

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technology Education

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 Prompt for Task 4, Textbox 4.2.1

- a. What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- b. What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

a. I used academic content language throughout the lesson. We covered the business management and administration career cluster, so much of the academic language relates to understanding what these business vocabulary terms mean in regards to careers. After one of the students read a description of what Human Resources Management is, we took time to discuss some of the business-related words in the description to make sure that all the students understood what those words meant, as they are used regularly in the working world, and will be used throughout the rest of the semester as we learn about new careers. For example, at the 8:40 mark we discuss the term "orientation." I asked them to explain what they thought the word meant. One of the students gave an example of her sister's college orientation. With her example I then asked the students what they thought an orientation would be in the business world. They were able to use some of the understanding from the college example and apply that to business.

b) I used questioning during the lesson to engage students in critical thinking. For example, when discussing careers in the General Management pathway the topic turned to stress related

to the careers. At the 0:48 mark I asked the students for examples of what could cause stress in a management career, making them apply what they have learned to come up with examples. They responded with the amount of responsibility involved in management, such as stress that could occur if someone got hurt while working. They are engaging in critical thinking by going beyond just knowing some tasks a manager might do, to understanding and explaining how stress is involved in the job, further promoting their learning. Another example is at the 4:30 mark. We were discussing what an entrepreneur and a franchisee were and I asked them to explain how the two differed and how they were the same. This required them to have a good understanding of the two careers and apply that to explain the differences and similarities. One of the students mentioned how the franchisee doesn't own the business, the franchise does. I wanted him to expand a little more to discuss how a franchisee has to follow pre-established guidelines to operate the franchise, which he did when prompted in that direction. I also incorporated a higher-order thinking question by asking the students why a person would want to be a franchisee instead of an entrepreneur, seen at the 5:36 mark. Their response to this showed me that they really understood the differences between the careers, hitting a learning goal in regards to being able to describe careers in the cluster.

c. I ask a lot of questions throughout my lessons to get students thinking about different careers and to check for understanding on what we are discussing. At the 7:19 mark I asked them to explain to me what they think the phrase "employee recruitment" means. At the 7:32 mark I ask them where they have heard the term "recruitment" before, and they responded with sports, such as college sports recruiting. With this background I then asked them what someone is trying to do when they are recruiting a person, seen at 7:50. I then had them apply this understanding of how recruitment works in sports to how it could relate to business, seen at the 7:58 mark. This allowed them to take some of their current understanding of the word to connect it to how the term is used in the business world, deepening their understanding.

d. I integrated literacy in several different ways throughout my lesson. I utilized a PowerPoint to introduce the students to the information I wanted them have in regards to the career cluster. The students had to read the PowerPoint slides to complete a Notes Guide of the information. At the 6:47 mark I had one of the students read the PowerPoint information out loud to the class. In another part of the lesson the students each chose two careers to do a quick research activity to find job descriptions. The students had to search for descriptions, read and decipher them, type them into a shared online Doc, and share what they learned with their classmates. The sharing portion of this activity is seen at the 11:27 mark. They will be using this process on a larger scale when they complete their end of the unit projects. They also completed an activity where they read an article about a career, noted meta-cognitive markers as they read, and discussed what they read. All of these activities were done to promote the students learning of new career options available to help them decipher if this is an area that interests them enough to want to pursue.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students

- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. For this lesson, the academic content language that I used was very similar to the language that I have used with my students in prior lessons, as the new content provided was based off of the prior content taught. For example, the first kinematic equation uses the content of acceleration, time, and velocity, but altogether rather than separate concepts. To help advance the understanding of the concept being taught in this lesson, I continued to bring the individual definitions of prior concepts into play when talking about the combination of them in the kinematic equation. The reason for this is because it helped reduce the confusion that may occur if I used new terms instead.

b. By providing critical thinking questions during my lecture, I engaged students in thinking about the new content critically. In my slides that I have attached, there are examples of questions that I asked students in attempt to get them to think about the first kinematic equation critically. There were also questions that had them think about how this new content relates to previous knowledge that they may already have. The reason for using questions to engage students in critical thinking is because this lesson was primarily lecture-based, so I had the whole class's attention. With this attention, if any students have confusions or misconceptions about the new presented material, I was able to help clear up these issues all at once, rather than if students were working in smaller groups/individually.

c. I used questioning to not only engage students in critical thinking, but also to practice their skills in solving algebraic questions and graphical questions such as those provided in my PowerPoint slides for the lesson. These questions were as simple as "solve for acceleration when given the initial and final velocities and the change in time". Students were also free to ask their own questions during this lesson, which helped eliminate misconceptions and/or confusions.

d. For my content area, literacy can come in many forms, such as being able to read a practice problem and pull information out of the text in order to calculate a solution. The literacy in this lesson was the reading and recording of important information from my PowerPoint slides and the mathematical calculations of each of the practice problems included within the slides. Primarily, students used their mathematical literacy skills during the lecture of my lesson. Students also practiced their literacy by reading a graphical approach to the first kinematic equation presented to them.

Refer to the **Task 4 Rubric** for Textbox 4.2.1 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment

- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

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.

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