

PPAT® Assessment

Library of Examples – Agriculture

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

- 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. The two major instructional strategies I will be using to engage students and enhance learning is an individual demonstration and group discussion. The individual demonstration engages students and enhances their learning by creating the opportunity to learn by doing which is the theory that guided my planning for this lesson. The individual work promotes students to think for themselves rather than leaning on a partner to complete the work, besides the fact that there is not enough work in this assignment for two people to do together. If students were to work together, I would need to add tasks to the assignment so there is enough work for two people to do together. Learning is enhanced when students are actively involved in the learning process and in this lesson, the demonstration forces to students to fully immerse themselves in the content by understanding each step before they move onto the next. The group discussion is used as a way to summarize the lesson and review the main points and learning goals. A large group discussion allows students to bounce ideas off of each other while reflecting on the assignment. Discussing as a large group works well with this class because there are only 16 enrolled, so it is easy for everyone to get involved or pick out the ones who have not participated and pull them into the discussion.

- b. The dominate instructional strategy is the demonstration portion, so the connection to the learning goal (Demonstrate use of USDA Nutritional Database program and develop a food nutrition label) is very clear and transparent. Having this clear and transparent connection helps students to understand what they should be able to do at the end of the lesson in order to be successful in subsequent lessons in the unit. I find transparency limits student resistance to a lesson and assignments because they are able to see the purpose of them rather than seeing it as "busy work" or a waste of time. Student resistance often leads to classroom management issues, so the transparency also helps to keep students engaged and on task.
- c. Using individual work and the group discussion were both part of my working circumstances, however, I feel both activities were appropriate for the activity and students at hand. There was not enough work in the assignment for two people to do together, meaning if they worked in pairs, it is likely one student would be doing all the work while the other observes and does not gain anything from the lesson. Therefore, by using individual work, the students must work and think for themselves for the first portion of the assignment. On the other hand, a group discussion for the conclusion of the lesson facilitates student learning as the students can bounce ideas off each other and collaborate to review the lesson and find the common place "on the map." The large group discussion works well for this particular class too because they are a mature set of students who understand they must contribute to the discussion and listen to what others have to say.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 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 rational 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. When presenting this lesson to the class, I began by explaining to students the definition of a breed, relating that to information they knew and then reemphasizing the differences of breeds and how those relate to their uses. Then I asked each student if they had a preference of a breed they wanted to learn more about and research themselves. If they did, and no other student wanted to study that breed, I allowed them to use that one for their project. This created buy in from the students as they interested in the breed they were completing their project over. Due to the large number of equine breeds, I felt it would be beneficial for each student to be assigned one, allowing more breeds to be researched and presented. In return students were able to be exposed to a larger number of equine breeds. In addition, students had recently completed a group project, so as the

teacher I wanted to see how they would perform individually to evaluate what setting the students perform best in.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 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.