

PPAT[®] Assessment

Task Requirements

Task 1 Knowledge of Students and the Learning Environment

In this task, you will demonstrate the knowledge and skills that pertain to your understanding of your classroom regarding your students, the school, and the community, and you will identify the implications of these factors on instruction and student learning.

Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Indicators b and c
- Standard 2, Indicators a, c, d, and f
- Standard 3, Indicators a, c, d, e, and f
- Standard 4, Indicators d and g
- Standard 6, Indicator g
- Standard 7, Indicators a, b, d, and e
- Standard 8, Indicators a and c
- Standard 9, Indicator d
- Standard 10, Indicators b, d, and e

What Do You Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of **21,000 characters** (approximately seven typed pages) that
 - responds to all parts of the guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence.
2. Four different types of artifacts (maximum of nine pages), including

Artifacts	Maximum Number of Pages	Textbox Location
the Contextual Factors Chart	3	1.1.1
the Instructional and Support Resources Chart	3	1.1.2
one completed Getting to Know Your Students document	2	1.2.1
a document that demonstrates communication with students' families	1	1.2.3

How to Submit Your Evidence (Refer to the Submission System User Guide for details.)

- Upload your artifacts into your Library of Artifacts.
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

How to Compose Your Written Commentary

This task has two steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response must address **all parts** of each of the guiding prompts.

- Step 1: Factors, Resources, and Protocols
- Step 2: Knowledge of Students

Please read the entire task before responding to any guiding prompts. Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

Step 1: Factors, Resources, and Protocols

There are a multitude of factors and resources that can influence, support, and enhance student learning. Some of these factors and resources exist or are available in the classroom (e.g., instructional resources, student funds of knowledge), whereas others must be generated alongside students (e.g., protocols, norms, and agreements). In addition, there are other factors that extend beyond the classroom walls into the broader school, district, and community that influence learning and meaningful partnerships.

The following set of activities asks you to identify and reflect on a variety of factors and resources that can be used to communicate and cultivate partnerships with students and the community.

Activity 1: Completing the Contextual Factors Chart

Complete the second column of the Contextual Factors Chart by providing the requested information listed in each section of the first column. From the Contextual Factors Chart, choose one community and one school/district factor that you believe will have the most impact on student learning and then respond to the guiding prompts below.

Textbox 1.1.1: Understanding the Contextual Factors Influencing Instruction and Student Learning

Guiding Prompts

- 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.

Required artifact for this textbox:

- the Contextual Factors Chart (maximum of three pages)

Type your response in the textbox below.

Activity 2: Responding to the Identified Resources

Many resources that are already available to teachers can be leveraged to support learning and promote positive relationships. Using the identified resources from the Instructional and Support Resources Chart, respond to the guiding prompts below.

Textbox 1.1.2: Available Resources to Enhance Student Learning

Guiding Prompts

- a. Select two resources from the completed Instructional and Support Resources Chart, and explain how you would use each in your classroom to support student learning.
- b. Select a particular characteristic that you listed under Knowledge of Individual Students in the Contextual Factors Chart. Based on this selected characteristic, explain how a resource from the Instructional and Support Resources Chart, different from the two discussed in the previous prompt (Guiding Prompt a), could enhance student learning.

Required artifact for this textbox:

- the Instructional and Support Resources Chart (maximum of three pages)

Type your response in the textbox below.

Activity 3: Understanding Classroom Norms, Protocols, and Agreements

Every classroom operates according to sets of norms, protocols, and agreements; some of these norms, protocols, and agreements are established by the teacher or the school, whereas others are created by students and teachers working together. Access and review the norms, protocols, and/or agreements for the classroom to which you are assigned and then respond to the guiding prompts below.

Textbox 1.1.3: Norms, Protocols, and Agreements**Guiding Prompts**

- a. Describe one example of a classroom norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- b. Describe one example of a technology norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- c. Identify and describe one norm, protocol, or agreement that you and your students could create together. Explain how the norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning environment.

Type your response in the textbox below.

Step 2: Knowledge of Students

It is essential that teachers embark on a continuous journey of deeply knowing and understanding their students. There are multiple ways to get to know your students and appreciate their lived experiences, cultural and linguistic assets, academic strengths, and unique learning needs. This set of activities asks you to describe how you are cultivating relationships with your students (e.g., through working with students to create rigorous, relevant learning opportunities) and acquiring increasing in-depth knowledge about each student’s academic and nonacademic strengths, skills, competencies, and interests.

Activity 1: Getting to Know Your Students

Create or choose a meaningful, whole-class activity that honors and values your students as unique individuals (e.g., student interest activities or projects, journaling, short biography). Give each student in your class the opportunity to participate in the activity so that you can gather information relevant to your students’ interests, and then respond to the guiding prompts below.

Textbox 1.2.1: Getting to Know Your Students

Guiding Prompts

- a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.
- b. Using one student’s completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision.

Required artifact for this textbox:

- one completed student sample from the Getting to Know Your Students activity (maximum of two pages)

Type your response in the textbox below.

Activity 2: Understanding Your Students

A core feature of exemplary teaching is getting to know and understand your students as unique individuals. This means not only valuing and appreciating their backgrounds and personal histories but also recognizing the various ways in which they demonstrate competence (i.e., have mastered an area of learning).

Identify two Focus Students who reflect different backgrounds and personal histories. Then respond to the following prompts.

Textbox 1.2.2: The Focus Students**Guiding Prompts**

- 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.

Type your response in the textbox below.

Activity 3: Communicating with Your Students' Families

Equally as important as developing relationships with your students is cultivating partnerships with your students' families. There are multiple ways to foster these partnerships (e.g., face-to-face parent/teacher/student discussion circles, interactive family nights). Based on your knowledge of your students, create one communication method that you will use to learn about and connect with your students' families/caregivers.

Textbox 1.2.3: Communicating with Your Students' Families

After creating **and** using the communication, respond to the guiding prompts below.

Guiding Prompts

- a. Explain how your method of communication conveys the importance of cultivating positive relationships with students and their families. Use examples from your communication to support your explanation.
- b. Explain how your method of communication fostered interaction among you, your students, and your students' families. Use examples to support your explanation.
- c. Describe the overall response you received from your communication. How will this response impact an instructional decision you will make in your classroom? Use examples from the responses you received to support your analysis.

Required artifact for this textbox:

- your communication with students' families (maximum of one page)

Type your response in the textbox below.