

PPAT® Assessment

Library of Examples – Agriculture

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 my data analysis and evidence of student learning to guide my future instruction for both Focus Student 1 and 2 by identifying whether or not my instructional methods and learning activities were able to enhance their knowledge from the preassessment to the final assessment and improve upon their results. Both the preassessment and the final assessment were designed to assess each learning goal separately, therefore I am able to analyze whether or not my methods of instruction were successful or if I need to modify to meet the needs of the students. The data analysis proved that visual tools helped meet the needs of Focus Student 1. I included multiple visual representations of each swine breed so he could associate the image with the characteristics and traits. When I instructed on how to read ear notch IDs, I included visual depictions and created an activity where I demonstrated how to calculate the litter number and what order the swine was born in the litter and then had Focus Student 1 do the same thing that proved to be successful as he earned a perfect score on the ear notch ID portion of the assessment. The data analysis on Focus Student 2 has guided my future instruction to continue challenging her to expand her knowledge. Focus Student 2 demonstrated that she tested proficient on the subject material before the lessons began, therefore I will continue to try and expand her knowledge beyond proficient to advanced. Lesson modification is necessary for

Focus Student 2 to ensure that she is being challenged to keep her engaged and actively learning new material. During the swine lesson, I often called upon Focus Student 2 to share her knowledge and perspectives of swine breeds with the class and elevated her to a co-teacher in discussion and lecture, and then added more swine breeds that she was not familiar with to the lesson. Again, I am able to compare the results from my baseline and final assessments and determine if my instructional methods adequately met the needs of the students, or if adjustments are needed.

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. I plan to use the analysis of my lesson to plan for upcoming lessons for my focus students. For Focus Student 1 by continuing to review the material with her before class. Right before I reexplain the material to her along with her fellow classmates. Since Focus Student 1 becomes easily can be steered off track and distracted, so keeping distractions in the classroom to a minimum will maximize her success in the classroom. Mainly I asked the students to clear off the tables except for the worksheet and a pencil. Which showed us this is a valuable tactic within my classroom because she stayed on task. I plant to use the analysis of my lesson to plan for upcoming lessons for Focus Student 2 by making sure that she is comfortable in the classroom and has no issues with her anxiety. Looking back over my lesson, Focus Student 2 remained engaged and calm throughout the lesson after she was given a copy of the PowerPoint slides. With this resource she was able to follow along with the slides as she worked to complete the worksheet. I also, spot checked her for understanding over that material. I make a welcoming learning environment for her within my classroom.

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.