

PPAT® Assessment

Library of Examples – English/Language Arts

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. In order to help students who did not achieve the learning goal through the use of graphic organizers as a teaching strategy, I will use the strategy of applied imagination to help in the brainstorming process. In this instructional strategy, I will work with students as they ask for help to apply their creativity skills to something seemingly different. Specifically, I will ask a student who is struggling with creating a scene and setting in their narrative to describe the room to me as if I couldn't see it. I will then use leading questions, such as, "what color are the posters on the wall? Do they catch your eye?" to result in the student's thinking creatively about their surroundings and all that goes into creating a believable scene with your words. One activity I would use to help these students is having them brainstorm out loud with a peer or myself. Another activity would be to have the students create a conscious stream of thought writing with a given prompt about their narrative. The students will have access to sticky notes or note cards as another material they can use to be writing down their ideas. Sometimes it helps to not erase a previous idea but spin off of it or add to it instead, a sticky note is a great way to allow a student to jot down new thoughts without it feeling permanent. One resource the students will have access to is their class novel or their A.R. books as reference points to see how other

author's start a story or create a scene. Students who struggled to meet the learning goal will also have access to a computer if they would like a different medium to write with. The student would be able to use Web-based docs and send their work to me to comment on to help with the brainstorming process, which may alleviate the pressure of asking for help in front of other students.

- b. What worked during my lesson was the feedback and interaction of the students with their peers and the lesson. Moving forward, I would like to take the brainstorming process involving conversation between peers and with the teacher. This gave me the opportunity to speak with each student as well as gave students the chance to speak with their peers about their ideas. This kind of engagement with the lesson and the students, gave me an understanding of how each student was doing with their writing and was encouraging to see a real investment in their work take place.

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 that did not achieve the learning goal I will use a computer app that allows students to study information via learning tools and games. I will have them come and study with me during intervention times that the high school has planned into the school day. I will also have the create flash cards if this doesn't work, so that they can begin to recognize these terms.
- b. I think that this lesson really need some tweaks in order for the students to get the most out of it. Going forward I think it would have been better for the lesson to incorporate more cooperative learning outside of them competing with one another and working together to find the context clues.

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 **limited**?

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.

