

PPAT[®] Assessment

Library of Examples – Early Childhood

Task 1, Step 2, 1.2.2: The Focus Students

Below are two examples of written responses to Textbox 1.2.2 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 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 1.2.2

- a. Describe each identified Focus Student’s cultural and linguistic assets, lived experiences, and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.
- b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.
- c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.

Example 1: Met/Exceeded Standards Level

- a. Focus Student One is a second grade student from a middle-class family in which both parents are teachers. Education is extremely valued within the family unit. Focus Student One is quiet, yet well spoken and is quite capable of speaking, listening, and following instructions. Focus Student One is a high achiever and excels in many subjects. Her favorite subject is math. Focus Student One contributes to the learning environment by listening to instruction, raising her hand to speak, and offering insight and answering

questions when called upon. Focus Student One is quiet and may need encouragement when it comes to being more vocal or taking on more leadership roles within the classroom. She is also kind and helpful to the other students and can be counted upon to help uphold the rules and procedures within the classroom community. Focus Student Two comes from a nontraditional household in which he is being raised by his grandparents. Focus Student Two suffered from severe meningitis as a child, leaving him with little to no hearing in his right ear, as well as some brain development issues. Linguistically, this has caused Focus Student Two some issues when it comes to pronouncing certain letters such as "r" and "l." He also has problems with volume control and sometimes adds an extra "a" on the end of his words. He has had speech therapy in the past and will continue to have speech therapy. He currently has a pending IEP and has made so much progress over the years. Focus Student Two learns quite quickly considering his developmental difficulties. He does need gentle reminders about staying on task and his pending IEP will give him the benefit of having more time to complete assignments, as well as reduce the amount of work that he is given at one time. Focus Student Two contributes to the learning environment by answering questions and volunteering to read aloud and participate in class activities.

- b. Focus Student One comes from a family of educators and has a deep love for math. With this in mind, I will use student-led instruction for the instructional strategy. I will have Focus Student One assist me in teaching a math lesson over place value, using base ten manipulatives. I will write numbers on the white board and have Focus Student One assist me in identifying and underlying the ones, the tens, and the hundreds place on the board. I will then have Focus Student One choose a number, pick a place value, and ask her classmates which place value the chosen number is in. Focus Student One will then be able to call upon a classmate of her choosing for the answer. For the learning activity, Focus Student One may choose three numbers and I will choose two numbers. We will write these numbers on the board (for example, we may choose the numbers 500, 655, 999, 562, and 322). Once we have chosen the numbers on the board, students will begin to go through each number and build them with their base ten blocks, selecting the right base ten blocks and placing them in order of the correct value. This identified strategy and activity reflect my understanding and appreciation of this student's cultural assets because I know that Focus Student One comes from a family of educators and education is valued in her own life. By making her a teacher throughout the lesson, this gives her an opportunity to display this value. My appreciation for her linguistic ability is displayed through having her choose her own numbers and call upon other classmates for answers. This will also help her become more confident when taking on leadership roles, since this student tends to be quieter and softer spoken. Focus Student One is a high achiever in most subject areas, however, math is her favorite. This is why I chose a math lesson since she is most passionate about the content and could practice her teaching and leadership skills in a subject area that she is most comfortable.
- c. Focus Student Two is good at following directions when given support and gives his best effort the majority of the time. For the instructional strategy, I will use one-on-one instruction. By using one-on-one instruction, I am making sure that Focus Student Two is hearing the directions properly and understanding what is being asked of him since he has hearing loss in his right ear. I can also better adjust my teaching and check for understanding since I am in close proximity and can focus on this student. For this strategy, I will work with this student on the math concept of expanded form. I will color

code the hundreds, tens, and one's place on his graphic organizer so that the student can easily identify the place value of the numbers when writing them out. I will remind him of his place value and number of zeros needed when writing in expanded form. For the learning activity, Focus Student One and I will work as partners rolling dice to build a number in the hundreds. We will take turns recording the numbers and then drawing out the number in base ten form on a graphic organizer and then writing the number in expanded form. By having Focus Student Two work with a partner, he can stay on task more easily and benefit from having someone to model the activity and the recording of results onto the graphic organizer. This will help Focus Student Two share in the responsibility while also offering this student the support that he needs due to his developmental disabilities.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets lived experiences, academic strengths, and learning needs?

Example 2: Did Not Meet/Partially Met Standards Level

a. Focus student 1 has a cultural background of being Hispanic. The linguistic of the family is bilingual, in Spanish and English. Focus student 1 has mentioned several times that they only speak Spanish in the home and English outside of the home. This experience, the student is getting from understanding and practicing two languages is going to enhance her future learning by being able to test out of Spanish and being bilingual will help her in getting a job one day. The student has been able to also experience having a Grandma living in Mexico and is able to share with us the different cultures and celebrations they do in Mexico. One of the celebrations the student 1 has mentioned is the Day of the Dead. The strengths of student 1 are recognizing all uppercase and lowercase letters, letter sounds, and having great penmanship. Academic needs for student 1 are understanding C and K sometimes make the same sound at the beginning of words.

Focus student 2 has a cultural background of being Caucasian but having a father in the military. This experience can affect the mood of student 2 if the father has to leave. It is good to know that student 2 mood changes from happy go lucky to being upset or irritable. Focus student 2 can share about different places, because of his father's travels with the military. Academic strengths are being able to recognize all uppercase and lowercase letters, letter sounds, and being able to spell full name. Some needs for the student are penmanship, which will come with time of writing, and understanding C and K sometimes make the same sound at the beginning of words.

Focus student 1 and 2 contribute to the learning environment, because they are well behaved and set great examples for the other students.

- b. One instructional strategy that the student and I could create to support them is cultivate relationships and be culturally responsive. A great activity that we could collaborate on is have the student's parents come into the classroom and share their culture to the class. The student could even share and teach the lesson for the day and have me bring a snack that was related to the student's culture. This strategy and activity reflect my understanding and appreciation for the students cultural and linguistic assets, lived experiences, academic strengths, and learning needs by diving deeper into the background of being Hispanic and grasp fully everything I need to know from first-hand experience. By bringing in the student's parents will let me meet them and see their passion for their culture as well.
- c. One instructional strategy that the student and I could create to support them is appreciate their assets. A great activity that we can collaborate on is finding books that talk about how strong military families/kids are. Having the student help pick out the books with me will show what books relate to the student's situations the best. I would give the student the option to read the book to the class but if they are not comfortable then I will read it. I will then ask if anyone has a parent/family member in the military to open discussion for the student to talk about their experience.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets lived experiences, academic strengths, and learning needs?

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.