

## PPAT® Assessment

### Library of Examples – Special Education

#### 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 the exit slip, 83% of the class scored 100% and the rest of the class scored 66%. However, based on the graphic organizers that the students completed independently, 85% of the class scored 90% or above and only 15% below that. I feel that for the most part the class understands the Black Death and its impact on Europe. I will start the next class period with a bell work assignment that consists of several questions about the social, physical and economic effects of the Black Death. I will target the students that did not do so well on the graphic organizer and the exit slip as we discuss the questions so I can check for understanding. To add a technology piece to the lesson will visually help students understand the Black Death. I believe a short video or web quest of the event will deepen the understanding of the topic.
- b. This lesson, I feel was very successful, even though a few students did not meet the learner goal. During the cooperative group discussion, all students participated which is unusual for this group. I believe chunking the material and continuing the discussion after each reading helped keep students focused and engaged. While students were completing their graphic organizer, I walked around answering questions and assisting with the technology part of the lesson. Some students became frustrated with the technology part

but I believe they need to be exposed to it because it is a real world application that they need practice with. The cooperative learning groups, graphic organizers and class discussion are definitely tools that I will use in future lessons. There are several great videos that could be shown to add a technology piece to this lesson or the use of a web quest, which allows students to explore different websites concerning the events and facts of the Black Death.

**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. If there are students who have not met the learning goal then it is up to the teacher to come up with differentiation methods to help the student meet their learning goals. If a student had not met their goal then the teacher could use their computer to help break down the material with the student even more and can help by finding other resources such as videos and pictures to learn about their subject in a new way. The instructor can also use the library as a resource for the student to go and get more personal instruction and to find materials on their project. I personally enjoyed this lesson. The students were able to work together and were eager to share what they were learning about with their classmates. As I circled the room majority of the students were on task and were passionate about what they were learning about. This was one of the more successful lessons and led to some of the best work that the students have done this year. I would attempt to find more activities that can lead to group work and conversation in class.

**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.