

## **PPAT<sup>®</sup> Assessment**

### Library of Examples – Science

#### Task 1, Step 1, Textbox 1.1.2: Available Resources to Enhance Student Learning

Below are two examples of written responses to Textbox 1.1.2 as excerpted from the portfolios of two different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Met/Exceeded Standards Level and the other response was scored at the Does Not Meet/Partially Met Standards Level. This information is being provided for illustrative purposes only. These excerpts are not templates for you to use to guarantee a successful score. Rather, they are examples that you can use for comparison purposes to see the kinds of evidence that you may need to add to your own work.

**The work you submit as part of your response to each task must be yours and yours alone.** Your written commentaries, the student work and other artifacts you submit, and your video recordings must all feature teaching that you did and work that you supervised.

#### **Guiding Prompt for Task 1, Textbox 1.1.2**

- 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.

#### **Example 1: Met/Exceeded Standards Level**

- a. With limited access to in-school resources due to COVID- 19, I would utilize the features that the district’s on-line course management platform has to offer as an extension of learning. Although the online platform is being used to assign work for virtual days, I would want to include supplementary resources to extend learning. Presentations of in-class lessons, discussion boards, and videos can be posted on the platform, and all support the student learning. Of these three items that can be posted, the discussion boards can be used as an opportunity for students to discuss a topic related to the content learned. Another valuable educational resource is the use of educational videos. In this case, I would use them to present a phenomenon that is difficult to show in the classroom due to the dangers itself or limiting contact with students due to COVID-19. This option also benefits the visual learners in the classroom. These videos can also be used as an attention grabber for a lesson being presented, and the lesson can focus on scientific phenomena.

- b. A characteristic I noted in the Honors Biology and Biology I students is that the students want to be exposed to the sciences and careers in science. The likely reasons for their interests are that Biology is their first life science class and that some students are already thinking of careers they want to pursue at an early stage of high school. An instructional resource that takes advantage of their interest are articles found on science magazines. The articles show real-life applications to what the students are learning. Also, since the school is receiving the latest issues each month, I could have the students analyze recent events and discoveries and have a discussion of that relates to the article and content being taught. Some articles also mention the work done by different science workers and thus expose careers in science.

**Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- Does the candidate identify two resources from the Instructional and Support Resources Chart?
- Where does the candidate explain how they used each resource in the classroom to support student learning?
- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?
- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student learning?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. The two resources selected from the Instructional and Support Resources Chart are Google Classroom and the Alternative Learning and Attendance Center and its support staff. The first resource is a district provided on-line website for teachers and students to use to post or access assignments and other resources necessary for class. This forum would be used to support student learning because it is accessible at any time and students can find their daily assignments and turn them in through the same online program. Using this forum would support student learning by allowing students to keep track of their assignments and contact the teacher with any questions in one place.

The second resource is the Alternative Learning and Attendance Center (ALAC) and its support staff. The ALAC room is used to support students with Individual Education Plans (IEPs). Students are provided assistance from trained special education staff, have access to supplemental materials, and have access to an independent work space which is specified by the student's IEP.

- b. The chosen characteristic from the Knowledge of Individual Students portion of the Contextual Factors Chart was the preferred preference for project-based assessments vs a traditional exam. Ninety-three out of the one hundred and one students surveyed chose project-based assessments to demonstrate their knowledge and understanding of skills and concepts. Based on this chosen Knowledge of Students Factor, a resource listed in the Instructional and Support Resources chart that could be used to enhance student learning would be the the Laptops provided by the school. Every student is given a laptop at the beginning of the school year. Students have the ability to research and develop projects or presentations using their laptop.

**Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- Does the candidate identify two resources from the Instructional and Support Resources Chart?
- Where does the candidate explain how they used each resource in the classroom to support student learning?
- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?
- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student learning?

**Suggestions for Using These Examples**

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of these examples are closest to what I have written?" Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be an appropriate artifact for this textbox.