

**PPAT® Assessment****Library of Examples – Task 1 – Special 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**

One community factor that stands out to me from the contextual factors chart is that many of the students in this fifth grade classroom are growing up in very low socio-economic areas. Many of them come from broken homes and many do not have much academic support in the home. Due to this community factor, one instructional strategy that I would use in the classroom to further student learning is provided all materials for the students. I also would not assign take home projects unless all materials are provided. As far as take home projects or projects that would typically involve help from a parent, I will make sure to create projects that could be done with a peer, a sibling or any form of care taker so that students are able to complete these projects with ease. One learning activity that I could use to further student learning based on this community factor would be teaching fun ways for the students ways to study independently. For example as an activity I could have them create flashcards in class and teach them how to use these independently at home to help them master information.

One district factor that is unique to \_\_\_\_\_ City Schools is that approximately 60% of the student population is African American. Due to this factor, I realize that I will have to make a conscious effort to be aware of African American culture in America and how it affects these students. One possible learning strategy that I could use in the classroom would be to practice sensitivity when teaching certain subjects. For example, when reading a book such as *Southern* (that involves derogatory terms against African Americans) I would need to spend extra time addressing certain words that are used in the book. I would have to a knowledge African American culture today in America and terms that are commonly used today and compare these uses to the uses in this book. I would have to specifically address the meaning of these words in context in comparison to their use today to the class before beginning to read the book. This would avoid any shock from the students. A learning activity that I could use to further student learning would be to have students read an article about the time period that this book was written in. I could find an article that addresses the language of this time period and have students read it independently and then discuss it as a class.

One Unique School factor about our Elementary School is that it is a magnet school. This factor has an immense influence on these students. Since this elementary school focuses on including the arts and on extracurricular activities, these students have a large amount of background knowledge when it comes to music, technology, athletics and art. I can use this knowledge that is common to this student body when creating questions for the students. For example, when teaching a lesson on background knowledge in reading class, because (school name) is a magnet school I could use an example in my lesson that describes a play, or a specific artist, or an instrument, because I know that these students are familiar with these topics. One activity that I could do would be to have students write journal entries for their creative writing portion of the day that are based on their experiences in the arts. For example, I could have students write about what instrument they would create if they were able to create their own instrument. I could have them use their background knowledge about instruments to write this journal entry, since I know that these students have a background in music.

**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**

My chosen community factor is that this area is considered to be an urban area. Even though it is considered urban to me this area is still pretty rural. With this area being a little bit of both we have the best of both worlds. We have the option of the students being able to go into town and use the resources that are available in town and then we also have the option of going out of town and getting the students to experience the resources that come from not being in town. One possible instructional strategy for this is having the students be able to go outside and get some energy out of their systems. This strategy would allow the students some physical activity along with getting the blood moving to their brains which would help in many ways. An activity that we could do with this factor would be to post problems or clues around that the students would then have to figure out the problems that they need to solve. This would allow the students the opportunity to move and a different form of instruction. This strategy and activity connect to the factor by allowing us as the teachers to have the space to do this in a more open area.

My chosen district factor is the percentage of students that are receiving free and reduced lunch. The district's percentage is a little bit higher than the state's average. One possible instructional strategy for these types of students would be to provide more tactile opportunities for learning. One learning activity that you could use with these students is to have actual items to use in your classroom to help solidify the idea of the concept that you are teaching. This strategy and activity connect to this factor because that may mean that some of these students need a little more time to process concepts and need more exposure to new things.

The school factor that I have chosen to focus on is the graduation rate. With the school have a 97.5% graduation rate it could mean two things. The first thing that this could mean is that the students are very motivated or it could mean that the teachers are passing the students that are actually not passing. I believe that the students are very motivated. A strategy that could be used with these students is having high expectations for all of these students. This means that hold the students accountable for all of their homework and making them think about their actions and future. One activity that could be used with these students is to give them many different situations where they are forced to think about what they may want to do in their future. During this activity it is important to emphasize that it is okay if they do not know what they want to do and that this is just to give them some ideas that they may not have thought of. This strategy and activity connect to the factor of a high graduation rate by giving them an idea of what they would be good at and that they may not have thought of.

**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 ineffective?

**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.