

PPAT® Assessment

Library of Examples – Math

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 inquiry-based strategy worked well. Any time students derive a formula they feel successful and are more likely to remember it. Students did well applying the distance formula. Eighty-five percent of students got that question correct on their exit slip. I believe the whiteboard practice learning activity helped students apply distance formula. However, the activity page ran longer than I intended, causing engagement to decrease. By the time students learned about the equation of a circle engagement was extremely low. The evidence I used to support this finding is that 60% of students either did not

have time to complete that question on their exit slip or did not know how. However, the resources did prove useful. The whiteboards were a great alternate medium for the students and my Focus Student 2 in particular.

- b. The students demonstrated their understanding of the content presented throughout the lesson. During the "Distance, Midpoint, and Equation of a Circle" activity sheet I was circulating around the room and questioning students to encourage deeper thinking. The class also discussed the items on this activity sheet as a whole. All of these observations allowed me to assess the understanding of the students. For example, at the beginning of the activity sheet, I asked the class to recall prior formulas. This activated their prior knowledge and boosted their confidence. Students were given practice problems during the "Whiteboard Practice" component of the lesson plan. During this time, I circulated the room, checking in on each student and questioning their work. Doing this allowed me to gauge their understanding of applying midpoint and distance formulas, as well as the equation of a circle. For example, it was during this time that a student realized the connection between Pythagorean Theorem and distance formula. Students were given an exit slip to more effectively measure their understanding of distance, midpoint and equation of a circle. This is where I could have specific evidence of where each student was excelling or struggling. Eighty-five percent answered correctly on the distance portion of the exit slip. This told me that the students have nearly mastered the concept of distance.
- c. While I was teaching, I made a few minor adjustments to the lesson to better support student engagement and learning. One example of this would be during the derivation of the equation of a circle. Prior to the adjustment, students were to complete the problem on their own. Based on the number of questions I was getting, that were extremely similar, I decided to have the class come together. During this time we discussed the task at hand. I asked some questions such as, "What is the radius according to this graph?" and "How did rise over run play into this problem?" After asking a series of these types of questions, students were more confident and willing to complete the derivation of the circle task. Another example of an adjustment that I made during the lesson was creating a formula page to display on the Interactive white board during the practice problem time. This prepared students for expectations and accommodations during the quiz. Students will be given a formula sheet during their quiz and test. Projecting it allowed students to focus on the task at hand rather than spending time flipping through their notes.
- d. Some steps I took to foster teacher-to-student interaction were during the student work time. This would occur after we had any whole-class discussion in which particular students were struggling thereafter. During this time I worked one-on-one with the students to ask them thought-provoking to encourage student thinking. These discussions would often include common misconceptions such as how the center of a circle, (h,k) , relates to the equation of a circle. Many students put the center in for the x and y in the equation of a circle, rather than substituting it in for h and k . Some steps I took to foster student-to-student interaction was during the activity sheet as well as the whiteboard practice activity. During the activity sheet there was a lot of group-discussion as well as optional work with a partner. The group discussion required a significant amount of interaction among students. All of these instances impacted student learning because they allowed students to think through mathematics problems together and share their ideas. This is beneficial for students in mathematics because certain problems may not always

be performed the same way and students can grow in their overall understandings of mathematics.

- e. During the lesson there was a variety of feedback. First, the opener provided immediate, verbal feedback. The way in which this is designed is for students to complete the opener with a classwide discussion following. This feedback is not always directed to each individual student, but they may be informed if they completed the problem correctly or not. Students were provided with verbal feedback during the activity sheet. This was done during a class discussion or with a student one-on-one. Verbal feedback was also provided during the whiteboard practice. During the exit slip, however, written feedback was provided to students. I graded the exit slips and included comments so each student knew what they had mastered.

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

The instructional strategies in this lesson such as the mini lesson and group work worked very well to facilitate student learning. Students were engaged in the lesson by asking questions when they didn't know and participating in class discussions as well as working well together in groups. Because the materials for the notes were prepared ahead of time students were able to move through the lesson much quicker and get to the "meat" of the lesson faster. Students demonstrated their understanding of the content present in the exit ticket they completed before leaving class. All students turned in an exit ticket and about 85% of students all demonstrated that they were able to not only convert between fractions, decimals and percentages, but they were able to correctly order them from smallest to largest. They also turned in their individual work the next day. While I was teaching the only adjustment I made to better support student engagement and learning was to dive a little deeper into our class discussion. Students were asking really good questions and so we spent a little more time than I wanted to on that part. Our class discussion fostered great teacher to student and student to student interactions as well as our group work time. During our mini lesson students helped me complete a couple of example problems and I made sure that I provided positive feedback to the students who were helping me.

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.

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