

PPAT[®] Assessment

Library of Examples – Elementary Education

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. Community Factor: Household Type

Instructional Strategy: Differentiated Instruction

The instruction strategy that will best fit the classroom environment within this community is differentiated instruction. This allows the students to come as they are to the classroom. The vastly different household experiences in this suburban setting affect the pace of instruction for each student in the classroom. Differentiated instruction allows the student to work at their instructional level at a rate that provides the feeling of a safe environment. Differentiation allows a student to come from any household environment and be challenged in their learning without overwhelming the student. In the Contextual

Factors Chart, the community factor of Household type shows the variety of family lives within this community. The marriage rate is at 48.7%, the Non-family rate is 33.3%. Differentiation also gives the student choice within the classroom, this can affect how the student participates in the classroom environment due to their different household environments.

Learning Activity: Family Life Choice Board

The learning activity will be a family life choice board that students will complete in order for them to have choice, work at their instructional level, and share their unique life experiences with each other and the teacher. Once a teacher has knowledge of the students home life, they will be able to provide for the students needs within the classroom. This activity will also allow the students to share with each other their roots. The choice board will have a number of activities. The following are activities that would be on the choice board: An art piece: All about me and my family poster, A historical piece: A Family Tree, A video activity: A Day in the life of the student, A prediction piece: Tell us what you think will happen in your household this next weekend, Story telling: Tell us about your favorite family vacation, Interview: Interview a grandparent or other relative about one of their experiences in school when they were a student.

b. School/District Factor: Math and Reading Proficiency

Instructional Strategy: Integrated Learning/curriculum.

One instructional strategy that will allow the students to be successful within this school is integrated learning/ curriculum. This type of instruction will allow for students to have a wide range of instruction. Integrated curriculum is the idea of integrating subjects, blending learning, and making connections between subjects. With the district's intense curriculums, due to a district wide grant for both subjects of math and reading, the struggle to provide instruction for other subjects remains challenging for many teachers. With integrative learning, the subjects that are "left-out," can still be taught. They will be taught to students working collaboratively for an end goal. The math and reading proficiency factor in the Contextual Factors Chart states that the school district math and reading rate is overall very low. The newer curriculums that have been provided for classroom instruction can connect to these curriculum with integrative learning. This idea will connect different areas of study by cutting across subject-matter lines and emphasizing unifying concepts.

Learning Activity: Physical Change of Popcorn (Collaborative Learning)

Integrated learning through small group instruction, or cooperative learning, is the blend of subjects and student collaboration. For this activity, a math problem that aligns with the math curriculum will be aligned with a science standard. This will allow students to be more proficient in the subjects of science and math at the same time while working in small groups. These small groups will address the different instructional levels. Essentially, the work is challenging because it is new material but having a small group of students working together allows for collaboration and teamwork. An example of a collaborative/integrated activity would be a science experiment with integrated math problems dealing with the physical and chemical change of popcorn change. The students

would observe and time the physical change of popcorn in a number of different experiments trials. They would have to find the average time that it takes for a popcorn kernel to physically change. Each student would have a certain job in this experiment. The group must work together to complete the science experiment.

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. Due to the small-town, rural nature of this community, a lot of the students are very hands-on. Whether they enjoy sports, building things, or farming/ranching, the classroom as a whole learns best kinesthetically. The school actually implements "whole-brain learning," which gets the students up and moving throughout the day. Not only do the children need to be active throughout the day in general just to get their jitters out, but they actually retain knowledge the most whenever we incorporate a dance, song, or hand/body movements to the lesson. In my classroom, I usually start a new lesson with an educational song video. I have the students stand with me, as I sing and dance, encouraging them to join. I would play the video every day before the lesson as an introduction, and by the third day, every student is participating with the video. The best part is that they are having so much fun singing and dancing that they do not even realize that they are learning.
- b. Because this is a Title school, they get a lot of their funding and support from the government and community. There are many volunteers that either spend their time in the school, drop of school supplies, or donate grants to the school. Because of this, the school has a very family-themed team. For instance, one of our school rules is: "Make Our Dear Team Stronger." This is a rule/procedure that every student, teacher, and staff member alike follow. An activity that I would love to do in my classroom is bringing in a member of our community, like a police officer, firefighter, or city council member, to do a read aloud to our class. After the read aloud, I would have them answer any questions the students have about their profession. This is a great way to connect our students to the community, who are our main supporters, as well as inspire them to have a career-driven mindset.

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.

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