

PPAT® Assessment

Library of Examples – Social 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 instructional strategies I will use to keep students engaged and on task in the lesson and increase learning opportunities are cooperative learning, grouping, and differentiated instruction. Small group instruction or grouping will provide the opportunity to differentiate the instruction and encourage students to teach each other and provide help. According to Piaget and Vygotsky it is beneficial for student to have small group instruction rather than whole group instruction. When using small groups it creates a more focused learning environments.
- During the lesson, the goal is for students to learn the association between physical geography and the impact that climate has on the natural resources and agricultural economy. Once the students understand the task each of the small groups then have ownership and control of the information they provide to each other and how to make the lesson meaningful to their small group. The strategies directly connect to the learning goals and objectives by allowing the students to work together in the small groups and help each other. There may be members of the group that may not be strong readers, or others that may not have strong vocabulary or writing skills, however those that are

stronger in areas will be able to help their other group members that struggle in certain areas through the cooperative learning strategy.

- c. To begin the lesson, I first use whole group instruction to introduce and explain the goals and objectives of Southern Europe's physical environment and review the goals and objectives written on the board. During the cooperative learning students work in small exploration groups. The small groups have been selected at the beginning of the quarter and remain the same unless the teacher sees there is a need for reselection. Understanding there is a different needs to be met to ensure that every student's retains the most out of each lesson and achieves mastery differentiation is necessary. When working in small groups I am able to create more differentiated instruction that reflect the type of instruction each small group or individual may need.

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

The learning activity will be completed individually so as to reveal student progress towards learning goals outlined in the cited standards. The compiled scores for the viewing guide will then be much more reliable as milestones for individual student progress towards learning goals. The learning goals outline outcome expectations for each individual student, and so students should be assessed on individual insights and responses. Heavy emphasis is placed on analysis strategies. The students are analyzing the documentary by considering critical questions and how the provided information connects to those questions and establishes their claims. In order to reveal those greater patterns and themes from the learning goals students must be engaging in analyzing and drawing conclusions from the documentary. As every student should graduate with proficient analysis skills, each student is challenged to analyze the content on an individual basis. The very core instructional strategy for this lesson is active learning. Rather than simply having information slung at them, students are challenged to demonstrate learning and content mastery by responding to questions on a viewing guide/ worksheet. Many of my students indicated that they enjoy watching movies when I administered the student interest inventory. In order to fully engage them I am providing information in a dramatic and entertaining way. As individual students actively respond to guiding questions they are grappling with the learning goals.

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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