

PPAT® Assessment

Library of Examples – Art

Task 4, Step 2, Textbox 4.2.3: Classroom Management

Below are two examples of written responses to Textbox 4.2.3 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 4.2.3

- a. What classroom-management strategies did you use during the lesson? Cite examples of the strategies from the video.
- b. In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis.

Example 1: Met/Exceeded Standards Level

- a. The classroom management strategy that I used during my lesson was to keep students engaged by having them follow along drawing a face in a step by step demonstration. At 2:54 in my video, I modeled my lesson for the class by showing them a step by step drawing method that they could use in the future. By requiring every student to draw along at their desks, it kept all students engaged and focused on their work. I used a humor strategy in my lesson by including a picture of President Barack Obama's face as an example at 1:16. I used humor as an icebreaker with the students and to keep the lesson light to ease any anxiety. I also used a calm voice and tone throughout my lesson in order to keep the lesson flow smoothly. At 13:00 in the video, I tried repeating steps at least once in order for everyone to easily follow at certain points.
- b. The classroom management strategies engaged students because they were focused on following along with the demonstration, and focused on building their facial proportion drawings. Keeping the students engaged in working on their own drawings while listening and watching the lesson promoted a positive learning environment. The classroom was free of disruptions from voices or noises other than the teachers. This gave students the ability to concentrate on their drawing. 9:54 in the video is an example of the times when the students are focused during the drawing lesson because there is no other noise or

distractions other than from the teacher. At 3:40, I used a calm tone in my voice giving the students positive assurance that this was a manageable, easy to follow lesson.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.3 and ask yourself:

- What classroom management strategies in the video are cited by the candidate as evidence that they engaged students and promoted a positive learning environment?
- Why is the analysis informed?

Example 2: Did Not Meet/Partially Met Standards Level

- a. Before changing to a different part of the lesson, I remind the students what is expected of them. Before the choreographed activity started, I told the students that this comes with a little freedom that they must still be responsible with and stay on task. During the activity, I told the students that they must walk to a different spot in the room because we do not run in the art classroom. These reminders of our routines and procedures help the students to remember what is expected of them.
- b. Both of my reminders of procedures and routines were positive. I did not lecture them. I just provided them with a friendly reminder of what is expected of them. Students react well to positive reinforcement and reminders rather than feeling like they are being lecture without even doing anything wrong in the first place.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.3 and ask yourself:

- What classroom management strategies in the video are cited by the candidate as evidence that they engaged students and promoted a positive learning environment?
- Why is the analysis trivial?

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.