

## **PPAT<sup>®</sup> Assessment**

### Library of Examples – Physical 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. Two resources I selected from the Instructional and Support Resource Chart are very important to the success and support of my K-12 students, especially my students who are in high school. The fortunate aspect of these resources are that the students can access them at any time.

The first resource is the availability of our school counselors. Since we are in such a small district, we have a counselor who floats between districts in our county; our principal serves as a secondary on-site counselor. Our floating counselor works more on the IEP side, rather than meeting with students face-to-face. Our principal is in the school every day unless she is out of the district for a meeting, and she has an open door policy where students can come see her when needed. She plays a big role in the success of seniors preparing for the next chapter in their lives, prepping them for taking the next step in education or getting their first adult job and getting ready for the real world outside of high school. On the other side of the coin, if a student is in need of help via home life

situation or stressed because of a class, she is also there to aid in the best way for each situation. Our counselors are a great resource to support student learning and I could use them as resources in my classroom since the students have a safe, caring adult they trust to help them get through day-to-day struggles and preparing them for the post-graduation world. If I notice one of my students struggling, I have the ability to discreetly send them to see one of the counselors.

The second resource important to the success of supporting student learning is the instructional materials that we provide each student. As a district we keep updated on textbooks every few years, and we provide students with remote devices at a one-to-one ratio. Also, the students are able to use the reference materials in the library whenever they have time to, such as in study hall or activity period. I am able to use this resource to better improve my health class since the textbook we are currently using is only two years old, so it is very current with the statistics and resources available in the scientific community. I look back to when I was at my own large high school, where all of my textbooks were falling apart and were outdated. Since each student in my class has their own laptop, I can implement lesson plans where the students utilize search engines to research what we are learning about in a certain chapter. They also all have the ability to use applications during certain units such as MyPlate/MyFitnessPal for our nutrition unit.

Being up-front and providing these students with these two resources will assist them with day-to-day learning and preparation for when they graduate from our district. With the knowledge that they can come to me or one of our counselors at any time, the students know that they are never alone and that someone has their back, no matter what.

b. A characteristic that I listed under the Knowledge of Individual Students in the Contextual Factors Chart is that many of the students in the district come from working-class and mostly a low-socioeconomic situation. There are outliers to this claim since some families have oil companies in our towns but being able to see how many students are on the free or reduced breakfast and lunch lists backs up my claim. I have noticed a correlation the past two years of teaching in which students who receive these free or reduced meals tend to come into my classroom stating they are hungry or ask me if I have any snacks for them to eat. At this time, since breakfast and lunch are free to any student because of COVID-19, I have seen that comment less often. Besides the free or reduced breakfast and lunch, our school has a program that provides many students with a box of donated food and drinks from the community so these students will have food to take home and eat over the weekend. Also, each office of our grade school and high school, there are boxes of donated hygiene products such as toothbrushes, deodorant and shampoo/conditioner for any student that is in need for these products. By making sure all of our students are fed and getting proper hygiene, this will lead to enhanced student learning. We know that student success in school isn't solely based on students' knowledge and retention of the material we are trying to teach but also whether or not their basic needs are being met. This was noticeable to me when we transitioned to fully remote teaching last year, at the start of the COVID-19 pandemic. I saw several of my students who went from getting excellent grades fall to barely passing because their environment went from the school building to the less rigorous environment of home. By giving students in a low-socioeconomic situation all of these resources, our hope is to give them the best chance to succeed academically while they are with us in this district.

**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. The instructional Technology mentioned in the resources chart included a scoreboard and speakers. This can be used as a tool during warm ups and workouts for doing exercises and resting in certain time intervals. Students find this very helpful because it acts as a guide during certain activities.
- b. In the knowledge of individual students I mention that students past participation in sports varies greatly with some participating in sports for years whiel others have almost no experience. These students who are learning new skills,games, and activites are able to particpate more outside of pe through the intramural sports during school. Intramural sports allows everyone to be involved in a compeititive and enjoyable environment.

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- 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.