

PPAT® Assessment

Library of Examples – Science

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 instructional strategies used in this lesson such as Socratic Seminar and the white boarding learning activity worked well together. The students were able to participate in the Socratic Seminar, guided by me, while showing their understanding of net force through the white boarding. This helped facilitate student learning because students had to whiteboard the assigned questions and be prepared to answer questions during the Socratic seminar. This showed understanding of the lesson goals because students had to show their understanding of net force to be able to answer my and their classmates'

questions during the Socratic seminar. The differentiated stations helped facilitate student learning because it provided students with the challenge/support they needed to succeed on the test the following day. The evidence I collected support this finding because many students were able to show a well-rounded understanding of forces as I check off their stations. On average students completed three of the five stations.

- b. Students demonstrated their understanding of content through station performance. After each station students had their work checked to make sure their ideas are aligned with the essentials of the unit. For the "Which one is it?" station students will connect motion to net force. You can see this in the student's work sample. During this station students will analyze the motion diagram and choose the sections that match statements such as, "During which time interval(s), if any, are there no forces acting upon the object? List all that apply."
- c. During the white boarding section of the lesson I was making adjustments to the station assignments for students. As students were answering questions regarding the previous day's assignment I was making adjustments to their groups for the stations that followed. This meant station assignments reflected the student's current understanding of the lesson goals.
- d. To foster teacher-to-student interactions I rotated around stations asking students questions. I asked open-ended questions that required students to make connections between forces and the real world. This fostered interactions because it stemmed conversations that required students to think outside of the box. This impacted student engagement and learning because students knew they had to understand the stations to get signed off to move onto another. Students were held responsible for their learning. To foster student-to-student interactions I had students work with a partner on the white boarding and the stations. By having a partner students had to collaborate and work together to complete the stations. This impacted student engagement and learning because it teaches students the importance of collaboration and social learning.
- e. I provided feedback three times throughout the lesson. During the white boarding students were provided feedback through the questioning. During the Net Force Practice 2, which you can see in the teacher instructional artifact, students received feedback after they finished the sheet and wanted to know their station color assignment. Students received feedback during the stations through questioning and having the stations signed off on. This impacted student learning because it made students have a constant awareness of how prepared they were for the test the following day. The day after the test I asked students what activities during the unit best prepared them for the exam and many students listed the stations as an activity that benefitted their learning the best.

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 lesson helped the students be hands-on and visually understand the lesson. With the learning goals, my students were able to inference and were able to see how heating and cooling work together in making a rock. The materials allowed my students to make their own version of a rock out of crayons. The resources that I made available to my students build upon prior knowledge and extend their learning to the next level.
- b. The students demonstrate their understanding of the rock cycle by performing the crayon lab rock cycle. The students will create the correct rock out of crayon shavings and then answering the questions that go along with the instructions to make crayon rocks
- c. While teaching, the adjustments that I made to the lesson were as follows: One thing would be if the students did not want to do the lab the way the instructions and I explained they could go to the office. Also tell the students who have long hair the day before to make sure they bring hair ties or wear hair up. Last, I will make sure everyone understands that it's a group project not just one person doing it. If that is seen then the ones not doing anything will have to stay after school with me and perform the lab by themselves and answer the questions to the lab.
- d. The foster teacher-to-student and student-to-student interactions was as few follows ways. One way would be making sure before someone asks me a question that they talk to their group first. Then, if they still were not sure about the answer they received then they can ask me. A second way is I want to make sure I get to every student during the lab and talk to them about the step they are on or why they picked the answer they did. These are just a few ideas of fostering interactions.
- e. The feedback I provided for my students was to make the classroom stop and listen to my questions where they had drawn upon their prior knowledge they already knew about the topic. Also, use their resources at their table and classmates. For example, if I asked why they thought the rock was igneous. I wanted them to think and then look at their charts on table and be able to answer my questions.

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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