

PPAT® Assessment

Library of Examples – English Language Arts

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

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

- a. I plan to use academic content language to advance the understanding of the concept being taught by asking them how to explicate the assignment rather than asking them to explain each stanza in their own words. I will ask them to annotate the assignment rather than ask them to find all of the literary devices in the poem. I will use this language with them also because this is how I have been referencing the terms throughout the whole unit, if I changed up my verbiage now, they might get confused. I think by using these words with them over and over, it helps them to begin to use them. This higher academic language is a step in the right direction in getting students to use academic language in their own speech. I also will use the academic language of literary devices during the lesson as we have been using them throughout the whole unit, and they have become familiar with the terms and thus know what they mean. By using academic content language during the lesson and throughout the whole unit, I have ingrained these terms

and language into their schema of speech, and this will hopefully help them to use this language in their lives after they are out of this class.

- b. I plan to engage my students in critical thinking to promote their further learning by asking higher order thinking questions, asking them to explain their thinking, and to provide a rationale for their ideas. I have been asking them to explain each of their statements of opinion about each poem because I don't want them to just throw out wild ideas without backing them up. Poetry is highly interpretive, so I wanted them to know from the beginning that as long as they had a reasonable rationale for their statement, that it would work for class. I think they learn best when they are reasoning with their own thoughts, if they have to provide a metacognitive answer, and are able to, I think they are learning an immense amount about the subject and their own theories about literature.
- c. I plan to use questioning skills to promote their learning with a tiered question approach, comprehension based first, then research based, then analytical, then inference based. I want to do this so that I know they understand the material before we really delve into the important meanings and insinuations going on below the surface of the poem. I also want them to be confident with the poem before beginning to make analytical statements and inferences about it. Another reason is to help their confidence levels in interpreting poetry, which is a very daunting task in and of itself, so they benefit from answering questions that are a bit easier first, so they can get into the important meanings with confidence.
- d. I plan to integrate literacy into the content to promote student learning by encouraging them to look things up that they don't know, such as words or phrases (usually used in past historical language - usually Shakespearean English). Understanding of the poem, again, is the first step in their understanding of the deeper meanings of the poetry. I also began the poetry unit with poems that had language that was a bit tougher so that they would get used to understanding when they might need to look up the meaning of a word or phrase because it shouldn't be taken at face value. Once they were comfortable with the kind of language that they didn't understand, it was just a simple statement that they would need to look something up and research its meaning. I do this because I want to inspire curiosity in my students because curiosity is the beginning and sustaining aspect of education. If they show curiosity about the meanings of the poetry and want to genuinely understand what the underlying meanings are, they show initiative in other aspects of their life too to show critical thinking and good researching skills.

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

- a. The academic content knowledge that I will use will be based on the North Carolina State Standards and the vocabulary associated with Theatre Arts. By using vocabulary that is present in all forms of Drama and Theatre Arts, it will not only allow the students to understand and use academic language, but it will also expand the students' professional

vocabulary. Many terms that are used in the Theatre Arts sector can be transferred to many professions outside of the Performing Arts. Many of my Drama students plan to pursue a major and/or minor in college within the Performing Arts so the vocabulary that they learn will directly correlate to their future careers.

- b. I will engage the students in critical thinking by having them think about different scenarios may happen on the days of the performances and how each student can contribute to addressing and adapting to the task at hand. Critical thinking is crucial to the use of improvisation in performances, without the ability to critically think, actors and actresses (my students) would not be able to think well on a whim and appropriately adapt to their environment.
- c. The question skills that I will use will be post-academic world based. These questions will be asked as if the performances were actually presentations rather than on-stage performances. I would ask the students how they would talk in a crowded room or to a business professional and then use those same skills to appropriately portray their character on-stage.
- d. Literacy will be integrated into this lesson by the students reading and memorizing their scripts. Students will also complete a reflection of the Puppet Show Performances after the very last performance to reflect on their performance as well as the overall class performance. Theatre Arts does not require the typical amount of literacy content as core classes do, instead of having students compose multiple essays, the students' literacy lessons come from their reading, composition, and memorization of skits and scripts.

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.