PPAT® Assessment

Library of Examples – Special Education

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 Prompts for Task 4, Textbox 4.1.2

a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.

b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.

c. How do you plan to use questioning skills to promote student learning? Provide a rationale.

d. How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

a. I plan on using vocabulary from their fairy tale unit to activate prior knowledge and to help them build an understanding of what makes a narrative a fairy tale. This vocabulary will help them recognize different types of literature in the future, not just fairy tales because they are becoming familiar with identifying differences between fiction, non-fiction and being able to recognize different elements and structures of stories, such as problem-solution, 'enchantments' in a story, and the types of characters that can help them identify genre (such as witches, giants, elves, fairies etc. in fairy tales). I will also be using content knowledge with the writing process to help the students begin and work through their fractured fairy tale. During this lesson, we will be working on the prewriting stage when they do their independent activity. They will be creating a story map that will help guide them in the following lessons when they begin their drafts and work through the editing and revision process.

b. I plan on engaging the students in critical thinking by asking questions that will cause them to make connections with stories they have previously read so they are able to develop a deeper understanding of each. Asking them where they can connect different ideas to or where they have experienced elements of these fairy tales in other stories and genres will help them be successful in reaching their learning goal of comparing and contrasting stories using text evidence from each. This helps the students solidify the information in their brains because they are making connections and seeing the relevance in what they are learning.

c. Since the learning goal in this lesson requires the students to refer to text evidence, I plan on asking my students to dig into the text to show me where they are getting their information from. I want to make sure they are accurately using the text so they can maintain the structure of the original fairy tale so it will be important for me to continually question my students about why they chose certain information and where they got it from. This will help me understand their thought process better and to see how they process the information they read as they go through the text.

d. I will be integrating literacy into this lesson in two ways. First, by using appropriate grade-level texts for the students to refer to and cite passages as they come up with their story map. They will be using texts they are familiar with as well as fractured fairy tales that they may not be familiar with. This critical reading skill in literacy will help them as they move on to the second way I am integrating literacy, with writing. The students will first work on the prewriting process which requires them to combine both reading and writing when breaking down the original story and creating their new fractured fairy tale.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?

- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. During the lesson, I will be using academic content language by using words associated with the lesson and level appropriate for the students. The lesson is over prefixes and how they can change the meaning of words. For this lesson, I will be using words like prefixes and meaning. I will use words that are appropriate for a student in the second grade. That way the students are focused on prefix meanings and not trying to decide what I am saying.

b. The students will be engaged in critical thinking in the independent practice. In the independent practice, students will be working mostly on their own. I want them to use their knowledge of prefixes and their meanings to complete the worksheet. With this group of students, they are struggling with reading so it will be harder for them. I will try to guide them through the critical thinking as much as I can without doing it for them. I will do this by reminding them to use their prefix definition sheet.

c. I will use questioning skills to help promote student learning skills by increasing the level of knowledge the students need to know for the activities. The first activity has task cards that ask the students to find the correct prefix to match the meaning of a word. For example, one of the task cards the students will use in the lesson asks, "Which word

means not happy". It gives the students four options to choose from dishappy, unhappy, prehappy, and rehappy. For this activity, the students are given what they need to answer the question. For the second activity, the student is just given the word meaning and asked to add a prefix to the base word. This activity requires the students to think more because the answer choices are not given.

d. For this lesson, I did not incorporate literacy into the lesson. One reason is that these particular students can only do so much at once because of their reading disabilities. I would instead have a follow-up lesson using literacy. In that lesson, I would have the students identify prefix words in the story and find their meaning.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?

- Why is the evidence minimal?

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.