

PPAT® Assessment**Library of Examples – Task 1 – Early Childhood Education****Example Task 1, Step 1, Textbox 1.1.2**

Below are two examples of written responses to Textbox 1.1.2 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 1.1.2: Classroom Demographics and Knowledge of Students****Met/Exceeded Standards Level**

The classroom demographics reflect the community demographics. The school is primarily made up of Native Americans. The Elementary school population is broken down in these percentages: 63% American Indian, 29% White, and 5% Hispanic.

I, personally, am not familiar with all aspects of the Native American culture, so I will be sure to dual-align all my lesson plans with the state standards and the Oceti Sakowin Standards. This will help teach these students in an intellectual and respectful way to their culture and traditions. The standards include important traditions of their culture, such as oral story telling. They also encourage deep comprehensive thinking while utilizing the Sculpture Project curriculum. By dual aligning all lesson plans, I will be helping each student drastically in their academic success.

In order to bring more of the Native culture into the classroom, I will invite the Lakota language teacher to come tell a story in the Lakota language. This will be a short story we are already studying and have already looked at in English. I will also ask her to teach us how to say hello, please, and thank you in the Lakota language. This should be a fun, intriguing lesson incorporating the Lakota culture into my lesson plans.

A major student's factor is their prior learning and experiences. As mentioned before, the poverty rate is high which limits most families of basic resources others may have. This includes toys, books, and other materials that promote learning at home throughout early childhood. Some families also do not attend a preschool setting unless transport is provided. There also seems to be a higher rate of failed attendance which limits students from gaining new academic skills.

I believe in assessment, so I will be sure to assess at every chance I get. Using the assessment cycle by observing, planning, implementing, and assessing will help me determine where my students are and where they are heading. I will always offer a pre-assessment to gather baseline information and then gather data and implement the same assessment at the end of the lesson to see what information they have gained. This will help me determine where their gaps in thinking are, and what areas I failed to teach in a successful way.

As a learning activity, I will design a pre-assessment that incorporates major learning before every unit I am beginning to implement. This will give me a baseline of where my students are and what areas they may need extra instruction in.

Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
 - Classroom demographics
 - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?
- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are effective?

Step 1: Planning the Assessment

Textbox 1.1.2: Classroom Demographics and Knowledge of Students

Did not Meet/Partially Met Standards Level

A. The instructional strategy that I would like to explore is to ask questions that provoke children's thinking. One learning activity to further student learning in the classroom is to have partner sharing. In the partner sharing, two children can work with a teacher to have a conversation about a topic that both children are interested in. This activity will be beneficial to all students. It would also benefit our ELL students the most. They have the opportunity to speak freely with a friend, where they won't be "judged" on their proficiency.

B. The instructional strategy I plan to explore is giving directions for children's action or behavior. One learning activity would be to play games that encourage participation of the whole group. During the activity, the students would have to follow simple directions. One activity would be playing Simon Says. Another activity would be playing Freeze Dance. This ties in with Howard Gardner's theory of multiple intelligences. By incorporating music and movement, we are working on multiple intelligences of the children.

Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
 - Classroom demographics
 - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?
- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are limited?

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.