

## PPAT® Assessment

### Library of Examples – Social 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

- Student learning was monitored through the use of questioning and observations of the answers and work students were doing individually throughout the lesson. Their answers to the questions I asked them and their ability to complete the activities effectively indicated students were learning the content and whether I needed to make changes to instruction. During the warm-up at 0:00, I used questioning to evaluate how well students understood the roles of a central government and, at 3:51, to determine their learning of what the role of the Second Continental Congress had played to that point. When the students were unsure, I knew that further review was necessary before we could work on new content and I prompted them at 4:07 with a clue. They were then able to make connections with their prior learning. At 11:34, the students begin a reading activity and I observed their progress to determine whether they had learned how to identify key concepts and whether that identification indicated that the students had found the roles of the Congress. From 11:34 through the end of the activity, I used these observations to determine the degree to which every student was able to come to a consensus about what

they had learned from the activity and whether they would need more instruction. There were some questions the students had difficulty with, and I provided assistance to individual struggling students from 11:34 to the end of the video as well as using that information to prompt the students later in the lesson about what those aspects of the Congress meant for the Revolution.

- b. Feedback was provided to individual students and the whole class throughout the warm-up and reading activities. During the warm-up from 0:00 to 3:30, students answered the prompt and I provided feedback as to whether they were correct in what they thought a central government does or whether they needed to look at the concept in a different way. For this feedback, I prompted not just the individual students but the whole class to think about the answer from a different perspective or more broadly. At 0:39, the student mentioned that the government does things to benefit their country, which was similar to what another student said about the government making laws for the good of the country; I provided feedback to both the student and the class at large at 0:43 that the government does more than just make laws to benefit their country and advanced their learning to include other programs governments manage. From 11:34 to the end of the video, I also spent time working with individual students on finding key points in the reading when they had difficulty and provided feedback on their performance; I provided class feedback when we went over the notes after the end of the video.
- c. Verbal techniques used to foster learning included questioning and allowing students to reason through the concept with only general direction. During the warm-up from 0:00 until the start of the reading activity at 8:50, I used questioning to verbally cue the students as to what topic they should be thinking about and prompt answers from them to foster learning cooperatively. During the same span, I also took student answers and expanded on them verbally to prompt other students to think about the concept in more depth to discover the meaning of the central government's roles in daily life. Nonverbal communication is used mainly to allow students to make discoveries and connections to the content on their own, particularly by using wait time between questions and answers. For example, at 3:51 I prompted the students with a question they didn't remember the answer to. Rather than giving them the answer and immediately reviewing the material, I provided wait time for students to look back in their notes or think about what they already knew to try to answer the question on their own. This fosters student learning about how to find information and how to be self-sufficient in guiding their own learning. By nonverbally watching them and waiting for an answer, I helped them learn that I wasn't going to just provide them with answers and they must make an effort to use all available resources to their advantage. Another nonverbal communication method I used was nodding and hand gestures to indicate when students were on the right track during the warm-up. This allowed them to think more critically about their answers by using my nonverbal feedback and reaction to determine the correctness of their connections.

**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 students while teaching this lesson by moving throughout the room. In some scenes of the video I am out of the frame but you can still hear me talking throughout the lesson. I like to move throughout the classroom to help students stay on task and help them interact with the lesson.
- b. Throughout the video I am providing feedback after every time a student answers a question, by saying yes or okay. After I agree with what students said I use the information they presented to go off of for my next question. If a student answers the question in a different way than I expected, like the student confusing the words muzzle and bayonet, I try and work with the student to get to the right answer. I try not to tell the students they are wrong, but rather help them to the right answer. In the case of the muzzle confusion I tried to help build her confidence after she answered the question incorrectly by emphasizing she was not wrong in her thinking that bayonet were used at this time, but rather I was looking for a different part of the gun. When I explained the differences I then called on her again so she could answer it correctly.
- c. I believe that it fosters student learning by working with them through the questions, rather as a team, not as a teacher just telling them the right answer. I want to work through the questions with the students to insight historical investigation by studying documents throughout history. A nonverbal communication technique I use a lot is my body language. Throughout the video you can see me shaking my head in agreement and using my hands to encourage students to add more to their answers.

### 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.