PPAT® Assessment

Library of Examples – Social 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 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 will use academic content language to advance student understanding of the Wyoming State Legislature. I will introduce key terms throughout the lesson, including: legislature, session, bicameral, and sovereignty. For each term, I will use specific examples that will relate to students' past experiences and prior knowledge (such as comparing the Wyoming legislature to the United States Congress). It is imperative for the students to learn about these central vocabulary words in order to grasp the content, and therefore will make academic content language an integral part of my lesson.

b. I will engage students in critical thinking to promote student learning. The activity within my lesson which will most encourage critical thinking is our guided discussion about the following prompt: "The Wyoming State Legislature only meets for between 40 and 60 days per year. What is your opinion about this? Is this good or bad? Why?" The question allows students to ponder new information while forming their own judgments. I will then

encourage students to consider both the pros and cons to the issue, making them weigh their own thoughts against their classmates' opinions. My class discussions will encourage critical thinking and help students engage in a deeper level of thinking through considering implications of a system rather than just memorizing new information.

c. Another important tool I will use to promote student learning is questioning. Questioning promotes student learning because it forces students to reflect on prior knowledge while applying what they have learned to new, unique scenarios. I asked students five different closed-ended questions on the pre-assessment to get them thinking about the content. The five questions all directly related to the Wyoming Constitution and state legislature. This also built on students' existing knowledge, as they considered the Wyoming Constitution in light of the United States (U.S.) Constitution, which we had covered the week prior. Then, during the discussion that followed, I asked the class an open-ended question as described in the prompt above and asked them to defend their answers. The combination of open and closed-ended questioning techniques served to accurately assess students' prior knowledge of the content while also encouraging growth.

d. I plan to integrate literacy into the content I will present to promote student learning by having students read, write, and draw. At the beginning of the lesson, students will read quiz questions containing a mix of both new and familiar information. They will then have to synthesize that information in order to answer the questions. Next, students will read a passage from the whiteboard at the front of the class regarding the Wyoming State Legislature. They will then answer the question by writing in complete sentences on a miniature whiteboard. Finally, we will read the Wyoming Constitution together during the interactive lecture (either having the students follow along or read aloud for the class). By integrating literacy into my lesson, students will apply the information presented to their existing schemas and build upon their prior knowledge.

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 use academic content language by using formal academic language when teaching my lesson. I will focus on asking my students to think deeper and use critical thinking skills. When a student answers a question, I will reply with, "Can you explain?" or I will ask them, "Can you take that a step further to support your answer?" I want my students to provide information on why the answer is correct and what led them to the answer, so I can know whether they are fully understanding the content or if they are just memorizing basic answers.

b. I plan to engage my student in critical thinking by asking questions that require them to give more than a simple yes or no answer. I am asking my students to not only give an answer, but back it up with evidence to make it clear to me that they fully understand the question. This will require my students to think critically because they are being asked to analyze and evaluate the issue brought up in the question, so they can form a judgment and then explain their stance.

c. I plan to ask my students two critical thinking questions that they will answer on their own. Then we will go into group and whole class discussion. Once we are in the whole class discussion I will be asking my students related questions about the terms they use in their answers to prompt them and promote student learning.

d. I plan to use literacy in the form of my students' ability to form a complete answer during their assignment. We have previously discussed that the best way to answer a question is by restating the question into the form of an answer. This is how my students will use literacy and this will promote student learning because this is a skill they can carry over into various classes and subjects.

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.