

PPAT[®] Assessment

Library of Examples – Physical Education

Task 1, Step 2, Textbox 1.2.1: Getting to Know Your Students

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 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 1.2.1

- a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.
- b. Using one student's completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision

Example 1: Met/Exceeded Standards Level

- a. One of the survey items on my Getting to Know Your Students activity reads, "When it comes to reading, I do not want to read aloud to the class." Based off the six responses from my students, (on a one-to-ten scale, with one being the strongest level of agreement), the class average was a three. This information influenced my whole-class instruction by informing me that the best practice for them to retain and succeed in this class would be for me to read aloud to them from the textbook. Either way, how the class responded to that question was going to influence a whole-class instructional decision. If they would have been more comfortable with reading silently or aloud to each other, I would have incorporated that into my instruction in some fashion. That is why I gave them this short questionnaire the first day of school. The rationale behind the decision is because with an average score of a three on that question, I didn't feel I would be doing a disservice to the students by forcing them to read aloud or to themselves. I was afraid they wouldn't comprehend everything that they read by themselves so this evolved into having open classroom discussions while I read. From

these discussions, we can listen to each other and get different perspectives from everyone. I can also inform them of the importance of a section or infographic which most students would have glanced over, and, lastly, analyze a topic more in-depth. During our nutrition section, we are going to analyze MyPlate heavily and create an individual project based on it. One of our standards that is covered in this lesson is taken directly from the [State] Model Curricular Standards for Health Education 2018, Standard 8.4 (Nutritional Goals). By comparing what the students consume throughout the week, we are able to make nutrition goals in the form of a meal plan that will create to hit the goals.

- b. From my Getting to Know Your Students activity, the very last item says, "Tell me something unique about yourself and one thing I can do during this year to help you best succeed." One student, who will be a focus student, responded with the selection, "To best succeed, I really struggle with studying for exams, especially long answer questions. So if we could take extra time as a class, which would really help me." From this response, I was influenced to incorporate an instructional decision for this student by creating a study guide with some essay questions, along with the textbook questions at the end of the chapter. Once they have completed their study guides, we as a class walk through them together and have open discussions over the essay questions to better prepare this particular student for the exam. If I notice that they are not participating as much because they are not understanding the question, I tend to ask them an individual question and talk them through it. If I still feel my one student isn't understanding the content as well as I want them to, I have them stay back and we work one-on-one even more after class, since that student's next class is a study hall.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The results of my survey showed that the class overall enjoys a variety of different spors/games anging from things like ultimate frisbee, football, and tennis. Having this information would lead to include units for several different sports so that everyone gets a chance to play their most enjoyed sport with the class. This would also be beneficial to the entire class as many students would get to learn new games and skills that may not have been exposed tobefre.
- b. The sample I am submitting for my student interest survey shows that this particular student likes guitar and probably music. knowing this I would integrate music into warm ups or workouts. Music is a great way to motivate students in general but works even better when students enjoy music.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

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 appropriate artifacts for this textbox.

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