

PPAT® Assessment**Library of Examples – Task 1 – English Language Arts****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. The one curricular program that is the best go-to source for help with instructional strategies is the [product name] website where there are advanced placement program pages are located for students and professionals. As this site is specifically for students on the college path, it is also one that has a vast amount of resources for the instructor. The use of the site as a resource includes lesson plans and units, activities and also communication opportunities with other educators who may be or may have experienced issues with teaching advanced placement courses. One of the best resources is the sample syllabus pages where the instructor has a chance to see what exactly the courses call for when adding more rigor and then can compare what they have planned for that particular unit of study. It can also be used for supplementing the instructor's own lessons with activities and projects that other advanced placement teachers have used successfully in the classroom.

Instructional technology can be used in the class room in many ways. Teachers can differentiate quite easily with sites such as [Web site] and [Web site] where the level of difficulty can be changed within the website to make it easier or harder depending on the student. Also, video sharing sites are available for those without the necessary equipment to actually use school provided tablets and projection equipment. It makes looking for an adapter to link technology a non-factor in making sure things run smoothly in the class room.

B. Chosen characteristic and factor: Approaches to learning and support staff

A literacy specialist, who is a part of the support staff could be consulted on the best way to differentiate lessons for those that are auditory, tactile or visual learners. Some students in this class prefer to listen to audio books and not read at all which makes it difficult to get them to actually pay attention in class. A literacy specialist could give pointers on what to do to make the class room reading more appealing and interesting.

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 clear?

Step 2: Resources and Procedures

Textbox 1.2.1: Available Resources to Enhance Student Learning

Did not Meet/Partially Met Standards Level

I would utilize the media center so that students could work on projects or writing assignments during class times. Some students do not have the ability to go online at home. I think it is very important to provide them with some time during school in order for them to successfully complete these types of projects.

Based on the students' success with mnemonics, I would utilize more mnemonics in order to enhance student learning and retention.

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 ineffective?

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.