PPAT® Assessment

Library of Examples – Social 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. During the lesson it was clear students were engaged with their classmates and in conversation with other members in their group. Having students work together collaboratively in groups to analyze the case and generate examples of why they agreed or disagreed with the Supreme Court's ruling appeared to be successful. Providing students with a link to the case summary and details related to the case further helped student understanding. Student learning progress was most evident in the writing prompt students had completed for homework at the end of the lesson. Students were also able

to demonstrate their understanding of the material, as well as their progress towards meeting the standard and learning goals related to the lesson.

b. Students demonstrated their understanding of the content presented in several ways. Students were monitored during the debate and during group discussion. This was achieved by spending time with students from each group and asking them to share what they had written down. Some students needed prompting to help them but most students were able to generate multiple examples to support their beliefs. Some students believed that Johnson's act was disrespectful to our flag, our country, and those who have given their lives for our country and freedoms. Some students provided evidence and stated their support for the ruling, "he didn't physically harm anyone while burning the flag and it was a sign of symbolic speech." Another student wrote that Johnson's actions were wrong and that the flag should be protected as "millions of people have fought and died for our flag and country." Many other students were also able to cite strong evidence to support their opinions over the case and the Supreme Court's ruling. Students also asked many questions related to the Supreme Court case. Student responses in the amendment writing prompt at the end of class, also further demonstrated student understanding and progress made throughout the lesson.

c. During the debate I realized the students were more passionate over their views than I had anticipated. In order to help with pacing the lesson and allow all students a chance to share their views, a cutoff time was implemented for student responses during the debate. This helped to keep the debate moving more smoothly and prevented certain students from "dominating" the discussion, allowing other students time to speak more often. As the debate moved back and forth between students on both sides, most students were continuously sharing more and more of their opinions and examples to support their claims.

d. Socratic questioning techniques were used to assist in student thinking. When students seemed stuck with generating questions for their debate, I would prompt them with a question or add to something a student said during the discussion. Some of these questions challenged students to think deeper about the issue. Examples of questions I asked students were; "Do you have any members in your family or relatives that have served in the military?" "Do you think a person should be allowed to burn the U.S. flag in protest?" "Why do you believe burning the American flag would upset people?" "Do you believe the 1st amendment protects a person's right to symbolic speech?" These questions, along with others, further helped student critical thinking, often leading to more examples students were able to generate for the debate at the end of class. Students were also asked to consider both sides of the issue during the debate, in an attempt to understand their classmates and the views many Americans held towards the case and the Supreme Court's ruling.

e. During the time students were working in groups analyzing the case, students were monitored for understanding. Students were prompted though questioning; "why would people be upset with Johnson's actions", "what does the flag represent"? "Is the flag a national symbol", and if so, "A symbol of what" etc. This often helped many students redirect their thinking towards understanding the complexity and significance of the case. I also provided students with a handout of key terms related to the lesson and unit which included role of the Supreme Court and the power and process of judicial review. Students were referred back to this handout when there appeared to be any confusion with how the

1st amendment and constitution factored into the ruling, as well as the rights granted in the 1st amendment. Students were also moderated during the debate. Some students did have to be reminded to be respectful of the views held by their fellow classmates. I believed this helped many students to remain comfortable in sharing their views, which furthered the learning of all students.

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 and resources proved to be effective in facilitating mastery of the learning goal among the majority of the students. I was able to determine this success through close proximity to the students during small group discussions, the collection of individual written opinion pieces, and supervising whole class discussion. Each student was able to show their success with the learning goal.

b. The students were able to show their learning through their discussions and written notes that summarized the information in the primary document booklet. One student was able to use underlining and highlighting to summarize information that helped him contribute to the class discussion.

c. While I was teaching, I noticed that some students were struggling with concepts about the USA and the Soviet Union. Instead of having the graphic organizer simply as an option for individuals to use, we then changed the lesson and worked through the organizer together to review concepts.

d. As I was facilitating the lesson, I noticed that occasionally during the large group discussion, some more outgoing students were dominating the conversation. I then used learning strategies like the turn-and-talk method to give quieter students a chance to think through their opinions, and then called on students to allow them an opportunity to share.

e. During the lesson, I used tactics like reflective listening and questioning strategies to allow students a chance to think through their own statements and clarify their opinions.

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.