

## PPAT® Assessment

### Library of Examples – Social Science

#### 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

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

#### Example 1: Met/Exceeded Standards Level

- To complete their study guides, students will be asked to get out their Unit 15 Sections 1-4 guided notes. The study guide goes in the same order as the guided notes, and the students' responses should be drawn from their note packets. For students with IEPs, they will be given the option to use a tablet from the class set to access an online Classroom with all of the Unit Presentations during the review session. Besides this, I'll be moving from group to group, guiding students on where to search for study guide answers. This will be done in a way to model to the students how to find answers.
- The technology that may be used in this lesson include electric documents that can be shared, on-line Classrooms, Microsoft slide presentations, tablets, and an Interactive white board. Other forms of technology will include the study guides and note packets that the students will use.
- A word processing program will be used to display the study guide. This will enhance instruction and student learning by providing a visual to students rather than just explaining the questions. For students who are visual learners, being able to see the questions while I explain is more helpful than having to listen. The on-line Classroom and

presentation slides will be used to help the IEP students fill out their study guide, which they will access with the tablets. The on-line Classroom serves as a familiar medium for the students to pull up the presentation slides as they look to complete the study guide. This will help visual learners as they recall the concepts that were covered and the accompanying photos on the slides presentation help explain the concepts and serve as hooks. By utilizing this technology, students will be able to recall and apply content.

**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. The materials that will be used are access to the program that the high school uses that allows students to view assignments, grades and email faculty members. This program will be used so students can access the primary sources and other readings. This program will also be the place where students can submit their work for grading. Students also have a worksheet to reference the daily bell work. This will be used during the beginning of class just like every other day. The computers, projector, white board and exit tickets will be the last of the material. Students are able to view the projector for instructions on where to find the readings and follow along during the discussion. Students will also be using primary sources that were retrieved from The Library of Congress website.
- b. The technology that will be used are laptop computers that almost every student has on hand. My own personal computer that is used during instructions and discussions. My computer is usually connected to the projector that allows students to view what we are doing as well as where to find certain information. c. Students are always connected to technology, so utilizing this allows educators to connect with them on some sort of level. The computers also allow teachers to cut back on paper and track multiple student progress over multiple assignments and assessments.

**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.