of poverty in their lives.

- b. The school/district factor that I have chosen from the Contextual Factors Chart, is the fact that 9.4% of students are categorized as ELL students. ELL students have difficulty learning and working with English language, and to better help them I would use differentiation for my instructional strategy. Because of the student being an English language learner, more one on one instructional time may be needed--thus using differentiation. I will use differentiation during whole group instruction and during individual instruction. A learning activity that I would use to further student learning is picture prompting. Picture prompts will help the ELL students learn new vocabulary. Students will discuss what is happening in the picture, or what they see in the picture.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate connect one chosen community factor to an instructional strategy and a learning strategy in order to further student learning?
- Does the candidate connect one chosen school/district factor to an instructional strategy and a learning strategy in order to further student learning?
- Where does the candidate explain how each instructional strategy furthers student learning?
- Where does the candidate explain how each learning activity furthers student learning?

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 appropriate artifacts for this textbox.