

## PPAT® Assessment

### Library of Examples – Physical Education

#### 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 students sat in their squads as I guided them through their warm up stretches at 0:00-2:15 of the video. The 1st stretch was a straddle stretch, 2nd stretch was a calf stretch, 3rd stretch was a crossover stretch, fourth stretch was a quad stretch, and the 5th stretch were jumping jacks. After jumping jacks I told the students to "squish their squads" for the final warm-up activity of locomotor relays at 2:15 of the video. They knew the routine and where to go; so they waited for me to tell them the three skills they were going to do for the day. For example when I told my students to squish their squads they quietly squished their squads and I told them the three skills that they were going to do for the day, which were slide, jog-spin-jog, and skip. When I said "go" they started their locomotor relays and when they were finished, they quietly had a seat in the box of directions at 2:15-5:01 of the video.
- b. Putting my students in squads and having a daily warm-up routine everyday engages them and promotes a positive learning environment because they know what's expected of them every day. Having these predictable patterns in place allows class to run smoothly, ensures that I have smooth transitions throughout the day and allows me to focus more on my teaching and less on giving instructions and generally controlling the class. For example the daily stretching warm-up routine that I have my students

participate in minimizes behavioral problems by constantly giving them something to do. I face them as I guide them through stretches which allows them to see how the stretch is done and keeps them on task at 0:00-2:15 of the video. During each stretch every student is doing the same stretch that I am doing and is counting so that they are focused on our warm-up. The squad lines kept the students organized and in a designated area. The squad lines also allowed the students to stand in line and wait their turn during the dribbling activities, which made their learning environment calm and organized.

**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. I used verbal communication with the students to get them to stop talking while I am talking. I used their names so they knew I was talking to them. Also, when they would get out of line I would use their name to make sure they know I'm telling them to get back in line (9:22-9:31). I also told them to be safe during the warm-up game because they could run into each other if they are going towards the same cones. (3:34-4:14). One of the most important things I told them was how to put the colored pencils back under the cones. This is used to make sure our colored pencils stay sharpened and not broken. (1:34-2:03)
- b. I think allowing the students to run around and find the colored pencils helped engage them because they are outside and want to get all of their energy out by running. (4:14-5:07). I think giving them positive feedback and telling them what they are doing right and what they can do better to promote a positive learning environment for them to learn in (13:30-13:41) (13:49-13:59). This allows them to be positive about their game play and makes them want to be there.

**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.