

## PPAT® Assessment

### Library of Examples – Nontraditional Video

#### 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

##### Content Area- Mathematics 9<sup>th</sup> Grade Geometry

- During the lesson, the students' learning was being monitored by asking open questions to determine the students understanding, by asking probing questions, as well as communicating with the students during the breakout room portion of the lesson. Zoom was challenging to determine students' understanding because the students were more timid to answer questions. In order to monitor the students' learning, I was able to ask students to raise their thumb, at point 06:40, to help me determine how they were, which was a technique we used in the traditional classroom. This was used so that I could determine if I needed to explain the concept differently or if the class was understanding. Another example would be that during the breakout rooms, students were randomized with partners and they had to complete a challenge problem. During this time, point 10:00-15:00, there are a variety of opportunities where I used questioning to determine how the students were progressing. The challenge problem was for students to use

quilting blocks which had a diagonal of 11 and to then create a quilt with 20 quilting blocks in total. When monitoring the groups, I asked how the students were starting the problems as well as what dimensions they were getting for a single quilting block. The goal was to ask each breakout room how they were doing, and if they could explain their starting process to me, as well as answer any questions. If they did have questions or if I did recognize that they had a misconception, I made instructional decisions in order to help the students further their learning. In particular, I monitored a group at point 14:22, the students were not getting the correct answer so I proceeded to ask them how they started. At 14:19 in the video, we determined that the beginning of problem was correct. During points 14:23-14:30 we talked together on why their final answer was incorrect, which was because instead of having 20 blocks in total, they multiplied the length and width of a single block by 20 each. We talked about why this was not true, and then they understood what they needed to do in order to correct their work. As the result of the students struggling to understand the process of the problem, I made the instructional decision to ask them furthering questions as well as talk to them about what they were initially doing and ask them questions so that they could see that what they were doing was not correct and why. Due to monitoring the groups of students, I was able to address their misconception of multiplying the sides by 20 instead of determining how to lay 20 blocks total for their quilt. By monitoring their misconception, I changed my instructional decision by proceeding to ask the students probing questions to help them understand their misconception.

- b. While monitoring the breakout rooms, I was able to give students feedback in order to advance their learning. The breakout rooms have an option where the students can use a button which allows the host to get a notification saying that specific breakout room has a question. Similar to a classroom, if a student has a question I could go to them and assist them. Due to zoom, the times where students had questions the notification was not recorded. During the breakout rooms, I was also able to go "room" to "room" to check on students to evaluate their work and answer any questions, as seen at 10:30, 11:15, 13:06, and 13:42 in the video. For example, at point 10:30, I asked the students to explain to me how they started their quilt. They talked about how they found the length and width and then how they proceeded to lay out their quilt based on the blocks. To give feedback to the entire class, when discussing a problem as a class I would ask probing questions for students to answer in order to help advance their learning. This allowed for students to think about the problem at hand and critically think as well as determine their own understanding as we went step by step through each problem, this is seen at 5:22-6:35, 7:35-8:09 in the video. For example, at 5:22-6:35, we are talking about how to solve for a missing side length in a 45-45-90 triangle. At this point in the video, the students have already answered the question on their own and during this time we were working through the problem together. To give feedback to the entire class, there were multiple different ways to solve for the missing sides and two students had answered the question but they had completed them in different ways. I was able to give these two students feedback and allow the entire class to see the solution. Although the students did it in two different ways, they were both correct and we talked about why. In order to effectively give feedback, the group discussions allowed for students to evaluate their own understanding while we were discussing as a class.
- c. During the lesson there was a mix of verbal and nonverbal communication used to encourage student learning. For example, the use of questioning, discussions, and small

groups all allowed for myself to use verbal communication techniques. At point 05:22-6:35 both the use of questioning and discussion were used in order to foster student learning. During that point in the video students had just finished working a problem on their own and as a class we were starting to work through the problem together. We started the discussion by me asking students how they started the problem and why, this led to a discussion as to why we started the way we did and how that helped us reach the answer. The use of verbal communication by the mix of questions and discussion helped foster student learning in a way that they were challenged and engaged in understanding why the problem was solved in such a way. In contrast, nonverbal communication was used in ways such as students drawing diagrams, as well as students giving a thumbs up if they understood the concept. A challenge that zoom brings is that students are timid to answer questions, so at point 06:40, I had students raise their thumbs if they fully understood the concept. This allowed me to see if I needed to explain the concept again in a different manner or if they were ready to move on. This nonverbal communication allowed me to determine the growth of my students learning.

**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**

**Content Area- 8th grade ELA classroom**

**Understanding the social and political climate during the 1960s**

a. I monitored student learning during the lesson by checking and responding to student emails (2:55) and student posts on the interactive discussion board (4:18). The evidence of student learning guided my instructional decisions by helping me to know what further guidance and further resources to send to individual students as I read the emails and posts on the interactive discussion board. For example, I was able to provide an additional video resource to an English language learner to further clarify the President's response to the events of the Children's March.

b. I provide feedback to individual students by emailing them (2:55) in regard to the virtual gallery walk. I also respond to individual students on the interactive discussion board (4:18). For example, one student shared an excellent insight on the discussion board to which I responded by stating she had a solid understanding of her assigned question. I then asked her to respond to two other students' posts. I provide feedback to the whole class in our virtual classroom (6:41) through posting information about lessons, assignments, and class updates.

c. I used verbal communication to foster student learning by giving directions in the video for my virtual learning lessons. I also use verbal communication during my weekly video chat (6:41) with students that is not allowed to be recorded. I offer a daily office hour video chat (6:41) as well. I use non verbal communication with my students by email (2:55), interactive discussion board (4:18), and by posting assignments and updates in our virtual online classroom (6:41). In a face to face setting, I would use verbal communication to interact with the whole class, small groups, and individuals throughout the lesson by giving whole class instruction, walking around

to small groups, and assessing individual students. I would use nonverbal communication by posting assignments and daily updates to my website. I would also write what materials the students need on my whiteboard each day.

**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.