

PPAT® Assessment

Library of Examples – Art

Task 4, Step 4, Textbox 4.4.1: Reflecting on the Whole Class

Below are two examples of written responses to Textbox 4.4.1 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 Prompts for Task 4, Textbox 4.4.1

- a. To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.
- b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.
- c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

Example 1: Met/Exceeded Standards Level

- a. I would say close to 80% of my students met the learning goal and standards put in place for this particular lesson. Every student created their own designs using images they researched online and incorporated many different shapes and lines. Most of my students also completed the printmaking process at a Proficient level. Those that were not proficient struggled with the amount of ink and/or pressure they applied to their plates; causing their prints to be light. The last standard as seen in the lesson plan (AP3.2A.5) was also met by about 65% of my students. This standard expects students to interpret and discuss artwork at a 5th grade level. Although my students are in 8th grade, they have never had exposure to these types of skills and have been working hard to raise themselves to Proficient. I was able to assess which students met that standard based on the class discussion/critique and the worksheet each student filled out about their own artwork.

- b. As far as classroom management is concerned, I feel I was at the Basic or at the lower end of the Proficient level. Something things that went well were my lightning quick corrections (at minute 5 and 40 seconds) and my strong/warm voice. My students responded well to redirection with neutral reactions and general compliance. However, throughout the video (example at the 11 minute mark), I request that all students lower their volume to a level zero. I had a successful call back and waited for 100%, but I do not believe I held students accountable after that. I should have taken more dollars from their paychecks due to continuing to talk. The volume also went up several more times and I should have called them back to reset expectations. I should have also been seen looking way more than I was. There are times throughout the video where I was trying to get supplies together and took my eyes off the class. This gave them the opportunity to not be in excellence and should have resulted in a consequence. My school provides a very structured environment for our students with minimal opportunities throughout the week to talk. This has proved to be a huge challenge in my art class. Students only have one other elective (P.E) and tend to talk more in my class due to a lack of free time throughout the day. Classroom Management has been my biggest challenge since the beginning of the year. One instructional strategy that I believe I should revise is how long I lectured during the Direction Instruction element (the whole first 10 minutes of the video). Although it was important for students to be engaged and taking notes, I should have practiced my lesson more so I was not adding unnecessary information and taking up too much time. However, the demonstrations went really well and I believe moving throughout the classroom for students to get a close look was really helpful to my students; especially my two focus students. My interaction with students seemed to be good throughout the video even though there was little interaction at the beginning due to the direct instruction. I touched based with a lot of students one-on-one and called the entire class back for general updated information.
- c. If I was to reteach this lesson again, I would cut my direct instruction time to just a few minutes. Although the guided notes were really helpful, I added too many extra phrases and side notes that probably threw some students off. My class was very excited to start printing and as the video shows, I made them wait for close to 15 minutes before the actual process could begin. I would also like to get more supplies. If I had more supplies, I could have students working in smaller groups and there could be two printers at once. Students would then have the option to produce more prints, play with color, or even design a new plate. For the most part, my lesson went really well and my students produced great prints

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. My students reached the learning goals because on the post-test the scores compared with the pre-test were significantly better for the class as a whole shown on the baseline data sheet.
- b. Reflecting on my instructional strategies, interactions with the students, and classroom-management strategies, there were many parts that went well and little parts that could use some revisions. In the video you will see that students completed all the activities with only observing my demonstration. I think that I should have made worksheets explaining the directions and then demonstrate as I read through the worksheet. This would have reinforced literacy in this unit. At [12:00 minutes] in the video, this read along and example would have been a perfect point to pull out the directions.
- c. If I were to make any revisions to this lesson I would have added a new design on the fish instead of just painting straight lines. This would have encouraged the students to be more creative with the designs made with the color and helped the students practice their problem solving skills. [10:25 minutes] into the video students observe me painting only straight lines and I would have liked to encourage them to paint more than just straight lines. I would have encouraged them to use their imaginations and come up with their own designs to paint on the fish.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection 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.