

PPAT® Assessment

Library of Examples – Special 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

- 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

- Throughout the lesson, I used academic content language to advance the understanding of the concepts. While introducing the lesson, I presented our learning target for the day. As you can see throughout the video, I present the learning target on the board in front of the classroom. As we were focusing on paraphrasing, I determined our learning target for this particular day to be citations. I also incorporated academic content language by verbally discussing vocabulary terms. For example, at the 4:44 time stamp in the video, we discussed the term "relevant". As paraphrasing requires finding relevant information, I wanted to clarify this term to ensure my students had an understanding of its meaning and how it related to paraphrasing.
- In order to engage my students in critical thinking, I encouraged their participation in an activity that allowed them to interact with an online source. They had to work through and sort factual information in order to decide which information was relevant to their

understanding and which information could be dismissed. We first worked with this website as a whole group, where I encouraged the students to come up with the information we would use, but modeled how to paraphrase it. This can be seen starting at the 10:48 time stamp and throughout the activity.

- c. I promoted student learning by asking questions throughout the lesson to guide my students' thinking. Asking formative questions while working through the content allows me to monitor their understanding of the concepts. First, at time stamp 1:20, I asked the students to explain paraphrasing to me. As we had gone over this information previously in the week, I wanted to get an idea of what information they had retained before moving into the lesson. By asking students questions such as "What is the first step?" [5:10], they have to refer back to processes they have previously learned. At time stamp 6:00, I asked the students what they already knew about anacondas. The students had to access their background knowledge and share information that they knew prior to their research. Asking this question guided their thinking and organized what they know about a specific topic and what they still need to learn about the topic.
- d. To promote student learning, I made sure to integrate literacy into my content. Soon, my students will be starting their first informative essay. With this, they will need to draw accurate conclusions while reading reliable sources. This will be done through paraphrasing. Paraphrasing is a way for individuals to monitor what is being read. I chose to have the students read informational text passages online in order to practice these skills. This can be seen throughout the activity starting at the 10:48 time stamp. Since many of my student qualify for special education services in the area of reading, I chose text that was at their reading level, but would still challenge them.

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. I used academic content language throughout the lesson to advance the understanding of the concept being taught in the lesson. During the sound building of the words with chips portion, the students needed to use the names of specific phonological terms. These include diagraphs, consonants, vowels, and phonograms. At 2:02 in the video. I am reviewing th diagraph 'TH' for my students to use it during the building of the word.
- b. Students were engage in critical thinking to promote learning in various ways throughout the lesson. After students build their words with sound chips, I ask why does it follow the specific pattern such as at 2:20 in the video. When the students are reading from the phonics books I ask them to identify how many words are in the sentence that follow the pattern. This can be seen at 11:21 in the video.

- c. The lesson is filled with a variety of questioning techniques that promote student learning. At the beginning of the lesson I ask the students to show me what chips are which such as "point to the diagraph chip" or place the short vowel chip on your mat". I also ask the students to what the chips represent which sounds such as at 6:32 in the video. At 13:40 I begin the review/ spelling game, in which, I ask my students to spell words that follow a specific pattern or contain certain phonological aspects.
- d. Literacy was integrated into the lesson during the reading portion of the phonics book. This allowed the students to read the words that followed the -ink, -ank, and -onk phonogram pattern in sentences. The sentences range from simple to complex sentences that range from different topics.

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.