

PPAT® Assessment

Library of Examples – Early Childhood

Task 3, Step 3, Textbox 3.3.1: Analyzing the Instruction for the Whole Class

Below are two examples of written responses to Textbox 3.3.1 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 3, Textbox 3.3.1

- a. To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?
- b. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.
- c. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
- d. What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
- e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

Example 1: Met/Exceeded Standards Level

- a. Modeling for the students was an important part of this lesson. This was a new, confusing topic, so students definitely needed to be shown how to use the rods and units and how to count them appropriately. Even after modeling, some students needed more reinforcement during the whole group practice on the Interactive white board. The whole group practice on the Interactive white board allowed me to see which students grasped the concept and would work well on their stations and which students needed to be visited during station time so that I could guide them as they worked. The anchor chart was

beneficial in that students were present and contributed to it, so they were engaged in that part of the instruction. The learning activities in the stations allowed students to engage in different ways of manipulating the blocks and exploring place value. The evidence I collected, including a work sample from a non-Focus Student as well as informal assessment throughout the lesson, showed me which students were ready to move forward with this concept and which students needed further instruction. I saw students that could easily make larger numbers with the blocks and students that did not understand how to count by 1s and 10s with the rods and units.

- b. Students demonstrated their understanding of the content in various ways. They demonstrated it verbally when they came to the Interactive white board and modeled how to build a number with rods and cubes. I was able to hear if they counted by 10s and 1s or if they counted by all 1s. I was able to see if they used rods and cubes or just cubes. I heard some students count the number 17 by saying "1 rod, 7 units, so that's 10, 11, 12, 13, 14, 15, 16, 17." Other students simply counted by 1s to 17. This showed me that the first students understood how to use rods and units but the second set of students still didn't understand. They also demonstrated their understanding by completing the stations. I could tell which students grasped the concept and which students needed more practice depending on whether they successfully and accurately matched the cards, built the correct number of cubes, wrote the right number, glued the right pictures, etc. They turned in their worksheet or had me view their work before moving on, so I was able to notice mistakes and correct them during station time.
- c. One adjustment I made to support student engagement was breaking up the anchor chart into 2 days. I realized that the students couldn't sit still and stay engaged while I made the entire anchor chart, so I did part of it one day and finished it the next. I introduced the vocabulary of place value, 10s place, 1s place, rods, and units on the first day. Then the second day I showed them how to use the rods and units to make a number. I showed them how rods correlate to the 10s place and units to the 1s place. This adjustment gave them time to process the new vocabulary before using it in context and it also gave them a break so they weren't sitting for so long. I also called students up to practice on the board based on the level of difficulty. I called students who are high in math to model the harder numbers while I used easier numbers for students who struggle in math. This kept the task at their ability and allowed them to practice at their level.
- d. In order to foster teacher-student interaction, I called on students to answer questions while I made the anchor chart. I had students count out the units in the rod to demonstrate that rods are worth 10. I also stood up at the Interactive white board and helped students as they practiced in front of the class. I asked them how they knew 23 had 2 rods and 3 units, for example or I asked them why they counted a certain way (ex: 10, 20, 21, 22, 23). This allowed them to explain their processing to me and to the class, so that everyone could see their thinking and follow along. In order to create student-student interaction, I had students work in groups at station time. This allowed them to work next to each other on the same project so they could talk and collaborate as they worked. This also allowed students to ask each other questions which freed me up to work with students who needed more intentional help.
- e. I provided verbal and non-verbal feedback during the lesson. I would praise students when they answered correctly and would have them explain. After they explained their processing, I would explain to the class why they were correct. If students were confused

or did it incorrectly, I would gently show them the correct way to count the blocks or to build them. I would show them what they did wrong and then show them the correct way. I did this repetitively on the whole group practice at the Interactive white board so that they would start to remember the correct way to count. I would give them praise when they submitted their station work, if it was correct. If it was incorrect, I would circle the problems for them to recheck. I made sure to praise the parts that were correct so that they did not get discouraged. This also gives them an example to follow when correcting the others because they know which ones they did right. I also provided feedback by starring their paper when it was right. This impacted the learning because students felt confident in what they had done right but also were aware of what they needed work on.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 and ask yourself:

What evidence does the candidate provide to show how each of the following impacted student engagement and learning?

- Instructional strategies, learning activities, materials, resources, and technology
- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson

Why is the analysis of instruction for the whole class **thorough**?

Example 2: Did Not Meet/Partially Met Standards Level

- a. The instructional strategies, learning activities, materials, resources, and technology all helped to keep students engaged in their learning of the 1.MD.C.4 standard. The students all seemed to be excited to complete the small groups assignments at hand and were proud of their work at the end. They also were happy to complete the assessment in the individual setting as well. I collected the chapter tests and small group pages as evidence of the students' learning.
- b. The students demonstrated their understanding of the content through the completion of the small groups' pages and chapter assessment. They also demonstrated their understanding through the white board portion of the learning activities. Each student was expected to write their answer to the prompts given to the graph presented to the whole group. I reviewed the students' answers to each prompt during this activity. I also called on one student per prompt to share their answer with the class and describe how they arrived at that correct answer.
- c. While teaching in the whole group setting, I adjusted the questions I was asking to meet the needs of the students. For example, I noticed that the word "fewer" was confusing to many of the students so I asked more questions which used that term to give the students more practice and remind them of the true meaning of the word and what those prompts are asking. When I noticed that students were not paying attention to the whole group activity, I would call on them to answer my question and get their attention.
- d. I worked with all of the students in whole group, small group, and individual activities to foster teacher-to-student interactions. This allowed students to have a variety of learning experiences, which helps to keep them engaged in learning. It also solidifies their understanding of the concepts through repetition and practice in a variety of settings.

Student-to-student interactions were fostered through small group work. This allowed students to use their peers as supports in their learning. Since they do not always get the opportunity to work together on assignment, the student-to-student interactions helped to keep the students engaged in their work.

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- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson

Why is the analysis of instruction for the whole class ***incomplete***?

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.