

PPAT® Assessment

Library of Examples – Task 1 – Math

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

A. The two resources I believe will be the most beneficial that would support student learning would be [an academic website] and the use of interactive white boards. Throughout the class period, I would use the interactive white board which would allow myself and the students to work through problems on the board. The interactive white board would support student learning by engaging students and allowing the interaction of the board and students. Students all have access to [the academic website] which provides extra problems, practice tests and videos. During particular lessons, I will encourage students to go onto [the academic website] and use the resources they have if they feel they need more practice on a subject or need extra help. [The academic website] would support student learning by providing students with an extra resources of mathematical tools and practice problems.

B. From my knowledge of students, I am aware that students enjoy working in groups when discussing mathematics. A resources that I believe could enhance student learning based upon students' ability to work in groups would be the audio video room. My idea would be to have students work in groups and to create a music video about mathematics. To be able to complete this project, students must be able to work together, understand the material so they would be able to write accurate mathematical lyrics and use the video material. Although this would be a different project for the students, I believe it would enhance student learning through engagement and creativity by working together to create a mathematical music video.

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 thorough?

Step 2: Resources and Procedures

Textbox 1.2.1: Available Resources to Enhance Student Learning

Did not Meet/Partially Met Standards Level

One resource that I have really grown to love is the use of the interactive white board. My classes in high school all made use of this tool, but it was not until I practiced teaching that I realized how efficient and effective the board can be. I have student taught in a classroom that made use primary of the chalkboard, and have now transitioned into a classroom that makes full use of the interactive white Board, and there is an extraordinary difference in the amount of instructional time saved with use of the interactive white Board.

I have yet to try out these programs, but I have heard that it is quite effective to use interactive white Board presentation programs to display notes and review games. These programs play around with how material is displayed on the board, make the material more visually appealing, and allow for students to be more engaged with the lesson. I have heard that those that use these programs see better results with their students' mathematical progress, as the programs soften the material load by breaking down the lesson into smaller, more concise display screens. I wish to implement such programs during my time as a student teacher, as it seems like the perfect opportunity to test whether or not these programs are useful for my teaching time.

Another resource that I have really grown to love in the classroom is one that my mentor teacher has introduced to me. This resource, called [name of software program] is a licensed program that generates math worksheets for students to complete for homework or classwork. There are many similar programs that generate tests, quizzes, and worksheets; it just happens that this is the particular software that the district has bought and supplied to mathematics teachers.

In terms of implementing this program into my classroom, I think that it would be something that would be extremely useful, but teachers must be wary not to overuse it. [Name of software program] is nice because you can open up a blank document and specify how many problems you would like the worksheet to be, on what topic you would like the worksheet to contain problems of, and the difficulty of each problem. The program sets up the worksheet very nicely, and there are answer keys to each worksheet that you make, I just feel that it is important to be aware how many times these worksheet are assigned. It is most certainly important to alternate between this structure of a worksheet and one that is set up a little differently (maybe a worksheet that has students solve math problems to solve a puzzle or riddle). This way, students have those differentiated assignments that keep them interested in what is assigned to them each night.

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 limited?

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.