

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technology 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 Prompt for Task 4, Textbox 4.2.2

- a. What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- b. 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. Student learning was monitored while teaching the lesson through discussion. When introducing the lesson to the students, I informed them that I wanted this lesson to be relaxed and discussion-based. This topic's very interesting to juniors and seniors. Some of them have siblings that have gone on to higher education institutions and understand that process, while others have no interest in ever going to a higher education institution. By informing the students that I wanted them to ask questions as we moved along, that guided my instructional decisions while teaching the lesson. For example, when a student asked if private loans are like when you work for a big company and as long as you work for them during school, they help pay for your schooling (6:40). At that moment, I understood that the student didn't fully understand loans and their process. He had an idea that it was payment of some sort, but he doesn't know that the type of loans I was talking about there's no work involved. These are loans that you have to pay the money back. The discussion on loans was able to evolve and help students know that if they do have the options of multiple loans to read the fine print and see exactly what options and opportunities they have.

b. Feedback was provided to individual students and the whole class to advance student learning in many ways. The most apparent one was responding to questions throughout the lesson. The second most evident was asking students questions and having them respond during the lesson. For example, students would raise their hands if they thought traditional courses cost more or that online classes cost more (9:02). The final way that feedback was provided was through notetaking. As mentioned above, students were given a note packet to fill out as the lesson carried on. In conclusion to the lesson, students were asked to put a final question at the bottom of their note packet that they weren't able to ask during the class. I was able to collect the note packets and make sure that students filled out the critical information and addressed the question that was asked to me. Most of the questions were very individualized. Students were asking about a specific college they were interested in. I was able to address some of these questions, and some of these I left open-ended as they were going to be concluding research on their own. Overall, if I expected the student to find that question in the research, I informed them that when I handed their packet back, I wrote the most accurate answer to each question and handed the note packets back.

c. Verbal and nonverbal communication techniques were used to foster student learning during the higher education institution lesson. All instruction discussions and questioning were done verbally in the traditional classroom format (0:00-15:00). Nonverbal communication was when students raise their hands or were pointed at to answer and ask questions (0:16). Nonverbal communication was also done through the guided note packet. After concluding the lesson, the communication became written communication instead of nonverbal or verbal communication. Eye-contact and hand gestures were also used throughout the lesson to monitor student participation and engagement.

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

I consistently monitored student learning in several ways. This was done with the use of group discussion. This allowed me to assess information they were verbally giving me or to notice who was not responding. This told me who had background knowledge of the material and who did not. With this information, I saw who might struggle with this information and what components needed be focused on the most. The next way I monitored student learning was observing and grading assignments submitted on Schoology. The activity where the students had to find different examples of foreign currency was a good example of this. Once submitted, I could compare the results with what they had verbally said or didn't say in the group discussion; showing student growth.

I also monitored students by walking around to observe their progress and asking questions. I circled around the room checking on the students and helping those in need. I asked open ended questions that helped them to find connections and examples they could include. If students didn't respond or didn't respond correctly I could decide if I should rephrase what I'm saying or provide a graphic organizer to serve as a rough draft. This was a good way for me to give feedback to the students. During the lesson, I used verbal and nonverbal cues to foster student learning. Verbally, I redirected students who had gotten off task. For example, one student had tried to play a game on his computer. First I used nonverbal techniques like purposely walking by the student or looking at him so he knew what he was doing was not appropriate. I did the same thing verbally once with this student. This method did not draw the attention to the student and got him back on task.

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
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- 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.