ETS PPAT

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The *PPAT*® Assessment

Task 1 Handbook

From Student to Student Teacher: Transitioning from the Educator Preparation Program to the Clinical Experience

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General Overview of the *PPAT*® Assessment

The *PPAT*® assessment is an evidence-based performance assessment designed to assess the instructional capability of pre-service teachers prior to receiving their teaching license. This assessment evaluates teacher candidates on their ability to have an impact on student learning as stated in the InTASC Model Core Teaching Standards and the four PPAT assessment tasks.

It is designed to:

- develop more effective teachers in the classroom
- identify strengths and areas for improvement of practice
- allow student teachers to continually refine their teaching practices
- contribute to a development plan for professional growth

The assessment consists of four tasks: one formative and three summative. The tasks are described in detail in the *PPAT Assessment Candidate and Educator Handbook*. Before beginning the assessment, review that entire handbook for information about the tasks, the rubrics, the writing guidelines, the Online Submission System, the video submission, and more. There are also other useful documents that will help support you through this process. Consult the PPAT assessment informational website for additional information.

You will be submitting your tasks in an online environment titled, My ETS Performance Assessment Home to which you will have access once you have registered. Refer to the Submission System User Guide (PDF) for helpful information on navigating the system and entering your responses.

This handbook stresses only those aspects of the assessment that are most relevant to complete the goals of Task 1.

☝ ***For complete information about the PPAT assessment see:***

PPAT Assessment Candidate and Educator Handbook and the

Submission System User Guide

PPAT Assessment Performance Tasks

The four tasks that the PPAT assessment requires teacher candidates to complete during the student-teaching experience are not inconsequential: they represent authentic work that engages pre-service teachers in learning, planning, and reflecting activities that are focused on the assigned students and classroom.

The tasks serve two purposes: (1) they provide a way for pre-service teachers to demonstrate their readiness for classroom teaching, and (2) they scaffold the teacher candidate's work during the student-teaching experience. As all good classroom performance assessments do, the PPAT assessment tasks both foster and measure learning.

While all the PPAT assessment tasks engage teacher candidates in relevant instructional activities, only one of the four is specifically intended to be a formative assessment — Task 1: Knowledge of Students and the Learning Environment. Task 1 is completed early in the clinical experience and is not scored as part of the pre-licensure requirement. However, it may be evaluated as part of the teacher candidate's EPP requirements.

Task 1 must be submitted within the online system in order for the other tasks (2, 3, and 4) to become activated for the candidate.

How This Handbook Can Help with Task 1

This handbook provides guidance to help teacher candidates complete Task 1 of the PPAT assessment. Task 1 activities are structured to encourage pre-service practitioners to draw on their educational preparation, their developing abilities, their peers, and all other resources available to them — including the EPP instructor, the cooperating teacher, and this handbook — to complete this task formatively.

The InTASC Model Core Teaching Standards

The PPAT assessment is aligned with the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards which are articulated across ten general areas of professional practice; and multiple performance indicators further elaborate on those areas.

Throughout the careers of certified teachers, these standards serve as a focal point for professional dialogue. The teaching standards are referenced during professional development, are used to help individual teachers identify their professional strengths and areas for improvement and provide a basis for many teachers' annual professional growth plans.

Similarly, the close relationship between the PPAT assessment and the InTASC Standards is intended to ensure that pre-service teachers perform at an acceptable level before they assume responsibilities as certified classroom teachers. Teacher candidates are expected to be well versed in the standards and performance indicators, to engage with the standards and indicators when reflecting on their teaching and on their professional capabilities, and to understand what the standards mean in terms of day-to-day teaching and student learning.

For this reason, the standards are referenced in this handbook and within each of the four Tasks of the PPAT assessment as a focus for reflection and peer discussion. The specific standards for each PPAT assessment task can help teacher candidates understand the expectations for their performance both on the assessment and in the classroom. The standards can also help teacher candidates identify how well their draft performances address those expectations.

See a complete version of the InTASC Standards.

PPAT Assessment Rubrics and Exemplars

A tool that can help teacher candidates understand the state's expectations for their performance on the PPAT assessment are the rubrics that accompany each task. Each of the four PPAT assessment tasks is broken into multiple steps, and a unique rubric is provided for each step.

In addition to the rubrics, the Library of Examples provides a collection of written responses to the guiding prompts, which can help teacher candidates better understand the task before them. These examples can also be critical tools for helping teacher candidates visualize what a strong performance might look like in a particular context. You can access the Library of Examples on the PPAT assessment informational website.

The Student Teacher

Because the PPAT assessment tasks are closely aligned with key work that you do as a student teacher, reviewing the tasks and accompanying rubrics is another way you can prepare for the assessment.

1. Read the overall description of Task 1.
2. Read the directions, forms, and guiding prompts for Task 1, Step 1.
3. Reflect on the rubric for Task 1, Step 1
4. Repeat steps 1-3 for Task 1 Step 2.

As you review the rubrics for each Step, the following questions may help focus your reflections.

- ✓ What changes across the levels of this rubric? Why is this element important?
- ✓ Which teaching standards and indicators align with the rubric? Why are they important?
- ✓ How might each performance level for this Step impact a classroom and student learning?
- ✓ What are the connections between the guiding prompts and the rubrics?
- ✓ What are some ways you have learned to achieve positive effects associated with the rubric?

Guidance for Completing Task 1

This section of the handbook is to help teacher candidates embrace the critical habits of mind associated with the teaching profession while completing Task 1 of the PPAT assessment.

While Task 1 is not scored for the state department of education's purposes, it is not optional.

Teacher candidates cannot go on to any other PPAT assessment tasks until they complete Task 1, link the required documents, and submit the task in the My ETS Performance Assessment Home.

The Formative Focus of Task 1

Task 1 is unique among the four PPAT assessment tasks for reasons other than the instructional content and teaching standards that it addresses. As a formative task, its role is more to help teacher candidates transition into their student-teaching classrooms than to measure how well they do this.

