

PPAT[®] Assessment

Library of Examples – Special 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. The first resource from the chart that I would use in my classroom is access to recorded student data. Our classroom has a cabinet that holds each student's personal file. Their file includes their previous IEP's and date sheets that show when their goals were passed off. This information has already proven to be helpful as my cooperating teacher and I have been planning for upcoming IEP meetings. We have been able to look back at students' past goals in order to know what they have already mastered. In my own future classroom, I would also use the access to recorded student data in order to plan for each student's goals and objectives. It would also be very helpful to know what kind of skills I should be looking for maintenance on. For example, when we were looking at one student's file, we saw that she had previously mastered a math goal that we never knew she had the previous year. We were surprised to see that she had mastered this goal because she has been working on a lower level math program this year. This could be due to regression through the summer months and not attending school. The access to

recorded student data can be very helpful in supporting students and their individual educational goals. The second resource from the chart that I would use in my classroom would be instructional materials. For example, the district where I'm placed is implementing the Science with Engineering Education (SEEd) Standards so I can go to their website where they have K-5 resources and STEM lessons and materials. The district provides the school with some sort of curriculum to use. This is extremely helpful for teachers when they are making lesson plans that will align with their students' individual goals. I will be able to support student learning by using the curriculum programs provided by my district in alignment with my students' goals and objectives. Curriculum programs are easy to use because they show the teacher exactly how to implement activities for student learning. When using a curricular program in conjunction with additional resources and activities, students will be able to reach their goal as well as generalizing their skills.

- b. All of the students in my life skills classroom need extra supports in math, ELA, and science. All of these students have goals in their IEP that address their unique learning needs. Because they have this academic need, it is important for them to receive specialized and individual instruction. On the Instruction and Support Resources Chart, I discussed the support staff we have available in our classroom. Our school has employed resource aides, behavior aides, and life skills aides. The presence of these aides in our classroom enhances student learning by allowing them to receive more one-on-one instruction than they otherwise might if they were in a general education classroom. Our students need intensive interventions in order to understand the material in math, ELA, and science. Because our school has employed multiple individuals as aides, we are able to have students work in either small groups or one-on-one with an aid. By doing this, students can receive instruction that is more tailored to their specific learning needs. It also allows for students to have instruction provided to them that is directly aligned with their individual education plan and goals. This will enhance their education because it will be a much more focused approach than having one teacher who oversees attending to all of the students in the classroom all the time.

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 document camera is a great resource that can support student learning by helping students be able to see a document or something that was brought without having the students touch the item. This is specifically important during this time due to the pandemic and students not being able to share items without it needing to be cleaned

first. It also helps the students who may have a visual impairment by making the item bigger on the screen. Another resource from the Support Resources Chart that I actually already use in my classroom to support student learning is the Speech and Language Resources. Our class has the school's speech pathologist come in every day for about an hour and a half and works with each of the students for a bit.

- b. Based on the knowledge that Student M has a very soft voice and is difficult to hear, a microphone would be useful to make it so others can hear the student while presenting. This gives the student the opportunity to share at his own volume level and engage with the class better.

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.