

PPAT® Assessment

Library of Examples – Special 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

- 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.
- 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.
- c. 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

- a. I monitored student learning during the lesson from the beginning to the end by checking for understanding as the lesson is occurring. Monitoring student learning helped me to know how to guide instruction as the lesson progressed. I asked open ended questions until I got to the steps and my open ended questions became more of a process of information in which the students had to think what comes next in the process. Still this allowed students to use their background knowledge to help them learn new concepts and they connected with the new content. From the beginning to the end of the video, you can see how the prompts became less and the participation of voices became more (12.41) Progress monitoring through observation occurred as each student worked through their problem. Each student is unique and required differentiation of some sort. Listening to the students and making note of where they are progressing as well as where they are having trouble will help guide the lesson as a whole group and individually. In minute 9:39 the question, "What does student need to do first?" was a time where I was able to assess individually and whole group to see who was answering and to watch student to see if he

already was aware of what needed to be done. He was absent the day before and had not had any other practice or background knowledge. Having an idea about where students are academically at the beginning of the lesson helped to know as I observe if they are making progress or are struggling. Calling on students individually and asking questions of the whole group will help me to observe participation and check for understanding. At minute 14, the student answered a critical thinking question and I was able to make a note of his answer as correct. That particular student is at a low level academically and I was glad to know he grasped the concept. Paying attention to who is able to simply answer the question versus a student who might be able to elaborate on the topic or help another student who is struggling will help me to monitor student learning as well.

- b. Classwork will be given for completion which will enable me to see student learning or the need to reteach individually or the whole group. In this lesson students will have an interactive word problem where they will manipulate the problem and be able to see the answer on the board in several different ways such as visually and through the number sentence they build. Observing the students as they go through this process and follow these steps will allow me to provide immediate feedback and point out errors as well as noting good work thus student learning. Our classroom thrives on verbal and nonverbal communication. The students realize that our classroom is built on mutual respect between adults and adults, adults and students, and student to student. Our class is a life skills classroom and much of our focus is on social skills. Many times throughout the video, you can see students clapping for each other to encourage them. Sometimes this is prompted by the teacher and other times the students out of respect, recognize a job well done and they cheer their peer on (3:18)
- c. The whole video shows verbal communication but as the video gets closer to the end, the students are participating more as they have learned more and are able to self-correct and figure the problems out more on their own. In minute 8:37, I repeat again the message regarding mental math and drawing a picture to help you solve the word problem but in a different way in case someone needed to hear it a different way, perhaps in more simpler terms in hopes of reaching more students through different word choice. On minute 14:25, the question "Does that make sense?" checks for understanding but is also a part of the steps of the C.U.B.E.S. strategy. I had a lot of nonverbal communication. In minute 2:28 I communicated verbally class expectations. In minute 10:41, I had a student that I had to say his name to redirect his attention and quiet him. Making eye contact with him was enough for him to apologize and get back on task. After he apologized, I gave a smile to show I was pleased that he self-corrected his behavior.

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. While teaching, I monitored the students by collecting data. If I saw students were not able to complete tasks independently, I would further break down that step so they can

understand and complete. In the video, there were times where I needed to ask the student again in a different way and help him complete necessary steps. The student is the reason why I am teaching, and the lesson is for them. If the students are not learning, then I as the teacher need to make changes to the lesson.

- b. I gave them specific praise. While working with Student 1 and video recording, another student was completing recreational activity time. He was appropriately playing with a basketball, a skill he has been working on this year. I gave him specific praise to show him that he can gain positive attention by demonstrating desired behavior. This can increase the likelihood of him continuing to play with the basketball in the correct manner. Students receive individual and specific praise since they are each on different schedules and completing different activities.
- c. I used verbal communication to ask questions and provoke critical thinking. I would use nonverbal communication, such as pointing or physical redirection to promote independence. Students need to be able to complete the steps on their own without verbal prompts. I am still working on increasing wait time and using less verbal prompts.

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.