# *PPAT*® **Assessment**

## Library of Examples – Business, Industrial, and/or Technical Education

## Task 3, Step 1, Textbox 3.1.3: Learning Activities

Below are two examples of written responses to Textbox 3.1.3 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 3.1.3

a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.

b. How will these learning activities address students' strengths and needs?

c. How did your class demographics inform the design of the learning activities you chose?

### Example 1: Met/Exceeded Standards Level

a. Prior to the lesson, students completed an on-line pre-assessment. This activity is performed individually on their smart phones. Every student has a cell phone, but not every student has access to a computer in this class. We only have six laptops. The rationale for using an online Form for pre-tests is that it collects individual and aggregate data on student performance. This data is used to design upcoming learning activities to meet chapter section learning goals. Based on data collected, I decided to divide this chapter in to two segments, each with their own summative assessment. This lesson focuses on the first section of the chapter.

- This lesson spans a period of six days and contains the following learning activities:

- Direct instruction: use of specialized PowerPoint® Presentation

- Classroom discussions: to relate concepts to their own lives

- Homework Assignments: reading and note taking

- Jigsaw Think-Pair-Share: peer collaboration and presentations.
- Random Standup: randomly selected to answer questions

The first two activities listed are direct instruction and classroom discussion on the chapter section's key terms and concepts. For direct instruction a specialized PowerPoint® presentation is used. This is followed by classroom discussion. Using the Socratic method, students engage in relating terms or concepts to their personal lives. This grouping supports students to share their thoughts and knowledge with peers. (Chapter 4 Learning Goals 2 and 3, Iowa 21st Century Learning Goals 1 and 2) Non-verbal formative assessments are conducted by having students indicate with thumbs up/down/side level of understanding. These are periodically used during learning activities to check for knowledge.

The third activity listed is a homework assignment requiring students to read the chapter section. This reinforces the direct instruction and class discussion.  Students also use a graphic organizer for taking notes. (I had originally designed it for Focus Student 2, but other visual and kinesthetic learners find it beneficial, so I now provide it for the entire class.) Students turn in assignments by submitting a picture of their handwritten notes to an on-line free learning management platform. Student also have access to a digital version of the graphic organizer to have the option of typing their notes. In addition to the homework assignment, Access to an interactive website used to develop customizable study guides is available to students at any time by smartphone or computer. Again, the use of the website was originally intended to support the needs of Focus Student 1 but benefits the entire class.

Next on the list, is a Jigsaw Think-Pair-Share activity. Students are assigned in pairs to study a Business Code of ethics template provided by the Society for Human Resource Management. Students then present their assigned section to the class. This allows for group collaboration and peer instruction. (Learning goal 3: Explain the purpose of a code of ethics.)

The last learning activity prior to the summative assessment and used as a review, randomly assigned students a key term from the chapter section. Students drew the terms out of a gift bag and had to verbally explain the term and write its definition on the white board. Students reinforced knowledge by teaching and watching other peers present. I encourages students to take pictures of the notes on the board.

b. These activities address diverse needs of my students by providing learning activities that contain audio, visual, kinesthetic learning opportunities. Further, the learning activities that involve peer collaboration or peer instruction are highly effective in this classroom as peer relationships are strong in this close-knit community.

c. The educational and emotional needs of my class always influence how I design activities. Since this is a small class of 9 students, I can provide a variety of activities that meet the learning styles and levels of my students. The biggest influencer when designing activities is the fact that this population is somewhat isolated and thus, I cannot make assumptions about their exposure to the outside world. For example, one student does not listen to music or watch TV. This is the first time I have come across a teenager like this and therefore, I can not assume he will understand any references made about pop culture.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:**

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities thorough?

## Example 2: Did Not Meet/Partially Met Standards Level

a. I like to use hands-on demonstrations where students can feel and see the actual product of their work. If I am demonstrating a table saw, I'll show them how I do it first and then I want them to use it for themselves with their own project so they can directly apply what they are learning. I want their hands to feel the smooth and rough sides of the wood and to feel their quality of work in relation to how well they listen. I also use structured practice for most students where before I let them work on their own, I walk them through with my help. I do this because I want to be there for their first time using a machine so that I can be supportive or encouraging.

b. Students that feel confident in their abilities can demonstrate that and learn to be trusted by adults. Many students are treated like children and that bothers them. To give them trust and opportunity to prove themselves through structured practice is meaningful to them. Students who need more attention can ask for it directly before they use a machine. Or I can step in if I feel it is necessary.

c. I have an age range that includes 10th graders through 12th and of all experiences. If I provided a lecture or video, very few would pay attention and appreciate it. When I demonstrate for everyone in an active environment, most listen and can ask questions. When I structure the practice around them individually, I can adjust the amount of time I spend with them depending on their level of autonomy and independence. With such a wide age range, it's hard to use one learning activity that covers all the different capabilities of different students.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.3 and ask yourself:**

- What rationale does the candidate provide for each learning activity included in the lesson?
- How does the candidate show that the learning activities address the students' strengths and needs and the class demographics?
- Why is the analysis of learning activities ineffective?

## 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.