

PPAT[®] Assessment

Library of Examples – Science

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. I believe that the ethnic diversity of the community would impact my classroom the most. The ethnic population consists of Caucasian (32.5%), African American (23.6%), Native American (3.9%), Asian (4.1%), Hispanic (25.1%), and two or more races (10.7%). With such a diverse population, I need to differentiate my instruction to meet the needs of my students who come from different backgrounds. An instructional strategy that allows students from diverse backgrounds to learn cooperatively is the use of a jigsaw. In this cooperative strategy, groups become experts in different aspects of the content and students get to share their ideas with the class. Using a whole class discussion requires successful planning, and by using a jigsaw, students are provided the opportunity to collaborate in varied groups. A learning activity that considers the diversity in the classroom and uses the jigsaw is an activity in biology in which students are learning

about the different cell organelles. As the content is relatively lengthy, I could have groups research the different types of cell organelles and share them with the class. Groups consisting of students with diverse backgrounds will be "experts" in the cell organelle assigned. With diversity in the groups, students will have the opportunity to use different learning styles and a variety of approaches to do the research. Once the research is done, groups will share their findings to the class. By the end of the activity, all students will have had the opportunity to participate in the cell organelle activity.

- b. The chosen school factor that will most impact my classroom will be the higher percentage of students who score proficiencies or above at 34%, compared to 20% of the district students in the state science exams. With a percentage of students who excel in the topic, I would need to differentiate between varying levels of class performance and learning. I could use the instructional strategy of tiering, as it is useful for ensuring that different students with different ranges of learning can learn the same concepts. This requires the use of informal assessments, as the design of the activities will be tiered based on the responses of the students. An instructional activity that uses this strategy would be for students to solve a problem and are given a role. In a biology class, I could assign students to be a team of scientists to determine what is causing some plants to die. All of my students are solving the same problem but are provided instructions worded differently and/or with different sets of clues. This enables all students to be challenged, as the task given will suit their academic ability and they are provided with the information they need to accomplish their task.

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 community factor I chose is the largely urban characteristic of the community where the median household income is lower than the national average and 15.2% of the population lives in poverty. Based on this community factor, the instructional strategy that could be used to further student learning would be an independent instructional strategy.

The learning activity I chose to further student learning would be to limit online homework and provide sufficient class time for students to complete online assignments. This instructional strategy and learning activity connects to the community factor, because some students do not have access to a wireless internet source outside of the free wireless internet available on school grounds.

- b. The school factor I chose is the school norm of the [name] Pledge which expresses community core values that are meant to guide expected student behavior and teach students accountability. The pledge is explained using the term PRIDE, where each letter

represents a community core value: Preparedness, Respect, Integrity, Determination, and Excellence. The instructional strategy that would be used to further student learning could be using student-centered instructional methods. This strategy is connected to the chosen factor because students could make their own decisions regarding their learning and behavior based on the community core values expressed in the PRIDE pledge.

The learning activity related to the chosen school factor that would further student learning by allowing for all students to participate and offer responses to what classroom guidelines and expectations should be while remaining student-centered. During this activity, students would be given time to write their response to what classroom expectations should be, then each student gives a response when called on and no response can be the same. This activity allows for student generated ideas that build confidence, encourage participation, and holds them accountable for their behavior and actions.

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.