

## PPAT® Assessment

### Library of Examples – Music

#### 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. In this lesson I saw some students not participating so I stated that everyone should be using hand signs as we sing, 0:52. When I saw a student still not participating I said his name aloud and gave him a disappointed look to ensure I was using both a verbal and nonverbal cue, 1:09. I reinforced positive behavior from him by complimenting him when he started doing the correct actions which was very proactive. This class reacts strongly to individual names being called out so throughout the video I simply called out a student's name when they might not have been behaving correctly, shown at 2:58. I keep track of how many times I have to call a student's name and then take off points from their grade, which the students know. To avoid any confrontations when working with a partner I chose partners for them shown at 3:48. At 4:37 it started to get a little noisy so I said, "Oh" which is something I say when the class is a bit too loud. Then I put my finger on my lip which is a technique I use to quiet them down. The students respond by putting a finger on their lip and raising two fingers in the air. This is how I know they are quiet and listening. I then began to compliment the students who were quiet and ready to go by saying their name aloud. The other students were then made aware that I was looking for good behavior which in turn calms the class down. Another technique I used was walking around the room during the group activity to ensure students were following directions and not messing around. At 6:45 I work with a group of boys so they would stay on task.

b. When I gave a verbal instruction to the class at 0:52 about making sure to use hand signs while singing, I was reinforcing good behavior and what the instructions were. This helped more students become engaged in the activity if they were not already. By calling out an individual's name I am calling attention to the student who is not behaving as they should and it brings the student's focus back to what he or she should be doing, such as at 2:58. When I compliment students, for example at 4:50, who are behaving correctly, I am reinforcing positive behavior and promoting other students to engage in positive behavior. It helps to bring the class back on track to the task at hand. When I walk around the room the students especially make sure to either remain on track or make efforts to get back on task which promotes a positive learning environment.

**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. My cooperating teacher and I have different styles of classroom management. She doesn't mind getting really loud at the students. I prefer to use a stern classroom style teacher voice that is stern but also shows that I care. And I also will just get really quiet until the students start looking around at each other and stop talking. The students within this lesson weren't too rowdy for me. I also will just look at them sternly and say their name. That usually will get their attention. If that method does not work I will walk over to the student or students having their side bar conversation and tell them that they are being rude to their classmates and to me and taking away from playing and learning. This almost always will get them to stop talking.

b. My classroom management strategies aren't too over the top but also aren't too soft to where I cannot control the class. I believe in having a little bit of both. Being overbearing will turn some kids attention of you off. While being too soft will let other students walk all over you. Being able to keep everyone's attention when asking questions becomes difficult. When I am doing this and a student is talking, I call on the student to repeat back to me what they have just heard, if they can't I tell them they were not listening and they need to stop talking. If it repeats, other consequences become in effect. The one that is the most effective is the calling their parents.

**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.

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