

## **PPAT<sup>®</sup> Assessment**

### Library of Examples – Social 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. A community factor I listed in the Contextual Factors Chart is our economic diversity. We have families living in urban, sub-urban and rural settings. Some of our families are quite wealthy and some have no access to the internet. One way of helping the students understand how diverse we are is to use of the grid system in order to organize street addresses. The grid system ensures that city streets are evenly dispersed and addressed with home and street numbers stating their specific direction and distance from the center of town. This is an important thing to understand and know how to use when living in [state], as students shouldn't become too reliant on using apps on their phones to take them places. They should know how to find addresses on their own using the grid street system, and [state] Studies is a great place to learn how to do this.

An instructional strategy I want to use to teach this concept is direct instruction through a lecture. I would keep the instruction shorter than the learning activity but think it's a good way to teach students about street addresses by showing examples in a slide presentation. A presentation which the whole class can see is important in this lesson, as students must be able to see visuals presented.

A learning activity I want to use to coincide with this lesson is responding to task cards. Different points can be placed on grid systems on separate laminated cards, and students will work to use the grid system to write directions to each point. They can each take turns passing the task cards to each other after writing their answer on a piece of paper. If, due to COVID-19, we are unable to pass the same papers throughout the classroom, I will instead project each separate paper onto the board and students will submit their answers electronically to show what they have learned during the instruction time which had taken place before.

- b. Another factor listed in the Contextual Factors Chart which I would like to focus on within the district is helping students learn about a different history and culture in the classroom which varies from the history of white settlers originally from Europe. Nearly 85% of the students within the school district are white, which often results in students learning much more about European settlers who came to [state] in the 1800s, as opposed to people from other groups, cultures, and ethnicities who came here at different points in time. However, it's important to teach students about the diversity within [state]. Native Americans play a huge role in [state]'s history. As Native Americans still have control of much of the land in [state] today, lessons about modern day Natives in [state] will help students understand the influence which they have within our state.

After giving a history of Native Americans through lecture, I will then use the instructional strategy of document-based learning to help students compare and contrast characteristics of the Native American tribes present in our area. Articles about five Native American tribes within [state] will be distributed evenly among the classroom. Students will read the articles on their own and be prompted to pay attention to characteristics of the tribe, such as foods eaten, roles, location, beliefs, and practices.

As the learning activity, I'll bring the students together with all others in the class who read the same article and have them discuss the prompts with each other. One student from each group will be the scribe and write down all their answers. Each group will then have a turn to describe what they discovered to the rest of the class, as I keep track of similarities and differences on the white board. This will help students learn how to work together as a team to get better answers, and how to appreciate the history of an ethnic group which is not part of the majority population within the school district.

**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 that I chose is the large military population. Our county encompasses a diverse population with a large number of active-duty military and veteran. Based on my community factors one possible strategy would be to learn about my student's cultural background. One possible activity to connect cultural background and to enhance students learning would be to encourage students to share information about their backgrounds and academic interests. Implementing small groups to promote group discussions will facilitate collaboration in and out of the classroom, assigned class projects to encourage students to work together that helps to discuss key concepts and viewpoints different from their own. The identified strategy and activity help military students to connect with their peers and teacher.
- b. The district factor that I choose has many economically disadvantaged students. Our county comprises a diverse population, and 54% of the students' school population is economically disadvantaged. Based on my chosen district factor, one possible instructional strategy that I could use in my classroom would be to use cooperative learning where students in small heterogeneous groups take roles and learn to share knowledge and tasks with one another. One learning activity that I could use to further students learning would be to give the students the opportunity to show their talents and learn ways that work for them. For example, I could use different assignment methods, for example, written, oral, and projects to engage the many different styles such as visual, auditory, and kinesthetic. The identify strategy and activity give the opportunity to all students to learn without the need for sophisticated tools.

The school factor that I chose is the ELL students comprised in the school. Based on my chosen school factor, one possible instructional strategy that I could use in my classroom is to create a supportive environment that cultivates and supports diversity. One learning activity that I could use is to introduce new vocabulary at the start of the lesson. The vocabularies will be displayed on the smartboard with the definition. The students will keep a notebook that functions as a dictionary of words they learn. This strategy and activity support and benefit both the ELL students and English first language students.

### 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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