PPAT® Assessment

Library of Examples – Science

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. While some students exceeded exceptionally well on the material, others scored below basic. With the learning goals being met for some students, there are still some that struggle with the concept of the mole and empirical formulas. To help these students I will provide multiple opportunities to help aid them in learning the material. The biggest aid for students is the ability to correct questions on the test for partial credit. For this process, students have the ability to earn back points by writing down the correct answer and the reasoning of how they got it to help aid in understanding the correct solution. Students also have the ability to come in any time during homeroom, or before and after school, for one-on-one tutoring for me to individually aid them any content issues. The final method to help students achieve learning goals they may have missed is by allowing them to work through even more example problems. Practice is a key concept when using both math and science concepts, so it's important that they have the ability to consistently do material over the concept over and over until they learn the steps properly.

b. While I feel the lesson was successful, there are still aspects that need to be worked on. Some students that primarily scored low seemed to be pushed higher and succeeded quite

well, while others seemed to level out or go lower, which may both be due to the implementation of more math in the course. With the standards for the lesson implying stoichiometry, it's important to begin planning for future lessons that build off of the material in the mole-concept lesson. For future classes I want to review the concepts stronger at the beginning of the lesson before we move along in the material, that way no student is left behind on the content because it all builds. I will also implement more grouping and collaborative learning aspects in the classroom because it seemed to help many of the students quite a bit. Future lessons, as a whole, should implement a lot more example problems to help build the repetition and skill up that is involved with the math in chemistry.

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. The lesson as a whole is a good one. I think what I need to do is ensure that each student truly understands what I mean by writing their reasoning for their answer. I modeled the first problem for the whole class. I then visited each table checking on progress of each team. This is a low-tech activity. No tablets are required for this activity. And, that's ok! Not all activities or lessons need high tech gadgets to make it a good lesson.

b. I need more practice on how to interact and present instructions to the class. The more I stand in front of the class, the better I will become. This lesson will be used again. But, I think I will change how I front load information that is necessary for this lesson. I also will work on how I present the lesson, especially how I model the first problem.

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.