

PPAT® Assessment

Library of Examples – Task 1 – Physical Education

Example Task 1, Step 2, Textbox 1.2.4

Below are two examples of written responses to Textbox 1.2.4 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

Step 2: Resources and Procedures

Textbox 1.2.4: Rules and Procedures

Met/Exceeded Standards Level

A: A rule I have as a teacher candidate is no gum in the gym. By having this rule it allows a safe learning environment for the students. It reduces the risk of a student chocking on their gum while running. This is not a rule of the current physical education department at MHS.

B: In the physical education class the students enjoy listening to music during their weight lifting section of the class and during the running activity portion of the class. As a physical education teacher it is important to have music playing because it keeps the students focused while working independently. The students know that they are allowed to play music of their choice with the teacher's permission the students know that the music must be a school friendly version, which means no negative music or foul language.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is clear?

Step 2: Resources and Procedures

Textbox 1.2.4: Rules and Procedures

Did not Meet/Partially Met Standards Level

Respect is a common class rule that can be applied to a lot of situations. Respect the teacher for example, do not talk when I am talking. Respect others by no touching their things without their permission. But also respect yourself, do not come to class without showering. Believing and respecting yourself can make you go places in life.

My technology rule is going to go to cell phones. Cell phones can only be used when a lesson is not in progress. I have seen teachers fight cell phones all throughout my schooling career and it always ends up bad for the teacher. I see that phones can be an essential tool in the classroom today, so I do not want to outlaw them but just put a single limit on their use.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is incomplete?

Suggestions for Use

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.