

PPAT® Assessment

Library of Examples – Science

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

- I was most involved in monitoring student learning during the minutes leading up to the start of the video. During that time, students were researching and developing a list of characteristics unique to their assigned group of organisms. I was able to walk around the room, listen to their group discussions, ask individuals questions, and provide ideas for information that would be helpful for them to look up. When I felt that the students had learned and gathered an adequate amount of information on their group of organisms, I started the process of compiling the information, which can be seen at the start of the video. Another example of my monitoring of student learning guided my instructional decision making during the lesson, was my transition from discussing organisms the student were relatively familiar with, to the discussion of archaeopteryx. This transition takes place at around 9:20. I monitored student learning by asking students questions and listening to their answers, as well as just listened to general discussion about the organisms. I wanted to make sure students understood the process we were using to classify the organisms, and I wanted students to understand that there are many things

that scientists infer when they interpret data from fossils. Those two things were important for students to think about before we transitioned to the discussion of archaeopteryx.

- b. This lesson has a blend of small-group and whole-class discussion, so there is not always a clear distinction between the feedback I give to individuals and the feedback I give to the class as a whole. However, during the first five minutes, there are some examples of individual feedback. During this time we are compiling the characteristics that groups found, that are unique to their assigned organisms. I thought that it was important that feedback be given for the characteristics that are unexpected. For example, a student states that some mammals lay eggs at 0:37, and I confirm this to the whole class. If I had not done this, I think many students would have been skeptical of that fact. One student, at 3:20, states that reptiles can be big or small. This is not an unexpected claim, but some students started to giggle because it is obvious. I confirmed the fact as relevant, because reptiles have a wide range of sizes. One important example came at 7:27, when a student explained that some dinosaurs had feathers. I confirmed this because it would be relevant later in the lesson, and at 9:40, during the discussion of archaeopteryx, I used it as evidence to promote critical thinking. There were many points in the lesson, where students would shout out ideas or thoughts, and I would confirm them for the class as a whole. One example of this was at 13:00, where a student said that the ridges on the organisms were gills. I confirmed this for the class, then moved on to the next piece of evidence.
- c. Other than verbally discussing the organisms and characteristics, there were three main forms of communication that I used to foster student learning. The first one was giving directions. I only give explicit directions once during the video, and that was at the very beginning of the video. There, I called students back to the front of the room, and instructed them to list the characteristics that they found or developed. The second form of communication I used, a non-verbal form, was using hand gestures or the laser pointer to guide the students' attention. Much of the lesson involved moving back and forth from the pictures of the organism, to the list of characteristics that the students developed. At 5:15, 6:10, and 6:52, I casually use my hands or the pointer to get students to look at the picture or the lists. At 9:39 and 12:30, I actually use these techniques to get students to look at specific structures on the organisms. The third form of communication I used was wait time. I did this at 8:05 to let students discuss amongst themselves, and at 9:20 to let students analyze the picture of archaeopteryx. After reflecting on the videos, I realized that my wait times did not last nearly as long as I thought they did while giving the lesson. That is something that I plan on working on in the future.

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. At 0:02:00 of video three I dismiss students to work on the assigned task. As seen, the second I dismiss students, I make myself available. I move out into the classroom and begin to circulate. I am looking over students shoulders directly at their work. If I notice that they may not be on the right track in any way, I stop and start questioning them. Otherwise, I am also looking for student's hands or for students calling me over for assistance.
- b. When giving feedback to students, I always try to spin their answer into something positive, even if the answer is wrong. In video one at around 0:02:20, a student answers a question correctly. My feedback to him is to elaborate on his thinking. I ask him to explain how he got the answer to one of my questions. I assure him that he is correct and reward him with candy for fun.
- c. Around the 0:01:00 mark on video two, you can see me using some nonverbal cues. I am explaining verbally that protons and neutrons make up the nucleus of an atom. I use my hands to resemble the fact that there are two components. I am also using this demonstration to make the point that solving for just the neutrons is possible with an algebraic equation. It is a part-part-whole problem and that can be demonstrated with my hands as seen.

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.