

## PPAT<sup>®</sup> Assessment

### Library of Examples – Special 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. Based on the baseline data, my students did not meet the learning goals aligned with standards W.6.1, W.6.9, RL.6.1, and L.6.2 on the pre-assessment. They scored an average of 1.33/2 on the claim, 0.33/2 on the set-up, 0.67/2 on the evidence, 0/2 on the tie in, 0.50/2 on grammar and mechanics, and 2.83/10 overall. As a result, my students needed to improve their text-based writing in the following areas: locating evidence from the text, identifying the location of evidence, explaining evidence, and connecting evidence to the claim. Through the planning and implementation of this lesson, I was able to effectively scaffold instruction to assist my students in meeting and/or exceeding the learning goals. At 3:37 in the video, I scaffolded instruction by modeling the graphic organizer activity. As a result, four students met, and two students exceeded the learning goals of the lesson. This is evident in my students' average score on the graphic organizer activity, 7.8/10, and their average score on the assessment, 8.5/10.

- b. My instructional strategies, interactions with students, and classroom management strategies helped facilitate student learning throughout the lesson. One instructional strategy that worked well was gradual release of responsibility. I used this strategy to introduce the skill, teach the skill, model the skill, and release my students to practice the skill. For instance, at 3:00 and 8:54 in the video, I introduced my students to informational-based CSET writing and modeled how to locate evidence from an informational text and write a CSET on volcanoes. This strategy worked well because I was able to scaffold the instruction for the skill my students needed to master by the end of the lesson. One instructional strategy I would revise is collaborative pairs. During peer-editing, my students worked in collaborative pairs to read and edit their CSETs. At 14:00 in the video, Focus Student 1 shared the following feedback with Focus Student 2, "you should try using more details in your writing." Although Focus Student 1 provided feedback, Focus Student 2 did not reciprocate. One interaction with students that worked well was providing individual feedback to my students during one-on-one writing conferences. For example, at 5:30 in the video, I asked Focus Student 1 how he was going to connect his evidence to his claim. Providing my students with individualized feedback enabled them to improve specified components of their CSETs. One interaction with students I would revise is to provide all of my students with feedback during whole group discussions. Beginning at 0:05 in the video, three students volunteered to share their responses to the warm-up prompt. After each response, I provided feedback. In the future, I would require all of my students to participate in order to receive feedback. One classroom management strategy that worked well was having well-established classroom protocols. The classroom protocols are designed to help my students function within the structure of my classroom and decrease disruptive behaviors. For example, at 9:50 and 13:37 in the video, one student followed our classroom protocol for using the restroom. The protocol allowed him to leave the classroom, use the restroom, and return without interrupting his peers as they continued to work. One classroom management strategy I would revise is the physical arrangement of seating. Although it decreased problem behaviors, it also decreased opportunities for student-centered learning. At 10:00 in the video, my students are completing the graphic organizer learning activity with minimal student-to-student interaction.
- c. If I were to teach this lesson again, I would make a few revisions. First, I would require each student to complete an editing checklist for their partner's CSET during peer-editing. At 11:50 in the video, the two Focus Students peer-edited their CSETs. Focus Student 2 offered minimal verbal feedback. By using an editing checklist, each student would write feedback that would serve as a guide to improving their writing. Second, I would increase opportunities for student-centered learning by allowing my students to work in small groups to research their chosen geologic process topics with other students that chose the same topic. In Focus Student 1's work sample, he wrote, "the town of Saint Pierre lay in ruins after the eruption." This evidence was not sufficient to support his claim. Working in groups would create opportunities for my students to share evidence, communicate ideas, think critically, and develop relationships. Third, I would conference with students on their CSET writing at my desk rather than moving around the classroom. This would have enabled me to keep my eyes on my students at all times. At 10:02 in the video, I am not able to acknowledge a student's question because my back is turned to him as I conferenced with another student.

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 their learning goal because - with guided support by myself or a classroom staff member were able to sit through and actively participate in the math story, they all were able to correctly identify a number and they were able to match the correct number of objects, with correct number. (see video 6:17-9:10) b).
- b. My instructional strategies used in this lesson and the activities that followed kept every student engaged , even though they may not have been captured on the video – because of formatting constraints, every student participated in the whole group story activity and completed their seat work activity . My students cannot sit for long periods of time; my instructional practices with them are done in a short time frames, usually 1:1 or 2:2 with frequent breaks to keep them on task. I repeat lesson and activities over the course of several days. This is a severe disabilities , multi – grade level classroom. My instructional activities and classroom management procedures do not fit the normal pattern of a regular or even inclusive classroom setting. Every strategy (instructional, classroom – management and student contact) that I used went very well and was appropriate for the content I taught. I site my entire video as evidence to support my conclusions.
- c. I cite the entire video. Revisions to this lesson are made continually. I re-teach the material to my students over a 3 to 4 day span of the week. I do not teach the same way but the content is the same, the delivery is different, especially depending on the behaviors of my students that day and which students are present. A student can be pulled for therapies and miss the lesson or activities on Tuesday but be there on Wednesday. I refer to my grade band extensions and other material to plan the lesson out and presented in different modes to my students. This is how I revise my lessons and instruction.

### 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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