

PPAT® Assessment

Library of Examples – Physical 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

- Instructional strategies that I plan on using in the classroom to engage students include; direct instruction, cooperative learning, and hands on learning. Direct instruction will be used in the beginning of the class period to teach and demonstrate the lifts that will be performed during the workout. As the instructor of the course, I will demonstrate and provide cues to ensure safety and success during the prescribed excursions. As a result, student will have a general idea of what the movement looks like to I can coach the finer details of the movement and provide the instructional cues. Cooperative learning will be used to engage students by putting them in lifting groups according to their projected maxes of the selected core lift. These groups ensure that students are communicating with each other so they can properly follow the workout rotation as well as add or subtract weights from the barbell. Also, students can give coaching cues to each other to not only help their group members but also to visualize good form and recognize technique flaws to enhance their own performance. As a result, the students in the group learn how to cooperate with each other while also learning to give positive feedback along with constructive criticism to improve their performance and more importantly their positive social skills. Lastly, student will also be using hands on learning to engage students during

this lesson to enhance their learning. My direct instruction will be short to give more time for the hands-on portion on the course. Students in this class learn the barbell movements more effectively through hands on learning and repetitive practice with the use of lighter weights. As a result of spending more time using hands on learning, the students become more comfortable manipulating the barbell and free weights. This leads to better performance, increased strength, and increased flexibility.

- b. These learning strategies are connected to my learning goals for the lesson. Direct instruction, cooperative learning, and hands on learning all ensure the student learns basic technique in common weight lifting movements though direct instruction, to learn how to perform lifts safely and effectively through hands on learning, and to learn cooperative skills along with leadership skills through cooperative learning to maintain a healthy life style.
- c. I used both whole group and small group instruction during this lesson. I used whole group instruction directly after the warm up to demonstrate the lifts that will be performed. This provided the students will the overall idea of the technique and cues for the exercises. Then once the student began the rotational system I used direct instruction and feedback within the student's small groups to help students who may not be as proficient. This also gave me the opportunity to help more proficient students work on their leadership skills by helping the less proficient students if they wanted feedback from a peer to enhance their performance during the exercise

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. Direct instruction will be used to start the lesson. I will instruct and ask follow up questions to gauge student understanding. By modeling behavior I will know my students are shown proper technique, thus will be expected to properly complete each activity.
- b. Multiple learning strategies must be used to meet the needs of multiple learning styles. Regardless of teaching technique my students will be allowed to practice each activity until mastery or expectations are met. Positive reinforcement is a must when my young students are tackling a new activity.
- c. By using individual instruction I allowed students to achieve success at their own pace. It also allowed me to analyze each student's movement during stretches and to plan how to correct any undesired movement on an individual basis.

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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