

## PPAT® Assessment

### Library of Examples – Special Education

#### Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 3.2.1

Focus Student 1:

- a. Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- a. Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

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

- a. Focus Student 1's strength is in math compared to other academic areas. So far, he has enjoyed all of our math units and lessons and has made progress on all skills introduced. I anticipate that he will be eager to learn this new skill and will work hard to learn the process. He accepts challenges, doesn't become easily frustrated when he is having difficulty understanding a new concept, and is willing to practice the same skills

repeatedly until he has mastered them. The challenges he will face is that his rate of learning is slower than his peers and he has difficulty remembering all steps in a multi-step process. This will need to be monitored closely because multi-digit multiplication involves several steps and uses multiple operations. He often requires extra sessions for guided practice and multiple opportunities to practice skills before he is able to meet learning goals. He also has language-processing deficits and does best with shortened lessons and with directions that use only key words. This student has not mastered all of his multiplication facts which will make it very difficult to reach the learning goal.

- b. FS 1 will move to the small group instruction area with the para-educator once the 2 digit x 1 digit portion of the lesson has been taught during direct instruction. The student will then receive an additional review of the process with the para-educator and extra, guided practice opportunities. This will give the student extra time to learn with problems at his instructional level. FS 1, will be provided with 2x1 digit multiplication problems for all learning activities. This student's mini anchor chart will be modified to include his personalized instructions. He will also be provided with a personalized multiplication table listing only the facts that he has not yet memorized. Also, the language the teacher will use during the explanation of the process for modeling and guided practice will be modified by saying "1. multiply the ones, record, 2. multiply the tens, add, and record" due to this student's language impairment needs. He will always rejoin the group for all whole group activities so that he will remain a valuable member of our classroom community. During the independent practice activity, this student will receive increased monitoring to check for continued understanding.
- c. The evidence I will use to monitor the progress for Focus Student 1 will be the results obtained from the pre-assessment and the post lesson independent practice worksheet. It will also be critical to monitor this student closely through direct observation during all of the guided practice sessions to ensure that he is correctly applying the steps and process to complete the problems without practicing errors.
- a. Focus Student 2's academic area of strength is also math. This student is very confident, enjoys learning new skills, and loves being challenged. She is very motivated and shows excellent effort in class. In the general education classroom, her teacher reports that she actively participates in all lessons and has had exposure and demonstrates partial understanding of many of the grade level math skills. She has also learned all of her multiplication facts. This student is making very good progress in the special education resource room too but is still performing about one grade level below peers. So far, she has eventually been able to learn the math concepts taught in the general education curriculum, however she still requires individualized instruction in a small group setting with extra time to review and practice the skills in order to make that progress. Because of this history I anticipate that she will require more review and practice than her general education peers, but less than any of the special education students attending my class. The challenge related to the learning goal of this lesson is that I will need to be prepared and have a plan to take her beyond where I think the other students will be at for this lesson. Most of the other students will be working on 3x1 digit multiplication, but she may need to move on to 2 x 2 digit multiplication.
- b. For FS 2, I will let her leave the small group table early to work independently on 3x1 and 4 x 1 work sheets o provide her with more challenging material. This will prevent boredom and disengagement from the learning activities. I will provide this student with a mini

lesson and guided practice session on 2 x 2 digit multiplication while the other students are working on their independent practice. She will also be provided with a mini anchor chart listing the steps to solve 2x2 digit problems. If she finishes early, she will complete a word problem and number sentence activity that uses multi-digit multiplication and can then log on to our classroom math websites. This will give her the opportunity to practice higher level skills and to increase her learning and growth without having to wait on her peers.

- c. The evidence I will collect for Focus Student 2 will be the data collected from the informal pre assessment and the final results from the independent practice worksheet. If the student successfully completes the independent practice portion of the lesson for 3 x 1 and 4 x1 multiplication, then she will be given instruction on the process of 2x2 multiplication. At the end of the lesson, the 2 x 2 independent practice will be scored to determine progress towards the learning goal. Additionally, I will use direct observation to monitor progress during guided practice sessions.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. Focus student 1's learning strength would be that he is very motivated to succeed with this particular learning goal. He wants to get their permit so that he can eventually get his driver's license and wants to do that as soon as possible. The main challenge the student has in relation to meeting the learning goal is that he struggles with reading. This is a problem because in order to pass the drivers permit test people are expected to read the manual and then read and pass a test. One way I helped this student was present the manual in an audio and video format.
- b. I differentiated instruction for Focus Student 1 who struggles with reading. While the other students were working on reading their manual or listening to the audio manual, Focus Student 1 watched the video. This gave him the audio and connected what he was hearing to real life scenarios through the video. He also was in a group that I felt would not hold them back because the overall group have the skills needed to complete their project.
- c. I have collected evidence that shows Focus Student 1 is better prepared to take the permit test and will continue to be able to see if he meets the learning goal whenever he takes the actual test. The data form the pre and post test is evidence that he is progressing towards meeting his goal.
- a. Focus student 2 has strengths in working with computers. I think project part of the lesson will motivate this person as they like working with others and like computers. They are also motivated to pass the permit test so that they can eventually drive them self.
- b. I differentiated instruction for Focus Student 2 who struggles with reading. While the other students were working on reading their manual or listening to the audio manual,

Focus Student 2 watched the video. This gave her the audio and connected what she was hearing to real life. My lesson plan contains a section that talks about how I differentiated for Focus Student 2 throughout the lesson.

- c. I have collected evidence from this student's pre and post test that shows that she is progressing towards meeting the learning goal. There is still more work to do before any of the students are prepared to take the test.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student's progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction 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.