As you can imagine, at this beginning point of student teaching, the different levels at which teacher candidates are able to adjust during this initiation into the classroom could produce summative scores on Task 1 that unfairly reflect their knowledge, skills, and abilities. The formative focus of Task 1 eliminates this possibility. A smooth transition to student teaching supports the success of both pre-service teachers and district-level students, further justifying the scaffolding and formative support that Task 1 provides.

Effective teachers put substantial effort into launching a new school year — and for good reason! A successful launch communicates a teacher's expectations for classroom behavior and establishes a productive environment in which all students can learn.

Task 1 of the PPAT assessment mirrors this important work by encouraging teacher candidates, who lack experience with a school-year kick-off, to get to know the students in their assigned classroom and help create a positive environment for learning. Since there are a multitude of factors and resources that can influence, support, and enhance student learning, Task 1 affords the teacher candidate the opportunity to discover some of these factors and resources that exist or are available in the classroom as well as others that must be generated alongside students. In addition, Task 1 also suggests that there are other factors that extend beyond the classroom walls into the broader school, district, and community that influence learning and meaningful partnerships. In other words, Task 1 ensures that teacher candidates understand the effects that knowing their students and establishing an effective classroom environment can have on student learning.

Additional Task 1 Benefits

The effort teacher candidates and their mentors put into Task 1 has additional potential benefits.

- Task 1 provides the EPP instructor and cooperating teacher an opportunity to become more familiar with the PPAT assessment process.
- Task 1 can set the tone for teacher candidates' completion of PPAT assessment Tasks 2–4. By completing Task 1 with help and support from mentors, teacher candidates are more likely to grasp how to approach the rest of the assessment.
- Task 1 may also be used by EPP instructors to help assess teacher candidates' teaching readiness.
- Task 1 can help build teacher candidates' comfort with the computer-based PPAT assessment format and the online system. Navigating the online system for Task 1 should prepare teacher candidates to engage with the system and with its available tools for the higher-stakes purposes of PPAT assessment Tasks 2–4.
- The formative focus of Task 1 can be used as a tool to help all three parties involved in the student-teaching experience — the pre-service teacher, the EPP instructor, and the cooperating teacher — to structure, coordinate, and plan their work.

Mentor Support for Task 1

While the work teacher candidates submit as their responses to Task 1 must be theirs and theirs alone, Task 1 encourages EPP instructors, cooperating teachers, and pre-service peers to act as collaborators on Task 1 activities. Remember, the primary goal of this task is formative — to help teacher candidates successfully transition to student teaching. Collaboration allows all teacher candidates to benefit from the "strengths of all group members." Ideally, they will walk away from Task 1 better prepared to set up their own classrooms once they are certified and find jobs as first-year teachers.

The EPP instructor, the cooperating teacher, and the candidate's pre-service peers may collaborate with the teacher candidate in the following ways.

- Scaffolding the preparation, reflection, and work required to complete Task 1
- Conferring about Task 1 work as it progresses
- Providing helpful resources that support research and discovery related to Task 1
- Providing feedback on draft responses to Task 1 that will help deepen and focus the responses

An important benefit of working collaboratively on Task 1 is that doing so helps prepare teacher candidates to complete Tasks 2–4 on their own. For Tasks 2–4, the collaborator role of the EPP instructor, cooperating teacher, and pre-service peers shifts to a role of providing support as a resource. It is important that teacher candidates understand this distinction and use the formative support they received for Task 1 to direct their own efforts on Tasks 2–4. Throughout the completion of the PPAT assessment, however, the EPP instructor, cooperating teacher, and pre-service peers can provide moral support in the following ways.

- Acknowledging the challenges teacher candidates encounter and providing encouragement
- Guiding teacher candidates in developing strategies to balance work, family, and other obligations
- Respecting and supporting the professional decisions teacher candidates make

A Team Approach

The EPP instructor and cooperating teacher both have an obvious interest in the success of the student teachers they mentor. For EPP instructors, the accomplishments of teacher candidates reflect well on the quality and reputations of the EPP. For cooperating teachers, a teacher candidate's performance can help motivate students and, at times, will reinvigorate their own teaching. Both mentors invest themselves deeply in nurturing potential future colleagues. While their roles differ at times, the EPP instructor and the cooperating teacher will act as a team to support teacher candidates and serve both of their aims.

At the heart of this team, of course, are the pre-service teachers, who have spent several years preparing for careers as educators. The stakes are high for them as they embark on this real-life application of all they have learned. The coordinated support of a team approach can help get them started on the right foot.

The EPP instructor, cooperating teacher, and student teacher share a common goal of ensuring a successful student-teaching experience. The sections that follow consider the unique ways each member of this team supports this common goal.

The EPP Instructor

As the supervising teacher affiliated with the EPP that readied the teacher candidate for student teaching, the EPP instructor is responsible for the following.

- Supervising and supporting the teacher candidate for degree purposes, including ensuring that the teacher candidate achieved the EPP requirements for the clinical experience
- Understanding the teacher candidate's intellectual strengths and level of preparation, which may allow the EPP instructor to provide the teacher candidate with insight into his or her strengths and areas of challenge
- Supporting the success of the teacher candidate by engaging him or her in regular, structured reflection about specific aspects of the assigned clinical work and the PPAT assessment

- Providing a forum in which teacher candidates can support one another and discuss the successes and challenges of their various clinical experiences and the PPAT assessment
- Providing support to the teacher candidate based on input from the cooperating teacher and the candidate's reflections, and contributions to peer discussions
- Ensuring that the teacher candidate completes each PPAT assessment task on time

The Cooperating Teacher

As the district-level educator in whose classroom the clinical experience occurs, the cooperating teacher is responsible for the following.

