

PPAT® Assessment

Library of Examples – Family and Consumer Science

Task 3, Step 3, Textbox 3.3.1: Analyzing the Instruction for the Whole Class

Below are two examples of written responses to Textbox 3.3.1 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 2, Textbox 3.3.1

- To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?
- How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.
- While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
- What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
- What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

Example 1: Met/Exceeded Standards Level

a. During the lesson, I used four instructional strategies. I used an online, brainstorming strategy, a demonstration strategy, and also a game-based learning strategy. During the brainstorming activity, I used an online application called Socrative for students to submit their brainstorming responses to determine the importance of handwashing. During this activity, the

students were very excited to be able to use their smartphones to respond the brainstorming activity rather than having to speak out loud. With such a large class, I was able to determine what everyone's thoughts were regarding the question. Through this activity, I was able to observe what the students were thinking in regards to handwashing to provide a pre-assessment of their knowledge of the spread of bacteria. During the demonstration of the proper sanitation procedures, the students were responsible for filling out a worksheet that discussed handwashing and dishwashing procedures. On this worksheet, there is short answer responses, and some responses that required critical thinking on content that was not explicitly provided during the demonstration. Through this worksheet, I was able to determine whether students understood the proper steps to sanitation after looking at their responses and looking for accuracy. After looking at the responses, the majority of the class was able to write down the steps as they were being presented, which showed that they would be able to actually demonstrate their skills hands-on. They were also given the task to answer some questions on the worksheet that required critical thinking skills to connect the information about spread of bacteria and proper sanitation in a cooking lab. Many students were able to answer the questions with rationale as to why they thought a certain procedure was important, therefore, enhancing student learning. The last activity was a dishwashing competition between 4 groups of students. While watching the competition, I was observing and making corrections for proper procedures. In order for a group to move on to the next step during the competition, they were required to complete it correctly. While judging the competition, I can say with confidence that every group was able to complete the task and demonstrate proper sanitation procedures during the competition.

b. The students used the content during the brainstorming activity and the demonstration to present meaningful learning through the sanitation procedures worksheet and also through the dishwashing competition. When the students were completing the sanitation procedures worksheet they were demonstrating meaningful learning by taking notes, which kept their attention towards the demonstration. On the worksheet, specifically the question, "In order to keep your dishwater as clean as possible you will want to__", the student is required to use critical thinking skills and to connect ideas from the demonstration and their prior knowledge about bacteria to answer the question. This requires the student to be able to understand the dishwashing process but also how to prevent bacteria from remaining on the dishes. This demonstrates meaningful learning because the student is prompted to make connections rather than just being able to recall the dishwashing procedures. Also on the worksheet, the students were required to list what steps dishes should be washed. This provided the students the opportunity to gain new knowledge that would be applicable to their daily lives. Another example of meaningful learning, was during the dishwashing competition. This competition provided the students with the opportunity to practice their sanitation skills that they had just been presented during the demonstration. The students are able to make corrections after feedback and the students are using a real-life skill that will have to be applied later in the course during our cooking labs.

c. While I was teaching this lesson, I noticed that I had to motivate my students to want to wash dishes or to practice handwashing. During the lesson, I decided to add the "bread experiment" to showcase why it is important to have proper hand washing procedures. The students had to spread bacteria from their hands to a slice of bread. Over the next few class periods, the students will be observing mold growth on the bread next to a control piece of bread that was untouched. I decided to implement this experiment to constantly remind the students of what the purpose of sanitation is and to also implement a cross-curricular activity to connect the

knowledge of bacteria with their science courses. This experiment helped support student engagement because it provided a visual of what their hands could do to a piece of food if they are not sanitized correctly. The second adjustment that I made to the lesson was to not have another group demonstrate the proper sanitation procedures while I demonstrated. I originally thought it would be good for some students to have hands-on practice while I was demonstrating, but then soon realized that it was actually very distracting for the other students trying to fill out their worksheet.

d. During my lesson, I decided to use questioning skills during the brainstorming activity and during the demonstration to foster teacher to student interactions. I would ask students open ended questions during the activities to spark their critical thinking and to foster communication in the classroom. The use of questioning during the lesson greatly increased student engagement because they were constantly having to keep their attention to whatever was at task. This also impacted the student's learning because the students had to come up with the answers before I would provide them with the correct answer. I fostered student to student interactions through the use of grouping in the kitchen lab groups. The students had to communicate during the sanitation procedure competition and use their teamwork skills to complete the task first. This really impacted student learning for the better because the groups had to give pointers to other group members if they were struggling, recall the information to use it in a lab situation, and it really fostered an amazing teamwork environment.

e. During the lesson, I provided verbal feedback to the brainstorming activity and during the dishwashing competition. During the brainstorming activity, I read off some of the examples that were posted on Socrative to the class by students. I had the students elaborate on what they thought the reason was and then I would provide some feedback to help keep the conversation on track. This example of feedback helped the student's learning because it ensured that the discussion would be about the connection of bacteria and hand washing procedures. Providing this feedback, ensured that the student's would be thinking about the connections of bacteria and hand washing to promote motivation to learn about the topic at hand. Another example of feedback that I gave during the lesson was that I corrected incorrect sanitation skills that were being used during the sanitation procedures competition. If I saw that a student was not performing a skill properly, I had that student start over from the beginning of the step that they were working on. This helped student learning by correcting them the first time during their hands-on practice of a skill so that they would continue this habit throughout the semester.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 and ask yourself:

What evidence does the candidate provide to show how each of the following impacted student engagement and learning?

- Instructional strategies, learning activities, materials, resources, and technology
- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson
- Why is the analysis of instruction for the whole class thorough?

Example 2: Did Not Meet/Partially Met Standards Level

- a. During the lesson the students were getting into the discussion and staying engaged as other were talking, while I was giving instruction on the assignment may students asked questions to make sure they fully understood the outcomes. By having a powerpoint when giving instruction I was able to show them examples of different online resources of how they could do their timeline, and they were able to view the powerpoint anytime with their personal laptops
- b. Students used the content to understand that big events shape the way we live and what we wear. Having a meaningful discussion helps students connect major events in our history to fashion trends. These meaningful conversations then get translated into their assignment when doing research on fashion history trends.
- c. While I was teaching I had to get the discussion started because a lot of the students didn't want to talk, however once I started asking questions they began to want to talk about fashion history and how the history has influenced our fashion, or even today how fashion trends have changed due to the pandemic.
- d. I facilitated the discussion to make sure the students stayed on track or if they needed individualized instruction I could help them through their issues. This helped me as the teacher to see where they were in the lesson and if they needed more instruction or time to finish the assignment to further reach the learning goals.
- e. When the students were doing their discussion I made sure to give feedback to them when they had a good point or if they weren't talking about what they should be I could re direct them and give them examples. This created a better learning environment because they spent more time discussing about fashion history rather than talking about unrelated topics. Also, as they were doing their timelines I monitored their progress to make sure everyone understood the assignment, by doing this it makes students aware that I want to better their learning and it makes me aware of what I need to add when giving instruction next time.

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- Instructional strategies, learning activities, materials, resources, and technology
- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson
- Why is the analysis of instruction for the whole class incomplete?

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.

