

PPAT® Assessment

Library of Examples – Early Childhood

Task 4, Step 2, Textbox 4.2.2: Interacting with the Students

Below are two examples of written responses to Textbox 4.2.2 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 Prompts for Task 4, Textbox 4.2.2

- How did you monitor student learning while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.
- How did you provide feedback to individuals and the whole class to advance student learning? Cite examples from the video to support your analysis.
- How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- Throughout the lesson I checked in with students to determine if they were counting correctly. In minute 3:10 I am asking a student to show me how many icons she put on to her jar. We started to count her icons out loud together but she quickly stopped and had me count them alone. I stopped counting her icons out loud and told her to help me and I quietly stopped counting. I decided that I would help a student start counting their icons in the beginning but not count all the way through with them so I can determine how advanced their counting skills are. I also made sure to check back in with students that needed more direct attention and help. At 6:10 I am checking back in with a student after she had miscounted twice. At this second check in, I continued to let the student count without me. As this was the second time I checked in with the student, she quickly picked up on counting alone and louder than before. These check ins throughout helped determine which students needed assistance, more direct attention, and guidance from myself.

- b. During the read aloud I concentrated on having every student participate and contribute to the questions and discussions we were having. When I asked a question, students raised their hands, and I would call on every student to contribute their thoughts, whether or not the correct answer was already given. This promoted student participation and seemed to keep their interest throughout the story. During the small group lesson, I also encouraged students to show me their work and tell me their thoughts on the process. At 10:55 a student is getting my attention to show me the work he had just completed. This same student later on from 12:53-15:00 is attempting to match an amount of icons with his jar number. He and I talk through what amount he has, how we can reach the amount he needs, and what to do to have them match. Throughout this time, I am encouraging him to explore adding more and taking some away to reach his number. As this student had already displayed that he was proficient in the earlier jars, I was encouraging him to achieve more by adding and subtracting icons.
- c. A verbal technique that I used during my lesson was asking students to tell me what number jar they have, how they counted their icons, and to count with me as I did at 8:19. By encouraging students to voice their thought process and communicate why they did something while counting, helped them work out where a problem was and how to remedy it. A nonverbal communication technique that I used throughout my lesson was body language. I nodded at students while they counted, kept a neutral expression when students had an incorrect answer, and smiled encouragingly when they attempted to correct their work. From 12:50-15:00 I am working closely with a student that was attempting to put 9 icons on a jar. Throughout the process, he put too many on, then took away too many, and continued to try new amounts to figure out what equaled his jar number. During this time, I kept a neutral expression when he said adding more icons to 9 would get him to 7 and encouraged him to try new strategies to get his number. I wanted him to figure out on his own whether he should put more or take away.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Monitoring student learning while teaching the lesson
- Providing feedback to individuals and the whole class to advance student learning
- Using verbal and nonverbal communication techniques to foster student learning

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. In my lesson I monitored student learning by asking them questions through out the lesson. Teachers ask their students questions to monitor what they are learning. An example of this would be my flashcard game of the lesson (5:10-10:10). When playing this game students are asked what color word it is and how to spell the word. I want to make sure that my students are not only learning their colors but also how to spell them. I think that this is important as in their worksheet they will have to match the color with the color word and number.
- b. I provided feed back to my students by saying "good job" through out answering the questions in the video. I thought that it is important to keep encouraging students as the lesson is happening. If a teacher keeps telling students that they are wrong then the students will not want to answer the questions. Also at the end of every part of the

lessons I told the students good job and to "reward" him or herself. The way that I asked the students to do this is to either give him or her self a hug or pat on the back. It is important for my students to know that they did a good job and that I am proud of them.

- c. I used verbal and non verbal cues through out my lesson. The verbal cues that I used on my students were telling them to scoot back a foot from the black border in the video. I also used a non verbal cue when telling the students this, I used a hand motion to tell them to scoot back or to scoot up (10:45). Another non verbal cue that I used during my lesson was snapping. I was snapping to get my students attention back on the lesson (11:35).

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Monitoring student learning while teaching the lesson
- Providing feedback to individuals and the whole class to advance student learning
- Using verbal and nonverbal communication techniques to foster student learning

Why is the analysis minimal?

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.