

PPAT 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. Maximum character count: 21,000

THIS IS THE ONLY TASK WHICH YOU MUST UPLOAD TO EDUCATOR AS WELL AS THE ETS. MAKE SURE YOU UPLOAD EVERYTHING ON ONE FILE!!!

Overview: Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors. Contextual factors can be condensed from previous Tasks. The information you gather about your teaching and learning context and about your individual students will help provide perspective to the reader who will be scoring your submissions. This part of your submission will not be scored, but the information you include should have implications regarding your instructional choices. Your response must be limited to 1,500 characters (approximately **one-half typed page**). No artifacts can be attached to the Contextual Information textbox.

Contextual Information Textbox:

- a. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- b. Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.
- c. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Step 1: Factors, Resources, and Protocols This task will help 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: Complete the Contextual Factors Chart first column. Complete the second column of the Chart by providing the requested information listed in each section of the first column. From the 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. Repeat for your chosen school/district factor.

Required artifact for this textbox:

- the Contextual Factors Chart (maximum of three pages)

Activity 2: 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, could enhance student learning.

Required artifact for this textbook:

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

Activity 3: 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 that facilitates instruction, enhances student learning, and/or impacts the learning environment.
- b. Describe one example of a technology norm, protocol, or agreement. Explain how that 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 that would facilitate instruction, enhance student learning, and/or impact the learning environment.

Step 2: Knowledge of Students This task helps you to become better acquainted with your students
Activity 1: 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 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 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 textbook:

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

Activity 2: Identify two Focus Students (F ST) who reflect different backgrounds and personal histories. Then respond to the following prompts.

Textbox 1.2.2: The F ST Guiding Prompts

- a. Describe each identified F ST'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 F ST #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. Repeat for F ST #2,

Activity 3: 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 textbook:

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

Note: The students whom you choose as your Focus Students may be the Focus Students for all 4 of your tasks as long as you have permission from their parents/guardians, the class situation allows and if you choose to do so.