

## PPAT<sup>®</sup> Assessment

### Library of Examples – Special 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. Our community consists predominantly of white individuals. In the most recent census data, 90.7% of individuals in the city recorded their race as white. Cultural awareness is a valuable asset to develop, and students may need assistance in finding the correct information in order to become more aware. In my specific setting of a life skills classroom, the students will likely need even more assistance in this endeavor of becoming more culturally aware. An instructional strategy that I believe would be beneficial in teaching a lesson on culture would be group instruction, more specifically, inquiry-based group instruction. It would be beneficial for students to decide together what they want to learn about other cultures. We could even create a KWL chart ('Know', what you 'Want' to know, what you 'Learned') before the lesson in order to facilitate the discussion about what we were going to learn before the lesson. This can help guide the

teacher's instructional decisions by determining what the students already know as well as what they are interested in learning. The lesson would be inquiry-based because the teacher would solicit questions from the students in relation to what they wanted to learn about different cultures. A learning activity that could go along with this instructional strategy would be to have students present on their own family and culture. After completing the KWL chart as a class, students could work independently to make some sort of presentation (slides, poster, etc.) that discusses things that their family does or what their culture means to them. They could teach their classmates about their culture by presenting this information one-by-one to the whole class. Teachers and aids in the classroom could also present more detailed information about different cultures, both those present in our community and those that are less known to the students. This instructional strategy and learning activity connect to the community factor of race. Our school population, as well as the city population that the students live in, is largely white. Students likely don't know very much about different cultures other than their own, which is why it is important to help them become more aware and accepting of individuals they may interact with.

- b. The overall school goal is to promote success, respect, and responsibility in all students. One instructional strategy that could be used to encourage this goal would be to teach to small groups or partnerships. In my specific case, being in a life skills classroom, I could split my 6 students into either two groups of three or three partnerships. I would then have either myself or an aid teach the group one portion of a larger lesson. For example, if we were learning about different systems of the body, each group could learn in depth from the teacher about one specific system (one group learning about the skeletal system, another learning about the respiratory system, etc). After learning about their assigned system with their group, students could work together to form a presentation to share the information with the rest of the class. For example, students could create a poster with pictures and bullet points of the things that are most important. They would then be responsible for sharing this information with the other groups who learned about a different system. This instructional strategy and learning activity connect to the school factor of a school-wide goal. Students will learn all three portions of the goal (success, respect, and responsibility) while completing this activity. They will learn success if they effectively complete the assignment. The teacher could discuss this variable with the students after they finish their portion of the project. Students will learn more about respect when they are required to sit quietly and listen to the information being presented by the other groups. They will learn about responsibility by being required to complete a list of specific tasks in order to finish the project (learn the material, make a poster, present information to class). Before completing this learning activity, it would also be beneficial to discuss the school goal with the students and how completing this project relates to them reaching that goal.

**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. Chosen Community Factor: (Important People) Merlin Olsen

Instructional Strategy: As a teacher I would use tiered activities as a way to make sure that the students are learning at a level they understand. I could do this by providing different versions of the lessons that give more or less information about Merlin Olsen depending on the level of understanding that the students have.

Learning Activity: A learning activity I will have the students do is a KWL chart. This will help me be able to see what the students know about Merlin Olsen, what they want to know, and then follow up by asking what they've learned. This will give me an idea, as a teacher, of the students' progress and understanding of the material.

b. Chosen School and District Factor: School Name Mascots are Safe, Respectful, Responsible, and Ready to Learn

Instructional Strategy: With this particular factor, I would scaffold the learning. I would do this by teaching each of the four descriptors of the students (safe, respectful, responsible, ready to learn) one at a time. These can be spaced out as much as needed for the students to understand each descriptor, and then I can make sure that the students understand each one before moving on to the next section.

Learning Activity: A learning activity I would do with this factor is having the students role play and incorporating social stories into the lesson. These will help the students really understand what it means to be safe, respectful, responsible, and ready to learn.

### 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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