- Ensuring that students in the clinical classroom achieve the district's learning goals
- Seeing how the teacher candidate's intellectual strengths and level of preparation transfer to classroom skills, which may allow the cooperating teacher to provide the teacher candidate with insight concerning areas of strength and areas needing improvement
- Supporting the successes of the teacher candidate by helping him or her understand the unique classroom context and curricular goals
- Using discussion, supportive questioning, hints, and co-teaching skills to scaffold and mentor the teacher candidate as he or she works in the classroom and on the PPAT assessment
- Providing daily formative feedback to teacher candidates during the clinical experience to help them steadily improve their instructional planning and teaching skills (for example, feedback focused on such important proficiencies as assessing students; performing data analysis; setting and teaching to specific learning goals; facilitating discussion; managing a classroom; choosing appropriate materials, resources, and technology to support instruction; and interacting appropriately with students, support staff, and other colleagues)
- Supporting teacher candidates in completing the PPAT assessment tasks on time

The Student Teacher

As the pre-service practitioner who benefits from the clinical experience, the student teacher is responsible for the following.

- Helping the cooperating teacher's students achieve the district's learning goals
- Fulfilling the EPP requirements for the clinical experience and degree program
- Understanding his or her own intellectual strengths and level of preparation, and seeing for the first time how that preparation transfers to classroom skills

- Supporting his or her own success by reflecting thoughtfully and candidly on specific aspects of the assigned clinical work, the unique context of the assignment, the district's curricular goals for the assigned students, and the PPAT assessment
- Participating thoughtfully, supportively, and honestly in peer discussions about the successes and challenges of the clinical experience and the PPAT assessment
- Honoring the trust of the cooperating teacher by exhibiting professionalism when discussing students and other classroom matters, reflecting on the cooperating teacher's questions, and respecting the cooperating teacher's suggestions and interventions while working in the classroom
- Engaging with each PPAT assessment task thoughtfully with the goal of enriching the student-teaching experience
- Completing each PPAT assessment task on time

The Student Teacher (Ethical Considerations)

While the formative nature of PPAT assessment Task 1 means that you may benefit from collaboration with your EPP instructor, cooperating teacher, and pre-service peers, it is important to remember that the ultimate responsibility for developing, completing, and submitting your PPAT assessment responses rests solely with you. Breaches of trust and confidentiality and falsification or fabrication of evidence can harm the validity of the PPAT assessment and negatively affect your professional reputation (as well as the reputations of your collaborators). Your EPP instructor and cooperating teacher are committed to the following.

- Upholding PPAT assessment policies and guidelines
- Sharing only information that is publicly available to all teacher candidates
- Respecting your personal opinions and the decisions you make related to your PPAT assessment responses (for example, your decisions regarding what evidence to use)
- Ensuring that all teacher candidates understand the limits of appropriate collaboration on the PPAT assessment
- Reporting all violations of confidentiality, incidents of falsified materials, and breaches of security as soon as they occur
- Refraining from implying that a given PPAT assessment response will achieve a particular score

The Cooperating Teacher

Prior to the clinical experience, it is a good idea to think about how you and the student teacher will collaborate in your classroom. These thoughts can better prepare you to guide the teacher candidate through the student-teaching experience, while also ensuring that your students' learning stays on course. You and the student teacher can discuss these things at your first meeting. The following questions may help focus your reflection.

- What guidelines do you have for the student teacher's interactions with students? What guidelines do you have for the student teacher's interactions with you in the presence of students?
- What do you see as the student teacher's first steps toward teaching your students?
- How do you see the student teacher transitioning from these first steps to higher levels of responsibility? How can you scaffold this transition?
- What evidence of developing proficiency will you need to see to increase the student teacher's classroom responsibilities?
- What opportunities will you provide the student teacher to help generate that evidence?
- How will you foster open, two-way communication with the student teacher about student learning and the clinical experience?
- How will you foster open, two-way communication with the student teacher about student learning and the clinical experience?

How This Handbook Can Help with Task 1

The Task 1 guidance prompts teacher candidates to seek support and feedback at key intervals and provides scaffolded suggestions for planning, developing, and revising draft work. In the interest of helping the three members of the student-teaching team think about specific ways to support the teacher candidate's Task 1 work and learning, suggestions for each team member are integrated with the Task 1 guidance.

While the suggestions for mentor support are just that — suggestions — we feel optimistic that EPP instructors and cooperating teachers will find the suggestions useful: the suggestions expand on ideas contributed by the exemplary team of multi-state educators who helped develop the PPAT assessment. Mentors are free to use the suggestions as described, to adapt the suggestions as they see fit, and/or to devise additional ways to support their teacher candidates.

Focused Reading Guide — Appendix A presents the Focused Reading Guide (FRG) for Task 1. This guide is an outline of the steps and textboxes of the task, and it helps the three members of the student-teaching team see at a glance the evidence asked of the teacher candidate for each textbox within each step. The FRG prompts the rater (EPP instructor) to record the evidence that the teacher candidate has provided in both the written commentary and the artifacts. Finally, the FRG reminds the rater to consider the quality of the evidence provided and its connection to the guiding prompts.

The EPP Instructor

The EPP supervisory seminar is an ideal venue for introducing teacher candidates to the PPAT assessment. Prior to, or early in, the seminar, ask your teacher candidates to independently review the assessment. Then, depending on the needs of your particular class, take some time to go over the topics below with your teacher candidates.

