

PPAT[®] Assessment

Library of Examples – Early Childhood

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. One resource from the completed Instructional and Support Resources Chart I would use in the classroom to support student learning would be the Interactive whiteboard. This tool provides students with an enriched learning experience by using visual elements. It also makes differentiated learning much easier and will help me accommodate to students different learning styles. Visual learners will be able to observe the interactive whiteboard while tactile learners can learn by touching the board. Another resource I would use in the classroom to support student learning would be leveled readers. A small group of students who are at a similar point in their reading development are seated across from me at a kidney-shaped table. Each student reads the same text individually. I then guide a discussion of the text meaning and make teaching points based on my observations of the students' reading strengths and needs. This will support student learning by improving attention to pictures, building fluency, expanding vocabulary knowledge, and develop reading comprehension skills.

- b. A characteristic that I listed under Knowledge of Individual Students is that there are two students who see the behavioral specialist daily. A resource from the Instructional and Support Resources Chart that could enhance student learning would be We Thinkers. We Thinkers is a social emotional curriculum for ages 4-7. This resource helps children build social competencies and essential life skills. We Thinkers helps students better understand themselves and others, develop self-awareness, supports students' social emotional learning, classroom learning, and academic performance. The material is used with both developing children and those with social learning challenges. I would have a whole group read aloud on whole-body listening followed by a class discussion on why whole-body listening is important in the classroom.

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. From the Instructional and Support Resources Chart, the two resources I have chosen are support staff, and community. Some support staff would be the custodians, cafeteria staff, and classroom assistants. I would introduce the custodian to my students so that they know what the custodian does and how they help us to keep our whole school clean. When the classroom is clean, the teacher can focus on teaching while the students are focused on learning. Classroom assistants will help if the teacher steps out, will help make copies, and help around in the classroom with anything that is needed. The assistants help the students develop independent learning skills. Along with school support staff, the community offers many resources that aid in student learning. For example, firefighters, police officers, dentist, and ambulance workers. They are all important in our community. The dentist can come to teach the class the importance of oral hygiene. The police officer will have a big impact on the students. The police will teach the students about being a good citizen and explain the importance of calling the cops when something bad is happening. The firefighters will teach the students the importance of fire safety. Ambulance workers are needed if someone is hurt, they will inform the students on only dialing 911 if there is a real emergency.
- b. One characteristic from the Knowledge of Individual Students on the Contextual Factors Chart is understanding the needs of ELL students in the classroom. The resources that could be used to enhance the students learning would be using technology components such as the Interactive whiteboard and tablet computer. The interactive whiteboard and tablet computer can provide extra help to the ELL student by letting the students hear and see stories in both English and their native language. Listening to audiobooks will help

expand the student’s vocabulary. They can see the words in their native language and hear and see the words in English.

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.