PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technology Education

Task 4, Step 1, Textbox 4.1.3: Lesson Activity(ies)

Below are two examples of written responses to Textbox 4.1.3 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 4, Textbox 4.1.3

a. Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.

b. Describe how you will monitor student learning during the course of the lesson.

c. What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Example 1: Met/Exceeded Standards Level

a. There are multiple learning activities in this lesson. Since this is all new information for the students I will begin with a PowerPoint to give them some foundational knowledge about the business management and administration career cluster. Throughout the PowerPoint are other smaller learning activities. Discussions will be used to help deepen their understanding and apply what they learn. Video clips of the pathways will be shown, including spotlights on specific careers. After the videos we will discuss what they watched, what interested them and why. During the PowerPoint they will research specific careers in the cluster to get an understanding of what they do. They will type the job descriptions into a group Doc as a shared resource they can refer back to later. The final learning activity, and essentially the main focus of the lesson, is the completion of a research project on a career of their choice that falls in the business management and administration career cluster. Using information they have learned and

research skills they have been practicing, they will investigate a career of their choice. I designed the learning activities prior to the independent research project to anticipate and address students needs by acknowledging that they do not have much, or any, prior background knowledge of the career cluster, so I want to give them that base to help them be more successful with their independent project. This gives them more information to choose a career that really intrigues them, rather than just a random one that they lose interest in, possibly resulting in lower quality final projects.

b. I will monitor student learning with frequent checks for understanding through questioning. For example, after discussing a skill that is beneficial for a person to have in a certain career, I will have them apply that by asking why they think that skill is important for the career we are discussing. When students are working on their projects I will monitor their learning by keeping a checklist so I can track how the students are coming on the different elements they must research for their project. By frequently checking in with them it also gives them opportunities to ask me questions to clarify something they may be unsure about. During this check-in time I can see what they have already completed to make sure that they are on the right track or if I need to review something, such as making sure they are incorporating academic content language in their projects.

c. The students will be required to submit several work samples throughout the lesson to illustrate their learning. A KWL sheet will be completed at the beginning and end of the lesson. It will be turned in after they fill out the Know column to help me determine what prior knowledge they have that I can incorporate in the lesson. For example, if they know that Elon Musk is the CEO of Tesla, I can discuss him as part of an example when appropriate, or have them research more details of what his work involves. The Want to Know portion will be integrated by giving me additional areas to cover during the lesson to address the students' needs and keep them engaged by incorporating their responses into the lesson. The KWL will be revisited at the end of the lesson for the students to fill in what they learned, so we can have a visual representation of their growth throughout the lesson. They will be required to complete Bellringers each class period that ask them to discuss and apply what they have learned so I can see what they are retaining, and what we may need to spend more time on. I chose these work samples because they are quick ways to see where the students are in regards to their understanding of a topic. The lesson will conclude with the completion of a research project on a career of their choice in the business management and administration cluster. This project will consist of a pre-assessment questionnaire that will be filled out before they begin their research to assess what they already know about the career. There are no wrong answers as it is used as a guide to evaluate their growth from before the project to what they know after the project. The project will require the students to research different aspects of a career, such as average salary and tasks performed. They will be creating a brochure on either an online Doc or a website that will be given to their classmates during a presentation. I chose to have the students complete a research project because it gives them time to learn more about a career that they are truly interested in, increasing their engagement. I have them present their findings to the class so everyone can benefit from each other's research, as well as practicing 21st century skills of creating a project and presenting it to an audience.

Refer to the [Task 4 Rubric]{.orange} for Textbox 4.1.3 and ask yourself:
- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?

- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses appropriate?

Example 2: Did Not Meet/Partially Met Standards Level

a. The main activity that is the focus for the conversational lesson using a PowerPoint presentation over starter systems theory. I need the back and forth interaction to confirm an informally assessment of their progress. The classroom conversation provides me in real time if my lecture is working. I can then proceed as plan or change by improvising. The presentation is also designed so I can interact if the slides in the background. I have animation gifs and images that are big in size on the projector screen where I can point and interact with the presentation. I designed the lesson by having a lecture where I am the focus of attention with the slide presentation as a visual aid. The presentation serves as visual aids to focus students to learn visually and by sound. Some visual aids repeat themselves creating strong memory points to be use later when I access their prior knowledge. I have the goal for my slide presentation to be a silent instructor in the background. The lecture with slide presentation is designed to create context to the core concepts but also present it as a story for memory retention. The PowerPoint has slides designed to have attractive slides that students can retain the information at a glance without distracting from the lecture. Presentation has balanced slides with words kept at a minimum and images that self-explain. I also included gifs animation that can repeat to not only provide a visual explanation but also repeat constantly providing a silent instructor in the background.

b. The conversation with the class during the lecture is important because it is a two-way street. Every time there is a reply of any sort from the students it is an opportunity to monitor them. I will use eye contact and roam the room as I speak and ask questions. I also have a good position in front and at the side of the class to see everyone. On occasion I will walk around the class.

c. Students work samples happen after the theory lecture. They must complete hands-on assignments relating to the lesson relating to the lecture. It is a pass or fail. They either completed the assignment or did not. The completion of the assignments are the lessons from the lecture applied in real life. My students are not part changers but know the systems and their context. They are taught to diagnose and make appropriate repairs. Hence, they gain knowledge and then apply that knowledge in the shop. I compare the lecture as crawling and the application of lecture as walking. They apply the concept knowledge by remove or replace items, testing components, testing systems, and diagnostics skill building. By completing the hands-on assignments relating to the lecture the students have respond to the lesson by having gain not only the knowledge but the experience to gain more employability by truly learning a skill.

Refer to the Task 4 Rubric for Textbox 4.1.3 and ask yourself:

- Where does the candidate explain how the activity anticipates and addresses student learning needs?
- Where does the candidate describe how he or she will monitor the students' learning?
- Where is the rationale for the choice of student work for assessment of student learning from the lesson?
- Why are the responses vague?

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.