PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technical 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. Based on focus student ones' baseline data and student work sample, she researched the learning goal. When considering the baseline data next to the student work samples, I see that focus student one has a direct career path interest. She determined that even though the tri-fold brochure's requirements are one school in-state and the other two options are what is best fit for the student, her true interest is out-of-state. During the lesson, she mentioned that she has been in contact with Boise State. In the brochure, she researched Boise State and solidified why it was such a good match for her plans. As for focus student number two, looking at his work sample, he clearly understood all the considerations when choosing a college, but he still has not decided on his direct path. All three of his colleges are extraordinarily different and are not streamlined in the same career path as focus student number one was. Overall, each of them was able to research using SDMyLife and the colleges' website to understand what will help them decide when choosing a higher education institution. Both of them expressed in notes during the lesson, and in the tri-fold brochure, they are interested in college but have time to decide the

exact path. Their educational plan is understanding that things may change in the future. Looking at the baseline data analysis and the student work samples allows me to plan for future lessons. Specifically for focus student number one, she thinks that she wants to go into the medical field. Her educational plan in her mind is set. I will use this in future lessons, such as resumes, and cover letters modified to a medical degree. Many of the questions that I will be asking focus student one will be medical related. Whenever I can spark conversation, I intend to find out about her experience and her passion for why she's interested in solidifying her plan for the future. As for focus student number two, he is being pulled in multiple different ways. I will use that information for future lessons to help him condense his ideas down. This lesson pushed him. He needed extra time to decide on three colleges that fit what he would want in the future. I will keep that in mind when looking at career paths. He may need extra time to determine his desires and understand his options. A few things that I can also add to future lessons for focus student two would be research and examples. For example, when moving on to job shadowing, instead of giving him one or two placements, I may try three to see the different options that are out there for him.

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 the focus students I will continue to use similar accommodations. I can also plan on future misconceptions during future lesson based on previous lessons. I will also be able to know when to give them more direct or individualized instruction. For focus student 1 and 2 I will continue to work with them and point them in the right direction and also have them work with the teacher's assistant in the class to help them understand and produce the great work that they have been able to do all year.

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.