PPAT® **Assessment**

Library of Examples – Physical 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. The community factor I have decided to focus on for my task one of my PPAT is the low socio-economic status of my rural community. Even though some families in the community have successful oil businesses, the vast majority of our district's students are living below the national poverty line. One big factor that is not being met for many of my students due to their status is proper nutrition. As the health teacher in my district, we have a whole unit in the textbook over nutrition that I get to teach. This can be advantagous for these students, since many of them frequently shop at the community convenience store before school to purchase drinks and snacks, such as soda and candy.

According to the 2019 [State] State Department of Education data of my district's report card (see Contextual Factors chart), the overall district size is 96 students, in a

population comprised of 88.54% Caucasian, 4.17% Hispanic, 2.08% African American, and 5.21% categorized as "Other". A significant amount of the 96 students in my school district receive free or reduced school lunches (even prior to the current COVID-related grant received by my district, making breakfast and lunch temporarily free for all students). A total of 17 students (17.76% of district population) have active IEPs. This number, as well as the total district population of 96, refer only to K-12 students, excluding preschool. Many of my students live on the family farm that has been passed down from generation to generation. Most of these students consume what the farm produces for their meals, which is mainly beef. With all of these factors interconnected, I want to implement the instructional strategy of creating a food log that each student will fill out for a full week. This will allow my students to focus on their personal diets before turning it into a classroom discussion.

My instructional strategy is the implementation of regularly updated food logs, recorded by students over the course of the unit. While creating each individual food log, we will be discussing the digital online resource called MyPlate through our textbook. MyPlate represents the current USDA nutrition guide that is a graphic where a digitally rendered plate and glass are used to depict the five food groups needed daily (protein, fruits, grains, vegetables, and dairy). With the use of the MyFitnessPal application, the students will be able to record exactly what they consumed and at what time during the day. MyFitnessPal also breaks down everything that was consumed so students will be able to see how many calories they consumed on a specific days all the way down to how many grams of protein they obtained. The learning activity that will come from the food logs is to have students pair up with a partner and create a hypothetical food log for their fellow classmate to follow. Each student will experiment by trying to adhere to the experimental log created by their partner. By this point, they will have the knowledge from MyPlate to create a food log that accomplishes the requirements to fill all the five food setting's serving sizes.

The rationale behind the strategy and activity I have choosen is that, out of my six health students, over half the class lives well under the socio-economic level and one single student in the class who lives well above that level. It is no secret to anyone who shops that healthier food tends to be on the more expensive side, while inexpensive food is usually processed, rendering it nutritionally inferior. Since some students in my classroom do not have the means to purchase nutritious food, they often have to purchase food from our towns store (which is more of an upgraded convenience store) because their family cannot afford to purchase a vehicle to go to a grocery store in a neighboring town. By tying in money and ability for families to be able to purchase nutritionally dense food, I may surprise many of my students who do not live below the poverty line, simply due to the fact that they have never had to worry about what food they were going to be served.

b. The school/district factor that I decided to use is that my district is one-to-one technology. Since our district of 96 students is rather small, we as a district have been able to write several grants to be able to be one-to-one. Every student from K-12 has their own computer or tablet that they are able to take from class to class and take home every night to use. Since my district has had to switch to remote learning once this school year already, I will speak of an instructional strategy based in a fully remote scenario. For my junior high and high school classes, I have created a Google classroom for each hour of the day. This is the hub from which I can create and distribute Google Forms and Google Documents, as well as write to the class on a daily basis of what they need to

bring to the next zoom or what work they need to finish before our next meeting. I also created a Google Classroom for my K-5 students to be able to find the link to our Zoom meeting daily in which we have a quick twenty minute work-out. It is important for all of my students to attend my classes so they can have a break away from staring at the computer screen for hours on end.

One learning activity that I have used via Google classroom for my health class is the use of a Google Form to create a quiz over the chapter we just read. For this learning activity, the instructional strategy I implemented is to give students a topic to research in the textbook to create notes on their own. The capstone of this learning activity is an interactive classroom discussion where the students present what they have researched.

I am able to connect the strategy and activity to the chosen factor due to the fact that if we had not been one-to-one technology before this COVID-19 pandemic, it would be rather challenging to be able to continue remote learning as efficiently as we have thus far. Since my community has a significant portion of its population below the poverty line, those students do not have the technology to be able to complete their school work while not in the school building. By being one-to-one, each student is able to join the Google Classroom and complete all the activities that I assign.

To summarize, since the district is one-to-one, this reduces the effects of socioeconomic differences. However, these differences may still be apparent in the context of family nutrition

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. The Poverty rate of this community is about 15% which can be considered somewhat high. Areas with high poverty rates often see that kids are not getting enough physical activity. This would lead me to teach students about the importance of physical activty by doing a cardio day where we would warm up perform certain activities such as running and other exercises and taking heart rate after each exercises. From there I can explain how heart rate is related fitness and health.

b. The school district has a small population of immigrant students. For this reason I think it would be important to include games or activites that are popular in other countries to expose students to something new and immigrant students to something that feels familiar.

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.