PPAT® **Assessment**

Library of Examples – Family and Consumer Science
Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 4, Textbox 4.1.1

a. What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.

b. What whole-class data did you use to establish a baseline to measure student growth?

c. How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

a. I based the learning goals for this lesson plan on the state Strand two and Standard 4 of Adult Roles and Financial Literacy which states that students will understand and begin preparation for career and post-high school training. This standard includes understanding the correlation between education and lifetime income, calculating the Return on Investment, identifying sources of funding for higher education as well as the benefits and process of completing a FAFSA application. This is an appropriate set of skills for my students who are juniors and seniors. These students are currently making plans and adjustments in their education to support their post high-school plans. Additionally, these skills will prepare students to analyze their own future decisions regarding the value of training and education.

b. Whole-class data was collected two weeks in advance of the lesson through a pre-assessment quiz. Students took a ten-question multiple choice, true or false, and multiple answers quiz gauging their knowledge of the benefits and process of filling out a FAFSA application. No students scored at mastery level of 80% with a high score of 70% and an average of 44%. 50% of the class scored answered less than half of the questions correctly on the pre-assessment.

The missing answers were scattered across the class, indicating a need for whole-class instruction on each of the learning goals.

c. In a previous lesson, my students demonstrated various desires to pursue higher education and work in their post-high school plans. Knowing this lesson would be presented in a virtual format, I knew I wanted to incorporate activities that could be student-led and individualized at home so each student would be able to explore the information they were most interested in while still achieving the learning goals. I have also observed that some students struggle with math proficiencies and new calculation concepts are difficult. I know that calculating the Return on Investment for some students would be challenging and require some simplification. As a result, I planned time to briefly overview the learning goals while spending more time on the math calculations via synchronous learning. This will give me the opportunity to explain math concepts, then allow students some autonomy as they are self-directed in the remaining learning goals such as the process and benefits of FAFSA.

Refer to the Task 4 Rubric for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

a. For this lesson, the students will be introduced to the principles of design and specifically learn more about the principle of rhythm. This learning goal relates to Strand 5 and Standard 1 of the Utah Core Standards for Interior Design 1. The state standards state that students will identify and explain the principles of design (scale, proportion, balance, rhythm, emphasis, and harmony). They will also identify and explain rhythm, which is the path the eye follows and includes repetition, gradation, radiation, opposition, and transition. This lesson will fit the needs of my students because they are going to introduce each other to the principles of design using the Jigsaw Method. They will be able to use this introduction to build their background knowledge before diving deeper into the content.

b. I decided to do a Mind Map to establish a baseline for my students. On their Mind Map, they have a circle for each principle of design and they will write what they already know about each principle of design, whether it relates to interior design or not. I then compiled their responses into one document so I could see what background knowledge the students already had.

c. I am doing the Mind Map on the same day that I will be teaching the first principle of design, which does not give me planning time to adjust my lesson. However, while the students are filling out the Mind Map, I plan to walk around the room and look at what they wrote, specifically about rhythm. I will then decide if I need to alter how I was planning on explaining the information to best fit their needs.

Refer to the Task 4 Rubric for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence limited?

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.