

PPAT® Assessment

Library of Examples – Early Childhood

Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 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 4.2.1

- How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- Content language is used with students on the carpet as there is a discussion about solids and liquids and how they change. Just before the recording of the lesson began, students watched a video/song from one of their favorite Disney movies, "Frozen." In this video, Olaf the snowman is singing about how he wishes he could spend time in the summer. Within the song, I discovered that he discusses being in all three states of matter. I encouraged students to think critically about where they heard him referencing the states of matter in order to have a discussion. At 6 minutes and 34 seconds in the video it can be seen that students are being pushed to think critically while being exposed to the scientific language that will help advance their thinking and understanding. Students are asked to think back to their schema as they use their knowledge of solids and liquids to make a prediction about how they will change. Toward the end of the 15 minute clip, around 14 minutes and 48 seconds, a whole class discussion is had that continues to use the scientific terms to advance content knowledge. Students were guided as a class while

discussing what happened to the solid when heat was added. Students are then asked to think about what would happen if the heat were taken away. Academic language is extremely important and thus terms such as: solids, liquids, gas, heat, change, and prediction are continuously used throughout the lesson. At 9 minutes and 20 seconds students are encouraged to incorporate vocabulary terms into their worksheet. At 8 minutes and 9 seconds two students are stating words such a prediction in order to express that their idea came true. This demonstrates that students were understanding and using the scientific concept vocabulary correctly.

- b. Critical thinking is extremely important, especially when it comes to science and making predictions. Students were engaged in critical thinking within the first portion of the lesson. At 24 seconds through 51 seconds, students are being asked what happens to a solid when heat is added and what happens to a liquid when heat is added. At 24 seconds, the student answers the question incorrectly. Instead of immediately correcting him, I pushed him to think about the question with an example of ice. I referred to the matter poster on the easel in order to encourage him to think deeper while reading and using visuals for additional support. In the end, he was able to answer the question correctly and then also come up with an example of his own of how a solid can turn into a liquid. His additional example proves that he was thinking deeply and critically about the content being taught. Later in the lesson, at 12 minutes and 5 seconds an advanced student is wondering how she can continue to push herself and show her learning. In order to engage her in more critical thinking, she is encouraged to think of other examples of a solid changing into a liquid. She is instructed to write them on her sheet with pictures for supporting examples.
- c. Questioning went hand in hand with critical thinking as students were asked closed, open, and guided questions in order to push their thinking and help them show their best work. At 7 minutes and 50 seconds, the students are asked as an entire class if they hear anything. Students are then pushed to think about what is happening to the water and what is happening to the chocolate that is on top of the water. Students are engaged in critical thinking as an entire class as they are asked a number of different questions. At 12 minutes and 45 seconds more questions are being asked to push students to express how they know what is going to happen. As an educator it is important to not simply tell students what to do or influence them greatly as they learn new concepts and content. Providing students with different types of questions in order to help them discover the learning for themselves is the most beneficial and powerful way a teacher can teach.
- d. Integrating reading during this lesson was done by providing students with scaffolded worksheets with beginning prompts. At 1 minute and 42 seconds, students are read the worksheet and then instructed on how it should be filled out. Having guiding prompts promotes student reading as they have to use reading skills to figure out the prompt in order to determine what to write. A poster about the states of matter is on the easel at the front of the room. At 13 minutes and 28 seconds, individual recognition is given to a student for checking/reading the poster in order to help him with spelling on his worksheet. After praising the student and recognizing what a good resource the poster is, many students head to the front of the room at different times to read and thus help them write.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- I used academic content language to advance the understanding of the concept by using words that accurately describe what I am asking the students to do. I used language and asked questions to support emergent literacy development, such as describing the book and what the children will be doing in the activity and how they can each participate (1:45-2:57).
- I engaged students in critical thinking to promote student learning by asking them to identify the characters of the book as I hold up each one. Before I showed the actual picture in the book, I tested if the children had knowledge of the name and the color of the animal from the story, by holding up the felt board animal (3:45). This engaged the children in critical thinking of either previous knowledge from reading the book or problem solving to figure out the color and the name of the animal.
- I used questioning skills to promote student learning by asking the children to identify each animal as I hold up the felt board pieces as well as asking them to identify the color of each animal (4:45). I also asked the children to come up and find where the animal should be placed onto the felt board based on the printed labels that are already up in place (4:55).
- I integrated literacy into the content by displaying the book, "Brown Bear, Brown Bear" throughout the whole activity, flipping through the pages as I read. I also integrated literacy by having the names of each animal and character from the book labeled and positioned on the felt board for the children to connect the felt board pieces to the printed words. (entire video)

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis 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.

Copyright © 2018 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.