

PPAT® Assessment

Library of Examples – Art

Task 4, Step 2, Textbox 4.2.2: Interacting with the Students

Below are two examples of written responses to Textbox 4.2.2 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 Prompts for Task 4, Textbox 4.2.2

- How did you monitor student learning while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.
- How did you provide feedback to individuals and the whole class to advance student learning? Cite examples from the video to support your analysis.
- How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- During the lesson at [5:32] I start exemplifying the strategy of proximity. I walk around the room monitoring student ability to get to work on their computers, monitoring student understanding, answering questions about the quiz, and using classroom management to keep students on task. [At 8:11] I see that many students do not understand what a value scale is or they do not recall what they need to do for the value scale as it was taught to them so long ago. Although this was a pre-assessment, I wanted to see the full extend of the knowledge students had and thought that an example of a value scale would assist with their showing of that knowledge. - [At 9:05] a student asks me about the question regarding the grid so I explain to the students what a grid will be used for during this assignment. I only told the students a little about the grid and at 9:25 I let students know that if they do not know, that they should put "I don't know" on their quizzes so I am able to assess that lack of prior knowledge.

- b. Again, [at 8:11] I see that an individual students does not understand what a value scale is or they do not recall what they need to do for the value scale as it was taught to them so long ago. Although these two answers were different for essentially the same question, I took my own knowledge of the students' ability to try and be more equitable towards my answers to them.
- c. In parts A and B of the guiding prompts I discuss that at 8:11 and 9:05 of the video I address the whole class after an individual student asks me a question. This was verbal communication to that particular student that asked the question and communication to the whole class that is aimed at enhancing student understanding of the assignment at hand. I addressed the whole class because I felt if one student had the question, others did as well and I knew that my addressing of the whole class would not only answer several students' questions, rather than just the student who was confident enough to address me with their question. During the whole video after 5:32, I use nonverbal communication of proximity to show students that I am available for help but also monitoring students' actions. [At 11:46] I verbally communicate to a student my advice on how to start the value scale. I am able to assess that the student knows what a value scale is supposed to be, but is hesitant when trying to actually draw one. It fostered learning in this student, as well as students around him, by allowing them to go forward in making a value scale. [at 12:55] I verbally discuss with a student that we have not discussed unity and that this is a pre-quiz to assess where students are at in their knowledge. Then [at 13:07] I address to the whole class that this pre-quiz is to assess knowledge coming in to the project. [At 12:16] I tell the class that they need to put their name on the value strip when they are done and hand it in to me. I am prompted by a lot of students individual questions to then prompt me in addressing the whole class in an effort to answer questions that several others have. [At 13:48] I am talking to a student that speaks little English so they need a lot of gestural representation and imagery to get my point across.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Monitoring student learning while teaching the lesson
- Providing feedback to individuals and the whole class to advance student learning
- Using verbal and nonverbal communication techniques to foster student learning

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I used methods like thumbs up, and thumbs down to monitor students learning and to gain quick assessments right before I let the students go to their desks. These methods I used help me determine if I needed to continue in my demonstration or to stop and re-visit the part of the project. Close to the middle/end of the video I asked for an assessment if students understood and then I showed them one more time what pattern they were going to do. I also paused for a couple of questions throughout the lesson and I realized that not all of the second graders knew how to tie string. This was a factor I had to think about in future lessons to make the project run smoother.
- b. I provided whole group feedback through answering the questions/repeating the answers given for the questions I asked. After teaching and demonstrating the lesson I provided

individual feedback for each student who had a question about the project and each individual was a table who I could provide a quick re-teach if need be. These were effective to confirm the right answers and show that the students were on the right track.

- c. I used non-verbal communication through a couple of glances (classic teacher look) at students who were misbehaving to give them a warning. I also used silence as an attention getter, when students don't hear the teacher talking anymore they usually question what is going on. Using these non-verbal communication techniques show the class you have withitness and expectations for them to meet.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Monitoring student learning while teaching the lesson
- Providing feedback to individuals and the whole class to advance student learning
- Using verbal and nonverbal communication techniques to foster student learning

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.