PPAT® Assessment
Library of Examples – Task 1 – Elementary 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

a) One of the classroom demographics in my classroom is that there are 3 students with Occupational Therapy needs. An instructional strategy to help these students is guided practice. This is great for these students because they will have to write less. The teacher will do some of the work for the student but then the student will complete the work individually. A learning activity that would appeal to these students would be a concept map. By allowing these students to complete a concept map, the teacher can complete one of the parts which allows the student to do less in order to complete the task. A concept map also provides these students with the opportunity to draw a picture instead of writing an excessive amount.

b) A fully inclusive classroom is used within my school so it is important to be aware and accommodating to this concept. To help students that are included within the classroom, they can partake in the instructional strategy of peer teaching. Peer teaching allows these students to learn from other students and they are also able to convey their understanding of the materials they are learning about. An instructional strategy that complements peer teaching is jigsaw. Jigsaw allows each student to be responsible for less material at a time and then they are able to simply teach their peer partner about what they have learned.

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?

A) Classroom demographic factor: Small class size: An example of an instructional strategy that would have a positive impact on a small class size would be experiments. Since there would be a smaller class size it would be easier to have classroom control with a single teacher. A learning activity that could go along with experiments would be having the students keep journals. In these journals the students can make predictions about the experiments, write notes about what they observe when the experiment is taking place, and what they learned from the experiment.

B) Student factor: Playing games on tablets: Since all the students share a common interest of playing games on their tablets an example of an instructional strategy would be the use of technology. Various games on their tablets can be used to work on different learning strategies that are being taught in the classroom, such as, addition, subtraction, spelling, reading, and more. The interactive white board could also be used to play games to help the student better understand different strategies that are being taught. An example of a learning activity is that the student can create their own game that will go along with what is being taught. This will be a simple game that will help them learn.

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.