PPAT® Assessment

Library of Examples – Family and Consumer Science
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 Prompt 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. The academic language associaed with the content area of the FCS National Standards Area 16 in Textiles, Fashion, and Apparel are embeded throughout this lesson plan. Key vocabulary terms are listed and defined in the video that the students watch on the "Parts of the Sewing Machine." The key terms include Thread spool pin, Bobbin, Needle clamp screw, Foot pedal, Hand wheel, Feed dog, Presser foot, Reverse stitch lever, Stitch width dial, Stitch length dial, Pattern selector dial. All of these terms are content language associated with FCS National Standard 16.4 and 16.4.1. See lesson plan here. I plan to use a video with the transcipt for students to follow along and "fill in the blank" the content vocabulary words. I chose this method because it keeps students listening to the video, and helps the students link the vocabulary words to the definition. Next, I plan to take the terms from the video / transcript and create a label for each term. I plan to have the students label a sewing machine in the front of the class

with these terms. As they label the terms, I am then asking them to choose the definition that is printed on the whiteboard that matches the term. They will not be looking at the transcript at this time, so they will have to use memory re-call and think through the definition. I am using the labeling technique to link the terms the students hear in the video and write on their transcript to a real sewing machine - as they will be applying this knowledge to the sewing machine in a future sewing project. .

b. To help engage students with critical thinking during this lesson, I have planned many different techniques. First, I plan to use a short, pre-made video about the parts of the sewing machine. The video is less than 6 minutes, and I will stop it at approximately each 2 minute mark. I like to stop videos and talk about sections within videos to keep the student interest level up, especially with topics that could get "boring" to the student. I plan on stopping the video, making sure the students have the correct words in the transcript worksheet. I then want them to apply that knowledge to a sewing machine in front of the class. This will help students connect the information they are learning to a real world application. At this time, I will also have the students pick the correct definition of the term they label on the sewing machine to reiterate the vocabulary term definition. I like to use short videos, stopping them often, to reiterate concepts and add critical thinking questions throughout the lesson. I will use question prompts similar to those found in the lesson plan to help engage students throughout the lesson.

c. By stopping the video at the two minute mark, after certain sections, I will have an opportunity not only to make sure the students have to correct vocab terms in their transciprt, but to also take questions from students, and ask questions. While the students are labeling the machine and working through vocabulary term definitions, I can use the question prompts found in the lesson plan to gage student knowledge and perhaps ask questions that will peak student interest.In addition, I plan to engage student interest by using a digital platform and interactive class quiz as a wrap - up activity for the class. Students love to be on the computer or on their personal devices. They enjoy interactive games like Kahoot, and the digital platform I use in this lesson has an interactive game / quiz for students on the content material. Engaging with technology incorporates the ISTE standard listed in the lesson plan as follows: ISTE S1 (Empowered Learner) c (see lesson plan).

d. This particular lesson has three CCSS ELA standards. The first is as follows: RST.6-8.2 (see lesson plan) : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. The video is accompanied by a transcript - word for word - with fill in the blanks for vocabulary terms. The video also has lesson summary section, in which all of the vocabulary terms are repeated. I plan to stop the video after approximately 2 minutes to make sure the students had the right terms. I will then re-iterated the terms by having the students label each sewing machine part with the term, and then pick the definition from the white board. This helps the student to learn the vocabulary term, visualize the term on the sewing machine, and summarize the definition. The second CCSS ELA standard is as follows (see lesson plan): Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). I want students to take information they have just seen on a video, and then use that information to apply the knowledge to an actual sewing machine that they are going to use for a sewing project. They are using technical terms of the sewing machine and identifying those terms on the model of the sewing machine. The third CCSS ELA standards is as follows see lesson plan: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a

text on the same topic. The students are going to watch the video, and then compare the video information to the actual sewing machine. They are going to see that the sewing machine in the video does not match perfectly to our sewing machine - as every sewing machine is different. I want explain that each model and brand of the sewing machine may have differences, but the main parts work the same and have the same function - even if they are in a different location. In addition, I plan on using the transcript on study.com classroom so the students can access the video through and re-visit the information and continue to compare / contrast the information with a different sewing machine in the future if needed.

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. I plan to have students devise a working definition of what a destination wedding is in order to advance the academic content language. I will encourage students to use terms such as wedding insurance, bridal party, groomsmen, venue, and other terms related to the tourism, hospitality, and recreation course. By knowing what these terms are students will gain a better understanding of some of the important details in planning a destination wedding. Some of these details will carry over to the website that students will be creating for this project.

b. In order to engage my students to think critically about constructing a website, I will ask open-ended questions, such as what makes a website a good website, what makes a website a bad one. Since no of the students had created a website before, I will encourage students to "play" with all of the different options that free online learning platforms have to offer. I will then ask students how does what they select tie into their destination wedding.

c. I have found that asking open-ended questions allows students to offer up answers without much fear of giving a wrong answer. Opinion type questions also help students to validate their decisions and promotes learning. Some of the questions I asked were "What makes one website better or worse than another?" "What is considered to be user-friendly?" I also showed the class some of the websites I created in one of my college classes. Without them knowing it was my website, I asked them what did they like/not like? If it was their website, what would they do differently?

d. Students will search the internet to discover possible places to have their destination wedding. Part of their research will include the typical weather for the date they have selected. Students will also be selecting a theme and then tie all of the colors, decorations, cake and other items back to the theme. Deciding on the type of music is another choice students will have to make. These decisions will have to be detailed on the website that is created.opy-paste

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.