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# ***PPAT*® Assessment**

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| **Task 1 Contextual Factors Chart** |

This chart is designed to help you understand the many factors that affect teaching and learning. Such factors include the community, classroom procedures, student demographics, and the physical environment in which teaching takes place. Understanding these factors as they relate to your teaching will help you determine the instructional strategies and approaches that will support your students’ learning. In this chart, address the factors listed as they pertain to your teaching assignment. **The subcategories listed with each factor are just suggestions; there may be other subcategories that you would like to address, or there may be a subcategory listed that does not apply to your situation.**

**You must attach this document as an artifact in response textbox 1.1.1.**

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| Types of Factors | Your Teaching Assignment |
| **Knowledge of Individual Students**(e.g., students’ lived experiences/personal histories; cultural and linguistic assets; home languages; academic/nonacademic strengths; unique learning needs; prior learning experiences; areas of interest) |  |
| **General Classroom Information****(All subcategories listed in this box are required.)**(e.g., students’ grade and developmental levels; age range of students; content area being taught; other factors that are pertinent to understanding your class assignment) |  |

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| Types of Factors | Your Teaching Assignment |
| **School/District** *School*(e.g., school culture; school norms and policies; family engagement; community engagement; student-centered learning goals and strategies)*District*(e.g., enrollment; demographic shifts; percent of students receiving free or reduced-price lunches; graduation rates; percent of students with IEPs; percent of students who are ELLs; per-pupil expenditures) |  |
| **Community**(e.g., historical context; important figures/people [formal and informal]; whether the area is urban, suburban, or rural; socioeconomic information; census data for the community) |  |