

## **PPAT<sup>®</sup> 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, 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, Indicators c and f
- Standard 10, Indicators b and d

## 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 seven pages), including

Artifact	Maximum Number of Pages	Textbox Location
the Contextual Factors Chart	2	1.1.1
the Instructional and Support Resources Chart	2	1.2.1
one completed student interest inventory	2	1.2.2
a document that demonstrates a method of communication with students and 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: Knowledge of Students
- Step 2: Resources and Procedures

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

## Step 1: Knowledge of Students

This step allows you to familiarize yourself with your students and the characteristics and circumstances of the environment in which they learn.

### **Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction**

#### **Activity: 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 **and** then respond to the guiding prompts below. From the Contextual Factors Chart, choose one factor that you believe will have the most impact on student learning from within each of the following categories: community, district, school, classroom demographics, and knowledge of students.

#### **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 district factor. Based on your chosen 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.
- c. Identify your chosen school factor. Based on your chosen school 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 two pages)

Type your response in the textbox below.

**Textbox 1.1.2: Classroom Demographics and Knowledge of Students**

**Guiding Prompts**

- a. Identify your chosen classroom demographics factor. Based on your chosen classroom demographics 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 knowledge of students factor. Based on your chosen knowledge of students 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.

Type your response in the textbox below.

## Step 2: Resources and Procedures

This step allows you to identify available instructional resources, student interests, and rules and procedures, and to establish a method of communication with students and families.

### **Textbox 1.2.1: Available Resources to Enhance Student Learning**

#### **Activity 1: Completing the Instructional and Support Resources Chart**

Complete the Instructional and Support Resources Chart by identifying available resources within your teaching context that can support your instruction. Then respond to the guiding prompts below.

#### **Guiding Prompts**

- a. Select two resources from the completed chart and describe how you would use each in your classroom to support student learning.
- b. Select a particular characteristic that you listed under Knowledge of Students in the Contextual Factors Chart. Describe how a resource, different from the two listed in Guiding Prompt A, could enhance student learning based on the particular characteristic selected.

#### **Required artifact for this textbox:**

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

**Type your response in the textbox below.**

**Textbox 1.2.2: Student Interest Inventory****Activity 2: Administering and Analyzing a Student Interest Inventory**

Create or choose a student interest inventory appropriate to your classroom assignment. Administer the inventory to your whole class to gather information relevant to your students' interests and learning preferences, and then respond to the guiding prompts below.

**Guiding Prompts**

- a. Based on the compilation of information from the whole-class inventory, analyze one example of how this information would influence an instructional decision you would make in your classroom.
- b. Using one student's completed interest inventory, analyze how you would use one item from the inventory to promote the student's engagement and learning.

**Required artifact for this textbox:**

- a completed student interest inventory (maximum of two pages)

**Type your response in the textbox below.**

**Textbox 1.2.3: Communicating with Students and Families****Activity 3: Communicating with Your Students and Their Families**

Based on the demographics of your classroom and your knowledge of the families and community, construct a communication method that introduces you to your students and their families. The method of communication could be, but is not limited to, the use of a Web site, e-mail, a school function/activity, or a letter. After creating the communication, respond to the guiding prompts below.

**Guiding Prompts**

- a. Describe one example of how your introductory communication addresses the demographic differences in the classroom.
- b. Describe how your introductory communication fosters interaction among you, your students, and their families.

**Required artifact for this textbox:**

- your introductory communication (maximum of one page)

**Type your response in the textbox below.**

**Textbox 1.2.4: Rules and Procedures****Activity 4: Rules and Procedures**

Access and review the rules and procedures for the classroom to which you are assigned and then respond to the guiding prompts below.

**Guiding Prompts**

- a. Describe one example of a classroom rule or procedure. Explain how the rule or procedure facilitates instruction, enhances student learning, or impacts the learning environment.
- b. Describe one example of a technology rule or procedure. Explain how the rule or procedure facilitates instruction, enhances student learning, or impacts the learning environment.

**Type your response in the textbox below.**

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