

## PPAT® Assessment

### Library of Examples – Special 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 instructional strategies used in this lesson such as modeling, cooperative learning and non-linguistic representations worked well together. I noticed that once I had modeled what they would be doing & they had a chance to practice together they bought in. The students wanted to get their work done because they wanted to show everyone the pig's house they built. Modeling on the Interactive white board was essential as it allowed everyone to see. I also saw the students really using their chart. For example, they would first make the number on it with the base-ten blocks and then make the house. The visual

aspect of the lesson really appealed to everyone. Incorporating their preferred learning styles kept them engaged. This extended to the activities. The I do, we do, you do framework worked wonderfully. It allowed students to move at the pace they needed & provided the right amount of scaffolding. The manipulatives really facilitated the learning as it made it concrete. The creating of their own houses made participating fun.

- b. Throughout the lesson students demonstrated their understanding of the content presented by staying on task & correctly answering questions. I noticed that most of the students were able to use the content presented during their independent practice. For example, they were able to construct a house using base-ten blocks & then label the number they had built. This showed me that they were able to add to make a three-digit number. One student struggled with this. I then also asked them to identify the digit in each place. From this I was able to assess whether the student was able to identify the place value digits. All of the students were successful in doing this.
- c. When teaching, I made a few adjustments to the lesson. I left the model house I had made out of blocks projected on the Interactive white board. I felt they needed this in order to feel confident during the guided practice. I decided to do this because although I felt they were following me in my modeling I was not sure they understood why I was doing this. Another adjustment I made was I modeled one more example before the independent practice. While doing this I used a think-aloud to show that I was building any type of house I wanted. Like I had predicted Student 2 had difficulty with the idea that he was building a house for a pig. Thus I told him to build a house like they one he lived in.
- d. Building pig's houses out of base-ten blocks offered great opportunities for interactions. The students interacted with each other during the lesson by building their first house together. This incorporated Vygotsky's theory that students learn more from their interactions with peers. I felt this really did promote student engagement and learning. The students learning was scaffolded but they did not feel the teacher was prompting them. This is important because a lot of the students in the class are prompt dependent. At the end, the students had an opportunity to walk around & see the houses each other had created during independent practice. Some asked questions & others complimented their peers. I think this really promoted confidence in the students and made them that much more engaged. During the lesson I as the teacher was able to connect with my students by walking around observing & facilitating their learning. The model I used meant I did not always need to be in front on the students providing direct instruction. Instead I was able to circle & provide corrective feedback, verbal praise & answer questions as needed.
- e. Throughout the lesson I provided feedback to facilitate student learning. Specifically, I provided corrective feedback when necessary. I provided verbal praise and reinforced effort. This helped my students stay on task and motivated. Through my observations & questioning I was able to pick up on who was having difficulty with the lesson. This allowed me to make adjustments so that everyone could experience as much success. For example, I noticed the students were forgetting to use the place value mat so I reminded them. It seemed to help them enormously.

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. Both of my focus students achieved the learning goals to a very in-depth extent. By the time the lesson was completely finished, they could state the word very accurately and effectively without prompt. Both examples were relatively the same, we looked at a chart that showed three words and full sentences and the students had to recognize the sight word that was taught. Since the word was "has," the students might be shown "have, hat, and has" and they would point to the correct word. If it was a full sentence, the students might read "The dog has gone into the house," the students would read the sentence to the best of their ability and point out the sight word that was presented.
- b. The differentiation of the specific parts did not differentiate the lesson necessarily, but because their focuses and disabilities were different, the steps that I personally took to help them reach their learning goals helped the focus students meet them effectively. An example of this was while the other students in the first group were working, I had the focus student fidget with a "fidget ball," and it kept her interested until I got back around to her. While the other two students listened to the current student read, their focus stayed much more intact while one student worked.

### **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.

