

PPAT® Assessment**Library of Examples – Task 1 – Physical 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.) Chosen community factor: Local community 5th grade basketball league. The instruction strategy I would use would be cooperative learning. I would teach a basketball lesson in which I could do activities that involve using partners. This strategy and activity connect to the factor by helping advance the knowledge of the students about the game of basketball. The activities I will have the students participate in will help advance their skills. I could also do a variety of activities involving basketball and cooperative learning. Every phase of basketball could be covered with activities that involve using partners and advancing their skills. Relay races, dribble tag, 2 vs. 2 games, and full games are just a few examples of activities we can do.

B.) Chosen district factory: Low Social economic status. Students who come from low SES families are more likely to be obese, have health problems, and not have access to fitness equipment to keep them healthy or to use. The instruction strategy again would be cooperative learning since I would use stations again. I would also use whole group instruction. The learning activity would be the fitness stations I would have the students participate in, which would include a pushup/sit-up station, jump rope station, jump squats/lunges stations, jumping jacks, etc. The stations would be activities that the students can do anywhere at any time without equipment to enhance their health and fitness levels. The reason I would do these activities is to get students to understand that being healthy doesn't have to involve using equipment. Low SES students will understand what activities they can do to remain healthy and also give them something to do in their spare time.

C.) Chosen school factor: Free and Reduced lunch. The school I am currently placed at gives every student free and reduced lunch. Being a physical education and health instructor, I could educate students on smart choices when picking foods to eat at school. The instructional strategy I am choosing is modeling and sub group activities. I will model to the students on what foods are good to eat and which foods are poor choices for their diets. The activity I could do is demonstrate getting a proper meal to my students. I would make sure I get the proper amount of proteins, vegetables, fruits, and grains. Then I could divide the students up into groups and have the students help each other put together the proper meal. This will not only help children in

school but also at home, where a lot of poor choices with a child's diet is made. Exercise is very important for children to prevent being overweight or obese, but decisions regarding their diet are the main problems.

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 I have chosen is that the community is rural. Since the community is rural, the churches and recreation centers such as the local YMCA are who provide team sports such as basketball, soccer and baseball year round. Some of the students who I may teach will be on a recreational sports team. This community factor provides a chance for me, as a teacher, to go watch my students play sports. I can also talk to the coaches and leaders of the teams to see who is struggling. If I find out that a student is struggling with a sport, I can either find out specifics from their coach or go watch them myself and see what they struggle with. For example, if a student is struggling with dribbling with their left hand during their recreational basketball game, I can provide extra time in class for that student to dribble with their left hand. During the week of basketball, I will save a day for teaching about dribbling and providing fun dribbling drills. I can instruct students to dribble up and down the court twice with their left hand and twice with their right hand. This gives the student good practice time while I watch them and help them with any errors. If I find that a certain drill or activity has helped the student, I can let the recreational coach know what the activity or drill is and asks them to provide that activity during basketball practice as well.

The district factor I have chosen is that there are 6 other elementary schools in the district. Because of this factor, I have the opportunity to communicate with six or more other elementary physical education teachers in my school district and find out how they teach. If we have a district school meeting and I see another elementary education teacher, I can ask them what teaching methods work best for them. This is a strategy to become the best teacher I can be for my students. If I am struggling with teaching my students how to kick a soccer ball and my activities just aren't reaching my students, I have the opportunity to ask another teacher in the district how they taught their students to kick a soccer ball and see if I can make improvements to my lessons. Another teacher might say they demonstrated how to kick the ball, then got a student to demonstrate, then lined their students up in a single file line in front of a soccer goal and watched every student kick. I can use that as a learning activity in my classroom because of the connection I have to another teacher in my district.

The school factor I have chosen is that there are 397 students enrolled in my school. Because of this factor, I am aware that there will be about 25 students per class in each grade. As a physical education teacher, I may not have enough equipment supplied for every individual student to have their own. I can strategically plan to incorporate group activity time so that every one will get a chance to practice and participate because of the large amount of students per class. For example, if I am teaching Ultimate and I only have a

class set of 10 plastic discs for 25 students to use, then 15 students don't have their own disc. I can plan to have students get with a partner; there will be 5 groups with 3 students and five groups with 2 students. Each of the ten groups will get a disc to practice and play with. The students will throw the disc back and forth to each other. This learning activity will incorporate groups because of the large amount of students per class.

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 limited?

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.