

## PPAT® Assessment

### Library of Examples – Social Science

#### 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

- a. 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.
- b. How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- c. How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- d. 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

- a. In the lesson, I used academic content language during the lecture discussion on the American civilizations. I tried to activate students' prior knowledge in order to have them build their own understanding of the language instead of giving them the definitions. For example, I knew that students have been exposed to the term "irrigation" so I asked for a student to share an answer instead of giving them the straight definition. I then elaborated on the term's importance in relation to the lesson. At other times, I gave them the definition but asked a higher-order question on the term. For example, I told them that the Aztecs worshipped a sun-God, but rather than only have them write this down, I asked the class why they believed this was. Understanding the importance of the sun from the Aztecs' perspective will not only help them remember the term better but also connect and recognize its importance in relation to the content on a deeper level.

- b. I used mostly questioning during the portion shown in the video to engage students' critical thinking. For example, at the beginning of the video, I asked students how geography affects the economy. One student answered, "It affects whether or not it's profitable for trade." While she was right, I wanted her to take this one step further beyond the vague answer. It took her a second to think about, but she eventually answered that it depended on the resources a region had and whether or not they were valuable. In this way, I tried to help her take a basic idea and be more specific about what she meant, giving more detail about what it was that "made a region more profitable". Additionally, I tried to incorporate higher-order "why" questions throughout the lesson, such as "Why would they worship the sun? What does it provide?" Some students were able to give examples which seemed obvious, but which they probably would have not stopped to think about if it was not explicitly asked. Lastly I tried to incorporate critical thinking through analysis of images and videos. At the beginning of the second clip, a student is responding to a question on the Incan empire based on a virtual 3D tour. From the images, she observed that it looked more advanced. I asked her why she believed this was so, and she stopped to consider and then answer using evidence from what she saw. In this way, I tried to promote critical thinking from using basic observations to help them draw more important inferences on the empires.
- c. As mentioned earlier, I used mostly questioning in the portion represented in the video to engage students. In the lesson, I tried to incorporate higher-order questions like "Why did they (the Aztecs) worship the sun?" in addition to recall questions like "What is irrigation?" I also asked them basic observations like what they saw in the video clip, "How would you describe the Mayans from the video?" I hoped that these basic observations and recall questions would restore confidence in them so that they would be guided to answer higher-order questions. For example, knowing what irrigation is helps guide their understanding in learning how the Aztecs managed their agriculture and used their environment. Additionally, stopping to reflect on the importance of the sun, even in the modern world, helps the students put themselves in the shoes of the Aztecs and see what was valuable to their culture and society (the sun is necessary for agriculture).
- d. During the portion that is not included in the video, I integrated literacy into the lesson at the end, once they have received background information on each civilization. I introduced literacy through the use of academic language earlier in the lesson, having them define terms they already know and leading them to explain terms they were yet to be familiar with (like irrigation). During their reading activity, students had to record and connect different ideas they received from the reading and draw conclusions from the notes they took on their reading. This helps them to find and highlight the main points of the texts and how they relate to a larger picture. It also helped them build analytic skill through literacy.

**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

- a. After reviewing the video I used content language to advance the understanding of the concept by stopping to explain or use other age appropriate language to facilitate the students overall learning of the terms being discussed. I would ask questions using the key terms and ideas and the students would answer or provide their own questions on the subject. I planned on using a word-processing program note sheet but was having issues with the program loading and had to improvise without the sheet. I used the white board to engage the students and create a basic graphic organizer.
- b. I engaged students in critical thinking by using questioning and by reading the text. I would have the students or myself read selections and at strategic points I would ask the students questions. I didn't really use anything else; after reviewing the video I found that it was kind of boring and would like to bring some other ideas into the classroom besides just using questioning and reading from the text. Although it occurred after this video clip, I did find the use of the white board helped break up the monotony and the students seemed to respond to note-taking. Especially, since it was their peers putting note ideas on the board.
- c. This was my primary way of promoting student learning; I would follow up nearly every section read or recap with questions. I think most of the talking in the video was one of the students reading and myself asking a question about what they just read or something we we're fixing to read. The audio in the video is a little hard to hear; but there was a point when I asked how would it feel if you were born, reared, and made some decisions for your family but you couldn't have a say about what was going on in your country? This was in regards to what a lot of families faced during the Great Depression.
- d. Other than having the students read and then complete an assignment that had them research Hitler's rise to power there really were no literacy components to this lesson. I would like to add a few additional standards on literacy to address this in my next lessons. I found two literacy standards that I added to the lesson plan after the fact.

### 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.

