PPAT® Assessment

Library of Examples – Spanish

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, my students completed the learning goals very well. They completed learning goal #1 by participating in the oral/choral repetition of the Dia de los Muertos vocabulary which can be seen at timestamp 0:20-4:20. In addition, students completed word searches that gave more exposure to the different vocabulary words. In regard to learning goal #2, my students did really well complete the Venn diagrams that compared how the United States and Mexico celebrates death. Using their work samples as evidence, 90% of my students were able to successfully complete the Venn diagram which therefore indicates to me that they successfully comprehended the readings which can be seen in the "Reading/Listening/Writing" section of the lesson plan. Lastly, students were able to successfully complete learning goal #3 by helping decorate the classroom and applying Dia de los Muertos to the classroom which can be seen in the "Application of Culture" in the lesson plan.

b. Reflecting on what went well, the instructional strategies I used were effective. I used the Comprehensible Input instructional strategy where I used pictures paired with the Spanish word underneath. This was effective because I was able to stay in the target language (Spanish) and get the content across to my students. In addition, during the vocabulary activity at the beginning of the video, I used the instructional strategy Total Physical Response (TPR) as well which adds movements to the vocabulary word being learned. These two strategies can be viewed at timestamp 0:20-2:40. To revise this portion of the lesson, I noticed my students were not the most animated and needed to wake up. As a teacher, I needed to make this part of the lesson more engaging. Some examples that I could have changed would be to have my student stand up while repeating the words or I would have the students repeat the vocabulary words in different voices. The different voices could be whispers, yelling, funny voices, etc. That would have made this part of the lesson more engaging. In addition, my interactions with my students were positive throughout the lesson. For example, I was giving positive reinforcement when they participated during the vocabulary portion of the video, there was laughing, and there was playfulness in the lesson. In addition, during the group "alpaca reading" I was correcting students in a kind tone to encourage them to keep going and that they are doing well why they read. By doing this, it creates a positive and safe environment in the classroom to make mistakes. Classroom management-wise, repeating the objectives was effective to create a sense of community with my students and it ensures that everyone is together before we start an activity. I would revise the learning objectives by having them not only in English but in Spanish too to help bridge the languages together.

c. Some revisions that I would make if I was to teach this lesson again would be to include how other countries celebrate death as well. I would make this revision because it includes other countries since my high school is culturally diverse. Even though we talk about Spanish culture, making the class more inclusive would be another way to make the class feel like a global community. In addition, I would add reflective and personal questions for students to answer as part of the venn diagram worksheet. By adding reflective and personal questions for the students to answer, it makes the content more relatable to the students' lives. Reflecting is also a crucial skill for students to think and develop personally. By having these reflective and personal questions, my students could do more critical thinking. Lastly, I would revise how my students read the two articles a second time. Instead of having the students read the articles individually, I would have them read with their partner and read out loud. By adding this element of collaboration and reading the articles out loud, it will enhance the lesson by adding more literacy to the lesson and having students work together.

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. During the lesson the students were able to produce sentences using the imperfect tense and conjugate based on the subject. They were able to talk about a childhood friend and describe their friends and themselves using the imperfect. During the reading activity the students were

able to answer comprehension questions based on the reading as seen in the video at around 10 minutes. The students were also able to conjugate the verbs correctly. Another evidence that I saw that they met the goals was towards the end of the period when the students played a review game. In the review game I would say a verb and a subject and all the students needed to write it as fast as they could and show it to me. Most of the students were answering correctly and the ones that were wrong were simple errors such as a missing accent mark. During the whole lesson I did not see many major errors form the students. The students were able to demonstrate the concept of the imperfect, in various forms such as speaking, writing, and reading.

b. Looking at the video and the lesson overall, I think that it went well. There were different activities through the lesson, so the students had plenty to do. Having a variety of activities worked well because the students did not get bored doing one activity during the whole period or listening me speak during the whole period. The students were able to work as groups in their pods for a large amour of the time, and I think that worked out well. I liked that I was able to interact with all the students, and that the students could ask any question and I was able to get to them. Walking around in the classroom keeps the student engaged and focused on what they needed to be doing this can be seen during most of the video. One thing that I would revise is having more whole class discussion and interaction.

c. If I could teach this lesson again, I would change the way I explained the reading activity. At about minute 8 students are heard being confused. I go over and explain the directions again, after explaining them twice. By explaining the directions in a different way could eliminate confusion and also save time for the other activities. Another way I could change the reading would be by breaking it down and numbering it so could be more structured. I would give different pods a number and they would have to figure out the conjugation and the meaning of the sentence. By having different pods doing different sentences, this would allow us to have a group discussion in order to comprehend the text as a whole group.

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.