PPAT® Assessment

Library of Examples – Physical Education

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. The students improved upon all 3 of the learning goals throughout the duration of the lesson and activity. Students were able to fulfill learning goal 1 after going through the first round of the activity. The activity was rough in the beginning because students were not sure what to expect and moved slowly. Once they realized how the gameplay worked they were able to pick up the pace and play competitively. At 8:04 of the video, the students are working cooperatively, calculating the score for the round and making sure that they are writing the score in the correct row. Students in that same group were also looking to make sure their peers were staying on task during the downtime and didn't begin to disengage with the lesson (learning goal 3). At 14:30 of the video the students are able to correctly answer my questions about what muscles and fats do in the body. They were able to learn the content after going the instruction and activity (learning goal 2).

b. In the future, three of the main things that I would revise are how I split the students into groups, how I prepare for playing music and how I handle having students keep their score. At 5:15 of the video I begin to distribute students into their separate corners to create teams. The final result of how I got to these teams was not the issue, because I liked the diversity on each of the teams. It was the time span that was an issue. In the future I will quickly walk up to each student and give them a number either 1, 2, 3 or 4. Then all at once I will tell students which corner designates which number and they will go to their team. This way I won't have my back turned to half of the class for 10-15 seconds and several minutes will be saved. At 7:13 of the video, the music randomly pauses, and I cannot get it to start again due to a poor internet connection. In the future I will either have a pre-downloaded playlist on my MP3 device so there is no issue with music disruptions or I will use a CD like I had to resort to in the video. The only issue with a CD is I will have to walk to the same corner of the room every time I need to start and pause the music. This could be an issue because students in the opposite corner could be off task during their score keeping and I wouldn't be able to fix it. At 7:40 of the video a group forgets to grab the worksheet to keep the score. To avoid this in the future I will designate who I think the most responsible student is in each group to be the recorder. The other students in the group will count the muscles and fats while the designated recorder does the writing. The content knowledge the students learned from this lesson and activity went well. Students at this age are ignorant to topics like this (their pre-assessment scores reflected that), and information such as fat and muscle is an important component to staying fit for life. The activity itself also went well because the amount of activity each student got. Unlike ball sports where 5 students dominate the whole class, every student had a fair opportunity to participate and contribute to their team's success.

c. If I were to teach this lesson again another revision I would make is change the objects I use so I could easily see if students were carrying the right thing. This would solve two issues, the first being the students wouldn't be able to cheat their selves and cut their learning short and student morale from other groups would remain high and positive. If I had objects where all the fats were red, and all the muscles were green I could easily decipher between the two. At 11:05 of the video a student is complaining to their peers about another group not following the rules. This is something I could control if I had a better set up of what the muscles were and what the fats were.

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. I would say that to the fullest extent that the students reached their learning goal. In the video you will see that there was 100% participation. They all knew what was going on and were all engaged with what was going on. All of the learning goals are in effect with all of the students in the video. You will see change of speed to miss tags, running and

jogging, and knowledge of self-space. I was very satisfied with the students' mastery of the standard skills.

b. My instructional strategy was to use background knowledge, to serve as a model, and to be actively engaged in the game. The toilet tag game allows the students to make connection and to work on skills Pre-K students are learning about taking care of their self. This pulls their background knowledge of their bathroom experiences. I served as a model and showed them how to play the game. I didn't only observe the game taking place, I made myself a part of the game to help engage students and assist students as needed. I feel all of those strategies made the lesson very effective and enjoyable for the students. I made sure to make meaningful interactions with my students as I always do. You will see in the video that I am having just as good of a time as the students. I really think that's important for them to see because so many of them don't have a good home life and someone to look up to. I also like being a part of the game because I feel like it helped me with classroom management. It allowed me to be right there to redirect students as needed. Looking back there isn't much I would want to change. I feel like the video didn't give a great idea of what the game usually is like. Because of so many consent forms not being signed, there were only 9 students in the video for the lesson. Usually I would like to give students breaks between games and have groups. Also, usually there is a lot more action. I feel like only having the 9 students kind of threw them off a little. When I have an entire class the game flows a lot better.

c. Looking back there aren't too many revisions I would do. In the video, you will see times that the students are confused by what I'm asking them to do. This doesn't happen usually. Usually I have a full class with me with about 40 plus students. Like I said my number in the video was only 9. This happened because of how many parents didn't sign consent forms and because of the chaos with Easter parties being changed because of all the rain. Another thing that threw the students off was the fact that we weren't in our normal gym. We had to be at a different gym because of the chaos surrounding the Easter parties as well. I really feel like if I was able to film the way my class usually goes, then the flow of the lesson would have been a lot better.

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.