

PPAT® Assessment

Library of Examples – Math

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 instructional strategies I plan to use are Individual Learning, Cooperative/Collaborative learning, Differentiated Instruction, Critical Thinking, Scaffolding, and Student Grouping. Students can show me their individual understanding through the bellwork on GoFormative.com and through the formative quiz on the Socrative Student App. By requiring students to work in Support Teams, they will be held more accountable/responsible for the learning process. Providing students with a more crucial role in the learning process will increase engagement. Further, the lesson will promote critical thinking. Critical thinking allows for creativity and discovery learning which further increases engagement. Allowing students to create anchor charts hits the strengths of students geared more towards visual learning and/or kinesthetic learning. Also, collaborative learning promotes students to verbally communicate which hits auditory learners better. In this way, my lesson is differentiated to all students.
- The GoFormative bellwork and the Socrative Student quiz allow students to individually show me their understanding. The group work allows for students to meet the creation portion of the standards. For example, students must create linear equations. Group work also will allow the partnerships between my higher level and lower level students. The higher level students can further solidify their knowledge by teaching lower level students

information that the lower students are not understanding as well. This will provide more support for my lower level students. During the lesson, I facilitated the work being done by providing guiding questions and scaffolding. Since students are being rearranged into groups three times (by color, letter, and number), probability tells me that I will have a mixture of groups. Groups will be all lower level, all higher level, and a mixture of low/high level students. This is important because grouping all high level can allow me to challenge them, all low level forces them to become leaders in the learning process, and a mix will allow for peer-to-peer relationship building and learning.

- c. I chose to have the GoFormative.com and Socrative Student App activities completed as individuals so that I could formatively check student learning individually. I chose to have the main portion of the lesson be completed in Support Teams because I believe the mixture of students in my class provided optimal peer-to-peer learning. Transitioning students three times into new groups ensured groups would form with all high level students, all low level students, and a mixture of high and low level students.

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. Another instructional strategy that I plan to use is individual learning. This allows students to learn on their own and for me to assess what each student is learning. This is good so I can see different needs of each student.
- b. This connects to the learning goals to facilitate student learning because this allows me to alter or change my teaching based on how students learn and how quickly they are picking up key concepts on their own.
- c. If I only use peer learning, I am not making sure that all students are understanding key concepts. Some students can get away without ever speaking or me knowing whether they truly understand before moving on to the next concept.

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.

