PPAT® **Assessment**

Library of Examples – Social Science

Task 1, Step 1, Textbox 1.1.2: Available Resources to Enhance Student Learning

Below are two examples of written responses to Textbox 1.1.2 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 1, Textbox 1.1.2

a. Select two resources from the completed Instructional and Support Resources Chart and explain how you would use each in your classroom to support student learning.

b. Select a particular characteristic that you listed under Knowledge of Individual Students in the Contextual Factors Chart. Based on this selected characteristic, explain how a resource from the Instructional and Support Resources Chart, different from the two discussed in the previous prompt (Guiding Prompt a), could enhance student learning.

Example 1: Met/Exceeded Standards Level

a. A great resource I listed on the Instructional Support and Resources Chart is are the school-provided laptops. Each of the students within my school are has their own platform-based laptop, which is a great resource for allowing them to do homework wherever they are, and with multiple resources. I want my students to have an understanding for how to best keep their documents organized on the computer, how to save files to upload as assignments, and how to create presentations of their own. When necessary tools are included in the lesson, I have assigned students to turn in, I will provide detailed instructions for how to use these tools or show them how to use them in class beforehand. I will try and have students submit assignments using such tools on their laptop in the classroom beforehand so they can ask me questions in person if they need to.

Using interactive apps is another great resource which can be used both in and out of the classroom to enhance student learning. Teachers can use these apps to create interactive presentations to use in direct instruction. With so many students having to learn remotely on their own, apps like this helps students stay engaged while they learn individually and at their own pace. They give you the option of facilitating in three different modes- front-of-class mode, student-paced or live-participation.

b. One characteristic which I listed about my students on the Contextual Factors Chart was that their learning this semester will take place partially in person, and partially online. This is a huge difference from what the students are used to and making the transition from elementary school to junior high brings big changes during this time. Students in my seventh grade [state] Studies class have been learning how to use a web-based learning management system to complete and submit assignments. This is such a great resource, as it allows students the ability to work from home easily and maintain all their assignments in one place.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify two resources from the Instructional and Support Resources Chart?
- Where does the candidate explain how they used each resource in the classroom to support student learning?
- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?
- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student learning?

Example 2: Did Not Meet/Partially Met Standards Level

a. One resource that I would use often with the students is the use of websites that connects to learning content. This type of resource provides self-direct learning, researching and information literacy, and problem-solving.

The second resource would be the use of textbooks that serves to complete the various class assignment that includes scavenger hunts, and research assignments.

b. Many of the students in the class like hands-on activity and they like to engage in-class discussion. Based on the particular characteristic, a resource that could benefit the students would be the involvement with clubs and organizations that promote students' participation. Clubs and organizations offer their students member the possibility to participate and to share their ideas that enhance students' critical thinking and social interactions.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate identify two resources from the Instructional and Support Resources Chart?

- Where does the candidate explain how they used each resource in the classroom to support student learning?
- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?
- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student learning?

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 an appropriate artifact for this textbox.