

PPAT® Assessment

Library of Examples – Agriculture

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 Prompt for Task 4, Textbox 4.2.2

- What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- What materials, resources, and technology will you use to administer the assessment?
Provide a rationale for your choices.

Example 1: Met/Exceeded Standards Level

a. I monitored student learning while teaching the lesson through walking around the room and ensuring all students were engaged. The other form of monitoring learning is based on how much they participate in answering the questions and where their eyesight is at. The final form of monitoring is having the students raise their hands based on questions I asked. This is shown perfectly in the second minute of the video. You can witness the walking around the room in minute number one through to minute number two. If I noticed a student was not involved I would use proximity to make them want to be involved and engaged in their learning. The form of questioning is throughout the entire lesson, but you can see it especially in minute number three. You can also witness questioning in minute number four, when I ask them "why would those three things be important?". My evidence of learning guided my instructional decisions while teaching the lesson through how slow or fast I would proceed to the next step of the lesson. If the students were engaged in the lesson I knew they were obtaining the material and could move on. If the students seemed not involved and disconnected I would slow down and ask questions to gain if they were obtaining the material or not.

b. I provided feedback to individuals and the whole class was through thanking them, or giving them positive reinforcement. An example of giving positive feedback to a group can be found during the third minute of the video. When the students used each other to answer the question

about "CTE". This provided feedback that they were correct and that I appreciated their input. An example of individual feedback can be seen during the video at minute four during the last fifteen seconds. A student answered a question and I replied "absolutely that's completely right". This gave them a positive reinforcement that they did a great job by not only participating, but answering correctly. Both of these examples advance student learning through giving the students more courage to speak up and answer questions. It also allows them to know that I appreciate them and want their opinions and questions.

c. I used nonverbal communication to foster student learning through facial expressions, my voice, body language, and physical distance. These fostered student learning through keeping the students engaged and helping them focus on what I am talking to them about. You can witness facial expressions in minute three towards the beginning. I smiled at the class for answering the question correctly. This reinforced my positive feedback that I was already giving the students. You can witness body language through the entire lesson, but especially in the first five minutes. In minute one through two we were talking about an interview. I sat down with my shoulders straight, which would allow the students to know that an interview is a serious environment. You can witness my voice throughout the entire video. An excellent example would be comparing the first five minute tone and pitch to minute twelve through thirteen. In the first five minutes I am laid back with enthusiasm laced in my voice with it projecting throughout the whole classroom. In minute twelve I have drawn the students in to listen deeper through quieting my voice and bringing them into what I am saying. I use verbal communication mainly through actively listening, showing an interest in others, and giving affirmative feedback. I show active listening in the last ten minutes of the video through listening to each student give their speech and typically keeping my questions to myself and letting them speak. I show interest in others throughout the whole video as well, but I mainly do it in the last ten minutes as well. Finally, I give affirmative feedback in minute twelve through thirteen.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. I will monitor student learning in several different ways throughout the lesson by first questioning the students on the previous materials that we have learned and discussed that connect with this assignment. As I ask the questions I call on specific students that normally would not volunteer to answer and then take answers from those who do typically answer when a question is asked. When the questions are asked I listen to the students answers and check for their knowledge and understanding of the topic. Another way that I monitor student learning is by evaluating the students working individually and with their partners. While walking around

the room I take the time to ask the students about their work and what they find when researching. Lastly when I take up the students worksheets and grade them I am individually monitoring the students answers and understanding by seeing the final product.

b. while the students were working on their assignments I walked around the room answering questions of individuals that may have been struggling with the materials.

c. I used nonverbal communication by making direct eye contact when talking to students shaking my head yes or no when students ask me questions. I use verbal communication by communicating with students and explaining concepts or answering questions. In the video I used nonverbal communication when reviewing the previously learned content by making eye contact with a few of the students by doing so it lets them know that I am paying attention to them and making sure that they are also paying attention and looking for their signs of understanding.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

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.