

PPAT® Assessment

Library of Examples – 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

- 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 lesson begins with a combined experiential-interactive demonstration to provide the students with a bridge between knowledge of chemical equations and their applications. The students will watch the demonstration and then be allowed to touch the "toothpaste" to experience its exothermic nature. Next, the students will be asked to answer a series of review questions in a game style setting. They will get to work with team members but will have only a certain amount of time to answer each question (therefore they must really know and understand the material). This is more a form of interactive instruction, because the students work with their peers in a problem-solving circle of knowledge manner. I will not provide any instruction for this section. Finally, the students will experience indirect instruction in their free writes; they will be asked to reflect upon previous knowledge to form concepts about the world outside the classroom. This will not include guidance from the teacher but will encourage the students to learn through connecting school and outside world.
- The main learning goal of this lesson is to understand the principle of the conservation of mass is upheld within chemical reactions; this means that the mass of the reactants and products must equal one another. This has been thoroughly stressed throughout the unit

and will be encouraged in this lesson during the review game and demonstration. In the demonstration, the students will be able to observe not only the balanced chemical reaction (on the board) but will also observe that even though the household items used in the demonstration are mixed and transform, we did not lose material. The students will be required to understand and show this in the calculations asked of them in the review game.

- c. I chose to utilize whole-group instruction for the demonstration so that the students may feel comfortable freely asking questions that will benefit every student. I chose to utilize small-group instruction for the review game, because I want students to have the opportunity to voice their individual questions in a less-intimidating setting as well as learn about multiple means of thinking of answers. The students have a wide variety of problem-solving mechanisms that become apparent during collaboration. This is especially useful to any struggling learners. I wanted a variety of instruction for this lesson because the unit exam is quickly approaching so any final inferences or questions must become expressed soon.

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

While building interdependency by having students work in small groups is great in theory, with this class, it allows students to get off task and then copy answers from their peers. For that reason, students will be asked to work individually on their Pre-Quiz and quiz and answer the questions to a 75% accuracy.

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.