

PPAT[®] Assessment

Library of Examples – Physical Education

Task 1, Step 2, 1.2.2: The Focus Students

Below are two examples of written responses to Textbox 1.2.2 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 1.2.2

- a. Describe each identified Focus Student’s cultural and linguistic assets, lived experiences, and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.
- b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.
- c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.

Example 1: Met/Exceeded Standards Level

a. My first identified student, who will now be identified as FS1, is a freshman in high school. She is a Caucasian female, who lives in a nuclear family household. She has lived in the same town her entire life. Academically, she could be subjectively considered one of the brightest freshman student out of the six students in the class. She has the highest GPA, participates the most in extracurricular activities and partakes the most in classroom conversations in Health class. Her learning needs are mostly based on motivation to complete her assignments. She has told me several times that her electronics, such as her

cellphone, are a big distraction at home. My FS1 contributes by being the most vocal about her own life experiences while we have open classroom discussions over what we just read in our textbook. Some of the other students in the classroom are more reserved, so having my FS1 has been very helpful getting these other students to open up a bit.

My second identified student, who will now be referred to as FS2, is also a freshman in high school. He is a Caucasian male who also lives in a nuclear family household. He was in a foster household until he was three years old, after which he was adopted by his current parents. My FS2 struggles with school because he has been diagnosed with ADHD, so it is a challenge for him to remember what homework assignment is due and when. FS2 also struggles with being able to focus in the traditional classroom setting.

Academically, he excels in classes that are not "traditional," such as my P.E. section of the class, Art, and Welding. As previously stated, this student's learning needs are that he struggles with focusing on the task at hand. Therefore, in his core classes, he needs assistance in writing what he needs to do in his journal to take home and a para-educator to assist him directly in a few of his classes, such as math class. My FS2 contributes to the learning environment of my class by also willing to communicate about his life experiences such as his nontraditional upbringing, how he works through his ADHD, and the at-home expectations of working on a farm. His conversations help other students and myself open our eyes to a different perspective than what we are accustomed to.

b. For FS1, an instructional strategy she can do is to have a journal that shows, on a nightly basis, what worked for her and what didn't when it comes to productivity. She can show me on a consistent basis what she wrote and I can provide feedback and suggestions. A learning activity that we could create together is making a Google Doc that is of her schedule of classes and what assignments she needs to complete and when. By making it sharable, I can aid in making sure everything is complete ahead of schedule instead of last-minute. Based off of performance and participation my class, she is academically the best in her class of six, and her GPA is also significantly higher than the rest. That being said, she needs more help in life skills (executive functioning) than in learning needs. Where she struggles is in time management to get her school work done. She comes from a blue-collar family where school isn't the highest of priorities. She plans to go to college to be a radiologist, so I am trying to get strategies in line so she can succeed at the next level.

c. FS2 needs more basic support than enrichment in my classroom. If we are keeping a nutrition log, he can use pictures of what he consumes every day instead of a write-up; this can, therefore, be a learning activity he can use. A possible instructional strategy for this student would be to use voice-to-text technology so he doesn't struggle through writing what he is thinking. When he verbally communicates, he does well, but when I have him write anything longer than a paragraph, he struggles and cannot put his words onto paper. My FS2's learning needs are much higher than my FS1. His challenges are to stay focused through an assignment and his abilities to write what he is thinking affective are lacking. By using pictorial representations and voice-to-text, this plan will aid him in the reflection portion of any assignment. I know his lived experiences are different than the rest of my class, so I also need to be flexible with him regarding due dates, in order to give him the best chance possible to succeed.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

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

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?

- Where does the candidate explain how each of these two students contributes to the classroom’s learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs?

Example 2: Did Not Meet/Partially Met Standards Level

a. Focus Student 1: This student has just moved to the US from Mexico, speaks almost no English, and is mostly able to follow with class instruction with some translation. This student is always willing to participate give their best effort.

Focus Student 2: This student is overweight and very hard to motivate. They have never been physically active and are typically hesitant to participate.

b. With focus student 1 I would want to create a workout where we learn the names of exercises in Spanish so that the class will have to remember certain keywords so they know what to do when I give commands. This will put students on higher alert because they have to focus more so they are doing the right movements.

c. To encourage participation for focus student 2 there will be certain units such as badminton that are simple yet require more skill rather than physicality. Other units can also be slightly altered to make participation easier for everyone

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

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

- Does the candidate identify each Focus Student’s cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom’s learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs?

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.