PPAT® Assessment
Library of Examples – Task 1 – Special Education

Example Task 1, Step 1, Textbox 1.1.2

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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

> **Step 1: Planning the Assessment**
> **Textbox 1.1.2: Classroom Demographics and Knowledge of Students**
> **Met/Exceeded Standards Level**

a. During instruction, which would be in small groups, I would be sure to include different methods of learning-visual, auditory, and kinesthetic. A learning activity that I would typically do with the group would be to explain vocabulary words to the students. During vocabulary instruction, I will include pictures for each word, with the word prited out for the students to relate to. Students will hear the words and see pictures that match the word, which will help them make more of a connection to the words. Students who do not primarily speak English may have a hard time identifying English vocabulary words, so providing a picture may help them to further understand what the word means by encouraging the students to discover the word means in their language. Giving students the audio and visual connections will also help them to remember the words and definitions. Students then would make their own flash cards to play games with other groups. This lets students expand their communication by practicing English.

b. Many of the students in the class have behavior problems and show little motivation to learn. A teaching strategy I would use for these students would be to find out what their interests are and I would then use this information to create lessons around topics that are motivating. I would incorporate these topics into lessons or use a positive behavior system to motivate the students to learn. The assignment that I would give the students would be a writing assignment where they would choose a topic but the requirements would be the same for all students.

Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:

- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
  - Classroom demographics
  - Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?

Step 1: Planning the Assessment
Textbox 1.1.2: Classroom Demographics and Knowledge of Students
Did not Meet/Partially Met Standards Level

a. My students all have ieps and there are only three students in the autistic support classroom. Knowing this, an instructional strategy would be direct instruction. A learning activity would be eating a snack with 5th graders. This works on social skills and appropriateness.

b. The knowledge would be preferred and non preferred activities as well as rewards. Instructional strategy would be using the rewards during non-preferred activities. For example, if I know a student loves a specific type of candy, I will offer its reinforcement when they participate in a non-preferred activity. A learning activity could be using the candy to count and eating them at the end of the lesson.

Refer to the Task 1 Rubric for Textbox 1.1.2 and ask yourself:
- How does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity designed to enhance learning?
    Classroom demographics
    Knowledge of students
- Where does the candidate justify how each instructional strategy and activity furthers student learning?
- What evidence indicates that the candidate's analysis of classroom demographics and knowledge of students' factors are incomplete?

Suggestions for Use

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 appropriate artifacts for this textbox.