PPAT® **Assessment**

Library of Examples – Social 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. Based on my assessment of the scores on the section 5.2 quiz, 18 students met the learning goals. However, for those students that did not meet the learning goal an instructional strategy I can use is nonlinguistic representation in two ways. First, I can provide students with more videos, flowcharts, and graphics to better represent the content. That way, students can reference their notes or the type of graphic, video, or flowchart to help them meet the learning goals. The second way I can use nonlinguistic representation is by having students draw their own representations of the HOR structure and leadership. This would help visual and kinesthetic learners better understand the material. Also, showing more videos, maybe even a crash course is a way I could use technology to help students learn. I could also pass out a printout of the presentation slides to all students so they can reference it during lecture or while studying at home. For students that met the learning goal I will have an enrichment activity with critical thinking questions about the structure of Congress and how the two houses work together to make laws.

b. I believe this lesson was the right amount of lecture and cooperative learning. I liked how students worked together to analyze landmark SCCS. In addition, I think it was great that

the SCCS sparked some discussion and debate, which I believe helped facilitate learning. In addition, the fact that the SCCS were real-world examples of reapportionment, redistricting, and gerrymandering helped students meet the learning goals. Also, the section 5.2 quiz was a great way to assess students' knowledge and understanding of vocabulary and the leadership of the HOR. The assessment at the end of the lesson proved that this was a successful combination of instructional strategies and learning activities. For example, most students scored a 15/15 or a 14/15 which shows that they met the learning goals. When planning this lesson in the future I will incorporate more nonlinguistic representation to appeal to more learners. Also, I will incorporate more real-world examples and cooperative learning because those learning activities proved to be successful in helping students meet the learning goals.

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. Instructional strategies would include cooperative learning so the students have the chance to learn from each other. This would be because one of the other students in the class would be able to explain it better than I could or make it easier to understand what we had discussed. We would also be able to go back over the material by having an after school session for the people who think they need more help and we would be able to give more one on one instruction.

b. The analysis of this lesson has shown that the students do reach the learning goals and we will be able to continue with this style of teaching. The students do enjoy the discussions we have at the beginning of the classes and actively participate in them. We are able to discuss the material from the day before and linking it to the current lesson material. We will definitely be including these discussions in the lessons in the future. The exit ticket did work well having this be the first time the students have done one. Mostly every student in the class did get the correct answer and the few that did get it wrong were very close to the answer by putting the official presidential document that was released explaining the idea of Containment.

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.