

**PPAT® Assessment****Library of Examples – Task 1 – Elementary Education****Example Task 1, Step 2, Textbox 1.2.1**

Below are two examples of written responses to Textbox 1.2.1 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 2: Resources and Procedures****Textbox 1.2.1: Available Resources to Enhance Student Learning  
Met/Exceeded Standards Level**

A. In the classroom students are familiar with using a class portal webpage, according to the Instructional and Support Resources Chart. This is an interactive site that allows the teacher to set up pages based on the information that is being covered in the class. Since the students are accustomed to using this program, I decided to incorporate it into my teaching. I am teaching my unit on European Explorers and, everyday students will access the class webpage and click on the explorer that we are studying. They can read informational texts and watch videos related to the explorer. They also can take practice quizzes and test their knowledge for the content that was taught that particular day. By using the webpage students are exposed to the use of the computer and are gaining valuable workplace skills.

Another example, according to the chart, a Title I Math Specialist is in the classroom during math instruction. I have been team planning my lessons with the math specialist to make sure I am meeting all the educational needs of the students. We will develop a lesson and then, she will take the lesson and modify it to meet the needs of the children she is working with. She also is great asset during warm-up activities and during small group instruction.

There are numerous students in the classroom that are below a 3rd grade reading level according to the contextual factors chart. A resource that is available to all students is the [Product name] enrichment program according to the Instructional and Support Resources Chart. [Product name] helps to supplement the teacher's direct instruction in reading. Most of the students in the class enjoy using this program. It teaches and reinforces skills that are essential for reading comprehension and language development. The content is presented to the students in the form of a game. In the classroom, we strive to utilize the program at least three times a week. The program can help students that are performing below level to increase their reading skills over time.

**Refer to the Task 2 Rubric for Textbox 1.2.1 and ask yourself:**

- Where does the candidate describe how each of two instructional resources could be used to support students' learning needs?
- Where does the candidate describe how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning?
- Why is the evidence that connects available instructional and support resources to student learning logical?

**Step 2: Resources and Procedures**

**Textbox 1.2.1: Available Resources to Enhance Student Learning  
Did not Meet/Partially Met Standards Level**

1. I would use the STAR report to help student understand and watch their progression through reading and math. What areas in each subject they would need to work on. They would have the opportunity to share this information with their parents.

2. PTO would be used to help find peer and parent tutoring.

B. I would use the Parent and peer tutoring to help the students who are not able to be in the classroom stay caught up with the classroom work. I would use this program for the students who are in TAG and with IEPs.

**Refer to the Task 2 Rubric for Textbox 1.2.1 and ask yourself:**

- Where does the candidate describe how each of two instructional resources could be used to support students' learning needs?
- Where does the candidate describe how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning?
- Why is the evidence that connects available instructional and support resources to student learning 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.