

PPAT® Assessment

Library of Examples – Physical 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

- To monitor students, I made my way around the gymnasium during the cone weave activity (7:36) to see the performance of all the students. If any of my students were having issues or didn't understand how to do the activity then I would explain to them what they needed to do, like I had to do multiple times throughout the video (8:02, 8:21, 8:41). At 8:41, I noticed a student dribbling with both hands through the cones so I stopped her and refined my instruction. She wasn't there the class before so I had to ask her a quick question so she could figure out what I meant by dominant hand. During the last activity (13:09) I stood to the side of the gymnasium so I could monitor all the students to make sure they were performing the activity. If I needed to, I would call students over to refine instruction or answer any questions they might have. The students seem to understand the activities and perform them how I wanted so instead of stopping class, I only gave feedback to the few individuals that didn't understand. The rest of the class was allowed to continue to practice.

- b. I used a lot of feedback statements throughout the lesson to individuals and the whole class. I used a lot of positive feedback to individuals and the whole class. My first positive feedback statement came after I questioned them about the dribbling cues (1:18). I told the students "good job" after they were able to successfully answer the questions about the cues. This helped the students know in order to do a good job, they need to retain the information that we learn. Retaining the information we learn will increase the student learning of the material. Around 7:54 I begin to give individuals positive and corrective feedback. The positive feedback is to help students understand they are doing the right thing and should continue to do so. The corrective feedback was to let students know they were doing something wrong and to tell them that this was what I wanted. For example, I had to give feedback to individual students because they weren't dribbling straight back after they reached the last cone (7:52). By giving a lot of positive feedback, it encouraged the students to stay on task and continue to do well in their performance.
- c. I used verbal communication in the first five minutes of my video when I was asking questions and then transitioning into the lesson focus of the day. I asked them questions based on the content we learned the class before and they answered successfully, showing me I could move on with new concepts. I also used verbal communication when I explained each activity before the students started. I gave the students all the information they needed as to what they needed to focus on and what I expected of them. A nonverbal communication technique was demonstrations of the activity. Starting at 6:57, I demonstrated what it would look like to go through the cones so the students understood what they needed to be doing, decreasing management time for refinements. Another nonverbal technique that I used was staring. I would use this to correct behavior. Whenever I am talking and a student is moving or talking, I stare at them and they realize that I see what they are doing and am waiting for them to focus on me.

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. 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. During the game I acted as the referee. By moving throughout the gym and monitoring the students playing I will be able to explain different parts of the game and explain to them the importance of the rules and if a rule is broken what action is needed to be taken. Students will review and explain at the end of the class and example of a rule that was broken and what they could have done differently to not break the rule. They will also give examples of some parts of the game that went well for their team and how this helped them be successful.
- b. How did you provide feedback to individuals and the whole class to advance student learning? Cite examples from the video to support your analysis. During the game, if a particular rule kept being broken, the game was stopped and a clear description of the

rule was explained. During the game, if students were not moving around the gym to support the ball carry or not getting back on their end of the field to play defense the game was stopped and I explained the importance to the students of always moving their feet.

- c. How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis. Verbal communication was the main technique to foster student learning during this lesson. Play was stopped if a rule was broken and an explanation was given. If students completed a successful play they were given positive feedback and I explained to the rest of the class why they were able to be successful.

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.