

PPAT® Assessment

Library of Examples – Early Childhood

Task 3, Step 1, Textbox 3.1.4: Materials, Resources, and Technology

Below are two examples of written responses to Textbox 3.1.4 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 3.1.4

- a. What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- b. What types of technology do you plan to use in your instruction?
- c. How will your chosen technology enhance your instruction and student learning in the lesson?

Example 1: Met/Exceeded Standards Level

- a. As listed in my lesson plan artifact, I am using simple materials to support my instruction. With the exception of a few materials, most of my material are handmade. In addition, I will use the math coach located in our building as a resource to support my instruction. It is through this resource I will gain more knowledge of what is expected with kindergarten's curriculum program and how I can better teach the concepts expected of state standards. My rationale for choosing these resources was there are simple manipulatives that can be created to reinforce this concept over pricey store bought materials that do that same thing. My rationale for using the school's math coach is to gain expertise and knowledge from an outside source. She can provide me with planning tips, differentiation tips, and possible hands-on activities that I am not aware of.
- b. While planning this lesson, I will acquire ideas for my learning activities by utilizing appropriate Web sites on the computer/internet. I plan to use technology by introducing the song that coincides with book through the use of the Interactive white board. I also plan to use the computers as a center for early finishers or students who are struggling. It is in these centers that the computers will be set to predetermined sites to help reinforce

the concept of counting 1-5. An example of such a game can be found at various appropriate Web sites. The listening center will also be open where students can have the story read or sang to them, via various audio and video-sharing sites.

- c. My choice of technology will enhance my instruction in that by surfing the internet it opens up a wide range of resources that are not readily available to me any other way. I am able to see and receive immediate feedback on whether the found method works or how to modify. I can do this without personally doing trial and error and wasting time in my classroom. My choice of chosen technology will enhance student learning in this lesson by, engaging all types of learners. It is through the use of the Interactive white board I can introduce the video to the song that coincides with the book. This type of instruction will reach the auditory learner as well.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology **effective**?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Food is an especially strong motivator in this group of students as students often complain of hunger (students are offered a free breakfast before school, but many opt to play on the playground or do not come in time to receive it). Similarly, it was important to incorporate movement (both on the carpet and transitioning to/from tables) and fun stories into the lesson to keep student attention in a positive manner. Simplistic lesson sheets were important to continue the scaffold used in previous lessons. The grids shown on these sheets gave students enough space to easily place their manipulatives, while also enabling us to quickly show 1:1 correspondence by matching up the sets and comparing which has greater or fewer. Pencils are an important tool as students struggle with fine motor strength and need additional practice writing numerals. The puppet is a fun support intended to keep students engaged as I model several times during carpet and guided instruction. Students may progress to telling anecdotes about the puppet during pair work, giving them another social cue with which to connect with peers.
- b. The technology used in this plan is an interactive white board with supporting document camera.
- c. This technology will enhance instruction and student learning as all students will be able to clearly see the modeled lesson sheet, both on the carpet and at their tables. This tool allows students to practice guided instruction at their tables because the document is magnified.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.4 and ask yourself:

- What rationale does the candidate provide for the use of materials and resources, including technology, to enhance instruction and student learning?
- Why is the analysis of materials, resources and technology **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.

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