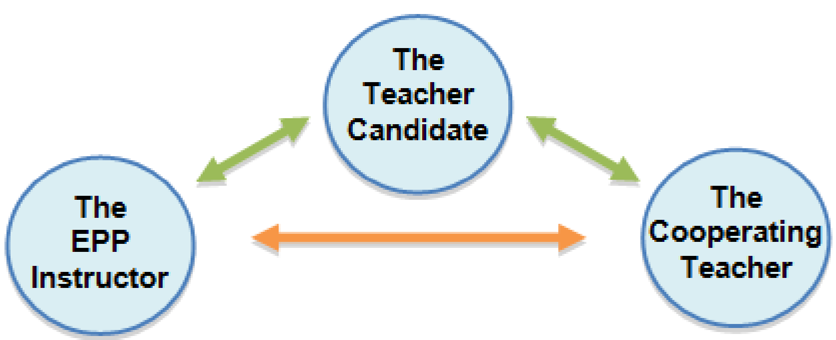
- Explain the requirements for completing the PPAT assessment and for achieving a qualifying score. Check teacher candidates' understanding of these.
- Provide an overview of the four PPAT assessment tasks. Define the task (for example, explain the standards and indicators addressed, describe the relevance of the task to their student teaching, identify the activities and artifacts involved, and locate the rubrics for all associated steps).
- Advise teacher candidates to take notes during the presentations, as the information is likely to be useful to them later, and invite teacher candidates to ask questions after each task is presented.
- Explain how the levels of support that you and the cooperating teacher provide will differ for Task 1 and Tasks 2–4, and facilitate teacher candidate discussion of PPAT assessment ethical considerations.
- Explain the formative basis of the observations you and the cooperating teacher will conduct during the clinical experience as well as when they will be conducted.
- Relate whether Task 1 of the PPAT assessment will be evaluated for EPP purposes, and if it will be, discuss how and at what point.
- Guide teacher candidates in developing a shared timeline for completing the PPAT assessment tasks that includes deadlines for finishing each task step. Discuss ways to manage the four tasks.
- Demonstrate the candidate submission system and explain key technical aspects of the system. If you think it would be helpful, you may assign a team of tech-savvy teacher candidates to provide this demonstration. Directions and answers to frequently asked questions related to the system's technical capabilities can be found in the Submission System User Guide on the ETS website.
- At a minimum, the demonstration should cover the following.
    - How teacher candidates access the system
    - How teacher candidates enter and save responses to PPAT assessment guiding prompts
    - How teacher candidates upload artifacts to their Library of Artifacts
    - How teacher candidates link artifacts to textbox responses

- Relevant technical limitations (for example, the character limit of the textboxes in which responses to guiding prompts must be entered; artifact page limits; the fact that teacher candidates cannot access Tasks 2–4 until they have completed Task 1 and uploaded the required Task 1 artifacts)
- The difference between uploading artifacts and submitting completed PPAT assessment responses (and the caveat that each task must be completed and that related artifacts must be uploaded and linked to responses before teacher candidates can submit their work, which can only be done once per task)

The Role of Advance Preparation

The roles that the members of the student-teaching team play during the clinical experience necessitate close working relationships between the EPP instructor and the teacher candidate (because of the time they both spend in the EPP supervisory seminar) and between the cooperating teacher and the teacher candidate (because of the time they both spend in the classroom). Due to proximity, these team members will have numerous opportunities to interact. Nonetheless, planning structured ways to discuss professional practice can boost the effectiveness of this communication.

While contact between the EPP instructor and the cooperating teacher may not be as frequent or convenient as communication with the teacher candidate will be, it is essential that these team members share information. This communication can ensure that the feedback and advice they offer mutually supports the teacher candidate and does not unintentionally conflict. This communication requires advance planning.



One way to ensure successful communication among all members of the student-teaching team is to think ahead about who will communicate what and how. For example, the EPP instructor and the cooperating teacher will likely want to determine in advance how they will share thoughts about the following.

- How teacher candidates are progressing in their assigned classroom
- When each mentor will give the teacher candidate feedback and advice about instruction and the PPAT assessment

- The intent of the feedback and the advice they will give student teachers about Task 1 of the PPAT assessment

The EPP instructor and cooperating teacher may also wish to preplan how to share some responsibilities related to the tasks, such as the following.

- Guiding the teacher candidate through completion of Task 1 of the PPAT assessment
- Supporting the teacher candidate through completion of Tasks 2–4 of the PPAT assessment
- Conducting regular formative observations of the teacher candidate and providing regular, structured feedback that guides the teacher candidate's growth

Getting Started with Task 1

What do I need to do to begin Task 1?

The following tips are designed to help candidates **prioritize activities** and **organize their thinking** as they build their PPAT assessment Task 1 submission.

- Read through the *PPAT® Assessment Candidate and Educator Handbook* to become familiar with the assessment and how to respond to the Task prompts using strong evidence and how to produce substantive artifacts.
- Access the private, secure online system, in which you will build and submit the assessment. The link to the online System will be provided via email.
- Review the directions for Task 1 and the corresponding rubric.
- Review the ancillary materials (Glossary, Library of Examples, Permission Forms, etc.) for the PPAT assessment, found on the PPAT assessment informational website.
- Get a calendar and work backward from the submission deadline to set a schedule for task completion.
- Develop a simple task analysis that lists what will need to be done, the evidence needed, and by when each part of the task will be completed (see suggested sample below).

What do I need to do?	What evidence do I need?	Completion Date
(List the activity)	(List the evidence)	(Date)
(List the activity)	(List the evidence)	(Date)

Build the Task in the My ETS Performance Assessment Home.

Before submitting the task, check the response to see if all prompts and questions have been addressed and all required artifacts have been linked to the response. Compare this response to the required evidence listed in the rubrics, and make sure that all bulleted parts are addressed.

- Score the response against the Task 1 rubric.
- Submit the task no later than the Task 1 submission deadline.
- Use the textboxes located under the guiding prompts to compose your responses and link your artifacts in the online system.

Task 1 is a formative task in which the educator preparation program (EPP) instructor and the cooperating teacher are able to work together with the teacher candidate to develop a response to the activities, guiding prompts, and artifact requirements of the PPAT assessment.

Task 1 allows you to become familiar with the students with whom you will be working, to understand the PPAT assessment process, and to become acclimated to the Online Submission System.

Developing responses to Task 1 sets the tone for the rest of the PPAT assessment; what you learn while completing this task will affect the approach you take in the completion of the other three tasks. This formative task also affords the EPP instructor and the cooperating teacher an opportunity to become familiar with the entire assessment process.

Task 1 will occur early in the clinical experience, and Tasks 2–4 will occur approximately two-thirds of the way through the clinical experience.

Evaluation of Task 1

You will receive feedback from the EPP instructor and cooperating teacher during the process of creating the response and after the response is completed. Since Task 1 is formative, it will not be evaluated by external raters as part of a your overall PPAT assessment score. But the EPP instructor may choose to evaluate your response to Task 1, either with feedback, a grade, or feedback and a grade.

