PPAT® Assessment

Library of Examples – Family and Consumer Science
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 Prompt 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. Overall, the students met the learning goals of this lesson. The first learning goal was accomplished by using more ingredients in the second recipe, which included using herbs and spices (goal 1). Students used an average of 4.55 ingredients in the first instant noodle recipe and 10.18 ingredients in the second to enhance the flavor of the instant noodle dish. Students were surprised at the transformation of the dishes and were enthusiastic about preparing their own dish. Most of the students used the proper plating techniques when presenting their instant noodle dish (goal 2). With each kitchen lab there has been improvement in this area. When it comes to figuring food cost, half of the students need additional instruction (goal 3). They automatically thought they could not figure the cost because they struggle in math. I plan to incorporate the costing worksheet in future kitchen labs, so the students can be comfortable and accurate when figuring out the cost of the recipes. The main area of the costing worksheet that

was difficult for half the students was figuring out how to convert units of measure from what was purchased to what they needed for their recipe. Students were able to be creative, innovative, and use their thinking skills to create a healthier recipe for instant noodles while keeping it budget friendly (goal 4). During the kitchen labs, the students were able to adhere to the safety and sanitation procedures and demonstrated the proper use of equipment and tools with a minor exception (goal 5 & 6). When working on knife skills a couple of the students were holding the knife incorrectly, but once I reminded them of the proper technique, they successfully completed the task.

b. In the future, I would precede this lesson with a unit on nutrition so that students would have a better understanding of how to incorporate it into their recipes. I did not spend enough time on the nutritional aspect of the lesson. The classroom management was good, all students were engaged and respectful during the lesson, which was evident throughout the video.   The use of names to call on students (2:05) helped. I've worked hard to get to know them and because we are close in age, I think they felt comfortable sharing with me. At the beginning of each class students were asked to share "good things" that are happening in their lives and then as a class we celebrate their comments with two claps. This got old quickly, so I've changed it by asking the students to write two things down, pass it forward and I read a few of them aloud and we offer two claps. I also give the students the option of sharing their name if they want me to read aloud.

c. Students were able to make their second dish healthier than the first; however, with additional knowledge the dishes could have been even healthier. Spending more time on a nutrition lesson prior to this lesson would have been beneficial. All but two of the students made the second recipe without the seasoning packet that comes with the packaged instant noodles, this helped to reduce the amount of sodium in their dish. Ten of the eleven students added a protein and vegetables to improve the nutritional value and enhance the flavor of their dishes. Videoing the lesson was a good way to analyze the instruction and interaction with students; however, it was not the best representation of the interaction during kitchen labs. It was suggested that I video in a traditional classroom setting, but it was not as successful as it could have been. Students are more at ease and engaged in the kitchen lab where they enjoy the hands-on learning experience.

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. Every student that was present that day could reach the learning goals. For example, every student was able to successfully thread their sewing machines without help.

b. Overall the lesson went over smoothly. I feel that I had enough different instructional strategies such as watching videos, filling out a mad lib, and a hands-on activity that all students were able to reach the learning goals. I also think I interacted most of the time if not entirely with the students. I checked in with students while they completed their mad lib as well as when

the students were working on threading their sewing machines. I think classroom management went well too. Students worked well in their assigned seats and before students began threading their machines I had them put their hands up and their eyes on me so I knew I had their attention in order to give them instructions.

c. I wouldn't make any revisions to this lesson if I had to do to it again. Before completing this lesson, I wasn't sure when to have students complete the mad lib but I think it worked out the most for them to complete it in between the videos and threading their machines so that they had a guide they could use in case they got stuck on a step while threading their sewing machines.paste

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.