

PPAT® Assessment

Library of Examples – Agriculture

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

- 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.
- How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- 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. At the 2:09 mark, I begin to show the digestive system of the poultry through the diagram on the whiteboard on a projector. Students have prior knowledge of the academic content language of the monogastric digestive systems for the structures of the esophagus, small intestine, large intestine, and cecum. We begin the academic content language for this lesson, which will advance the students' understanding of the different digestive systems for livestock species, this time the modified monogastric system of poultry. Having the previous lesson's material, students were able to build on that knowledge and advance new academic content language such as crop, proventriculus, gizzard, ceca, and cloaca. 3:12 minutes into the video, students begin using guided notes to create a muscle to memory "bridge" with the academic content language. This pencil to brain concept helps students retain academic content language and concepts more efficiently and be able to use that academic content language in class discussions and subjective assessments in the future.

b. In order to engage students in critical thinking the shaving poultry template was introduced at the very beginning of the video, with myself going around to give students the shaving cream. This was to promote many things, first off, as you can see at 4:10, when the students are given the instruction to critically think about which object in the container best fits the digestive structure that follows in the tract of poultry. This gives students the opportunity to critically analyze and compare smaller and everyday objects to their digestive poultry system to help them visualize the structures of poultry in a scaled-down model. Students continued to think critically through the lesson as they constructed their digestive tracts. At the end of the lesson, 13:37, the students and I began a critical analysis question and answer session to gauge students comprehension of the lesson. These subjective questions make students use the academic content language that was just being taught, and use it in this informal assessment session. After the instruction and the video, students were asked to create a graphic organizer to compare and contrast the 2 digestive systems, monogastric and poultry. This led students to analyze the 2 systems together in depth to be able to continue the growth of these digestive systems as they continue to learn about the digestive systems of other species of livestock.

c. Questioning skills were present throughout the poultry lesson. The first form of questioning skills began at 4:55. These questions were pre-planned questions that I had expected and/or planned for and was a directional response question. These questions were to make sure students understand where we were going into the lesson, and to make sure they knew the baseline content. At 5:42, a questioning strategy of using a physical object to encourage students to answer questions and participate in class discussions. This will encourage students that may have not answered a question, or were confused to hear from peer's definitions and how they understood the question. Similar questioning was done continually at 13:37 that went into critical thinking and Bloom's Taxonomy as well. Following the video, students conducted a venn diagram that helped with comparing and contrasting, and included conclusion questions that would be completed in groups. This led students to come up with answers together and have a collaborative discussion about the academic content language that was taught, to create more questions amongst others that they can either solve internally or by asking myself.

d. Literacy was integrated into this lesson in differentiated ways. The first being, the presentation through the projector. Literacy was important for the building of the academic content language of this lesson, as the next step of literacy in this lesson was on the whiteboard starting at the 1:40 mark. Students were asked to use their context clues and encouraged to guess what each structure functioned as before the definition was given to them at the 2:36 mark. The students were instructed to copy down the academic content language for this lesson in order to be able to focus on their shaving cream poultry digestive system diagrams, and fully comprehend the digestive tract

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. In the area of 12.02 a student asks what the term for the area from the topline to the underline of an animal in the livestock industry is. We talk about this as "depth of body." This is an important term for these students to know and understand in this lesson as the depth of the body in livestock is an important feature to look at. The more we talked about things such as this the more that the students tended to look for it.
- b. At 1:05 I write on the board what I want them to write down for reasons on their papers for the test the next day. The things I ask for them to answer for me is what they had liked about that specific animal to place it where they did and I asked them to give me one reason they didnt place the animal higher. I want to know what they wanted fixed on that animal to make it better. I believe that they would have to take some time to think about what they would want in an animal when it comes to placing them. Some of the students preferred the muscle content of the animals while some students liked the bone structure of the animals in their decision making for this activity.
- c. At 1:05 I write on the board what I want them to write down for reasons on their papers for the test the next day. The things I ask for them to answer for me is what they had liked about that specific animal to place it where they did and I asked them to give me one reason they didnt place the animal higher. I think having to come up with multiple reasons for their placement will help them become more knowledgeable in their thinking behind their placings.
- d. At the very end of the video before I cut it off (14:11) I show the class the official placings for the class. When I show the official placing for the class it also shows the judged written reason for how he had placed the class. These reasons are important and the students had time to read the reasons they compare notes with the judge to see if they saw the same flaws as the other person did.

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.