PPAT® Assessment

Library of Examples – English-Language Arts

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. Guiding Prompt A
PLC meetings are between various staff members and myself to discuss curriculum in our classrooms. These meetings occur formally once a week on Wednesday's, but we see each other daily and aspects of the meetings may be discussed informally then as well. The 8th grade ELA department has decided to teach the same material this year to help with consistency between classes. These meetings help us to get together and discuss what is happening in our classrooms, how students are responding to material, work on checkpoints and other joint assignments for our classes, and how to alter our plan to best help student learning. I would go to these meetings with two main questions: what are my students doing that show we are on the right track, and how can what the other teachers are doing help me with students that might not be responding well to how I am teaching the material? Because we are teaching the same materials but in our ways, the input of other staff could really help me with students that might not be connecting with

how I am approaching the material. If something works for them, I could try it as differentiation for my own students. It's a great resource to me and my students.

The class set of books supports student learning because it is the main resource within an English classroom. The instructional material vitals in an English class are the books that we give students to read. What I love about having class sets of books is that every student can have a copy and take it home to read. This way they can go at their own reading pace at home. It helps to prevent students from either reading quickly and being bored during silent reading time (SRT) or reading more slowly and note getting through it before having to return the book for the day. I can encourage students to read at their own pace, and I won't feel like I am shaming them by either having to move on or telling them they went faster than expected and need to slow down.

b. Guiding Prompt B.
As stated in the Contextual Factors Chart, I have three students that have been "put on my radar" in terms of some behavioral concerns. These students have been brought to my attention through PLC and PEAK meetings (meetings between teams of 8th grade teachers every month). The use of classroom aides, as mentioned in the Instructional and Support Resources Chart, could help to assess, improve, monitor, and help with these student's learning experience in my classroom. Oftentimes, students with behavior issues need positive and consistent attention. While I feel confident in giving positive attention to all my students, I might run into some problems with the consistency of my attention-giving because of how many students are in my class. This is where a classroom aide could benefit my students. Not only would these students have the attention they may need, but these aides are qualified and certified to specifically help these troubled students. I believe they have a lot to teach me about how to handle and approach situations in my classroom. Not only will they help the students in the moment, but they can help me by teaching by example for other students I will have in the future.

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. It is important to know that it takes more than just one teacher to keep a class running. My school system has a school counselor who comes in to talk to the senior English class occasionally. I see how important it is for these students to feel like they are being heard and have an outlet to discuss things regarding their personal life, class schedule, or their life after college. It is important that as an educator, I am helping my students gain knowledge when it comes to English, but that they are also gaining emotional control.

Another thing that I will include in my classroom is utilizing a virtual classroom. If COVID has taught us anything, it is that anything can happen where something can change at a moment's notice and we must have the ability to adapt to those changes.

b. I have a class of students who are typically slow readers; therefore, that background knowledge goes into my planning. If I have a large and dense section that we must read, I am going to make sure I break the reading down into smaller sections and have frequently discuss what we just read. By using their one-on-one technology, students can work at their own pace on with reading. If students need it read aloud to them, then the technology can do that as well. When we read, it takes a long time to get through the story and even after the story, they do not know what they just read. Using technology like laptops or CDs will enhance student learning by allowing them to access the text and process the information.

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.