PPAT® Assessment

Library of Examples – Mathematics

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. An online math course review service and laptops will be extremely useful this year. Students really enjoy using the math review service to complete their assignments because they are able to see step-by-step solutions to each problem. In addition, they are able to re-work new versions of the same problem until they reach a "Mastery" score. This allows students to learn from their mistakes without penalizing them for making a mistake. I love this concept, and I think it's a fantastic way to increase student confidence and foster a growth mindset—both of which I see as extremely important aspects of a successful classroom. If students are used to mistakes being ok on homework assignments, they will hopefully be more willing to take risks and share their thinking in a classroom setting. Establishing effort as a primary value in the classroom will allow student thinking (including important misconceptions) to be made visible in a way that will benefit all students.

In addition to the math course review service, Laptops are an instructional resource that will be very useful in the classroom. I was recently introduced to platforms that allow whole-class interaction in an online form. If students are all using a laptop, they are able to work through examples with their partners and share their work with the whole class. Responses can be made anonymous, helping to remove a bit of the "risk" of sharing work but allowing the thinking to remain visible. Laptops are also helpful for those students who don't have internet/computer access at home; they are able to complete their online homework with the spare time that we try to include in the lesson plan each day. This resource ensures that no student is left without the opportunity to fully participate in the learning experience.

b. I know that I have several bilingual students in the classroom, most of whom speak Spanish at home. In addition, there are three students who primarily speak Spanish and who struggle to speak/read/understand English in the classroom. One resource that is especially helpful for these students is a full-time translator hired by the school. There are a few translators who follow these students to their classes, one of whom is a Mathematics Education student at a local university. She is particularly helpful to us in the math classes because she can not only directly translate what the teacher says; she can also work through students' misconceptions with them, greatly decreasing the likelihood of one of these students falling behind due to a language barrier. Having so many bilingual students in the same class as these ELL students is a resource in and of itself; ELL students can still actively participate in group discussions in class.

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. My first chosen resource is access to recorded student data through online bank of practice problems. The types of problems are broken up; for example, there are different problems for one-, two-, and multi-step equations, so we can easily view which students have mastered which content. We can then use this data to place students in homogenous groups where they work with a teacher on the type of equation that they need to work on.

My second chosen resource is the interactive whiteboard. With this technology, student work that was presented to the class can be saved to refer to later. This can be valuable because ideas from previous lessons or earlier in the same lesson can be key in helping students recall what they learned previously and to build from previous learning.

b. One resource that supports student learning based on Knowledge of Students is a special education teacher who helps students with disabilities during a separate lab class. Because there are 10 students with disabilities in the class, having a special education teacher with knowledge of strategies to help students in math and provide needed accommodations helps students access the math in a way they couldn't otherwise.

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.