

PPAT® Assessment

Library of Examples – Special Education

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3, Textbox 3.1.4

- What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- What types of technology do you plan to use in your instruction?
- How will your chosen technology enhance your instruction and student learning in the lesson?

Example 1: Met/Exceeded Standards Level

- Materials and resources for the learning activities for this lesson include: textbooks, whiteboards, worksheets, and scribing services. The textbooks provide the lesson's learning material. Students can follow along and see examples as I read the text aloud and elaborate. The personal whiteboards are used for the small but frequent tasks that I incorporate to keep student attention and check for learning. These whiteboards may be used to work out a problem or simply to answer a question silently while their peers are still thinking. The worksheets are meant to reinforce learning and promote generalization. The teacher can also use these so that they may meet the student where they are at academically. Lastly, scribing services are used to promote student learning, reduce frustration, and ensure that the student's focus is on the academic material.
- Technology for this lesson includes student use of calculators, and a projector to display on the interactive white board. Students may also choose to use any preferred calculator so long as it is being used appropriately. Many of my students prefer to use the calculator on their phones and are very responsible with it. The projector and interactive white board

will be used to post expectations as the class is used to looking at the interactive white board for directions.

- c. Technology has actually been reduced for this subject for it was proving to disengage and distract students. Previously this subject was taught via a Slide presentation on the interactive white board and the students were failing to learn the concepts. Calculators are used to help to remove trivial and time consuming procedures so that we may cover more in-depth concepts. Students are also able to focus on procedure and equations rather than spending valuable time analyzing to make sure there were not any miscalculations. This appears to add value to the students' time and increases their ability to learn. The interactive white board now acts as an excellent tool for posting expectations and directions for all students. It also makes for a marvelous visual timer that all students in the classroom can refer to.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. my unit plan : I made a student version of my unit plan for the students that gives them the general information without my teaching notes, This is a guide they can use during written assessments and where they have to fill in blanks. I chose to provide/ create this with and for the students to aid them in memorizing what we already talked about, since there are 2 to 4 days between blocks. For learning style: I chose audio visual and kinetic aspects for my resources because of the versatile nature of my students and the way they learn. Repetition: I chose information that repeats itself to make sure that no matter what disabilities my student has they will be able to get an AHA!-Moment.
- b. The interactive white board, video, learning gaming site and tablets for early finishers to be used.
- c. smart-board: used as "blank canvas" for student answers and Ideas, also used to display unit plan and worksheet to give a visual for unit plan -blanks and math work to be done.(visual/ kinetic) Video, the music and the information are displayed in a way that connects with audio visual learners. Tablet: individual use of learned information/ fact finding. (Self-awareness of abilities.)

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology effective?

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 appropriate artifacts for this textbox.

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