

PPAT® Assessment

Library of Examples – Physical Education

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

- a. 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.
- b. How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- c. How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- d. 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

- a. The main area I saw myself using academic content language was at (7:18) after the students read the text and I was using questioning. Students were using the academic language that they knew or had just learned from the text and I was questioning using academic language, then reaffirming the answer with academic content language. I was explaining things such as aerobic endurance strengthening the heart and lowering the risk of heart attacks. We also talked about how aerobic endurance, muscular strength, muscular endurance, and flexibility all contribute to the 5th component (body composition). By doing things in all the four main components your body composition is going to improve. At (13:33) a student had a question about the paper and wanted to know what a component was and I started going over flexibility and muscular endurance. I was not aware of the exercise they had just done so I couldn't help him. But I did help

him by telling him you want to match the exercise with a fitness component, and then the group started collaborating.

- b. To engage students in critical thinking I questioned the students about the five fitness components and they had to really think about the questions (7:18). The questions I asked were, "A. How do we improve body composition which is one of the 5 fitness components? B. What are the health benefits of engaging in the 4 main components (Muscular Endurance, Muscular Strength, Aerobic Endurance, Flexibility)? C. What components of fitness is most important and why do you think that?". These questions really made the students think about more than just an exercise and what fitness component they belong to. By reading the definitions and really thinking how to answer these questions it takes a little more thought especially when students are learning something new. I think I should have given them more time to think about the questions and called on more students to answer the questions so we could get answers from a variety of people. At (9:12) I grouped students up to start working on the main part of the lesson which was to do an exercise and then figure out what fitness component it belongs to. The groups were to working together to figure this out, and collaborating to think more creatively. The post assessment which was not in the video but given was also part of critical thinking for the students. Students were on their own and they had to think and do for themselves.
- c. I used questioning skills right at the beginning of the video (.16) by activating prior knowledge about the 3 main standards (Movement, Fitness, and Personal/Social Behavior). I always like to remind the students about the standards and get them used to knowing them. The main point of me doing that was to remind them of the personal and social behavior standard when I brought up cooperation when we played capture the flag. I remind students they always have that in the back of their head because the class seems to sometimes have problems getting along and being super competitive in group games. Since I was grouping students I wanted to remind them about that standard. Then again after reading I questioned students (7:18). The questions I asked were, "A. How do we improve body composition which is one of the 5 fitness components? B. What are the health benefits of engaging in the 4 main components (Muscular Endurance, Muscular Strength, Aerobic Endurance, Flexibility)? C. What components of fitness is most important and why do you think that?" These questions really made the students think about more than just an exercise and what fitness component they belong to. As you can see once students got into the main part of the lesson I was going around to groups from (12:36-14:12) and students were asking me questions. I would usually use a question to help them identify and solve the question they had because I don't like to just give the answers to them. I am willing to help them out but I think by me questioning their question in a way that they have to answer it always seems to help them solve their own question.
- d. At (3:02) I paired students together and had students read about the five components of fitness. I paired students of different abilities so that they could help each other learn better. The text had definitions that were adjusted to their age level for easier understanding. Examples of exercises were shown that fit into each of the components so that students could think about that exercise and how it is related to a component. This promoted student learning because students haven't sat down and read about the 5 components of fitness. They have briefly been told about them but to sit down and read about them on paper gives them a better idea of what they are. I also believe the

worksheet (9:12) students worked on during the main part of the lesson is part of literacy. They had to be able to understand the information from the text and write what fitness component the exercise they did fell under. This promotes student learning because they must identify for themselves instead of being told by the teacher. It's a lot harder when you have to decipher which component the exercise belongs to on your own. The post assessment was also part of literacy. Reading, writing, and understanding what they have learned was on the post assessment which is literacy. All of these literacy models gave them a better understanding and helped showed their competence and knowledge of the fitness components.

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. During the lesson, there were several times that I used academic content language. One of those was when describing 'offense' and 'defense'. Many students in second grade have not yet been exposed to many games with offense and defense and are therefore not familiar with these terms. When it came time to teach the One on One activity, I used this opportunity to go over the terms 'offense' and 'defense'. In this activity, one student started with the soccer ball and was advancing towards the goal. I asked the students if they thought he was on offense or defense and explained that he was on offense because he was the one trying to score the goal. Another student was given the task of trying to steal the ball. I explained that he is on defense because he is helping to defend the goal.
- b. When it came time to teach the One on One activity, I used this opportunity to go over the terms 'offense' and 'defense'. In this activity, one student starts with the soccer ball and is advancing towards the goal. I asked the students, "Do you think he is on offense or defense?" and explained that he is on offense because he is the one trying to score the goal. Another student was given the task of trying to steal the ball. I explained that he is on defense because he is helping to defend the goal. I asked the students, "After the ball has been stolen and it is the other person's, who is on offense and who is on defense?" The students were able to respond that the new person with the soccer ball is on offense, even though they were previously on defense, because they are now the one trying to score the goal.
- c. Instead of just talking at the students the whole time, I used questioning skills to activate their background knowledge. In the activity Move it Please, for example I asked students, "What do I when I want to be in the hula hoop?" I asked a good amount of questions in my instruction, such as "Can she tag me if I'm in the hoop?", but unfortunately many of the questions I asked were close ended questions and only required the students to say "Yes" or "No".

d. The literacy directed activity was scheduled at the end of the lesson for transition purposes with equipment. As the lesson went on, I ran out of time to include the activity in the lesson and did not have the opportunity to teach it.

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.