

## PPAT® Assessment

### Library of Examples – Business, Industrial, and/or Technical Education

#### Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 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 3, Textbox 3.1.2

- What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

#### Example 1: Met/Exceeded Standards Level

a. One instructional strategy for this lesson is "learning by teaching" – also known as the protege effect. My rationale for this is that research has shown that learning is enhanced when students prepare to teach their classmates, and learning is further enhanced when the students actually do teach their classmates. A summary of one research project put it this way: "the act of preparing to teach alone can lead to short-term gains, but the act of preparing to teach coupled with actually teaching another person is what leads to long-term retention and deeper learning." Stock, E. (2019, January 24). Want students to remember what they learn? Have them teach it.

This lesson also uses several instructional strategies from Piaget. My rationale is that research has proved these strategies to be effective at enhancing the learning process. Specifically, the instructor should be active and mentor students, rather than push information at student sit and listen passively. Piaget also recommended encouraging students to learn from their peers. This

has the added benefit of leveraging the different learning strengths of the different students. By sharing the learning and teaching effort, all students benefit from experiencing the best that their classmates have to offer.

Piaget also recommended allowing students to learn from their mistakes, because students often learn best by trial and error. This requires patience by the instructor and the students – so modeling patience is a critical part of guiding students to the "correct" answer. How to apply Piaget's theory in the classroom. (n.d.). The Classroom | Empowering Students in Their College Journey. <https://www.theclassroom.com/apply-piagets-theory-classroom-7741298.html>

b. These learning strategies tie directly to the learning goals and facilitate student learning. Specifically, students use the reading to learn the disadvantages and advantages of different credit sources, and then share out that information to their classmates – through what they write in the Working Copy, and what they share out verbally as they instruct their classmates. This uses both visual (the Working Copy) and auditory (verbally sharing out with their classmates). Students also use word problems ("Money Math") to share out with their classmates about acceptable levels of debt. Even though the math operations are simple (addition, subtraction, multiplication, division), applying the 10/20/30 rules can be complex at first because students often struggle with deciding which inputs to use for each of the rules (e.g. monthly debt payment or total debt, or housing costs). Once students recognize that mistakes are acceptable – and even expected – when our learning begins, they quickly become more comfortable taking risks, and are happily guided to the correct solutions.

c. The instructional strategy for this lesson uses individual and group instruction to facilitate student learning. This decision was in part informed by the practical, technical, and behavioral realities of remote learning. Keeping students engaged in this remote learning environment can be much harder than in the "before times" environment. Student feedback from prior semesters informed me that group assignments often resulted in a few students (or even a single student) doing most or all of the work, while other group members did little and learned little. Worse, the students who did the majority of the work are typically intrinsically motivated and would easily have learned the material on their own, while the students who are not intrinsically motivated would have struggled to learn the material on their own – creating a "worst of both worlds" scenario. This led me to the "Working Copy" concept – where students are assigned parts of the reading to learn individually, and then the class comes together for whole-group learning with the individuals teaching their classmates what they learned from the reading. Unfortunately, small -group instruction has proved very difficult because of technology issues. Specifically, virtual small groups are cumbersome to set up, cumbersome to direct students toward those virtual rooms, and cumbersome for teachers to move from virtual room to virtual room. None of this is impossible, but it slows down a learning process that has already been retarded by the inherit lags and technical glitches that come with remote learning.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:**

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies informed?

## Example 2: Did Not Meet/Partially Met Standards Level

- a. The instructional strategies that I will use to teach this lesson are direct instruction, think-pair-share, and project based learning. After students complete the pre test, I will give instruction by drawing the different flowchart shapes on the board and writing what they represent. I will ask students to think-pair-share in order to help me fill the shapes in with the correct names. I will also explain what each shape means by giving an example of what could go in it. The project based learning will be the assignment for the day which is for the students to create a choose your own adventure flowchart on their own using the proper flowchart format.
- b. These strategies connect to the learning goals by helping the students practice and become familiar with using the different shapes in a flowchart. Students will be able to help each other learn to correctly use the shapes as they complete an example together. Finally, doing a project where they create a flowchart on their own will help them remember the process better in the future.
- c. I chose to use whole-group direct instruction for the instruction part of my lesson so that the students could feel comfortable asking questions that everyone could learn from.

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- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
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- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies 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.