

PPAT® Assessment

Library of Examples – Special Education

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. Based on the pre-assessment data, all of the students needed progress in LG1, to match the definition to the correct vocabulary word. This left room for improvement for all students. Based on the post-assessment data for LG1, 3 students were performing at a proficient level. The remainder of students were approaching goals (1), and needs improvement (2). Based on the data for LG2, which requires students to take knowledge of vocabulary word meanings and correctly choose the right vocabulary word to complete sentences, 3 students were proficient in this skill. The remainder of students were approaching the learning goal (1), and needs improvement (2). Students who made improvements throughout instruction benefitted from the planning and implementation of differentiation. The use of repetition when learning the vocabulary words and their definitions, and the practice they received by completing worksheets and activities allowed them to progress towards the learning goals and improve proficiency.

- b. During this lesson, I utilized academic vocabulary and content language to teach students about the specific words and their definitions seen and focused on throughout the text. I refer to word meanings as definitions, after previously explaining in detail what a definition was. I utilize academic language at 05:06; this worked well helping students generalize the skill of matching words to their meaning in upcoming lessons. Another instructional strategy used was adapting to the learning styles and multiple learners in the classroom. I used the information I have learned about my students, their current levels of performance, and their interests to make planning decisions for best overall instruction. Differentiation in this lesson includes the use of adaptive equipment to complete tasks, preferred communication, teacher helper jobs, instruction for visual and auditory learners, etc. The use of the differentiation gave all students the opportunity to learn the content and participate. You can see differentiation throughout the entire video, as I am wearing my microphone for the hearing impaired. And at 06:39 when I request a student's communication switch. The students responded well to the open and closed ended questioning strategies used. At 09:03 there is an example of probing for higher level thinking questions asked throughout activities. You can view closed ended/recall questions asked at 08:13 to check for student listening comprehension. These questions were used to draw attention to specific elements, and deeper understanding of material. To revise for the future, I would have liked to have students respond to these questions in a variety of ways, such as writing their answers to add another literary element. Lastly, students benefited from the instructional strategy of practice given with vocabulary words. Practice identifying and using the words and their definitions improved overall proficiency. I believe in the future I should provide even more opportunities to practice, such as playing games. The interactions with the students remained positive to keep students engaged and motivated. Students felt comfortable to express their ideas and connections with the text to myself and the rest of the students. I believe this is because a positive relationship has been built and students to create this open line of communication. To initiate interactions I asked the students various questions, or paused when reading in order to create a discussion or verbal response. Pausing for completion of sentence is seen at 11:04. Another way to create interactions with myself and the students was the use of teacher helper jobs (14:50). I believe the combination of above interactions went well and enhanced student learning and participation. To implement additional interactions with students I would like to work with students in small groups for some activities. The classroom management strategies used in the lesson include positive reinforcement, and redirection. The use of these strategies provided students social rewards for their efforts and clear expectations of behaviors during all activities. When students were reinforced they felt a sense of pride, boost in self-confidence, and increased motivation. Positive reinforcement is seen at 14:20 by giving high-fives. Redirection provided students who often become distracted the reminder to stay on task in order to learn the material. You can see redirection occurring at 02:08. In the future, I would revise the lesson to utilize an additional classroom management strategy such as student choices. If I provided students with options of activities I believe the minimal behaviors present would have not occurred.
- c. If I were to reteach the lesson, I would make a few revisions. First, I would utilize picture support symbols in the definitions of vocabulary words to assist all the non-readers in comprehension. Students who are non-readers overall had a more difficult time determine the definitions of vocabulary words. I would also like to revise the pre/post vocabulary and definition matching sheet. I would instead make it a multiple choice assessment

where students circle the correct vocabulary word for each 8 definitions/questions. Based on overall instruction, I believe utilizing a game or interactive white board activity would have kept all the students interest and level of participation at a high level throughout.

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. My students reached their learning goal because - with guided support by myself or a classroom staff member were able to sit through and actively participate in the math story, they all were able to correctly identify a number and they were able to match the correct number of objects, with correct number. (see video 6:17-9:10) b).
- b. My instructional strategies used in this lesson and the activities that followed kept every student engaged , even though they may not have been captured on the video – because of formatting constraints, every student participated in the whole group story activity and completed their seat work activity . My students cannot sit for long periods of time; my instructional practices with them are done in a short time frames, usually 1:1 or 2:2 with frequent breaks to keep them on task. I repeat lesson and activities over the course of several days. This is a severe disabilities , multi – grade level classroom. My instructional activities and classroom management procedures do not fit the normal pattern of a regular or even inclusive classroom setting. Every strategy (instructional, classroom – management and student contact) that I used went very well and was appropriate for the content I taught. I site my entire video as evidence to support my conclusions.
- c. I cite the entire video. Revisions to this lesson are made continually. I re-teach the material to my students over a 3 to 4 day span of the week. I do not teach the same way but the content is the same, the delivery is different, especially depending on the behaviors of my students that day and which students are present. A student can be pulled for therapies and miss the lesson or activities on Tuesday but be there on Wednesday. I refer to my grade band extensions and other material to plan the lesson out and presented in different modes to my students. This is how I revise my lessons and instruction.

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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