

## PPAT® Assessment

### Library of Examples – Nontraditional Video

#### 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

##### Content Area – Special Education

##### 3<sup>rd</sup> Grade inclusion class

a. The learning goal was to be able to identify text features and locate, understand, decode and comprehend information from the text feature in a non-fiction text. I think that this lesson was effective because the students did show growth. The graphic representation shows that five out of seven students improved their scores from pre to post assessment. That is 71% of the students showed growth on the assessment. The graphic representation also shows that all students were either near proficient or proficient in the skill by the end of the lesson. I observed growth in the students as well. The pre-assessment was a virtual gallery walk where students had to identify the text feature from a task card. They are the same task cards that I used during the Showdown activity in the video. Students were able to identify the different text features faster and more efficiently during the Showdown activity than during the gallery walk.

In the video at 11:20, everyone received a brain kiss for answering correctly. That was task card number 19, and on the pre-assessment, 4/7 students got that task card correct. However, there is still room for growth, in the video at 5:22 during the whole group discussion, I asked a question, 'Where can we find a caption?', and two students struggled answering the question. The extent my students reached the learning goal is 71% were ranked proficient in the skill and 29% were near proficient. The students grouped in the near proficient category were 3 points away from scoring a proficient score. Additionally, there were no students below proficiency after the lesson was complete.

b. Overall, I found this lesson to be difficult to teach and there are many changes I would make. This lesson was one of my first lessons to teach digitally, and I found many flaws in the video that I have corrected since recording. The biggest issue was interaction with students, usually in my brick and mortar classroom I weave around the classroom, do frequent check-ins and do mostly cooperative learning activities. In the video, my whole group discussion was a lot longer than scheduled because I usually break it up to have students do turn and talks or Round Robins to discuss the information. I like having the students be active and moving around rather than sitting there and just listening. I feel the classroom management aspect, could have been better, but for one of the first distance learning videos the students participated in, overall it went better than I had expected. I found it difficult to keep all 7 students on task, because I didn't know what distractions I was dealing with. When students were looking away, I found myself wondering is there a family member distracting them, or are they bored, or is the TV on. Since I couldn't see, it made it hard to maintain attention and engagement. I thought the instructional strategies went well, especially the cooperative learning strategies. Students were familiar with this activity because they use it often in English, Math and Spanish class. At 9:16 I do model how to participate in the activity with a dry-erase board, but I felt it went very smooth because students were aware of the expectations and the rules of the activity. One change I would make to the instructional strategies is break up the whole group discussion. As stated earlier, I usually break up my whole group discussion and incorporate cooperative learning, and without the breaks, students drifted and became disengaged. I would still use whole group discussion but break it up and do more cooperative learning activities.

c. If I had to reteach this lesson, in the current situation of distance learning I would incorporate more literacy activities in the lesson plan so students would have a better understanding of how to use text features, not only identify them, as per the standard to use text features to locate relevant information on a topic. I feel I did a good job having the students remember and understand the skill, but I didn't really expand past apply according to Bloom's taxonomy classification. I didn't give the students enough of an opportunity to analyze or create connections to the lesson. Another revision I would make is to the lesson plan, I would build in 'think-time'. I felt rushed and need to be reminded to give students time to think and reflect once I ask a question, for example I ask at 1:30 in the video about 'what does a caption do, where do we find it?'. First, I ask two different important questions, what is a caption and where can they find it, both needed to master the standard. Second, I do not give any time for students to answer. I give a hint right away. I need to practice patience when asking questions, especially if I want students to get a deeper understanding and if I want to ask higher order thinking questions. Those require think-time and patience.

**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

#### Content Area – 6<sup>th</sup> Grade English Language Arts

#### Identify and analyze the author’s point of view

a. Overall, about 70% of the students were able to understand that they were identifying and analyzing the author’s point of view. The other 30% did not find the best quote for point of view and struggled with the difference between direct and infer. They were certainly able to identify Kurlanksy’s view on fish depletion, especially through previous class lessons. They did, however, struggle with providing solid evidence from the textbook regarding his point of view. I went through all the charts that were submitted, and while students could provide his point of view, they did not give specific quotes that related to the point of view they put down. Some students also struggled with the difference between a direct point of view and an inferred point of view. One student joined a Google Meet to ask the difference between the two, and after I explained it to him, he was able to apply this new understanding to his chart.

b. Because of recent circumstances, I produced an asynchronous video for students to watch and complete their assignment after. Based on my experiences in the classroom, I know each of my classes would have various questions about if a quote was acceptable for the point of view and would generally need that confidence boost from the teacher to complete the rest of the assignment. I modeled the first two examples to help those students understand, and in my instructions, I asked for students to email me or attend my office hour for any questions that they have. Because of this disconnect from the classroom and with the appliance of technology like online forums or video conferencing many students seem to be uncomfortable with emailing or having a video chat with their teacher about any questions or concerns on the assignment.

c. If I were to teach this lesson again, I would make sure that I paused in between each segment of the lesson and ask if there are any questions, provided that I have students in front of me. I would also make sure that I covered all of the slides as I had one more slide in the slideshow that I forgot to show in my video with last instructions, even though I verbally stated them. I also did have several awkward pauses in the video as I shuffled my script papers, so I would make sure in the future that I am better prepared to teach the lesson and not rely on a script. For the second modeling example, I would possibly have a student come up to the board and write his peers’ answers for more student engagement, provided that I would be teaching in the classroom.

#### 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.

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