The completion of Task 1 is required for you to move on to Tasks 2, 3, and 4.

Completing Task 1 Knowledge of Students

Overview

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 I 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
    - the Contextual Factors Chart (maximum of three pages);
    - the Instructional and Support Resources Chart (maximum of three pages);

- one completed Getting to Know Your Students document (maximum of two pages); and
- a document that demonstrates communication with students' families (maximum of one page)

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.

Task 1, Step 1 Overview

Task 1, Step 1: Factors, Resources, and Protocols requires teacher candidates to learn about the factors and resources available to support student learning in the context of their teaching assignment and by responding to seven guiding prompts and completing two artifacts: The Contextual Factors Chart and the Instructional and Support Resources Chart.

Student teachers first research and collect information about the community and district/school, and then focus on their assigned classroom and students and how this variety of factors and resources can be used to communicate and cultivate partnerships with students and the community.

Candidates, in Step 1, are also asked to identify the resources that are already available to them to support their students' learning and to promote positive relationships and to explore how they might use this information to support instruction and student learning.

Candidates are also asked to become familiar with how their classrooms operate based on the norms, protocols and agreements already established. Candidates are also asked to consider the students that they will be having in their classroom and how he or she could co-create a norm, protocol, or agreement with that student or students to enhance student learning or impact the learning environment.

All guiding prompts in Step 1 will ask teacher candidates to explore how the information that they collect might be used to support instruction, student learning, and/or impact the learning environment.

Task 1, 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.

Rubric for Task 1, Step 1: Factors, Resources, and Protocols

The Task 1 rubric is organized based on the two Steps of the task (Step 1 and Step 2). Within each Step rubric, you will see an individual analytic rubric for each of the textboxes.

The portion of the Task 1 rubric that applies to Task 1, Step 1 contains three analytic rubrics, one for each textbox in Step 1 (1.1.1, 1.1.2, and 1.1.3). Each bullet point within the rubric represents a single guiding prompt for that textbox.

While Task 1 is not scored for purposes of the PPAT assessment, you can use the rubrics for Task 1, Step 1 as a basis for self-assessment and reflection and to strengthen your responses. The rubrics for Task 1, Step 1, are intended to help you evaluate and revise your written commentary — that is, your responses to the guiding prompts. Keep in mind, however, that strong responses to the guiding prompts depend on the quality of the information in response to the guiding prompts and also the degree your commentary includes evidence pertaining to the artifacts linked.

Rubric for Task 1, Step 1: Factors, Resources, and Protocols (textboxes 1.1.1, 1.1.2, and 1.1.3)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and	**A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and**	**A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and**	**A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to identify one instructional strategy and one learning activity based on a chosen community factor; to identify one instructional strategy and learning activity based on a chosen school/district factor; and to connect the selected factors to each instructional strategy and learning activity; to explain how two selected resources would be used to support student learning; to explain how a selected resource could enhance student learning based on a chosen student characteristic; to describe a classroom norm, protocol, or agreement and a technology norm, protocol, or agreement and explain how they facilitate instruction, enhance student learning, and/or impact the learning environment; and to identify and describe one norm, protocol, or agreement that could be created by the students and the teacher candidate and**

Score of 1	Score of 2	Score of 3	Score of 4
explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment. **The preponderance of evidence provided by the teacher candidate is *minimal* and/or *ineffective* throughout the response for Step 1. Evidence may also be missing.**	**explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.** **The preponderance of evidence provided by the teacher candidate is *limited* and/or *vague* throughout the response for Step 1.**	**explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.** **The preponderance of evidence provided by the teacher candidate is *appropriate* and *connected* throughout the response for Step 1.**	**explain how it would facilitate instruction, enhance student learning, and/or impact the learning environment.** **The preponderance of evidence provided by the teacher candidate is *insightful* and *tightly connected* throughout the response for Step 1.**

Response for Textbox 1.1.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *ineffective* identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a *disconnected* rationale • an *irrelevant* identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to further	Response provides evidence that includes the following: • an *incomplete* identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a *loosely connected* rationale • a *partial* identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to	Response provides evidence that includes the following: • an *effective* identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with an *appropriate* rationale • an *effective* identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to	Response provides evidence that includes the following: • a *detailed* identification of an instructional strategy and a learning activity that are connected to the chosen community factor and could be used to further student learning with a *tightly connected* rationale • a *thorough* identification and description of an instructional strategy and a learning activity that are connected to the chosen school/district factor and could be used to

Score of 1	Score of 2	Score of 3	Score of 4
student learning with a *disconnected* rationale	further student learning with a *loosely connected* rationale	further student learning with a *connected* rationale	further student learning with a *tightly connected* rationale

Response for Textbox 1.1.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *inaccurate* description of how two resources would be used in the classroom to support student learning • an *uninformed* explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning	Response provides evidence that includes the following: • a *limited* description of how two resources would be used in the classroom to support student learning • a *global* explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning	Response provides evidence that includes the following: • an *accurate* description of how two resources would be used in the classroom to support student learning • an *informed* explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning	Response provides evidence that includes the following: • an *extensive* description of how two resources would be used in the classroom to support student learning • an *in-depth* explanation of how a third resource based on a particular Knowledge of Students characteristic could enhance student learning

Response for Textbox 1.1.3

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *ineffective* explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an *unclear* explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an *uninformed* explanation of how a classroom norm, protocol, or agreement that could be created by the students and the candidate teacher would facilitate instruction, enhance student learning, and/or impact the learning environment	Response provides evidence that includes the following: • a *limited* explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an *incomplete* explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a *partial* explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment	Response provides evidence that includes the following: • a *logical* explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a *clear* explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an *informed* explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment	Response provides evidence that includes the following: • a *detailed* explanation of how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • a *thorough* explanation of how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment • an *insightful* explanation of how a classroom norm, protocol, or agreement that could be created by the students and the teacher candidate would facilitate instruction, enhance student learning, and/or impact the learning environment

Task 1, Step 2 Overview

Task 1, Step 2: Knowledge of Students requires teacher candidates to learn about the uniqueness of the students that they will teach and to respond to eight guiding prompts and complete two artifacts: one completed Getting to Know Your Students document and a document that demonstrates communication with students' families.

