PPAT® Assessment

Library of Examples – English Language Arts

Task 4, Step 4, Textbox 4.4.1: Reflecting on the Whole Class

Below are two examples of written responses to Textbox 4.4.1 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 Prompts for Task 4, Textbox 4.4.1

a. To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.

b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.

c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

Example 1: Met/Exceeded Standards Level

a. Students created meaningful learning throughout many areas of the lesson. On a whole-class level I was very impressed at how well the cognitive, affective, and psychomotor learning goals were met. For example, the cognitive learning goal was "I can understand the different types of poetry". The student work samples serve as evidence that this learning goal was met or exceedingly met by the three students. For example, on the post-assessment, eleven students met the learning goal with at least 80%, and five students exceedingly met the learning goal with 100%. Also, this evidence is not shown here, but most students completed their expository paragraphs, and every group had relevant details to share in the lesson; these two areas helped students meet the psychomotor objective "I can write an expository paragraph explaining my assigned type of poetry" and the affective "I can learn about poetry from my classmates". Groups fulfilled their responsibilities, and I was proud of how well they worked together.

b. I would plan for much more student interaction during this particular lesson. It was too much direct instruction. For example, at the 7:10 minute mark part of the lesson, I would have student volunteers come up to the board and underline my three relevant details. Then, they would have to evaluate whether they were truly relevant while justifying their answers. Looking back at the video, students seem very unengaged. By minute mark 8:30, most students body language shows they are not very interested or engaged. This is not their faults at all. They are still paying attention, but it is my responsibility as their teacher to not teach at them but to plan for ways to keep them engaged. I would also walk around while teaching, instead of only staying in one spot. Reflecting on the video helped me see I needed to make this day of the lesson much more engaging before teaching it again. There were also successful aspects of the lesson. For example, the classroom management technique I used at 11:22 by asking if all were paying attention went well. It reminds me we do not have to raise our voice to get students' attention or always call the students' out who are talking. I also had positive student interactions during the group work portion of this lesson. For example, around minute mark 13:50 I began talking to a group discussing all they found. They were actually very interested in their poet and poetic type and taught me information I did not know about Ode. They went out and found outside information, but by allowing them some agency and creativity, they were able to share very interesting information about Odes. It also made them very excited to share during student lessons. By reflecting on this part of the video, it reminds me that positive feedback and learning from students is so crucial, because they realize they have important things to say and teach to the learning community

c. Referring to the lesson plan and assessment, I would create a more engaging and creative post assessment that assessed students understanding of all the poetic types. I would also add a part to the lesson where students would create QR codes informing classmates about their poetic genres with examples. We would call the activity "Poetic Stations"; it would be a great way to add engaging, interactive technology for students while also meeting more learning styles, such as kinesthetic and visual. Another revision I would make would occur at the 7:10 minute mark of the video when I begin discussing my expository paragraphs. I would probably add this to its own lesson and allow students to help me craft my paragraphs and truly model writing for them. After watching the video, I would also plan for much more engaging interaction for students during this lesson, even just by adding more questioning into the lesson. I noticed it was too much direct instruction causing students to be unengaged.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. I think that the students made great strides toward the learning goal. By having the experience of every student telling a story, they really started to see that everyone has something important to say. That being said, there were students like the one shown in

the video who didn't take this activity very seriously. The student whose word was 'extra' clearly made less progress toward the learning goal than other students did.

b. I think that my proximity strategy worked really well. When students started getting a little rambunctious, I was able to get their attention again by just standing next to them. I think that I lost some of this management, however, when I drew the fire on the board. I sacrificed classroom management for trying to create a positive learning environment, and I think I would avoid that in future lessons.

c. I would make two main revisions if I were to reteach this lesson. First, I would wait until all students were done writing before I let students share. I would make this revision because it became apparent that many students were not paying attention to the first few speakers because they were trying to finish their stories. This was disrespectful to the speakers, and it also worked against my main learning goal. My second revision would be to deliver my expectations sooner. I waited till the first student was ready to share before I laid down the ground rules. That meant that the student had to stand there and wait for me to finish my directions. If I had done that sooner, that student wouldn't have had to stand there not doing anything.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection ineffective?

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.