

PPAT® Assessment

Library of Examples – Physical Education

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. For both of my focus students I learned that certain instructional strategies work better than others. Cooperative learning and group work was the best instructional strategy for both students. For focus student 1 the groups had to be only pairs or groups of three. Once she was put into larger groups she would sink back and hardly participate in the activity. When she worked in pairs, with her partner of choice, she participated and that is where I saw her largest improvement on the skills and learning goals. Focus student 2 also benefited from working in pairs because she was able to get more repetition and practice than she would have in a big group. Focus student 2 is very capable of accomplishing all of the learning goals but she just needs more time to practice and repetitions. This is why it is important for both students to have a partner that is right for them in order to enhance their learning.
- b. My focus students also need attention and motivation. They both needed motivation but for different reasons. Student 1 would become unmotivated if she was not doing well at a drill and just quit on the whole activity. After this would happen she would shut down and say things like "this game is dumb", "this isn't even a real game", "this game is not fun". I had to encourage her and motivate her to get her back in the game and tell explain to her once she has the skills she will enjoy the game. Focus student 2 would get unmotivated and down on herself if she was not doing the drill correctly. I would use positive

encouragement to motivate her to keep her head up and keep practicing. I would tell her a positive response and then I would tell her what she needs to fix, but I would always say something positive to her. I will continue to use cooperative learning with these students and encourage and motivate them to work hard and give them tips when they are practicing in the learning activities.

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

The analysis of focus student one, the student who excels in PE class, shows that future lesson plans will be more challenging. Everything will stay the same except the learning activities. In the future, these lesson plans will display higher difficulty. For example, not using their dominant hand, hitting a smaller target, or throwing from a longer distance. The student will have the same instructional strategies. I will talk to the student before to notify him of tasks for the day. Focus student two will be approached differently. The instructional strategies and learning activities will be adjusted. Since this student enjoyed working with the teacher, the instructional strategy will change from stations to direct. This will allow the student to feel comfortable. The main goal in the future is to keep this student engaged in the activity and not causing any problems.

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.