

PPAT® Assessment

Library of Examples – Math

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. There are a few materials and resources I will use for this lesson to support instruction and student learning. A material that I will use is a digital version of the student workbook. I chose to use this because I think it is beneficial for students to see a version of their paper on the board. It is also easier for students to pay attention and follow along if they know exactly where we are at in the workbook. When I project the digital version of the workbook on the Interactive white board, students will be able to model what I am doing on the board on their own paper. A resource I am going to use for this lesson is the teacher version of the workbook. The teacher version has all of the answers to the problems along with ways I can supplement the material for the students. The teacher manual is a great resource to use when trying to come up with various ways of explaining the content. In particular, the teacher manual I used for this lesson clearly outlined the learning goal for this lesson. It outlines what should be taught during the lesson. I find the materials and resources I used for this lesson benefitted student learning and instruction.
- b. There are two types of technology I plan to use in this lesson. First, I plan to use an Interactive white board with an interactive notebook slide presentation to project the

student workbook onto the board. Another piece of technology I am using for this lesson is calculators. Since the students are learning how to calculate markup and markdown problems, they are required to divide numbers which result in decimals. To save some time in the classroom, I am allowing students (and myself) to use calculators to find the answer quickly.

- c. The two types of technology I chose for this lesson are Interactive white board with an interactive notebook slide presentation and calculators. By choosing an Interactive white board and an interactive notebook slide presentation, students will be able to follow along easier and model what I am doing on the board. This is also good for students who choose to write their own notes because they will be able to visually see the lesson content instead of just listening to find out what is going on. The other piece of technology I chose for this lesson are calculators. Since the students will be multiplying and dividing decimals, I am allowing them to use calculators to find an answer quickly. I support the knowledge of long-hand multiplication and division, however, I know how time consuming it can be. Students need to be able to get the answers quickly so I can teach them as much information as possible during the class period.

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. I will use the book and worksheets from math websites to support my instruction and student learning. They will help support student learning by providing solid examples for students to practice problems.
- b. The only technology I plan to use for this lesson would be a calculator and an overhead projector to project the notes and examples I teach.
- c. The technology will help enhance student learning because instead of students having to see the chalkboard or through the chalk dust, they can look on the projector screen. The calculators will allow students to find factors of each number quickly.

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?

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.