In this Step, teacher candidates must create a whole-class activity that honors and values each student as an individual in order to gain information that will influence instruction for the class as a whole and for individual students.

Candidates, in Step 2, are also asked to identify two focus students who reflect different backgrounds and personal histories and how they contribute to the classroom learning environment. Candidates will create instructional strategies and learning activities together with each of these two students that will reflect an understanding and appreciation of each's cultural and linguistic assets, lived experiences, academic strengths, and learning needs.

For the third activity in Step 2, candidates are also asked to become familiar and cultivate partnerships with students' families. A form of communication is required of the teacher candidate that will be used to connect and learn about students' families.

All guiding prompts in Step 2 ask teacher candidates to explore how the information that they collect might be used to support instruction, student learning, and/or impact the learning environment.

Task 1, 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.

Rubric for Task 1, Step 2 Knowledge of Students

The portion of the Task 1 rubric that applies to Task 1, Step 2 contains three analytic rubrics, one for each textbox in Step 1 (1.2.1, 1.2.2, and 1.2.3). Each bullet point within the rubric represents a single guiding prompt for that textbox.

Again, while Task 1 is not scored for purposes of the PPAT assessment, you can use the rubrics for Task 1, Step 2 as a basis for self-assessment and reflection and to strengthen your responses.

The rubrics for Task 1, Step 2, are intended to help you evaluate and revise your written commentary — that is, your responses to the guiding prompts. Keep in mind, however, that strong responses to the guiding prompts depend on the quality of the information in response to the guiding prompts and also the degree your commentary connects to the artifacts linked.

Rubric for Task 1, Step 2: Knowledge of Students (textboxes 1.2.1, 1.2.2, and 1.2.3)

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides *minimal* evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity	**A response at the 2 level provides *partial* evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity**	**A response at the 3 level provides *effective* evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity reflect**	**A response at the 4 level provides *consistent* evidence that demonstrates the teacher candidate's ability to analyze how one example from the results of the compilation of information from the Getting To Know Your Students activity would influence a whole-class instructional decision; to analyze how the results from one student's completed activity would influence an instructional decision for that student; to explain how each of two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the classroom learning environment; to identify and describe one instructional strategy and one learning activity that could be created with each of the two Focus Students and to explain how that strategy and activity**

Score of 1	Score of 2	Score of 3	Score of 4
reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom. **The preponderance of evidence for the 1-level criteria is *minimal* and/or *ineffective* throughout the response for Step 2. Evidence may also be missing.**	**reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.** **The preponderance of evidence for the 2-level criteria is *limited* and/or *vague* throughout the response for Step 2.**	**understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.** **The preponderance of evidence for the 3-level criteria is *appropriate* and *connected* throughout the response for Step 2.**	**reflect understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs; to explain how the method of communication coveys the importance of cultivating positive relationships with students and their families; to explain how the method of communication fosters interaction among the teacher candidate, the students, and their families; and to describe the overall response received from the communication and explain how the response will impact an instructional decision to be made in the classroom.** **The preponderance of evidence for the 4-level criteria is *insightful* and *tightly connected* throughout the response for Step 2.**

Response for Textbox 1.2.1

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *ineffective* analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a *disconnected* rationale provided for the decision • an *inaccurate* analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a *disconnected* rationale provided for the decision	Response provides evidence that includes the following: • a *partial* analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a *limited* rationale provided for the decision • a *partial* analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a *limited* rationale provided for the decision	Response provides evidence that includes the following: • an *informed* analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with an *aligned* rationale provided for the decision • an *informed* analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with an *aligned* rationale provided for the decision	Response provides evidence that includes the following: • an *extensive* analysis of how the compilation of information from the results of a Getting to Know Your Students activity would influence a whole-class instructional decision with a *detailed* rationale provided for the decision • an *in-depth* analysis of how one student's completed Getting to Know Your Students activity would influence an instructional decision made for the student with a *detailed* rationale provided for the decision

Response for Textbox 1.2.2

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *inaccurate* explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom • an *ineffective* explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs	Response provides evidence that includes the following: • a *cursory* explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom • an *incomplete* explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths. and learning needs	Response provides evidence that includes the following: • an *accurate* explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiences, academic strengths, and learning needs contribute to the learning environment of the classroom • an *effective* explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs	Response provides evidence that includes the following: • a *significant* explanation of how each of the two Focus Students' cultural and linguistic assets, lived experiencesand academic strengths, and learning needs contribute to the learning environment of the classroom • a *thorough* explanation of how an identified instructional strategy and learning activity created with each Focus Student reflects the teacher candidate's understanding and appreciation of each Focus Student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs

Response for Textbox 1.2.3

Score of 1	Score of 2	Score of 3	Score of 4
Response provides evidence that includes the following: • an *unclear* explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using *disconnected* examples from the communication for support • an *ineffective* explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using *inappropriate* examples for support • a *minimal* analysis of how an instructional decision in the classroom connects to the overall response received from the communication using	Response provides evidence that includes the following: • a *cursory* explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using *loosely connected* examples from the communication for support • a *global* explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using *loosely connected* examples for support • an *uneven* analysis of how an instructional decision in the classroom connects to the overall response received from the communication using	Response provides evidence that includes the following: • a *clear* explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using *connected* examples from the communication for support • an *effective* explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using *connected* examples for support • a *logical* analysis of how an instructional decision in the classroom connects to the overall response received from the communication using *relevant* examples from	Response provides evidence that includes the following: • an *extensive* explanation of how the method of communication conveys the importance of cultivating positive relationships with students and their families using *tightly connected* examples from the communication for support • an *insightful* explanation of how the method of communication fosters interaction among the teacher candidate, the students, and their families using *tightly connected* examples for support • a *significant* analysis of how an instructional decision in the classroom connects to the overall response received from the communication using

Score of 1	Score of 2	Score of 3	Score of 4
irrelevant examples from the responses for support of the analysis	*incomplete* examples from the responses for support of the analysis	the responses for support of the analysis	*tightly connected* examples from the responses for support of the analysis

Artifacts for Task 1, Step 1

The Contextual Factors Chart

The purpose of this artifact is for the teacher candidate to learn about the many factors that affect teaching and learning. Those factors include students' lived experiences, norms of the community and classroom, and the physical environment in which instruction will take place. Guiding prompts ask teacher candidates to explore how they might use this information to support instruction and student learning.

