

PPAT® Assessment

Library of Examples – Nontraditional Video

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 Area- Mathematics 9th Grade Geometry

a. Academic content language was used throughout the lesson to help students fully grasp how the content correlated with previously taught concepts. By using the vocabulary, myself, it gave the students the expectation to also use the vocabulary correctly. In the video at 00:15-01:15, although this was previous knowledge, we discussed the Pythagorean theorem and its usefulness in accordance to the special right triangles. Specifically, I asked students to identify the Pythagorean theorem as well as the pieces of a right triangle. We used the terms legs, hypotenuse, right triangle, and the Pythagorean theorem equation. This was to help reinforce the importance of determining which aspects of a triangle are which. When introducing special right triangles, it is necessary to understand which parts are legs as well as which part is the hypotenuse due to it being pertinent in the 45-45-90 and 30-60-90 triangle theorems. Using the academic content language consistently was key in connecting the Pythagorean theorem (a

previous concept) to special right triangles (a new concept). The vocabulary was explicitly used at points 04:46-09:43 when introducing the two special right triangles and while working through problems together. For example, at point 05:19 we were going over a problem as a class which focused on a 45-45-90 triangle. The triangle had a right angle marked, a 45-degree angle marked, one leg value, and we were asked to find the hypotenuse. In order to solve this problem, students needed to use previous knowledge in order to get to the answer. I asked the students what theorem they needed and why, the academic content language was used in order to explain their reasoning to the class as to how they found their answer.

b. During the lesson, there were a variety of times in which students were engaged in critical thinking. Students were expected to answer by justifying and reasoning with the theorems we were learning as well as prior knowledge. An example of this was where the students were asked to first answer two higher order questions in which it challenged their previous knowledge as well as their understanding of the 45-45-90 triangle theorem. We see this in the discussion during points 05:02-06:34 and 07:31-08:06 where the students are engaged in critical thinking by working individually, then coming together as a class in order to discuss the problems. At about 05:24 the students are asked which theorem they think is needed first in order to use the 45-45-90 triangle theorem. This was to reinforce the prior knowledge and connect it with the new material. The students were asked which theorems they could use because there were multiple theorems that could have been used, but to hear other students' thoughts help the students look at the problems in different perspectives. For example, at 05:38-05:40 I had two students answer simultaneously. One student suggested we use third angles theorem, and the other student suggested we use angle addition. Either approaches would have worked, but seeing different perspectives helped encourage critical thinking during the lesson.

c. Throughout my lesson, I employed different questioning strategies such as direct questions and probing questions. Each type of question allowed the students to evaluate something specific about the problem at hand. For example, at 02:19 as a class we were looking at a 45-45-90 triangle. I asked the students to explain what the two angles tell us. This was an open ended question because the angles can tell us that the triangle is an isosceles triangle, that the legs in the right triangle are congruent, that the two 45 degree angles are base angles, etc. This allowed for students to engage in critical thinking and thus promoting their learning. Again at 03:50 I asked the students what kind of triangle a 45-45-90 triangle is, and a student responded by saying "isosceles". At this point I asked the student how they knew it was isosceles. This allowed for students to connect the academic content language that was to be used throughout the lesson and the new content being presented next.

d. Integrating literacy is important when promoting student learning because it helps the students to process information effectively on their own. In the lesson, the students were asked to write down and draw the theorems we were focusing on. This was presented at point 08:59 in the video, the students had prior expectations presented to them at the beginning of the lesson to be taking notes of the theorems so at the point 08:59 they were reminded to draw the diagram for themselves for the 30-60-90 triangles. The students were also reminded for 45-45-90 triangle theorem but that is not present in the video. This helped to promote student learning by the students being engaged in the act of writing and drawing the diagrams.

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

Content Area- 8th grade ELA classroom

Understanding the social and political climate during the 1960s

a. I use academic content language throughout my lesson both on my slides as a visual and verbally to reinforce the understanding of the concept being taught. The terms "inference" and "perspective" appear on the slide after the virtual gallery walk (2:35) when I ask the students to respond to differentiated questions by email. The terms "infer" and "compare and contrast" appear on the slide following the video (3:32) in differentiated questions the students answer in an online discussion board. These terms will appear on future standardized testing the students will take. These terms all encourage critical and higher level thinking.

b. I engaged students in critical thinking through using an interactive discussion board (4:13) as means for the students to post responses to differentiated prompts they are assigned after viewing the film on The Children's March. This platform is simple to use and enjoyed by the students. When they access the board, they can see a grid of classroom responses.

c. I used questioning skills by providing differentiated questions by skill level for my students to answer to assess their knowledge of the social and political climate surrounding The Children's March throughout the lesson. When the students respond to an assigned prompt on the interactive discussion board (4:17), I respond to each student's response with a follow up question that makes them dig deeper into their own analysis of the content presented. My questions follow Bloom's Taxonomy which will challenge my students and help me to better structure questions.

d. I integrated literacy into my lesson to promote student learning by providing three writing activities for my students. The students respond to the virtual gallery walk by sending me an email that responds to his or her assigned prompt (2:30). Following the film, the students respond to another assigned prompt on an interactive discussion board (4:13). After the lesson, the students will engage in an assessment in which they will respond to comprehension questions referring to the film and supplemental text materials (5:07, 5:36).

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.

