

PPAT® Assessment

Library of Examples – Nontraditional Video

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 Prompts for Task 4, Textbox 4.1.2

- How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- How do you plan to use questioning skills to promote student learning? Provide a rationale.
- How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

Content Area – Music

Choral music class, treble choral ensemble

- I plan on using academic content language to advance the understanding of the concepts being taught in the lesson by incorporating this language through the video commentary as well as the student response materials. Academic language such as: key signature, time signature, tempo, voice parts, composer, melody, phonation, and solfege. These are all words that are used in the context of music to speak specifically about elements of music and the process of singing. These are a part of the vocabulary that is necessary for students to demonstrate an understanding of music and how to discuss it in an intelligent manner which is a part of the music curriculum. This prepares students for concepts in coming lessons.

- b. I plan to engage students in critical thinking that promotes student learning by embedding questions in the lesson. Answers will be submitted through an online survey when prompted during the lesson. These are questions like; "How was this way of warming up different from in class?" and "Why might a community choir be beneficial?" These are questions intended to get students thinking beyond what is happening immediately in the lesson, which requires answers that are unique to them and come from their personal experience and opinions. Students thinking in new ways and incorporating their personal experiences in answering these questions engages their critical thinking skills, which are a part of the 21st Century skills and contributes to career success and educational success. Students will also provide feedback about the lesson and format which utilizes their collaboration skills.
- c. I plan to use questioning skills such as factual questions, broadening questions, and open-ended questions. An example of one of the broadening questions used in the lesson are "In your own opinion, why might a community choir be beneficial? Would you join a community choir after school?" I selected these types of questions, which are embedded in the lesson, to ensure students are following and engaging in the lesson, as well as questions that aren't directly answered in the lesson and require students to think about it and go beyond the information presented. This is a similar questioning style to what I would use in-person in the classroom. Using this familiar questioning style provides students with some normalcy and routine during asynchronous learning. In the physical classroom, I would ask questions like, "why do we check and adjust our posture while singing? Is it something we only need to do one time during the rehearsal?" or "Why should we take the time to learn about composers of a piece we are singing?" As students answer the questions, I will know where they are in the learning process, which will allow me to make informed decisions about what the students need in future lessons to ensure their success in learning.
- d. I plan to integrate literacy into the content I will teach to promote student learning by using multiple texts in the lesson to provide students with a variety of presentations of the information. Using multiple means of presenting the information helps students with different learning styles and strengths to have diversity in instruction and be as successful as possible in learning. These texts include webpages for research about composers and the community choir that students are being introduced to in the lesson, as well as the musical score to follow along with learning the melody, which is encouraging music literacy, as well. I also included video activities to engage students. These activities include vocal technique warm-ups that can be followed, similar to how they would in class, and included questions about the video to have students analyze how the video differs from the in-class experience and the effect on their learning. Another activity is searching the community choir website to find facts about the group. Prior to the singing of the piece, students are to examine the musical score and answer the online form questions about the piece, including questions about the key signature, time signature, and tempo.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

Content Area – Business

Ground transportation that exists and the role they play in the hospitality and tourism industry

a. I plan on having guided notes to help students understand and know the academic language to further their understanding of what is being taught. For the most part this will be the first time these students will be exposed to renting a car, while a few may have had their parents rent a car while they are on vacation.

b. I want to engage their critical thinking by asking them questions during the lesson to have them think of a time they were on vacation and have them reflect on a time they were on vacation and how they would need to be able to rent a car and understand the industry so when they plan their vacation without their parents they can do so and understand what is going on. I want them to be able to apply what they learn and know what is going on.

c. I want to be able to ask them good questions so that they will have to think about what is being asked and be able to reflect on what is being taught. I think that it is important for them to be able to think of a future situation and be able to solve it, because they will be in a situation in the future where they may need to rent a car and their understanding will help them.

d. I plan to integrate literacy by having them answer questions that will require them to go online and look up different rental car companies and have them write down different scenarios when dealing with renting a car.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate’s plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence 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.