

PPAT® Assessment

Library of Examples – Math

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

- 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.
- 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.
- 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

- Based on a comparison from my pre to post data for this lesson: 89% or 16/18 students were able to meet the learning goals set for this lesson. As seen in my lesson, the exit ticket that I implemented after learning activity 2 was able to give data showing which students learned the content that was taught during activity 1 and were ready to practice in activity 3, as well as, which students needed support during the practice activity and what exactly they needed support with. Students also show that they are achieving the learning goals during the checks for understanding shown in the video. For example, (6:45-8:30) students are asked to display the correct answer with their hand. As you see looking around the classroom and by my praise each student held up the correct answer with their hand, showing their competence with a particular aspect aligned to the standards and goals for this lesson. During this lesson there are areas that I think went well, as well as, areas that I found I need to improve upon. As a whole I think my implementation of the content in this lesson went well. Students were able to reach the

learning goals that were set for this lesson. As seen throughout the video I was promoting student participation during whole group lead instruction. This shows that my classroom environment is a positive environment for my students where they feel they can express themselves, ask questions, and learn. In my circulation during note taking (11:00-12:38) ensured that all students were writing down their notes and participating in the practice. The technique of circulation I used multiple times throughout my lesson. It helped with overall classroom management and ensured students had taken the proper notes. Last, my checks for understanding strategies were successful. They displayed what material was understood and not understood during multiple points of my lesson. My check for understanding, shown in (7:30), you can see a student hold up the correct answer on her hand and look around to ensure that her answer was correct. Checks for understanding such as these are informal and allow students to give honest answers which give more accurate data.

- b. When watching and analyzing this lesson, I found a few areas that I need to improve upon. First, I need to make students raise their hands and not allow students to shout out answers. As seen in (6:14-6:17) and (14:45) I had one student answering multiple questions. Allowing this student to shout out answers leads me to think that the class has understood the material and is ready to move on, when in reality it may just be one excelling student. It does not allow the rest of the class to think about the question before it is already answered for them. Next, I need to think of more exciting ways to engage students during direct instruction. As seen throughout the video, I have multiple students who seem completely uninterested in the material that is being taught on the board. When students are engaged they tend to learn more. This lack of engagement during the lesson can really be a problem once the material becomes harder. Last, I do not give ample time for students to think before redirecting or answering a question. As seen in (9:24) I ask a question and immediately answer the question. I gave students no wait time to think and form a response to my question before providing it to them. This takes away all critical thinking that students may have done to try to answer my question.
- c. If I taught this lesson again there are a few areas that I would revise. First, I would plan for and create example problems in my pre-made note slides. I spent valuable class time (7:10-7:45) creating example expressions when I could have created them in my planning. This will minimize wasted time and will allow me more time to think about the examples that I want to provide to my students and how those specific example will promote their growth during this lesson. Also, I would chunk the vocabulary words differently. As seen in my lesson plan, I taught all content during activity 1 and planned to practice during activity 2 and 3. I think strategically chunking the vocabulary words with small practices between each chunk will support a more in depth understanding of each term and break up the disengaging direct instruction activity. I think these revisions to the overall lesson plan will help every students meet the learning goals and standards aligned to this lesson.

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. All of the students gained some understanding of their learning goal. All of the students made progress towards the learning goal, but only a couple of the students met the learning goal completely by the end of the unit. The students pre-test results compared to their post-test results showed that they had a better understanding of place value and how to write digits by the end of the unit. An example of this in the video would be the number of students who stayed at their desk and felt that they could complete this activity individually. The students in this video made big progress compared to their pre-test, even after only one lesson.
- b. My instructional strategies were whole group and small group. I think that it was good to do whole group at the start so that the students would all hear the same directions. I also think it was a good idea to do small group so that the students could get a better explanation of the lesson. In the future I will provide more small group intervention.
- c. If I was to teach this lesson again I would break the vocabulary words into two days instead of one. I would then have the students write story problems using the vocabulary words they learned that day.

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.