

PPAT® Assessment

Library of Examples – Elementary Education

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 this lesson, I surveyed the room, carefully observing each student's work, participation, and general attentiveness and engagement. As the video shows, I asked many formative questions as I scaffolded recognizing and generating order of operations expressions and equations. I encouraged students to answer formative questions aloud, feel open to verbalize their answers and address questions as we discussed their assessment and areas of struggle during review (for example, at 2:37 when a student asks to review a specific question and later, at 11:35, when a student sharing her work on the board is supported by a peer, prompted by my own checking for understanding). Because this lesson was, from beginning to end, carefully scaffolded and I roamed the classroom to see student work as we progressed, it was very closely monitored for student learning throughout. All students eventually received an opportunity to find values or write expressions on the board, allowing me to monitor both their understanding and learning as we evaluated their work on both the pretest and an independent practice on writing expressions from earlier in the week-long lesson.

- b. I was sure to respond to all student questions that were asked, and students were remarkably on-task in their responses to the lesson, which better helped me grasp their understanding of the review-based lesson. Feedback in this lesson consisted of clarifying questions and subsequent shared examples of Order of Operations problems, both verbalized and drawn on the board by student peers. Finally, I believe I successfully kept the lesson lighthearted, as students were assured that their board work was a formative assessment and a helpful review of previously completed work (as shown at approximately 12:00-13:00); I just wanted them to better understand the requirements of the standard in preparation for the post-test.
- c. I relied equally upon verbal and non-verbal communication techniques throughout this lesson. Following the routine of daily homework review followed by review of an independent practice on writing expressions, I continued defining and clarifying the topic by prompting students to participate in class discussion, which they did. Verbal communication continued throughout the lesson, as I scaffolded solving one problem on the board, narrating as I went, but quickly moved onto featuring students completing the problems that challenged them for the entire class. For example, I utilized one student's work (at approximately 9:36) to reinforce the need for tidy, orderly work, explaining that solving all work in a typical order of operations equation will ultimately form an upside down triangle, at the bottom of which will be the answer. I reinforced this important point again at approximately 12:48, using the example of another student's work. In addition to this, there are plenty of examples of non-verbal communication throughout the video documentation of this lesson, too; I utilized open body language, eye contact, easily understood facial expressions conveying enthusiasm and positivity, and made sure to call upon and connect with every student, allowing all students to have a chance to participate.

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. I monitored student learning while teaching the lesson by giving the class dojo points or taking them away for off task behavior and by asking them questions while teaching the lesson. The evidence of learning guided my instructional design making while teaching the lesson by changing things when needed or repeating things when needed during the lesson if students seemed to not understand. During the video, I am constantly questioning the students and going over things to make sure that the students understand.
- b. I provided feedback to individuals and the whole class to advance student learning by telling the students if they were correct or asking them to restate their answer if needed. During the video I frequently gave feedback to the whole class when asking them questions by agreeing with them and having the whole class give me an answer.

c. I used verbal communication to let students know if they were on the right track or if they were off track. I also used positive words and positive feedback to students during the lesson. I used nonverbal communication by holding up two fingers to let students know to be quiet, holding up my hand to let students know to raise their hand, and giving them a thumbs up if I agreed with them.

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.