

PPAT® Assessment

Library of Examples – Business, Industrial, and/or Technology 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 Prompt 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

a. The students were able to use the academic content language understand basic academic content language surrounding the credit and debt process such as credit, annual percentage rate. as well as learning from previous lessons to respond to questions during the discussions in class regarding how to manage credit and debt. The majority of students were participating in the group discussion as I walked around the room. The students scored very well overall on the assessment for this lesson. The credit application review activity ended up being a little more simplistic than I thought it would be. However, some of the students still had questions on how to complete the assignment. The progression of the students doing the activity with me, on their own, and then being able to extend their learning through group discussion had the desired effect I was looking for through gradual release of responsibility. In the video the students are

first learning the terms at 5:38 in the video, working through a group example of reviewing the application from 7:00- 9:58, the students working on their own is not included in the video, and the group discussion and report out using the learning is in the last portion of the video from 13:13- 14:57. The overall student scores on the worksheet also identify to me that the students understood the learning goal for the day. There were 24 students in class that completed and handed in the worksheet which was worth 5 points. 18 of the 24 students received a 5/5 or 100% and 6 received a 4/5 or 80%.

b. I anticipate that I will get more creative and bold in instructional strategies and student interaction and engagement as time goes on. Specifically, I need to identify ways to have the students direct more of their learning or have the learning be student centered over teacher centered or delivered. You can see this in the video in several places where the students might wait and let me answer my own question or they are just receiving the information I am giving to them in a lecture format. This is something I have improved upon in my student teaching time. However, it is something I will continue to work on. Overall, my interactions with students are respectful, direct, and encouraging. You can see this several places in the video. One thing I will improve upon is overall classroom management. There is too much talking by the students when I am supposed to be talking or leading the group discussion as evidenced on the video at 11:06 and 14:47. Going forward I need to establish my strategies for classroom management right up front with each class and follow through with any consequences so the students know what is expected of them.

c. The introduction to the lesson through reading the article and looking at the charts was interesting material, but the students didn't fully engage in the activity. This does not show up on the submitted video, but on the full length video. I might try doing more of a group activity with reviewing the charts and answering a couple of questions as a more student centered approach. Overall, I tried to make the lesson move fairly quickly from each learning activity to the next. However, the five C's of credit seemed like mostly lecture to the students so I would try a different approach to having the students encounter that material (5:00-6:22). One approach would be to have the students get into groups and research one of these items and then have them lead the teaching of that item to the class. This approach would get the students more movement and self- directed learning.

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 my students reached the learning goals. They were all able to communicate their understanding of the material as well as the detailed information about the company that they chose. As you can see in the video, when I met the students individually, I was able to get a concrete gauge as to how much of the content they understood. When I paired that with the other activities within the lesson, I was able to get enough data to accurately assess their achievement.

b. After the lesson, I talked with my students to see what they thought went well, and what they would like to see changed. I took their ideas as well as observations that I made to reflect on what I thought went well and would do again as well as the things that did not and that I would change. I think the level of motivation and interest from the students far exceeded what I was expecting. That is what I think went the best. One thing that I would like to do differently is allow students the options to express their business plan in different ways besides just the preformatted report. After Student 2 expressed that he liked the way the report was formatted, I don't think I will get rid of the option completely, I would like to create a "menu" for my next class to choose from.

c. After looking over the data and watching the students in class, I want to redo this lesson and the assessment to allow for students more freedom in their ability to drive their learning. I have seen in previous classes that the more I allow students to take control of their learning, the higher motivation is to complete the learning objectives.

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.