

## PPAT® Assessment

### Library of Examples – Task 1 – Early Childhood

#### 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

The community factor that I believe will have the most impact on student learning is the socioeconomic factor. The states' poverty rate is 19.2% and the poverty rate for [Name of city] is 27.1%. Since the poverty rate for the elementary school in [Name of town] is 60.31%, many students never get to leave town and experience other surroundings so our class will go on a virtual field trip to the Aquarium in Myrtle Beach, Sc. Students will get the opportunity to see ocean life and find out information on their habitat. Field trips and virtual field trips provide students the opportunity to experience learning in a way that is more applicable to the real world. Every state has a website with tourist information about their state and usually a link is located on the webpage for virtual field trips. Our class takes a virtual field trip to a different state every month. This is a tactile/kinesthetic learning style for students.

Since I will be implementing real-world situations through the virtual field trip into the instructional strategies, this will help further student learning. Students who live in poverty have not been exposed to broadening experiences such as family vacations, trips to museums, or even eating in restaurants. A virtual field trip to the aquarium will help broaden students understanding of different types of ocean life and their habitats. After visiting the aquarium, students will complete an activity by creating an ocean in an egg carton. Materials needed are egg cartons, blue paint, paint brushes, rocks, sea shells, foam sheets, jewels, construction paper, and markers. Students will create an ocean in their opinion using the provided materials.

The district factor that I think will have the most impact on student learning is the total number of students enrolled in [Name of district.] Having a large number of students enrolled in a school district can have a negative impact on student's learning. This usually means that there is higher student ratio to teachers. Students being too crowded in a classroom can lead to a lower education level due to student's lack of experience teachers spend longer building background knowledge. Cooperative learning groups can allow for students to teach each other and allows them to be accountable. This strategy will free up the teacher for other activities or give him/her the ability to teach to a smaller group of students. The five essential elements

of effective cooperative learning are positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing or reflection.

A particular activity to promote cooperative learning is story time fun. Students will work in groups of 4-5 and write stories that include facts from their virtual field trip. Each student will write in a different colored pencil and every student will start a story. After five minutes, students exchange stories one person to their right in their group. Students will read the other person's story, and then continue writing their story for them. After another five minutes, students will pass the stories to the next person to their right. This process continues until every student has had an opportunity to write on every story. After the activity is complete, students can discuss if their predictions of how the story would end was correct or not. This allows for social interaction, peer review, and peer accountability.

I think the school factor that will have the most impact on student learning is the percent of students with Academic Improvement Plans (AIP). Since students with AIP's often struggle in the classroom with prior knowledge. Since students are lacking the skills needed to on to the next grade, providing them with differentiated classroom instruction, teachers and administrators can provide an education that is both equitable and accessible for students struggling to learn.

There are several accommodations that can be made to the instructional strategy to assure that all students will get equitable education. One possible instructional strategy that a teacher can implement in his/her planning is making sure that goals and objectives are clear and easy to read and understand, providing visual aids if needed to accompany the goals and visual aids and manipulatives. Create kinesthetic practice opportunities for hands on manipulatives and performance based assessments. By creating effective instructional plans that motivate and engage students that lack mastery of previous grade skills, teachers can find that lesson modifications and accommodations are as natural and collaborative as their learner's engagement and outcome.

One activity that teachers can implement into their spelling lesson is spelling out words with kinesthetic activities. In this activity, an interactive computer game called [Product name] is used. This is an interactive spelling activity in which students dance along with the songs to spell out words with their body. This allows students the opportunity to incorporate body movements with conceptual learning. Using learning activities that are equitable to all students will assist in student's learning also.

**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 thorough?

**Step 1: Planning the Assessment**

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

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

Through my studies I found out that 61.5% of the families in my schools community are single parent families. I believe that this factor will have the largest impact on my classroom because I have noticed that

a handful of the students in my classroom fall under this statistic. An instructional strategy that I could use based upon this factor is keeping an eye on the language that I use with my students. Often times I find myself generalizing and saying "your parents" or "your mom and dad". Knowing that many students in my class may only have one parent definitely will help me to be more considerate and thoughtful when speaking with my students about home life. An activity that I can do to address this factor is having the students bring in pictures of their family members to make a family tree. This will give the children a sense of pride in their family and allow them to see that every family is different.

The district factor that I believe will have the biggest impact on my teaching experience is the percent of students receiving free or reduced lunches. Since we serve breakfast in our class each morning, it is important to know which students are receiving free or reduced breakfast so that they are eating each morning. It was very important for children to eat each morning not only for their health, but so they are energized and ready to learn the rest of the day. To find this information out, I could look at the list of children receiving breakfast and make sure that they are eating each morning. As a class, we could keep a breakfast journal where the children write or draw what they had for breakfast each morning. This emphasizes the importance of the meal, and ensures that each student is eating.

I believe that the teacher to student ratio is the school demographic factor that will have the greatest affect on my teaching in the classroom. In my placement, the teacher to student ratio has to be at least 1 to ten. In our classroom, there are 13 students in the evening, 8 students in the afternoon, and a total of 3 teachers including myself that are present the entire day. Because of this, we are allowed much more personal and one on one interaction with our students than a teacher in the average classroom. As a teacher, I can easily focus on having more personalized lessons that fit the personalities and interests of my students. For example, if a particular student is struggling in a certain area, I can work one on one with them to further their knowledge in that area. In our classroom, we have number books that we work on with certain students for a few moments during their center time. This gives them the opportunity to get more experience and practice with subjects that they are behind in.

**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.