

PPAT® Assessment

Library of Examples – Early Childhood

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. During the lesson, I noticed that when I would ask the class the name of a letter or the sound a letter makes, at least one student was able to answer. When reviewing the letters again, multiple students were identifying the letter. At minute 7:00, I reviewed the letters students had already written. When I pointed to the letter Y, the student who was unable to identify that letter when it was his turn, was able to identify the letter Y when I asked. By the end of the lesson, students were able to identify the six letters when we reviewed them all together. Students were able to think of words that began with that specific letter sound. After reviewing the assessment I took after the activity, students showed growth by identifying one letter they were not able to identify before. All but one student was able to identify the alphabet letter they had chosen from the box. All students were able to reach the learning goal of identifying and naming letters.

- b. I believe that overall my lesson went well. After reviewing the video, I feel that I should have given students more direct feedback throughout the learning experience. I noticed that with one of my students, I did not give her time to write the letter U on her own. At minute 6:50, I used the hand over hand technique to help her write the letter U then began asking questions to the class. If I had given the student more time like I did with the other students, she would have been able to demonstrate if she was able to write the letter on her own or not. I do believe that giving students the opportunity to write the letter helped form a connection to the name of the letter. Since my students do not get the opportunity to use the SMARTboard often, it was a new material they were able to use. I think that incorporating this technology instead of just pencil and paper, is what helped keep my students interested in the lesson. I believe that I could have interacted more with my student's as individuals and as a group. For example, at minute 9:00 when reviewing the letter N, I could have asked the class to give this child word clues to help him name the letter. Even though we referenced "nose" and "Niall" to the letter, I could have extended that for him to hear and make connection between the sound and the name to multiple words. In regards to classroom-management, I believe my group of students did well with their behavior during the lesson. There was one child who needed to be redirected on more than one occassion. Instead of pointing to the communication board that was on the wall at minute 6:00 to tell him to stop and listen, I could have put the communication pictures down in front of him. If the board was in front of him, I could have just pointed to each picture without having to call out his name.
- c. The first revision I would make would be to have all students practice writing each letter. When I would be describing the formation of the letter to the individual student, I would then ask everyone to "get their writing fingers out" and write the letter in the air. I believe that including this in the lesson would not only make it more interactive, but possibly help students retain each letter even though they are not writing it on the board. When they were sitting on the carpet while I was doing one on one with a student writing the letter, gave students the opportunity to get off task and become bored. Another revision I could also make would be to include white boards and markers to have students write the letter on instead of in the air. This also allows them to practice writing the letter even though it was not their turn. The second revision I would make would be to change the letter cards I used. The cards had both uppercase and lowercase letters and a picture of an object that begins with that letter on top. I would have alphabet cards with just the uppercase version. Then a separate card with a picture of an object that began with the letter sound. After identifying the letter name and sound, I would review the picture to help associate the letter sound to a word. I only did this at minute 4:00 when associating the Y sound to the picture of yarn. I regret not doing that with each letter student's chose and would revise my lesson plan to include that. The cards were too big for the size box I used. I would either choose a bigger box which would spread the cards around or use different alphabet cards, like the ones described above. In the video, the cards were primarily stacked on top of one another and made it difficult for students to pick one letter.

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. In the lesson plan one of the objectives was to arrange the coins into specified groups. The students met this when they participated in the activity as they moved coins into certain groups. This occurred in the video, starting at 14:16. This allowed them to master this skill as they were visually and kinesthetically involved into the lesson.
- b. My instructional strategies seemed to be effective. Every student understood the concept and furthered their knowledge when it came to adding a combination of coins. My interactions with my students are great. This is a great group of students that are easy going and very smart. All the rules and procedures make the classroom run smoothly. It allows the students to know exactly what they need to do. It also assists with the classroom management. The students are engaged and focused, but if they happen to get distracted my classroom management strategies help draw them back in. For example, in the video when I told the students that I would wait until they were ready to learn, and I waited until they got quiet and were focused on what we were doing.
- c. One revision that I would for sure do, would be to have each student come to the board. In the video I only had a few students that were able to interact with the board. I feel that when I just draw names I don't get the best result of who gets it or not. However, that is why I ask the students for a thumb up if they understood at the 13 second marker.

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.