

PPAT® Assessment

Library of Examples – Math

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

- Throughout the entire lesson, I am walking around looking at student's work to see what they have accomplished and to answer questions. This can be seen at 3:20 and 14:20 in the video. I designed the practice problems so each has their own level of difficulty, so if I saw a student struggling on a problem, I would be able to see if they were struggling with understanding the basics or a deeper concept. During the review and definition activity, I have students selected to give me their definitions. With the words they use and the details they include in their definitions, I see how well they know the vocabulary and the uses of those words to describe math. For the examples, I chose students to give their examples to see if those students understand how to design an example that uses that rule, then I will have another student solve that example to see if they understand how to use that exponent rule. All of these details will give me the information to see how well my students understand the math. My final assessment is an exit ticket of several problems to see how well my students understand the information which will help me plan my lesson for the next day. Finally, I also was guided in instructional decision making by

having students give me a thumbs up when they were finished with the example problems as seen at 4:31 in the video. This allowed me to see what students were finishing quickly, which ones were taking their time but still getting it, and which students were not getting the examples on their own.

- b. To give students individual feedback, I walked around the room evaluating their work and answering questions as seen at 3:20, 14:20, and 14:34. If a student had a question I would help them and let them know where their thinking was wrong or clear up any confusion. If I saw a student who was not doing their work, getting wrong answers, or being confused, I would go to them while evaluating and ask probing questions to get them to answer their own questions or to help them understand where they went wrong. For whole class feedback, I would go over the problems on the board by walking them through every step and having them answer my questions. This way students could evaluate their own understanding at every point. This whole class feedback occurred at 2:59 and 4:44 in the video.
- c. During the notes, I am often talking and asking questions to engage students. I also gave verbal explanations about how to complete the project to remember the exponent rules at 10:03. When I walk around giving students feedback, I verbalize questions and explanations. Sometimes verbal explanations are not the best because visual and kinesthetic learners do not learn best by just hearing information. This is why I also write examples on the board. At 3:01 in the video, I am writing examples while also saying them out loud to help both the auditory learners and visual learners. I also work out every step on the board when working through examples at 8:00-9:00, and I point at specific parts of the problems to show students what I am talking about as I am talking about it. I also like to show my students examples of what they will be doing by modeling for them. At 4:45 I model how to pronounce the root of something by first explaining and then giving them several examples to model after. At 10:15 I noticed my students were unsure of what I was talking about, so I modeled an example on the board which helped them understand what I was asking. I also modeled how I wanted students to divide their paper and make categories by drawing an example on the board at 12:30 in the video. Finally, I want to get my students involved in the communication, so at 4:31 I ask students to give me a thumbs up when they are finished with the example problems. I also ask them questions often to keep them paying attention and actively watching what I am trying to communicate to them on the board. This can be seen at 10:24. This helps them let me know when they are done in a quiet and efficient way. I also had students rate themselves from 1-5 by holding up fingers. This lets them communicate to me how well they feel they know the information.

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 student learning by observing students behavior and interactions as well as the students work through each step of the Think-Ink-Pair-Share strategy. The conversations they were having as well as the work they were doing guided my instruction as I decided what questions to ask certain groups, and how to model the partner interaction that was to come.
- b. I provided feedback to individual students as I circulated the room and listened to the math talk and looked at student work. I was able to ask clarifying questions to small groups to clarify individual student thinking. I continued to provide feedback after the problem was over and students had finished each step of the process through questions I asked as well as repeating their thinking back to the whole class.
- c. Nonverbal communication to students was done mainly through proximity. The students were aware I would be walking around the room listening to conversation and looking at their work. This ensures the students knew conversations needed to remain about math. Verbal techniques I used to foster student learning were discussing what questions to ask our partners, modeling asking those questions, and allowing students to share at the end of the problem.

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.