PPAT® Assessment

Library of Examples – Early Childhood

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 goal, I will use small group and individual groupings to work with students. Since some students understand and are ready to move on to larger numbers, I will work with students who are not ready to move on while the others work individually. This grouping strategy will allow me to spend more time with struggling students and allow me to challenge students who are able to work alone. I will also provide actual base 10 blocks for students to be able to manipulate. I will still give them the worksheets with the pictures because I think they need to learn how to count first given a picture before learning to build a given number. But I will give them rods and units so they can make what's in the picture and then use the manipulative to help rather than just going off of a picture. I also would look for short place value videos to show them so they can get other explanations of place value aside from the way I have taught them. The videos may be able to state the content in a way that I was not able to. There are also several base 10 and place value games that I could make into a station for the group of students that don't quite understand the subject.

b. After reflecting on the lesson and reviewing the work done by students, I plan to move forward and work with larger numbers in place value. I think the majority of the students

can accurately compose and decompose numbers 1-20 with base 10 blocks. I plan to make the next lessons and stations include numbers larger than 20 so students can practice those skills. For students that are still not strong at place value with numbers 1-20, I will create modified stations so that they can continue to work at their level. Based on the lesson and groupings, I will continue to teach new skills whole group, do a guided practice and then have students do independent practice in stations. From this lesson, I feel like whole group instruction and practice was good because all students heard the new information and practiced in front of me so I could see where they were at in their learning. Then, the individual stations let strong students work alone and allowed me time to work with those students who needed extra attention. Based on the work I saw of the students, I think this lesson plan worked well.

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. For students who did not achieve the learning goals, I will give them counters to work with to practice showing greater and fewer within 5. Additionally, I will ask them to draw a particular number set of counters, and determine which set is greater or fewer. b. For future whole class instruction, I will incorporate number writing. Though improvement will come with time, it will come about faster with more practice. Due to the interest in extrinsic rewards, I may offer a sticker reward if students can write their numbers 1-5 correctly.

b. I will keep doing what I am doing, and spend more individual one on one time with each of my focus students during their daily center work time, so that I can build a better relationship with them moving forwards. If one thing is true about education as a whole and maintaining a classroom it is all about the relationships we have with our students. If I can show both of my students that I care as a teacher then I feel like they will begin to care as students a lot more and become better students in the long run.

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.