Example Task 3, Step 3, Textbox 3.3.1

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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

Step 3: Analyzing the Instruction
Textbox 3.3.1: Analyzing the Instruction for the Whole Class Instruction
Met/Exceeded Standards Level

A. I used 3 instructional strategies which are incorporating visuals, using a readaloud, and to model how to complete the assessment. My students were mostly able to sit on the carpet for over half an hour without much interruption or redirection, which shows that I was able to keep them engaged and held their attention by using strong visuals and the read aloud to transition them into the lesson. It also helped that by projecting the pictures on to the board, all students had access to the pictures and were able to see the necessary details to make observations. Modeling how to complete the assessment was also effective in facilitating student learning because the class as a whole got immediately to work, and the results from the assessment show that most of the students were able to meet the goals. During the group discussion, every student shared multiple observations, got up to point to certain things, and made connections to their own lives, which shows that students were engaged and working to meet my goals. Students were identifying buildings, different types of vehicles, predicting a person’s work and interests based on their clothing, and making up scenarios about what people might be doing inside different buildings. These statements suggest that students were developing their own understanding about shelter, clothing, the environment, and food based on their schema and the class discussion.

B. From the pre-test, I was able to see that 12/14 students answered the first question correctly, and 11/14 answered the second question correctly. This data shows me that most students are aware that San Antonio is a city, and that some students recognize that apartment buildings are found in a city. The pre-test helped me understand that my students recognize a difference between a city and the countryside but that I would need to focus on more specific elements to develop further vocabulary. The post-test results showed that 11 had 0 errors on their sorting activity, 2 had 1 error, and only 1 had 2 errors. This shows that most students were able to recognize the characteristics of a city and the countryside.
C. While I was teaching I made 2 major adjustments to the lesson to better support student engagement and learning. First, I had planned on giving students a brain break between the readaloud and the group discussion but since my students were all sitting quietly and attentively that I decided that they did not need to reset their behavior and that the activity would actually throw them off. Often, students benefit from movement and an opportunity to talk and be silly between activities, especially when students are starting to get off task or becoming squirrelly on the carpet, but at this moment I saw that most students were engaged and ready for the next part of the lesson. The second adjustment I made was spending a lot more time discussing specific characteristics and looking at the pictures. In my original plans, I didn’t want to spend more than a few minutes on each picture since there were 15 to get through, but students were make great observations and kept wanting to identify specific characteristics of cities and making predictions about what the people might be doing that I allowed the lesson to go on longer. I also overestimated how long it was going to take students to complete the assessment, so about half of the class ended up reaching the extension activity, while other students were still cutting out their pictures.

D. The readaloud was mostly teacher-to-student interactions where I asked specific questions and stated my own observations. I asked questions to the entire class and to individuals to check for comprehension and to ask about specific details, where students were mostly responding directly to me. The biggest challenge was that everyone wanted to talk and answer the questions but since they were not open-ended questions with a plethora of answers, only a few students were able to share out. I was able to see that students were engaged because they all wanted to share their answers and ideas, showing that they were developing an understanding of characteristics of a city and the countryside. When we moved to looking at the pictures, students were continuing to demonstrate their engagement by sharing their observations and identifying elements of the picture that stood out to them. I was able to see a lot of positive student-to-student interactions as well. When we were looking at the pictures as a group students were listening to each other and building on what they were saying. An example would be that one student shared with the class that there was a man in a business suit. Then the next student suggested that the man in the business suit worked in the tall building that he was walking towards. This demonstrates that students are playing an active role in their own learning by discussing their ideas to develop meaning to the content that they are trying to understand. I also so student-to-student interactions when they were completing their assessments. I saw students sharing materials, and engaging in conversations by asking questions about the pictures. By listening to conversations between students, I was able to hear students practicing vocabulary and thinking back on the pictures and discussion to figure out their individual tasks.

E. The biggest way I gave students feedback during the lesson was by giving immediate oral responses to questions or statements throughout the lesson. I celebrated insightful observations and use of vocabulary when students made observations, and kept asking questions to students who were unclear until they reached clarity. It is important for students to receive immediate feedback, especially for Kindergarteners, because it confirms that what he/she is doing is meeting my expectations or if he/she is not quite there yet. I was able to give feedback to the entire class the next day after looking at the assessments. That day’s lesson was building onto ideas discussed the previous day, so I shared with the class that they had all demonstrated good understanding through their sorting activity.
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?

Step 3: Analyzing the Instruction
Textbox 3.3.1: Analyzing the Instruction for the Whole Class Instruction
Did not Meet/Partially Met Standards Level

A. Work Sample The instructional strategies, learning activities, materials, resources, and technology helped facilitate student learning because it engaged all of the students by directing the lesson to all learning types. I was able to determine the students’ understanding through a group discussion and the journal entry. Most students were engaged in the discussion and eager to answer questions. It was clear that the students were engaged through the variation of activities based on their responses.

B. The students used the content presented to demonstrate learning by applying what they learned in their plans and letters.

C. I engaged the student in discussion and video before assigning the writing assignment. In order to motivate the students, I told them that they would have a chance to read them to the class if they so desired. Considering they really enjoy reading their writing aloud, I knew this would engage the students and encourage them to be creative.

D. To foster teacher-to-students interactive, I had whole group discussions with the class and walked around the room to provide assistance during the assignment. Student-to-student interaction was fostered during the partner discussion and brainstorming activity.

E. I provided feedback during the whole group discussion by answering any questions that were asked of me and by prompting questions to be answered by the students. I also provided feedback by answering questions and guiding students during their assignment.

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 Use

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.