

PPAT® Assessment

Library of Examples – English Language Arts

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

- To monitor student learning during the lesson, I asked the students to fill out a KWLH chart. This chart was for the students to organize their thoughts, as well as giving me a visual of what they were thinking during our discussion. I walked around the room to see what the students were writing and to make sure that they were writing. This action can be seen from 45 seconds to 2:30. When their bodies started to shift that cued me that it was time to discuss. From 2:30- 4:55 we discussed what we wanted to learn. This helped me know what my students were going to be researching and what they were interested in knowing. Other than the KWLH sheet and the formative assessment at the end, the remainder of my formative assessments were verbal. I would ask my students a series of questions to promote discussion. Being a Monday morning, and the student being filmed, I had a hard time encouraging them to speak. This made it difficult for me to monitor how much they were understanding. There were multiple occasions where I would make eye contact with a student, and they looked like they had something to say, but they chose not to. Normally I would call on students in those situations, which would better help me

assess the learning advancements. With the lack of discussion, at 10:03 in the video, I felt like the students needed another example to analyze before we dove into analyzing the quotes from the play. This decision was made to solidify the concept.

- b. Throughout the lesson, I would positively respond to the answers that the students would provide. I was trying to encourage the students to share their thoughts. At the beginning of the video, I address how some of the students have been referring to Caesar as a King. I wanted to provide this feedback before the students started to develop their questions. I did not want students to be asking how long Caesar was king. I wanted them to focus on the correct terminology while they were developing their questions to have a better understanding while they completed their research. Once again, at 5:34 I address an issue with the essays that we have been writing. I informed the students that we are summarizing instead of analyzing. This led to an analyzing activity.
- c. Throughout the lesson, I kept my voice at a positive and uplifting tone. Analyzing Shakespeare is a difficult task, and I did not want my students to get discouraged. I also walked around the room and would shift from one side of the class to the other to keep it a discussion. At certain points, when one side of the room was not interacting as much as they do on a normal basis, I would angle my body towards them. This was not to close out the other side of the room but to give that side of the room the spotlight. At other points, I would notice a student who wanted to talk but was not going to raise their hand. I would look at them to encourage them to chime in. An example of this is at 5:02. I made eye contact with this student for a moment and then when I shifted my body to the other classmates, you can see him instantly put his hand out. As we were talking about how much energy cats and cat owners have, I wanted them to come up with the specific personality trait of energetic. The students stated that the owner had to have a lot of energy, but I wanted to pinpoint that trait to help them reach the point of analysis. At 8:30, I start emphasizing the word energy while moving my hand in a circle and moving my arms more. At 8:47, a student on the left states the word energetic. When a student finally said the word I was looking for, I wish I would have put more emphasis on that accomplishment and the importance of that word rather than moving on.

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. Since most of this lesson was just a discussion monitoring students learning was very easy. They are either understanding the questions or not. I caught on quickly that the same five people would answer the whole time so I had to switch up my strategies so everyone could participate. That is why you will see me at 2:22 in the second video call on one student that has not spoken yet. She is usually a very quiet girl who never speaks at all so it was good to hear her input.

- b. There are a lot of cases of me saying good job or I like that after people would respond. For example, at 2:26 on the first video I said I really like that you agree on all these points. This not only encouraged her to keep sharing but it also showed that I was paying attention to her answer. I provided feedback to the whole class when I said I can tell why you guys are on both sides of the issue.
- c. I used a lot of nonverbal cues by walking around the class and making sure the students were working on their pre-play poll although this isn't on the video because nobody wants to just see me walking around for five minutes. One example of me using verbal communication is when I yelled out class to get their attention during 2:22 during the second video. I used this because they started talking over each other and I wanted everyone to hear the girls answer.

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.