PPAT® Assessment

Library of Examples – Elementary Education

Task 4, Step 4, Textbox 4.4.2: Reflection on the Two Focus Students

Below are two examples of written responses to Textbox 4.4.2 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 4.4.2

a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?

b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

Example 1: Met/Exceeded Standards Level

a. At the conclusion of the lesson, the class showed progress towards understanding the two learning goals, dividing a word into syllables and identifying the long vowel. From the data that I was able to collect from the post assessment, I am able to determine that every single student was able to meet both of the established learning goals. 100% of the students scored a passing score (70% or higher). This also means that every student's score increased after being taught the lesson. I believe that one of the instructional strategies that I implemented into the lesson, the gradual release model, proved to be beneficial to the class. By starting the lesson as a whole-group and engaging the students in a discussion, I think this helped to prepare students to be able to complete the worksheet either on their own or within the small group. I also believe that I did good with redirecting students as needed without interrupting the lesson. This can be observed in the video at minute 2:24 in the video. I quietly whisper to a nearby student and ask her to pay attention. I redirect another student at approximately 8:25 in the video, I quickly remind a student to keep his eyes up front while still maintaining the flow of the lesson. By doing it quickly, I don't disrupt the learning of other students and cause them to also become off task. However, videotaping the lesson has been a teaching moment for

myself. I am able to look back and see where I would make revisions if the lesson was to be done a second time. For instance, I would give more positive feedback. As stated before, it is very important to give specific feedback. There were more opportunities to give positive feedback within this lesson. For example, at 8:00 in the video, a student raises her hand and makes an observation about the example. Because it didn't actually relate to the lesson, I didn't provide any feedback. However, I should have praised the student for making the observation and for paying close attention. Also, there is one student who was consistently distracted throughout the lesson. I know from past experiences that she reacts well with positive reinforcement. Knowing this, I should have found a reason early on to reward her with a Positive Behavior Ticket in hopes of motivating her to pay more attention during the course of the lesson.

b. If I were to teach the lesson again, I would plan for opportunities for students to turn and talk with a partner in order to encourage positive peer interactions. For example, in the beginning of the video at 0:54, I asked students why it is important to be able to divide a word into syllables. This would have been a great time to ask students to turn and talk with a partner to share ideas. I would make this revision in order to accommodate interpersonal learners using Gardner's theory of multiple intelligences, Also, I would have allowed the students to come up to the easel and work through some of the examples by drawing the line or circling the long vowel. I would make this revision because this would have allowed the students to participate in the lesson and increased the amount of active and engaged learners.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

a. Based on the baseline data, each of the focus students met their learning goal. Each focus student scored a four on this assignment, which means that they are proficient. The students were both able to correctly answer 70% or more of the questions on the assignment. Focus Student One missed two questions on the assignment. Focus Student Two only missed one question on the assignment. Since Focus Student Two has trouble staying on task, I did have him move to a table by himself to keep him on task and focused on his work. This seemed to be very successful since he only missed one problem.

b. Based on the baseline data for each of the Focus Students, the next steps would be to continue working with these students on their division equations as a class. For Focus Students Two, I will continue to have him work at a separate table to keep him on task. Focus Student One typically does well on her work, when she is on task. On this day, she sat in a scoop rocker away from other people. Since this seemed to keep her on task, I will offer a scoop rocker to her during math assignments and I will keep her in her own area.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.2 and ask yourself:

- How does the candidate use each Focus Student's work sample to indicate attainment of the learning goal(s) and to guide future planning?
- 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.