

PPAT® Assessment

Library of Examples – Special 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 instructional strategies that I plan to use during this lesson to engage the students and enhance their learning is cooperative learning and guided practice. Creating an environment that has the students be in small groups allows them to talk to the other students in the class while helping assist the students in the learning process. Cooperative learning also allows the students who don't enjoy being in large groups now can have more conversations with their peers while they are still learning. Another instructional strategy I plan on using to engage the students is using guided practice. Having the students engage in guided practice allows the students to understand what is expected of them in the learning activity when provided an example and allowing them to be independent during the lesson. I will also sign using Sim-Com and ASL to allow the students access to the directions and instructions.
- The instructional strategies connected to the learning goals to facilitate learning by having the students do cooperative learning will help the student make real world connections. This will allow them to connect geometry that will be included throughout the lessons. The students will look at different jobs and analysis how those jobs use geometric figures. The students will also look at objects they see in their daily lives and discuss what kind of

geometric figures they see constantly. Allowing the students to identify how real world jobs use geometric figures and what kind of geometric figures they see daily allows the students to make connections from the real world to math (geometry). Incorporating the instructional strategy of guided practice the students will see how to use the various tools and create various geometric figures that vary in scale and how to create their own geometric picture based off the real-world images used throughout the lesson. Using the student's modes of communication will allow the students to understand what is being presented to them and what is expected of them.

- c. To facilitate students learning, I will use whole group instruction to initially explain and teach about geometric figures. Throughout the lessons the students will work in small groups to discuss how real-world jobs use geometric figures and what kind of geometric figures they see daily allows the students to make connections from the real world to math (geometry). This will allow the students to be provided a time where they can engage with one another and hear the opinions that each student has while they are learning. I will also have a whole group discussion allowing all of the students a time to talk about what they learned and their views on the topic.

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. Differentiated Lesson Plan Focus Student A Differentiated Lesson Plan Focus Student B My two Focus Students do not need adaptive learning goals. Instead, I will differentiate my instructional strategies and provide appropriate accommodations to each Focus Student. Therefore, it is not necessary to adapt or reduce the learning goal for both of my Focus Students. The student and I will know if the Focus Student achieved the learning goals for the lesson through the exit slip. An exit slip will be provided at the end of class to all students. After all students have completed the slip I will put the answer key on the board. The students grade their slip and file it on the wall. If they got all four questions correct they file it in the #4 folder. If they answered 3 correct, they file it in the #3 folder, and so on. This method provides feedback to the student and teacher the day of the lesson.

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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