

PPAT® Assessment

Library of Examples – Art

Task 3, Step 4, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3, Textbox 3.4.1

- a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
- b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

Example 1: Met/Exceeded Standards Level

- a. To help students who did not achieve the learning goals I would have more resources available to them. I will vary instructional strategies to better reach all learners. I will try to teach for all learning styles to alleviate confusion from students and increase their knowledge of the topic. I would also do partner grouping with some students so that they can problem solve and reach the learning goals together. I would also put students that are finished already with students that are still working. I could also incorporate videos into the lesson to help students that do not reach the goal. Students could visualize the steps and to watch them multiple times if needed. Repetition can improve students knowledge, and this may be beneficial to some students.
- b. From analyzing the lesson and student learning I can see what students struggled with in the lesson, and what a majority of the students understood. For future planning I will look at this and see what portions of the lesson I may need to expand on for a variety of learners. For example, I can see that a majority of students struggled with steps three-five of the lesson. This involved going over their design with a felt-tip-pen setting the felt-tip-pen by blow drying the design, and etching the design with etching solution. Many of the students skipped a step which made the other steps unsuccessful. In the future I will

specifically teach these steps together at the beginning of class and emphasize to students the importance of following the steps correctly in order. I will ask students questions to check for understanding, and point the steps out on the whiteboard. This will help with student understanding and lower confusion.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I observed some students struggling with manipulation the oil pastels in a successful way. Some students tried unsuccessfully to mix colors and the result was a muddy effect. I believe that receiving more instruction about oil pastels as medium and having a chance to practice before beginning their project would help students be use them more successfully.
- b. In the future, I will be more specific when introducing oil pastels. I will demonstrate how to use them properly as well as improperly. I will also give students a worksheet to practice manipulating oil pastels before starting on their self-portrait.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class 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.