

## PPAT® Assessment

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

#### 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 Prompt for Task 4, Textbox 4.1.2

- What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- 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 will define and use vocabulary words that are relevant to the content I am teaching as well as the business world in general. For example, this section of the lesson will be on social responsibility and what that means to a business. In order to adequately define social responsibility I also have to define what it looks like to be socially responsible. If we talk about how businesses strive to protect the environment, it will also be necessary to define pollution, renewable resources and non-renewable resources. It will also be vital to the understanding of social responsibility to define diversity and what that will look like in the workplace. I can further increase students' depth of knowledge by linking government programs, laws, and committees to those areas businesses are working to become more socially responsible. We will talk a lot about ethics in this class throughout the semester so it is important for me to define ethics and continually use ethics in my lessons. For this lesson, we will talk about how social responsibility goes hand in hand with ethics. We will also discuss what a code of ethics is in a business and why it is important for a business to have a set standard of ethical behavior in order to be more socially responsible.

b. I will first use a bell ringer to introduce the term social responsibility and ask students to define it in their own words. I will also have students describe what it means on a personal or individual level to be socially responsible and what it means for a business to be socially responsible. I will have them pair/share their results as well as have a class discussion on the bell ringer. I will use guided questioning techniques to lead students in the direction I am wanting them to go. The activities I have designed for this lesson will further students' critical thinking by having them put the new knowledge to task. I will have them do a small group project and have them choose a company and they will research that company and find 10-15 ways in which that particular company chooses to be socially responsible. The students will then share their findings with the class. The exit ticket will be a four question summative assessment to the class lesson. It will ask students to define code of ethics (which we will have defined as a class already) and ask them to write three things they think should be included if we were to write a code of ethics for our classroom. I will also ask them a follow up question on non-renewable resources and also a question about the Americans with Disability Act. These questions will also give me a good indication of how the class understood the lesson and if there are areas I need to spend a little more time on.

c. With the bell ringer, I will have them pair/share and then we will have a class discussion. I will use playing cards that are assigned to each desk and I will draw a card to solicit class participation and preparedness. During this initial class discussion, I will use guided questioning to help direct the conversation back to relevant topics. I will define certain terms and then ask for students to tell me what that definition means to them. I will also use personal examples in our community as a way of leading students to conclusions on the discussion. For example, Wells Dairy, makers of Blue Bunny ice cream has two factories in our little town. Every student has seen Wells' influence in the community and their positive impact but they may have not linked those things to being socially responsible. I hope to use questions such as "where have you seen Wells in our community other than in the factory?" "Anyone play little league? Have you ever seen Wells Dairy in relation to Little League?" "We recently had a major flood, has there been any mention of Wells contribution to the flood efforts?" "When have you seen Wells Dairy in our school?" There are countless examples of Wells contributing to this community. My theory is that students have seen it but did not necessarily think of their involvement as being optional or socially responsible.

d. I will use literacy in this lesson in several ways. The first way is by use of guided notes. I have a PowerPoint prepared and guided notes for students to follow along with and fill in the missing information. Second, I have a small group research activity that requires students to research, read, and write information about a company and how that company is socially responsible. Third, I have an article activity that requires students to individually read a short article about a social responsibility issue and write a summary on the article. And lastly, I have an exit ticket that will have students have to refer to both their notes and information in the textbook in order to answer the questions.

**Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 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 clear?

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

a. In business there is many terms that are not used outside the professional setting. As students begin to grasp those terms they are in turn better able to comprehend the large ideas of the content. We will have already discussed the terms as we naturally come upon them in the material. However I will also strive to use them in instruction to give further examples of correct usage and placement. It is my philosophy that the more a person hears words used in conversation correct, the more likely they are to use it.

b. I will begin with getting the students to identify a problem prior to them beginning the planning process for their business. They will have to be able to articulate to the class what the problem is, how it affects society and what their answer is to fix it. These are ideas that can not be copied and are very specific to each subject that each student chose. This makes students research and formulate possible answers that are not very apparent otherwise.

c. When I am planning questions for my lesson I always keep my lesson goals in the forefront of my mind. When I ask a question I want to make sure it is moving students closer to the learning goals. Second, I make sure that my questions are direct and specific in nature, and as I move forward my questions build in complexity and depth. I am always sure that I only ask one question at a time as not to confuse the students on which question I want them to answer. I strive to ask as many open-ended questions as possible in hopes that they lead to further discussion. Finally, I always remain flexible in my question of students. If they begin down a path of thinking that I did not originally intend, and as long as it is relevant to the material, I will encourage that student or group to further explore the idea. I will not redirect away from an idea unless it is off topic or has no benefit to the ultimate learning goal. I have found in my teaching so far that this has even lead to my enlightenment on a subject or idea. I have seen it lead to students figuring out problems by looking at them from a different angle.

d. Literacy is a cornerstone to learning. I don't think any content area is able to progress very far if the students are not at a level of reading necessary to problem solving. In my content, students are required to use the internet and printed materials to gather information of problems and companies ranging from government studies to corporations trading values and net worth. It is paramount that students are able to successfully navigate on their own, and if they are not due to lack of ability, I need to make sure that I make accommodations that challenge the student but are still attainable for their ability. This can be difficult. I don't want to make it too easy for fear of enabling the student, but if it is too hard they will shut down and withdraw from learning. This is why I will have to be constantly monitoring the students, and ensure that I am building relationships with them that will lead to them feeling comfortable enough to ask for help when they need it.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 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.

Copyright © 2022 by Educational Testing Service. All rights reserved.  
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.