

PPAT® Assessment

Library of Examples – Social 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 Prompts for Task 4, Textbox 4.4.1

- 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.
- 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.
- 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

- Upon reviewing the mini-quiz results from the students after completing the slide presentation, it demonstrated tremendous success. All except 4 students scored a 100% on the quiz and those students who did miss a 100% only missed one of the answers. These were the same questions that were asked of them on the Pre-Test in the very beginning of the semester. Our results there were mixed but just after one simple 20 minute slide presentation the students were able to apply their concepts and answer those questions correctly. In the lesson plan, I mentioned that the students should also be able to determine the causes of why Britain started the revolution and upon reviewing their responses in their group handout it was evident they were able to clearly identify the causes because every group scored a full 20/20 on the handout.
- One area I believe I could improve on is addressing the dead spaces in between slides. I can make transitions as we go through slides, but when we need to stay on a specific slide

for an extended period of time, I lack extra discussion or information for the students to go off of or talk about while other students are finishing. For example, when I ask the students about I95 at 3:51 of Video 3 I do not take it a step further the discussion really ends there and you can see the awkward pause in between the transition of slides. On the opposite end, that same amount of time could have been the perfect amount of time because when it came time to take the mini-quiz just a short time later all except 4 students got a 100%.

- c. If I would reteach this lesson there are definitely some alterations I would make to it. For one, I would want to ensure that the students have a guided notes sheet in front of them to reduce the amount of writing but even more the amount of TIME writing. By doing this we would have less awkward pauses in between slides and a better chance for discussion because the students would already have the information in front of them instead of writing them down and excluding themselves from the discussion. This silence happens several times throughout due to writing like at 3:11 in Video 2. The students were simply taking a decent amount of time on the notes and I attempted to facilitate further discussion and conversation about the topic but the students were simply entrenched in writing down the notes.

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 felt that the students, at least the majority of them, meet the learning goals for the portion of the lesson shown in the video. The students all seemed to grasp from the warm-up that most American were "care free" in the 1920s. They also seemed to grasp, due to their active participation, that right after World War I, America did have numerous post war struggles that either remained throughout, or lead into the "roaring 20s".
- b. The students seemed to enjoy the instructional strategy of an interactive lecture. They were actively participating and often seemed engaged. I felt as if I interacted with the whole of the class very well, but did not interact in a one on one manner very well with the students. In regards to classroom management, I felt as if I was able to keep the students well behaved and focused due to my constant movement around the room. For the future however, I would like to work on being able to interact with the students in a one on one manner. This was my largest flaw that I saw in the video.
- c. As a revision, I would have the lesson be a little less teacher focused, and more student focused. I would try to find a way to have the students be more active than just listening to me speak. When it comes to the academic terms I presented, one strategy might be to have the students divide into groups, and find the meaning of a specific key term, and they simplify that words meaning for the class as a class definition of the word. This might also allow me to work with the students in a more one on one manner.

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.

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