

PPAT® Assessment

Library of Examples – Physical 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 direct instruction & modeling strategies & the instructional artifact I used in this lesson helped facilitate student learning by providing them with linguistic & non-linguistic representations of the skills, thus meeting the different learning needs of the students. The differentiated learning activities for the students helped facilitate learning by providing the students with an appropriate activity for their skill level, keeping them interested & engaged without being frustrated because it was too hard or bored because it was too easy. While observing the class, I noticed the students engaged in their activity. I

also was moving students out of their activity to the next as they met their LG. Baseline data showed that only 33% of the class met the carrying LG & 42% met the snapping LG. However, after this lesson, 92% of the class was able to meet the carrying LG & the snapping LG. One student in particular who had met neither of the LGs in her pre-test, started in Activity 1, progressed to Activity 2, & ended up in Activity 3 as she had attained both the LGs before class was over.

- b. In Activity 1, students were practicing their snapping skills, & in Activity 2, students were practicing carrying the FB. As I observed the class, I heard students talking with their partners about the CEs of each skill they needed to focus on & providing feedback on each other's performance of the CEs. The students also showed their understanding of the content by demonstrating the skill competency of their activity (passing that LG) as I performed a movement analysis on them, thus being able to move to the next appropriate activity. Furthermore, I noted that the students responded well to my individual feedback on their progress, making the necessary corrections. One example of a student that showed understanding & improvement went from meeting zero LGs during pre-test to meeting both the LGs by the end of the lesson.
- c. I decided to combine Activities 1 & 2 because, according to the pre-test, all the students who missed a CE for snapping also missed a CE for carrying with the exception of 2 students. To accommodate for their individual needs, I paired the 2 students up so that the one missing the snapping CE could practice snapping the FB to the other student who missed a carrying CE so that he could practice carrying the FB. The rest of the students in the combined activity rotated after every few attempts between snapping the FB to their partner & carrying it 10 yds so they got practice at both. By making this adjustment, the activity became more engaging and time efficient by having the students work on both skills within one activity. Once the students met both the LGs within the combined activity, they went directly to Activity 3. I also allowed the students to let me know when they were ready to "test out" of their LGs instead of having a predetermined time I tested each student. This adjustment allowed the students to work at their own pace & for them to have enough practice time to feel confident in their progress toward the learning goals before being assessed.
- d. To foster teacher-to-student interactions, I walked around & gave feedback to each student on their performance of the LGs, asked if they needed help with any of the CEs, & questioned for understanding of the LGs. This allowed me to provide immediate feedback for the student on their progress toward the LGs & also for the student to let me know their level of understanding of the goals. I also used this time to provide encouragement for those students who were struggling or needed to be more engaged. To foster student-to-student interactions, I had students work in partners during Activity 1/2 & in groups of 3 for Activity 3. The pairs in Activity 1/2 encouraged students to work together to perform both skills, sharing the roles of snapping & carrying, & to provide support & feedback for each other on their performance. The groups in Activity 3 encouraged students to work together as a team, using communication & support for each other, to beat the defender in the activity.
- e. Each skill had 2 CEs & for each CE there was a 1 to 3-word cue that was associated with it. I explained & demonstrated the CEs for each skill & told the students the cue that was associated with it at the beginning of the lesson (Instructional Strategies). As I observed my students, I gave each of them cue(s) for CE(s) that they needed to work on & told

them the cues that they were doing right. I checked for understanding if I saw a student looking confused when I gave them a cue. For example, according to baseline, a student needed to work on the hand on the tip CE while carrying the football. When she was practicing that CE for the carrying skill, I would remind her by using the cue "hand over tip." Furthermore, she needed to work on hitting the target CE when snapping. When she practiced that CE, I would say the "hit chest" cue along with whether she was meeting it or not. As you can see from her work sample, the feedback increased her student learning as she went from meeting none of the LGs at baseline to meeting both of them by the lesson assessment. Also, the class as a whole showed a 59% & 50% increase in carrying & snapping skills, respectively, from baseline to lesson data.

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. Throughout the lesson, I saw every student grow in at least one way, whether they learned the rules of the game or improved a skill. Without a doubt the learning activities, materials and instructional strategies helped the students. Most of the students did well on the rules test and most did well on the dribbling rubric.
- b. The students demonstrated their understanding by taking the rules test, playing Speedball by the rules and doing the skill progression drills properly. The first time the students played Speedball, they did not really know what to do but after a little help from me and gaining experience, they figured it out.
- c. During the skill progression part, I made the mistake of telling the students to dribble and not specify whether to walk or run so most of the students ran as fast as they could without doing the skill. I stopped the class and clarified that I wanted them to walk and dribble the right way so eventually they could run and dribble at the same time.
- d. If a student struggled during the skill progression, I stopped them and demonstrated how to properly dribble while verbally telling them how to hold their hands/feet and how to position their body. Student-to-student interaction happened during the actual game of Speedball. The students had to use teamwork to be successful. When students used teamwork, they usually had a lot more fun.
- e. I stopped students if they were dribbling incorrectly and showed them how to do, I told the students that were dribbling properly "good job" and if the whole class struggled during the actual game of Speedball, I stopped them and went into detail on what they were doing and how they should be doing it. For example, all of the 4th grade class chased after the ball and did not spread out. This made the game boring and it was not

played the right way. I stopped them and explained to them to spread out and pass the ball to teammates. The feedback usually helped the students. I noticed during the skill progression, if I helped a student, that student improved. During the game, about every class had to be stopped and I had to explain how to do something better or the right way and every class eventually learned how to play Speedball the correct way.

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

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- 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.