

PPAT® Assessment

Library of Examples – Special Education

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. I decided to bring in a novel that the students would be unfamiliar with to help demonstrate the value of words in communicating. I thought it would be a great way to demonstrate the importance of the lesson while giving students exposure to a book they haven't read. The book Frindle was the resource of my choice for this lesson as it provides a character that the students could connect with, Nicholas, a 5th grade student in his English class. They were able to see a student make an impact just with one idea about how words were made. To promote student thinking and an opportunity to connect even more with the book, students were tasked with creating their own "frindle." To do this, students just needed a pen and paper, but from that were able to create their own version of what happened in the book. This was a great way to personalize the content to themselves and did not require a lot of extra transition time for them to prepare their materials.
- b. Students will complete the task and learning activity for the lesson with just a pen and paper, but to allow for smaller groups sizes I will only be working with half of the class at a time. Students who are not working directly with me in teacher-led instruction will have

access to their laptops to participate in a virtual program where they will be engaging in decoding and basic reading skills practice activities. This will help students to engage in a meaningful activity while working in small groups where I am not able to work one-on-one with the students. This type of structure works well in my classroom because I have a paraeducator who can monitor those students I am not working with directly. Students are also able to access their virtual workbooks, specifically the worksheet where we completed a multiple-meaning word web, discussing how the word "mean" has multiple meanings and definitions.

- c. I decided to keep the technology within the lesson itself basic, choosing to use just paper and pencil for those students who are participating in the teacher-led instruction. In making this decision, I wanted students to focus more on their thought process and the strategies/skills to be learned from the learning activity than on more high-tech technology that could distract from the activity. Students were able to use the learning tools to best focus on the most important aspects of the learning activity and work together to learn and apply strategies, deepening their understanding through student-to-student interactions.

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. my unit plan : I made a student version of my unit plan for the students that gives them the general information without my teaching notes, This is a guide they can use during written assessments and where they have to fill in blanks. I chose to provide/ create this with and for the students to aid them in memorizing what we already talked about, since there are 2 to 4 days between blocks. For learning style: I chose audio visual and kinetic aspects for my resources because of the versatile nature of my students and the way they learn. Repetition: I chose information that repeats itself to make sure that no matter what disabilities my student has they will be able to get an AHA!-Moment.
- b. The interactive white board, video, learning gaming site and tablets for early finishers to be used.
- c. smart-board: used as "blank canvas" for student answers and Ideas, also used to display unit plan and worksheet to give a visual for unit plan -blanks and math work to be done.(visual/ kinetic) Video, the music and the information are displayed in a way that connects with audio visual learners. Tablet: individual use of learned information/ fact finding. (Self-awareness of abilities.)

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.

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