

## **PPAT<sup>®</sup> Assessment**

### Library of Examples – Elementary Education

#### 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. Counselor: In order for students to be successful within the classroom, they must first feel safe within the environment. According to the Support Resources Chart in the community resource section, the counselor counsels, consults, and coordinates with parents and students. They also provide resources within the local community that the school can not. Students can be supported within the classroom once they have all the necessary resources provided outside of the classroom. A counselor spends about 35% of their time with classroom guidance, but all of the other time they are supporting outside of the classroom. They focus on bullying, internet safety, social emotional skills, friendships, and mindfulness. When these topics are addressed outside of the classroom, students can be successful within the classroom.

Base ten blocks: These math manipulatives allow students to visualize their learning with textile objects. One example of using these manipulatives is when students are learning

about place value. When students use base ten blocks they are able to better visualize numbers and parts of numbers. This facilitates good learning especially for a visual learner in the classroom. For example, in a lesson students would learn how to model and write numbers by using base-ten blocks and place value chart.

b. Differentiated Instruction

Differentiated instruction is instruction that is individualized for each student in order for them to be successful as stated in the Contextual Factors Chart. This is done in part by use of an online resource that is provided for the school district. As the Instructional and Support Resources Chart states, this resource is a comprehensive online math curriculum program that creates an individualized education plan for each student as an individual. The program is designed to find and fix learning gaps by working at a student's exact instructional level. It works to master skills and progress in the subject of math. This program is aligned with differentiated instruction because it allows a student to be at their independent level. For example, if a student struggles with math fluency the program will have a student focus on that. This program also allows teachers to watch the progress of their students. It tells the teacher how long a student has been struggling with a problem or how quickly they have completed a problem. The program is also changing so it adjusts to the mastery level of the student because it is constantly assessing the student during their work.

**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. One of the handy resources that I cannot wait to get my hands on is an evidence-based Rooted in Reading program. This program provides teachers with in-depth lesson plans over reading comprehension, writing, grammar, vocabulary, and phonics. Along with the lesson plans are hundreds of worksheets, activities, and projects for the students to complete. This program nearly gives teachers too much in one week to cover, but it is always good to have too much to do, rather than not enough. The other resource that I am excited to jump into is using an online assessment program for students. The students are assessed in the form of games and tests. After being assessed, the students are assigned assessments based on their scores that help them get to a higher level. Although this program requires little teacher interaction, it is one of the main ways we have been assessing across all grade levels this year.

- b. In the Contextual Factors Chart, I mentioned that a majority of the students in my class enjoy sports. Taking that knowledge and combining it with what I learned from the Resources Chart, I would like to implement the community's sports teams into our schooling. While the school district participates wholly in things like homecoming and spirit weeks, I think including higher level sports like college and professional, into their daily lives would catch their attention. Anything from using baseball team franchises as a U.S. Geography lesson, to bringing in a retired college athlete to give their testimony, I think the students would not only enjoy talking about sports and having a guest in the class, but also get them engaged and interested in whatever lesson or point I am trying to teach them.

**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.