

PPAT® Assessment

Library of Examples – Social Science

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

My differentiation for Focus Student 1 was not effective, however, Focus Student 2 was very successful. My conclusion from Focus Student 1's results were that her difficulty in meeting goals was more due to lack of motivation and effort than difficulty organizing and processing information, as she claimed. I will focus more attention on Focus Student 1, requiring more effort from her, with the use of Socratic Questioning. I will also attempt to find ways to better engage her. Our next project will incorporate more creative license, which I think will grab her interest more than a writing assignment. The next assignment will be presented, and learning demonstrated, by individual students to the class as a whole, which should give Focus Student 1 a greater sense of responsibility and raise the stakes, so to speak. We will be using an interactive poster website, which will allow Focus Student 1 to exercise her creativity in a variety of ways. Focus Student 2 did very well with her differentiation. For future lessons, I will continue to modify Focus Student 2's assignments to be more difficult and demanding. Requiring a higher level of thinking or knowledge does not shut down Focus Student 2, as it does some students. Focus Student 2 thrives on the challenge and is better engaged and focused on learning when lessons are more advanced. When working with a poster Web site in an upcoming lesson, all students will be assigned a historical character to research. The focus of the unit is Reality versus Representation. Students will be assigned historical characters and will create a biased representation on a poster Web site, by picking and choosing facts. Students will then present their representations and explain how the representations were created and how the representations differ from the whole reality of the characters. Most

students will be assigned well-known figures, of which they already know a little about. Focus Student 2 will be assigned Ramesses II, a historical character with which she is unfamiliar. Incorporating an unfamiliar figure, into Focus Student 2's learning activity, will drive her curiosity and keep her on task for the lesson.

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 next time that I do this lesson, I will implement more interactive activities to keep the students engaged. When students sit while I'm teaching through the traditional classroom setting students get bored easily. Including the students in the lesson helps them understand the lesson. For future lessons, I will let the students do more hands on activities. I will do a gallery walk that will consist of different terms we will discuss within the lesson, and will provide examples. The use of technology will serve as proper resource for the students. The next time, I will implement a Jeopardy style game that has questions that could potentially be on the exam. Drawing that connection to get the students to understand how prior knowledge along with new knowledge. The use of technology, was beneficial because it gave students the opportunity to see the lesson in different aspects. Repetition helped because I always wanted to revisit a previous lesson to ensure they were on track. For the future lessons, there will be modifications because every student learns at their own pace.

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.