Two guiding prompts, in Textbox 1.1.1, ask the candidate to refer to the information from the community factors and the school/district factors to identify one instructional strategy and one learning activity for each. This information that they gathered in this artifact should suggest how these factors may make learning more relevant and attainable for their students.

Before finalizing what you will include in the Contextual Factors Chart, the candidate should identify one or more items for each factor that could be used to respond to the guiding prompts.

To paraphrase, candidates must be able to state what they know about *their unique classroom context* that justifies the use of a particular instructional strategy and learning activity to *further their students' learning*. At issue is their ability to show how they would use what they know about their students to select appropriate instructional tools that help them reach a specific learning target. The focus goes from what should be on the chart to the response to the guiding prompts.

The information candidates collect in the Contextual Factors Chart for Task 1, Step 1, Activity 1, should serve them well while student teaching, as it is directly relevant to the work they are doing in their assigned classroom. The completed chart may help them start seeing ways to use what they have learned to plan effective and engaging instruction for their students.

The Instructional and Support Resources Chart

The purpose of the Instructional and Support Resources Chart is for the teacher candidate to learn about resources available in the student-teaching context and to analyze how these resources may support learning and foster positive relationships.

The Instructional and Support Resources Chart only requires candidates to include one resource for each category on the chart, but it is the quality of that resource that matters. To give themselves options for responding to the guiding prompts, collect information about a breadth of resources that are relevant to their students' curriculum and learning goals and that connect with the students' developmental needs, backgrounds, learning preferences, and interests.

By fully researching the resources available to support and enhance student learning in their context, they should be able to provide themselves with a range of options for responding to the guiding prompts.

To respond to the two guiding prompts in textbox 1.1.2, teacher candidates may select resources from anywhere on their completed Instructional and Support Resources Chart.

Artifacts for Task 1, Step 2

Getting to Know Your Students Activity

The purpose of the completed student sample from the Getting to Know Your Students activity is to appreciate candidates' students lived experiences, cultural and linguistic assets, academic strengths, and learning needs.

What could constitute a Getting to Know Your Students Activity could be a survey or a sharing activity during class (discussion; student of the day, etc.).

Task 1, Step 2, Activity 1 requires teacher candidates to create or choose a meaningful whole-class activity that provides an opportunity for the students to participate in order for the candidate to gather information about their interests. There are two guiding prompts that need to be addressed by analyzing how information about student interests and learning preferences could be used to influence the teacher candidate's whole-class instructional decisions or to promote an individual student's engagement and learning.

The information candidates collect with this whole-class activity, should serve them well while student teaching, as it can help them make learning more engaging, relevant, and achievable for the students in their assigned classroom. For this reason, it is good to solicit information that can be used to support a range of different learning activities. A good understanding of students' curriculum and learning goals can help with this activity.

To decide how a candidate will use the findings from the completed activity to develop his or her written commentary for Task 1, Step 2, Activity 1, he or she will need to look closely at the language and requirements of the two guiding prompts. Guiding Prompt A requires candidates to state how they would use a finding from their activity to *influence whole-class instruction* so that it supports the learning taking place in their *unique context*. At issue is their ability to show how they would use what they have learned about their students from the activity to design instruction that helps all of them achieve a learning goal.

Candidates will use the findings from this activity with Guiding Prompt B in two ways: first, by focusing on what was learned from a single student's completed activity, and second, by saying how they would use that information to determine how this information would influence an instructional decision to help *that student* achieve a learning goal.

Communication with Your Students’ Families

The focus of this artifact is in creating a communication method that candidates would use to learn about and connect with their students’ families/caregivers. The method of communication could be, but is not limited to, the use of a website, email, a school function/activity, or a letter.

Before candidates begin, they need to give some thought to three important considerations related to crafting their communication: the demographics of their audience, the purpose of this communication, and the interaction that would be desired. Thinking about all of these things can help candidates approach their communication purposefully.

Choosing a method of communication is a matter of considering the audience. To put it simply, if candidates do not deliver their message in a way that is comfortable for their audience, their message may not be received. And if it is not received, their attempt to engage families in mutual support of their students could fall flat. As candidates explore possible forms of communication, they should focus the advantages and disadvantages each choice poses for their students’ families/caregivers.

PPAT Assessment Task 1 Submission List

Use the checklist that follows to ensure that your Task 1 submission is complete.

