PPAT® **Assessment**

Library of Examples – Elementary Education

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. The lesson seemed to help facilitate student learning in several ways. I believe that using an online learning model to first model and demonstrate to students what the counting on strategy looks and sounds like really gave them a better idea of how to use the strategy on their own. I observed that most students were able to use the proper terms and steps to explain how to solve a problem by counting on after engaging in the demonstration and shared demonstration stages of the online learning model. Using the supplemental video and having available tools and manipulatives also generated more student interest and

kept students engaged in learning. Students became excited when I told them that there were number lines and cubes available at the front of the room for them to use to work through the problems if they wanted them. It was interesting to see a student using a number line working with another student using unifix cubes while they both worked together to use the counting on strategy to solve the problems. Having tangible tools to use to work through the problems really facilitated their learning, as did having the choice to decide which tools they would use.

b. Based on the pre-assessments—the 6.1 homework and practice page and the Are You Ready? quiz—the majority of my students did not understand the concept of counting on and did not know how to use it properly. Many students drew out circles representing each of the two addends and counted them all together to find the sum. By reviewing what they previously knew about addition concepts at the beginning of the lesson, they were able to think about what they have already learned and use it as a base for the new strategy they would be learning that day. I observed that in their post-assessment—the Daily Assessment Task—the majority of students did not draw any pictures to solve the addition problems. As I observed them taking the assessment, as well as when they were working together in pairs or groups of 3, I noticed that they were not counting both of the addends on their fingers, only the smaller addend to count on the greater addend. These observations showed me that most students were able to successfully implement the counting on strategy and that they did not only rely on strategies they already knew. Also, at the end of the lesson I asked students to give a thumbs up if they felt that they really understood counting on and a thumbs down if they thought they needed more practice with it, and everyone gave a thumbs up.

c. During the mini-lesson at the rug, I added a few more problems for whole-group practice and asked students to help me create the problems. I felt that after the two examples I provided, students might really grasp the concept more if they contributed to developing the problems. I called on a student to say a number that is less than 10, and then called on another student to choose whether we were going to be counting on 1, 2, or 3. Then I had them turn and talk to their partner about the steps we would be using to solve it. I called on a few students to say what the steps were, and asked the rest of the class to give a thumbs up or thumbs down if they did or did not agree. Then we counted on together to solve the problem. I called on another two students to create a new problem, and we went through the same process with that problem as well. After creating those two new problems, I felt that the students had a better initial understanding of counting on, and then they proceeded to go back to their desks to watch the video.

d. As I walked around the room and listened to students discussing the problems with each other, I would stop and ask them questions about their thinking, such as "Why did you circle this number?" When they could articulate why they made certain decisions, I knew that they had met the learning goals. Having students explain and state the steps they need to go through in order to count on helped them solidify the strategy in their minds as well as helped me see which students were beginning to understand the strategy and which students needed a bit more guided practice before tackling the problems completely on their own. Aside from pairing students with each other to work through #7-18, I also provided opportunities at the rug for students to turn and talk during the mini-lesson. This made sure each student was engaged in the discussion, and as I would ask students to share or expand on each other's ideas, they became even more engaged.

e. I provided quite a bit of oral feedback to students during the lesson, both when I saw that students were understanding the concept and when I saw that some were struggling a bit with it. Most of the feedback was given during the collaborative problem solving portion of the lesson, when I observed students counting on to solve addition problems. I saw a couple of students using their fingers to count out both of the addends, and I redirected them back to thinking about what we learned in the mini-lesson. When students were on the right track and I could tell they were understanding the concept, I let them know that they were correctly using the strategy and I asked them probing questions to further their metacognition. Since students were working together in pairs or small groups, I was able to offer feedback on a more individual level.

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. From looking over student work and evaluating the independent practice, it is easy to see that the instructional strategies, learning activities, materials, resources and technology were successful in facilitating student learning. From looking over the independent practice, I can see that all of the students got more than seventy percent of the questions correct.

b. The students used the content presented to demonstrate meaningful learning because when we discussed the angles, they were able to tell me examples of these angles in everyday life and we were able to discuss why angles are important. At the end of the period the students were familiar with measuring angles, to the extent that many of them would be able to measure them in everyday life independently.

c. During the lesson, I shortened the note taking portion of the lesson in order to save time. The students therefore did not have to take notes in complete sentences but only had to include the necessary sections of the chart.

d. I made sure to interact one on one with students during the angle sort activity. I also made sure to discuss the content as a class after the note-taking portion of the lesson and to discuss the content as a class after the angle sort portion of the lesson. In order for student-to-student interactions to be the best that they could be I personally picked each pair for the angle sort activity to avoid conflict and so that students were paired with someone they would work well with and who could assist them in understanding the content.

e. During the lesson I provided feedback after the angle sort and after the independent practice so that students were made aware of any mistakes that they may have made to hopefully avoid making these same mistakes in the future.

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 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.