

PPAT® Assessment**Library of Examples – Task 1 – Physical 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.) The first resource I would use in my classroom is the Occupational Therapist. In physical education, we will have opportunities to teach students who have a physical disability, which can be a challenge when the student is integrated into the regular classroom. Having an occupational therapist in the classroom to assist would be wonderful. They can help with ideas to get this student involved, work with this student throughout the class, and will know the proper equipment to use. The occupational therapist can also help teach me as the teacher on what I can do with this student to help improve mobility, etc. The next thing I would use is the tablet on a projector. This would be a great resource to incorporate technology into the physical education classroom. Physical education teachers sometimes struggle to incorporate technology, but this will enhance the student learning and give the teacher more options. The teacher can do warm-ups, dance activities, motor skill activities, fitness activities, etc. Using the tablet and projector in the classroom provide teachers with tremendous opportunities to add creativity to their class.

B.) The fourth grade boy that has autism has a paraprofessional aide that would be able to help me find ways to get him to participate in the activities during class. Aside from his parents or guardians, she would be the best person to talk to about it with because she works with him on a daily basis in every class. She will have her own strategies for getting him to participate in various classroom activities that I could potentially carry over into the physical education class.

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

One resource I would use would be the local Technical Institute. I think I could have a representative from the Med/Fire Rescue Department come and talk to the students about the importance of knowing CPR. Having an EMT speak to the students about how knowing CPR can be the difference between life and death could be an important concept for the students to know.

I could also have the school's drug and alcohol counselor talk to the students about the effects of drugs and alcohol. The students have heard in previous classes that drugs and alcohol are bad for them, but I think the drug and alcohol counselor could give the students important information as to why and how drugs and alcohol are dangerous.

I could have the school police officer come in and speak to the students about how their decisions they make now will have an effect on their futures. A few students in the class have experienced In School Suspension (ISS) or Out of School Suspension (OSS). I think having the school officer discuss decision making with the students could help some of them think more about the choices they are making now.

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 limited?

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.