PPAT® Assessment

Library of Examples – Math

Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3, Textbox 3.1.3

a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.

b. How will these learning activities address students' strengths and needs?

c. How did your class demographics inform the design of the learning activities you chose?

Example 1: Met/Exceeded Standards Level

a. There are three different types of learning activities I will implement in my lesson. One activity is open discussion; I will discuss the bell ringer and lecture as a group discussion in order to have constant student engagement. A second type of activity would be the exploration types of angles, characteristics of the type of angle, and make conjectures about angles. The third learning activity is group practice. The students will use discussion at the tables to do the guided practice problems at their groups and on their dry erase boards. This encourages and promotes cooperation, flexibility, and respect between classmates.

b. Within the different learning activities, there are student strengths and needs that should be addressed. For the open discussion, every student that has a particular strength in math will address it to the class. Also, student strengths in math can allow students to speak up and guide the class in the right direction by giving input. For the student needs in this activity, it should be addressed that there will be students that are slower and will need time to think and listen to the discussion. With the exploration activity, there are student strengths and needs that will be addressed. Student strengths will be challenged in problem solving by allowing time to conjure scenarios and hypotheses. Student strengths in guiding and teaching other students will be exemplified through supporting their partner. The student strengths with knowledge can guide students as they work

together. With the needs, students who are slower are accommodated with the one-to-one activity and partners.

c. The classroom demographics do have an effect on how the class will perform during a lesson. The classroom demographics in the class I will teach consist of mainly Black students with a few Hispanics and Caucasians, boys and girls, low to middle-class families, and are seventh graders. All the students I feel are masters of basic mathematics so they have knowledge to speak in discussion. Open discussion provides a level of respect and trust between students and teacher; students are mature enough to be civil. This age range includes thinkers and explorers, so the activity allows for problem solving and exploration which shows their maturity. In addition, the students need to explore instead of being lectured. At this age, students need excitement for their focus on a lesson versus just being talked to about the content.

Refer to the Task 3 Rubric for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

Example 2: Did Not Meet/Partially Met Standards Level

a. The learning activities I plant to implement in this lesson are homework and worksheets. This learning activity provides several examples for students to see patterns and practice using concepts.

b. They will address student strengths and needs because after grading them I will easily be able to tell what parts of any algorithms they keep missing and reiterate that to them when they get their papers back.

c. I chose homework from the book so students can also use their book as a reference. This is for the two students I have with IEPs who may struggle to remember concepts and need another place to look for help.

Refer to the Task 3 Rubric for Textbox 3.1.3 and ask yourself:

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities ineffective?

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.