- **For Task 1, Step 1, Activity 1, have you done the following?**
  - ☐ Entered your responses to the guiding prompts for Textbox 1.1.1 and labeled them A and B
  - ☐ Uploaded the image or a Microsoft Word® version of the Contextual Factors Chart to your Library of Artifacts and then linked it to Textbox 1.1.1
    - o The Contextual Factors Chart can be a maximum of three pages. Upload the entire chart to your Library of Artifacts, not just the portion that applies to Activity 1.
  - ☐ Stated clearly for each guiding prompt which factor of the chart your response discusses
- **For Task 1, Step 1, Activity 2, have you done the following?**
  - ☐ Entered your responses to the guiding prompts for Textbox 1.1.2 and labeled them A and B
  - ☐ Uploaded the image or a Microsoft Word® version of the Instructional and Support Resources Chart to your Library of Artifacts and then linked it to Textbox 1.1.2
    - o The Instructional and Support Resources Chart can be a maximum of three pages.
  - ☐ Stated clearly for each guiding prompt which factor of the chart your response discusses
- **For Task 1, Step 1, Activity 3, have you done the following?**
  - ☐ Entered your responses to the guiding prompts Textbox 1.1.3 and labeled them A, B and C
- **For Task 1, Step 2, Activity 1, have you done the following?**
  - ☐ Entered your responses to the guiding Textbox 1.2.1 and labeled them A and B
  - ☐ Scanned or photographed your completed student sample from the Getting to Know Your Students activity, and uploaded the image or a Microsoft Word® version of the chart to your Library of Artifacts linked it to Textbox 1.1.2
    - o The Getting to Know Your Students Chart can be a maximum of two pages.
  - ☐ Stated clearly for Guiding Prompts A and B how the information from the artifact supports your written commentary
- **For Task 1, Step 2, Activity 2, have you done the following?**
  - ☐ Entered your responses to the guiding prompts for Task 1, Step 2, Activity 2 in Textbox 1.2.2 and labeled them A, B and C

- **For Task 1, Step 2, Activity 3, have you done the following?**
  - ☐ Entered your responses to the guiding prompts for Task 1, Step 2, Activity 3 in Textbox 1.2.3 and labeled them A, B and C
  - ☐ Scanned or photographed your completed form of communication, and uploaded the image or a Microsoft Word version of the communication to your Library of Artifacts and then linked it to Textbox 1.2.3
    - o The communication you developed can be a maximum of one page.

☝ ***Teacher Candidate Tip***

Before clicking ‘Submit’ for Task 1, you should ensure that you linked the correct artifacts from your Library of Artifacts to the appropriate textbox. Once you submit a task, you can no longer make changes, but you will be able to view your responses in a read-only format.

After you submit your Task 1 responses and artifacts, refer to the task chart on your assessment home page. The status in column for Task 1 should read ‘Completed.’

Appendix A: Focused Reading Guide for Task 1

TASK 1: Knowledge of Students and the Learning Environment

For each textbox, list evidence that the teacher candidate provides in both the written commentary and the artifacts.

When choosing an interpretive category or word for each textbox, remember to consider the quality of the overall evidence provided and its connection to the guiding prompts.

Step 1: Factors, Resources, and Protocols

- **Textbox 1.1.1 Understanding the Contextual Factors Influencing Instruction and Student Learning:** Record evidence provided by the teacher candidate about
  a. one instructional strategy and one learning activity, based on a community factor, to further student learning (with a rationale for each choice and an explanation for the connection).
  b. one instructional strategy and one learning activity, based on a school/district factor, to further student learning (with a rationale for each choice and an explanation for the connection).

  Verify the artifact — representative pages of the Contextual Factors Chart.

When choosing an interpretive category/word, consider the quality of the connections between the resources and the student learning.

- **Textbox 1.1.2 Available Resources to Enhance Student Learning:** Record evidence provided by the teacher candidate about
  a. two resources from the Instructional and Support Resources Chart and how they could be used to support student learning.
  b. how, based on the selected characteristic from the Knowledge of Individual Students listed on the Contextual Factors Chart, a third resource from the Instructional and Support Resources Chart could enhance student learning.

  Verify the artifact — representative pages of the Instructional Support and Resources Chart.

When choosing an interpretive category/word, consider the quality of the selected resources and activities to further student learning, as well as the rationales and explanations.

- **Textbox 1.1.3 Norms, Protocols, and Agreements:** Record evidence provided by the teacher candidate about

a. how a classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.

b. how a technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.

c. how a norm, protocol, or agreement that could be created by the teacher candidate and students would facilitate instruction, enhance student learning, and/or impact the learning environment.

When choosing an interpretive category/word, consider the quality of the analysis of the implications of the norms, protocols, and agreements for facilitating instruction, enhancing student learning, and/or impacting the learning environment.

Step 2: Knowledge of Students

- **Textbox 1.2.1 Getting to Know Your Students:** Record evidence provided by the teacher candidate about

  a. how information compiled from the Getting to Know Your Students activity would influence a whole-class instructional decision (with a rationale).

  b. how the information from one student’s completed activity would influence an instructional decision made for the student (with a rationale).

  Verify the artifact — representative pages of the Getting to Know Your Students activity.

When choosing an interpretive category/word, consider the quality of the selected strategies and activities to further student learning, as well as the rationales.

- **Textbox 1.2.2 The Focus Students:** Record evidence provided by the teacher candidate about

  a. how each Focus Student with different cultural and linguistic aspects, lived experiences, academic strengths, and learning needs contributes to the learning environment of the classroom.

  b. how the teacher candidate working with Focus Student 1 could together create one instructional strategy and one learning activity to support the student (with a rationale that explains how the identified strategy and activity connect to the understanding and appreciation of Focus Student 1’s cultural and linguistic aspects, lived experiences, academic strengths, and learning needs).

  c. how the teacher candidate working with Focus Student 2 could together create one instructional strategy and one learning activity to support the student (with a rationale that explains how the identified strategy and activity connect to the understanding and appreciation of Focus Student 2’s cultural and linguistic aspects, lived experiences, academic strengths, and learning needs).

When choosing an interpretive category/word, consider the quality of the selected strategies and activities to support student learning and connect to an understanding and appreciation of each Focus Student. Also consider the quality of the explanations.

- **Textbox 1.2.3 Communicating with Your Students' Families:** Record evidence provided by the teacher candidate about

    a. how the method of communication conveys the importance of cultivating positive relationships with students and their families (with examples).

    b. how the method of communication fosters interactive communication among the teacher candidate, the students, and their families (with examples).

    c. how the response that results from the communication will impact an instructional decision (with examples).

    Verify the artifact — a representative page of communication with students' families.

When choosing an interpretive category/word, consider the quality of the method of communication and how it conveys the importance of cultivating positive relationships and fostering interactivity among the teacher candidate, students and student families, and how it impacts an instructional decision.