

PPAT® Assessment

Library of Examples – Special 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. I will use the information learned from this lesson to guide the future lesson for each of the focus students by making sure that manipulatives are being used to teach and use during the lesson activities. Student 1 can't write sentences. He needs help writing and organizing sentences. To help this student I will work one-on-one with him by doing worksheets and sentence strips. I will give him sentences to trace and help him form his own sentences. I will help him form sentences by having him draw a picture and then describe it. Student 1 is strong at math. To help this student I will work on his IEP goal which is to help him increase his math skills by computing addition and subtraction facts to sums of 10 with 90% accuracy on 3 out of 4 data days. I will help the student by having him do math problems on the computer or tablet and giving him worksheets and activities that help him add and subtract facts. While doing measurement worksheets or activities I will extend them by having him add and subtract the problems. For example, I would say in problem 2 there are 3 math cubes and in problem 5 there are 7 math cubes how many are there in all. Student 2 will still need help with writing sentences. Instead of using a highlighter for this student I will use a whiteboard and have him copy the sentence from it. His IEP says he will improve his reading skills by increasing his fluency from a 1.3 grade level to fluently reading short passage for one minute at a 2nd grade level. To help this student accomplish this goal I will have student read and then write what he as read and said aloud. I will only do this in chunks because writing a lot can

stress this student. Student 2 will need to increase his math skills by increasing basic addition and subtraction math facts (1-12) mastery to 80% in 4 out of 5 trials.

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

- a. For focus student 1 I learned that there may be students who need individual attention and work better with prompting and guidance to answer all questions. The child struggles takes longer to process some material. By giving her constant prompting and checking in on them they were able to keep working. It is important to learn what level the student is on and what we can do to help that student keep improving. For Focus Student 2 I learned that there are students who are going to work well in group work and through communication with their peers. While working with a group focus student 2 was able to be held responsible for their work. This also allowed the student to discuss what they learning which allowed them to process what they were saying and writing on paper. This experience taught me that it is important to be able to tell how students learn differently and how we can help them be successful in 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 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.