PPAT® **Assessment**

Library of Examples – Math

Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 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 3.4.2

a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

Example 1: Met/Exceeded Standards Level

a. I will use my analysis of the lesson and the evidence from student learning to guide the planning of future lessons for my Focus Students. For my Focus Student 1, he was successful on mastering all three learning goals within this lesson and received a 100% on his homework. I will use the same instructional strategies, learning activities, materials, resources, and technology for Focus Student 1. One new method would be to use videos to focus on processes or concepts; this will help students with differentiated instruction to understand math concepts before the lesson. Another change is to use more visuals or manipulatives to help build concrete observations and applications to understanding math concepts. As for strategies, I will have him sit in another math class; this will allow him to gain a better understanding with the material. He may understand the math taught in a different teaching style and format as mine for this particular set of learning goals.

b. There needs to be some changes for future planning of lessons to help student learning for my Focus Student 2. The evidence shows that she mastered all three learning goals in the lesson and scored a 100% on her homework. As for the instructional strategies, they are working. I think that instead of teaching and doing group work, she may gain more understanding from the lesson if it is taught in stations of exploration for the learning goals. I think stations will allow her to still have the group work but provides more movement and activity by rotating stations on the content for each learning goal. As for

the technology, I find the calculators to be important for these learning goals; they will be used during stations and used with notes/work in the class.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

For both of my Focus Students, I will plan lessons using more cooperative learning activities, especially ones that use group work. Since both students represent different achievement levels in the class, incorporating them in with other students is mutually beneficial. These types of heterogeneous groups can be utilized all year due to the quantity of students in the class. My cooperating teacher also has a tablet computer that connects to the projector in the classroom. This piece of technology has been utilized for notes and lecture in other classes, but not yet with this class. This could be a possible technique to use for future classes to change things up when student engagement begins to decline. Overall, I think the Focus Students have done a fantastic job in not letting their learning challenges keep them from high achievement levels.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated 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.