

## PPAT® Assessment

### Library of Examples – Elementary Education

#### 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

- 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.
- How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

#### Example 1: Met/Exceeded Standards Level

- The different instructional strategies that I plan to use to engage students in the lesson and to enhance their learning is through differentiated math centers. The rationale for this strategy is to provide opportunities for students to actively practice the skills necessary to achieve their lesson objectives as well as their learning goals for this grade level in tiered levels of flexible grouping, based upon the objectives and skills targeted. Not only will students be able to use tally marks to record data on a bar graph, be able to collect, organize, and interpret the data, and be able to identify the purpose of a bar graph, but they will be practicing strengthening their number sense and number reasoning, providing a strong foundation for future lessons. I will use the worksheets and journals and artifacts from centers to drive and guide future lessons. Another strategy is whole-group instruction. The rationale for this is to use time efficiently to introduce the lesson and provide background knowledge for all to see and hear and ask questions, by providing an educational and fun video, with characters that the class likes to watch. Another strategy is using questioning techniques, pausing the video, asking questions and pointing out things in the video for students to look and listen for. The rationale for this strategy is to increase student engagement, making them more actively part of the

learning experience, and also to help check for understanding and who is on task. I will use wait time as an instructional strategy as well. The rationale is that by providing more wait time for students to process the information before I call on students to answer, it allows more students to think about the questions and provide more meaningful answers, increasing their math reasoning and communication skills. Another instructional strategy I will use is cooperative learning, where students must work together to come up with the correct answer, such as filling out a classroom survey, tallying, and counting the results and showing them on a bar graph. The rationale is for students to learn from each other, exchange strategies, and be able to use math reasoning and their math vocabulary to discuss the information on the bar graphs. Another strategy is the gradual release model, where students will first watch as I model, then practice by guided instruction, then be released to practice independently or in small groups. The rationale is for students to be able to gradually take ownership and be able to perform the task with little or no scaffolding.

- b. The instructional strategies connect to the learning goals to facilitate student learning by providing students of all modalities the opportunity to learn by actively participating in a survey, answering questions, watching a video to hear how to strengthen academic vocabulary and understand why we might use bar graphs and bar graph data, and working both independently and in small groups, to practice the skills necessary to be able to organize, record, and interpret bar graph information, practicing by doing.
- c. The decision to use whole group to introduce the lesson and through guided instruction, was to use classroom time the most efficiently and to provide students the opportunity to learn from each other through their questions and observations and how they interpret the information. Also, based upon the classroom response to the material, the pace can be increased or decreased and center groupings can be modified or changed based upon this part of the lesson, formatively assessing the students using both questioning techniques and calling students to show what they know on the interactive white board examples. The small-group portion of the lesson during center time was selected to target the objectives of the lesson (collect, organize, record, and interpret data), to obtain measurable data to ensure that all students are reaching the goals and objectives of the lesson at their pace and through their desired learning modality, and as a guide for me to know which activities proved to be meaningful and enhanced learning for each student. The independent-practice portion of the lesson was selected to provide me with concrete examples of each student's work to determine how best I can help them reach their goals, and for some, how to reach beyond their goals and continue their interest in learning.

**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. I will use a drag and drop on the interactive white board which has the colony names listed and the map allowing students to match the name with location. A paper sort around the room which was discussed earlier containing of products with pictures and colony names. The three regions will be labeled in different places around the room. Students will each get a piece of paper and will place it in the correct region. The interactive white board map quiz is similar to the drag and drop but is an online quiz where a colony name is displayed and you click the correct colony. This is a timed activity and can be used in a competitive form if students would like. Lastly is a flip book project involving coloring and write product names.
- b. These learning activities address students' strengths by allowing for them to get up and move. I have a very active class that learns well through being able to move around. These activities address students' needs by using multiple learning styles and grouping sizes to make sure no one is left behind in their learning.
- c. My class is very active which guided the activities by making sure they are able to get up and moving while learning new information. My special education students also informed my choice of activities by me wanting to make sure they feel included and not lost in the lesson. The active games allow for them to be a part of the team and feel a sense of ownership with their learning.

**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.