

PPAT® Assessment**Library of Examples – Task 1 – Early Childhood Education****Example Task 1, Step 2, Textbox 1.2.1**

Below are two examples of written responses to Textbox 1.2.1 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

Step 2: Resources and Procedures**Textbox 1.2.1: Available Resources to Enhance Student Learning
Met/Exceeded Standards Level**

Based off the Instructional and Support Resources Chart I have found that each month the students in my classroom visit the Assisted Living Center in town. Right now in Social Studies they are studying people from the past and the differences between now and then. I would have the students interview people from the Assisted Living Center to see what life was like for them when they were their age and what school was like for them as well. Another resource I would use in my classroom would be the Reading Recovery teacher. She has the most knowledge about literacy, what to be looking for or listening for when working with students, as well as how to improve reading abilities. Reading is such a vital part of first grade. If students fall behind or don't learn important reading strategies in first grade, chances are they will struggle and fall even further behind in future grades. I want to learn anything and everything I can from the Reading Recovery teacher to help every one of my students become a better reader.

One detail I learned about my students was that almost all of them live on a farm and are interested in different types of animals. I would make sure to add as many books about animals that I could to the accelerated reader books. The students will get excited about reading and wanting to learn more about animals. They will learn more about the animals they love, improve their reading ability, and receive accelerated reading points all at the same time.

Refer to the Task 2 Rubric for Textbox 1.2.1 and ask yourself:

- Where does the candidate describe how each of two instructional resources could be used to support students' learning needs?
- Where does the candidate describe how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning?
- Why is the evidence that connects available instructional and support resources to student learning effective?

Step 2: Resources and Procedures

Textbox 1.2.1: Available Resources to Enhance Student Learning Did not Meet/Partially Met Standards Level

Interactive white boards are available in each classroom; students can interact with technology to enhance their learning in the classroom.

b. My class is very social, both in the classroom and out of the classroom. Social issues such as arguments often occur, so we can use a resource such as the guidance counselor to help children understand appropriate interactions with others and to help them deal with issues that may arise.

Refer to the Task 2 Rubric for Textbox 1.2.1 and ask yourself:

- Where does the candidate describe how each of two instructional resources could be used to support students' learning needs?
- Where does the candidate describe how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning?
- Why is the evidence that connects available instructional and support resources to student learning incomplete?

Suggestions for Use

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 appropriate artifacts for this textbox.