

PPAT[®] Assessment

Library of Examples – Special 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. After providing the “Getting to Know Your Student” activity to my student’s, it quickly helped me understand what sort of levels they were at academically. I started off by listing a few categories on the board and asking the students what their favorite food, drink and color was. I got a lot of blank stares and I don’t know answers. I then tried sharing my favorite things with them. I told them that my favorite food was pasta and that my favorite color was green. I hoped that this would help their wheels start to turn. I could tell it helped a little bit but they couldn’t process really what their favorite things were.

I decided to try the other get-to-know-you activity that included options and categories. Rather than twelve blank boxes with categories. There were now only four boxes that included categories and then pictures of options for each category. When I let my students fill out these worksheets, they were able to circle and color their favorite option from that list. The food category included, ice cream, tacos, donuts and pizza. They got to

circle which one was their favorite and then try and draw a picture of it if they wanted to. This activity helped me realize that my students need options and examples to help them be successful with their work. I am going to use this to my advantage and provide lots of picture boards and cut outs for them to choose from. If my student doesn't know how to respond or participate, I can put two pictures in front of them and tell them to pick one. I have put a lot more pictures up with my calendar time. Instead of having the word sun and the word cloud, I have a picture of a sun and picture of a cloud so they can tell the difference between the pictures and match it to what they see outside. I am also going to use a picture board in my classroom that will allow my students to have options to pick from. My students are still at the visual learning stage and this is the best way I can provide material for them.

- b. One of my student's is less talkative and his family only speaks Spanish at home. I noticed that when we were going through the student survey that sometimes he would say one of the words in Spanish. This helped me realize that he probably does understand some of what I am saying but he might understand more if I provided the options in Spanish and English. If I were to provide each food option in Spanish and then translate it to English for him, it might make it easier for him to understand what I am teaching.

Understanding this student's background and culture will help me provide a better learning platform for my student. I don't need to learn the language fluently in order to help him better understand English. This getting to know you activity is a perfect example. If I take two or three of the options from each category and figure out the words in Spanish for them, then my student has a better chance at knowing what he is picking so we can better understand his likes.

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. In my Getting to Know You activity I chatted with my students about their favorite hobbies. I got to find out a lot of things my students are interested in. In my day to day instruction, I use a lot of scenarios and role play to teach a lot of different life skills. Now that I am aware of my students likes and hobbies, I am able to target some of those scenarios and role play situations and make them revolve around things my students like. For example, one of my students enjoys watching animated movies. I can use animated movie scenarios to help her learn different skills like helping out friends, learning about emotions, and the value of working hard to get the things you want. By making my lessons relatable to my students it will keep them interested and engaged.

- b. One of the questions I asked in my getting-to-know-you activity with my students was what their favorite candy was. I included this question because in Special Education we use candy as a reinforcer every single day. Using reinforcers is very important especially for students with disabilities because it gives them a reason to complete assignments without distractions and maintain good behavior. If I know what candy my students like the best, then I am able to provide that to them to help them stay motivated to do their work. The student I chose for this picked chocolate as her favorite candy. Because I know this is her favorite, I know it is something she will work for. For the most part in my class students are doing 1 on 1 instruction with a teacher so this student is able to have her chosen reinforcer available to her at all times.

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.