

## PPAT® Assessment

### Library of Examples – English/Language Arts

#### 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

- 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?
- 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.
- 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.
- What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
- 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

- The instructional strategy of modeling greatly helped facilitate student learning during the lesson. As is usual, within the first few seconds of my explanation of the assignment, several hands shot up in the air, but instead of answering questions right away, I asked for students to hold on to their big questions until the end of the modeling portion of the instructions. Watching me write an artist's statement and looking at the example work I used as a model helped inspire students to come up with their own ideas for the project. Additionally, the free writing brainstorm bell-ringer ended up being successful, with many

students using something from the list they had brainstormed as their chosen symbol. The lack of dozens of student questions after the instructions and the abundance of students who found the free writing activity useful supports my use of this instructional strategy and learning activity.

- b. The checklists for each option proved helpful in watching students demonstrate their understanding of the reasoning behind the assignment. As I walked around the room, I watched every student checking items off their lists as they completed them. One student in particular used her creativity to go beyond the few suggestions I had made for the visual option and asked if she could create an interactive slide presentation set to music as she felt that both images and music would best capture her symbol. I told her as long as her artist's statement explained why she made those choices, her idea sounded "awesome."
- c. We spend longer discussing the results of students' free writing than I had originally intended; however, I believe this ended up ultimately benefitting the students. Students weren't making the connection between the free writing and our study of symbols as easily as I had thought they would, so I had to take some extra time to essentially build that connection in. We first discussed what students had written on a volunteer "share if you feel comfortable basis," and then we spent time talking about why certain objects seem to transcend their material value. After asking if any students saw what they had written about as a "symbol," and getting blank stares in response, I backtracked a bit to a previous lesson about "The Golden Kite; the Silver Wind" as a reminder of the purposes symbols can serve. After reframing students' knowledge and giving the assignment some introduction, students quickly caught on to the purpose behind the brainstorm.
- d. My individual conferences with students fostered teacher-to-student connections because I was able to tailor my suggestions specifically to each student's ideas and was able to get to know them better on a personal level by listening to them discuss their personal symbol and their plans for the assignment. Student-to-student connections were encouraged during the discussion over the free writing in which about 80% of the class shared something they had written. During independent work time, our classroom has always had the policy that students should feel free to talk to one another about their ideas and what they're doing for the assignment, so this collaborative environment also positively contributed to these connections.
- e. Each student got feedback during their conference regarding their choice of symbol and option. Some students had a clear idea for the assignment and simply needed some teacher affirmation and encouragement, while others were stuck and required more guided help from the instructor in the form of extra brainstorming and outlining. The work sample provided gives an example of a student who knew they wanted to write about their dog, but didn't quite know how to explain what their dog symbolized to them. After conferencing with me and telling me some stories about the dog, this student wrote a personal essay and even included a few photos of themselves with their dog. By talking about the dog, we figured out together what this student wanted to say about the dog and some of the dog's most important characteristics to highlight in the personal essay. These conferences positively impacted student learning and helped students meet their learning goal because they allowed me to communicate expectations clearly and students to ask any questions they may not have wanted to in front of the larger group. For example, one student wanted to write about a semicolon as it is a symbol for suicide prevention (a topic

dear to her heart,) so in her conference with me she told me her plan but asked if I could refrain from displaying her finished product in the classroom as is usual because it was so personal and sensitive. When I said, "Of course," she seemed relieved and told me she was glad she didn't have to change her topic.

**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 *analytic*?

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

- a. Because the students were reading the same article, only on different levels, they were able to come together to discuss the article in small groups and as a whole class which helped facilitate learning for all students. Students have shown an improvement in finding the central theme and three supporting details.
- b. Students interacted with text by highlighting relevant details in the article from a website with interesting articles that are easy to read. They took notes on sticky notes to demonstrate their learning. I checked the students' understanding by checking the details they highlighted and took notes on.
- c. I provided modeling and scaffolding to show the students how to find the main idea of an article by showing them to find the "who" of the article and the "what", as in "who is the article about" and "what do they do." I also provided modeling and scaffolding to show students how to find supporting details. I also provided a graphic organizer so that students had a place to organize their thoughts.
- d. In their groups, students completed a KWL chart about dinosaurs and climate as this was what the article they read was about. After giving the students ample time to work on this, I modeled a KWL chart on the board and asked for examples from the groups. Students were very engaged during this activity as they like to participate in more hands-on activities; however, at times, the students did get out of hand and loud, but it is hard to keep nearly 50 students under control at all times.
- e. I had students create a central idea first. I walked around from table to table to see how students were doing and if they had any questions. When I saw someone needed some improvement in their central idea, I would point that out to them and help them find a way to make it better. One way I helped some students to understand how to find the central idea was to explain that it was like a movie trailer. I explained that a movie trailer shows what a movie is about in a short amount of time, and a central idea shows what the whole article is about in one sentence.

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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
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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.

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