PPAT® Assessment

Library of Examples – Special Education

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. The learning activities I will use during this lesson include introducing the lesson on the whiteboard via Direct Instruction. I will use the computer to project a worksheet onto the board. I choose three items from the grocery store that I want to purchase. I will model the steps to complete the problem. I will then use Guided Instruction and use a pre-made worksheet on the whiteboard. Every student will help complete the next step. Finally, students will create three pretend items they want to sell and draw a picture of their items and place a value of $9.99 or less. Depending on their educational needs, students will indicate which item they bought, the actual price, the dollar up/dollar more amount as well as the actual grand total and dollar up/dollar more amounts for their items. The Students will continue this until they are finished with their worksheet. Based on students' educational needs, the number of items they purchase as well as the number of problems will vary.

b. The learning activities address students' strengths in various ways. One, this lesson compliments the students' creativity. When working with Special Education students, learning activities have to be meaningful and have an aspect of fun incorporated into the lesson. The second way is the students' ability to correlate lessons from the classroom into real life experiences. The dollar up/dollar more method is a 'real world' skill the students will be able to use outside of the classroom. Allowing students to create their

own items to 'sell' lets them use their imagination. This lesson also addresses students' needs to be more independent. One of the main goals of working with students in a Self-Contained Special Education classroom is teaching independence and life skills. Many students who are in this classroom will not be able to live on their own because of their disabilities. This lesson allows them to feel a sense of independence by purchasing items independently.

c. Classroom demographics informed the design on this lesson because students are learning life skills they can apply to the 'real world'. This lesson teaches students skills they can use outside of the classroom which is very important. This lesson is also centered on classroom demographics because this lesson makes buying an item from the store as simple as possible. I say this because students do not have to worry about the cents associated with an item, only dollar bills. Modifications are key to having Special Education students be successful and this lesson utilized modifications to assist students with being more independent which allowed students to achieve their learning goals. It further addresses classroom demographics because students are being educated in the ways they respond to best.

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. During the anticipatory set, students will complete the warm up with their group/table. Students are able to collaborate and work together. During the guided instruction, the students participated in an activity called showdown. The teacher has a set of cards 1-12. The teacher will call upon students who are seated quietly to choose a card 1-12. The students will have 30 seconds to complete the problem independently. Once the students have completed the problem, they will show their board to the instructor. This allows the instructor to monitor the students and keep them engaged.

b. During the second activity, in guided instruction, the students are practicing what they have learned and showing the instructor. The instructor will monitor the student's comprehension during the activity seeing which students are quickly finishing and which students are struggling. The instructor will give additional problems to the early finishers and provide assistance or time to those who need it.

c. During the lesson, I stayed on top of students who easily get distracted. Students who were on task were acknowledged for their positive behavior and received a ticket (classroom point system). Students who may have been off task noticed their positive behavior and modeled it. Students remained engaged during the entire lesson. Select students were given additional time for writing. Students also received verbal and written directions.

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.