PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 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 Prompt for Task 3, Textbox 3.1.2

a. What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.

b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?

c. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

Example 1: Met/Exceeded Standards Level

a. I am using two different instructional strategies for the two main activities that we are completing that day. The first strategy that I am using is practice. By completing the parenting job description worksheet, students will practice seeing what exactly a parent's role is for their child. It will help them look at all of the jobs a parent has, and it lets them see that there are many grey areas when it comes to the importance of each job. I choose the practice strategy because it will make students actually make the hard decisions of the importance of each role by doing or ranking each statement. It is supposed to be a difficult task for them because it makes the weigh and value each statement and compare them to the other statements. I wanted the students to make the hard decisions that parents make every day when it comes to the care of their child. The other strategy that I choose was project based learning. With project based learning, students get to choose their own topics in this project which gives them a sense of ownership of the resource. They will also be exposed to the other resources when peers present in small groups. This will help students be able to recall and locate the information they learned

on family resources. I choose project based learning because I wanted students to be able to learn on their own. Also like I said, I think students really take ownership when they have choices to make on what they learning. Project based learning supports hands-on learning which I find an important part of the education process. Projects also tend to be more open ended which I really like because students can do anything they really want as long as they follow the rubric. This also lets students demonstrate what they know truly know in a format that they want to show it in.

b. My goals are that students are able to find out about more family resources, and how important they are to reaching different family's numerous needs. As well as for students to learn exactly what parent's responsibilities are and what it is like to take care of a child. Both practice and project based learning will help students reach these goals. The practice with let students explore the many jobs that a parent has. The project based learning lets students research family resources that could be helpful to any family in the future. Students will do the practice first to understand the parenting jobs which will then connect to the family resource project based learning. It will show students that perfect parenting is an almost impossible job, and in many cases families need help which link both of the instructional strategies that I choose.

c. I use a combination of both whole-group and small group/individual to facilitate student learning. The parenting job descriptions is whole-group, but there are times where students' breakup either on their own or small groups to discuss the ranking order. I lecture a little to explain Maslow's hierarchy of needs because it is an introductory topic and to make sure all students are getting the same information. The small groups/individual time is for students to have the chance to debate their thoughts on the order which I find very beneficial for this activity. For the family resource project, the students are doing individual or partner learning. They will have their own resource, and they will be finding out the information on their own. I choose this so that the students will take ownership of their learning, and also they have to do their own digging to for their learning purposes.

Refer to the Task 3 Rubric for Textbox 3.1.2 and ask yourself:

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies informed?

Example 2: Did Not Meet/Partially Met Standards Level

a. The instructional strategies I plan to use to engage students is the power point I provided, to keep students engaged. Since the Fashion timelines are so idependent, I will allow time for students have a student centered discussion, making sure the students have all of their questions asked or if they need to understand a certain fashion style from a decade, this gives students an opportunity to get out all of their questions or comments before working independly on their timeline.

b. The learning goal is making sure students understand how fashion has changed overtime and how main events in history have shaped fashion trends, so by having a discussion with the students about what is shaping our fashion right now (remote learning, online school, etc) would be benifetial for them to grasp that major events happend but also major events are happening right now, thus shaping how we dress.

c. To begin my lesson, I use whole-group instruction to explain the goals I have set for the day and the instructions for the fashion timeline assignment, however once the whole-group instruction is over and I notice some students might not be understanding the goal, I go over to them and have a individual instuction time, this is important for students with learning disabilites or students who may have been absent the prior day.

Refer to the Task 3 Rubric for Textbox 3.1.2 and ask yourself:

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies 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.

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