

PPAT® Assessment

Library of Examples – English Language Arts

Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 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 Prompts for Task 4, Textbox 4.2.1

- How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- At several points throughout the video, I ask students to consider the perspective and purpose of the creators of the image through giving students questions about these terms to discuss in small groups, to answer independently in writing, and through whole class discussion. At 2:25 in the video, I verbally ask students to discuss the projected questions that incorporate academic content language: "What do you think the creator of this cartoon thinks about the Irish? How do you know? What do you think his purpose for making this cartoon is? How do you know?" Then, I incorporate this language later to summarize our whole-class discussion of the second image. At 14:50, I incorporate the term "author's perspective" which had not previously been explicitly discussed to wrap up our conversation of the British perspective on the Irish, which is evident in the piece of World War II propaganda being viewed.

- b. Examples of the critical thinking during the video are evident as students use smaller pieces of the images to draw larger conclusions about purpose and perspective via inductive reasoning. For example, a student in the front row points out the bridge between the Irish and British side of the image at 14:24. When further questioned, the student clarifies that he believes it is significant because it relates to the overall purpose of the advertisement which is getting the Irish to "cross over to the army." At many points in the video, a girl in the second row who has a lot of outside background information about Ireland integrates her knowledge with the activity at hand. Often, she actively questions the truth of the image (13:30), which is exactly the point of the activity.
- c. At about the 5 minute mark, I ask students what they think the creator of the image thinks about the Irish. This question is open-ended and, while there are possible incorrect answers, there are many possible correct answers, increasing students' chances for a positive, confidence-building response. Students give responses based on observable facts, which I question and clarify before re-asking the question around 6:42, hoping to get a more emotional, subjective response which I get and further question with a "why?" When I clarify information, I often tag it on to the beginning of the next question with an "if" statement to link pieces of our discussion together, making the cohesion clear to students.. For example, at 7:06, I say "If the creator of the cartoon thinks that it's not a good thing that there are so many of these Irish immigrants coming to America, what do you think his purpose for making this cartoon is?"
- d. I integrate literacy into this lesson by applying close-reading strategies to images, promoting visual literacy. Students use small pieces of the cartoon in order to derive meaning from the entire cartoon. At about 5:15, we begin to parse out what the meaning of a whole poor house coming over on a boat to America is. Students note that the people coming are poor and might be bringing everything with them, including their house. Then, there is a misunderstanding of what a poor house is at 5:28, emphasizing the importance of clarifying background information to understand a piece of text. More literacy activities were incorporated into pieces of the lesson not given here.

Refer to the [Task 4 Rubric for Textbox 4.2.1](#) and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. At the start of video (0:06), I revisit the academic content language that the class is focusing on. The purpose was to refresh students' memory of what they would be identifying from their close read passage, as well as what they would be defending in their final prompt.
- b. At 3:42, I give students the opportunity to work with partners, discussing their opinions on conflicts within the play, allowing them to challenge one another's thoughts and beliefs. This also gives me the opportunity to walk around the classroom and offer

additional support to students who may be struggling with the material due to absences or lower-level comprehension skills.

- c. Throughout the lesson and activities, I prompted student responses with questions (why? how?) in order to promote their learning through critical thinking. At 0:30, I ask students to provide real life examples of the two types of conflict. This was to get them thinking about how characters may view their own conflicts and create stronger connections with the material.
- d. Literacy was an enormous part of this activity because students were asked to pull examples from the text to support their responses. This meant that students were re-reading text, analyzing it, and focusing in on the deeper meanings behind what was being said within the play. At around 11:00, a student explains the tone of the conversation occurring in the close read passage by referring to the characters' words and previous conflicts.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis 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.