

## PPAT® Assessment

### Library of Examples – Special 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 classroom management strategies I used during the lesson included friendly reminders and setting a timer to help students stay on track. At minute, 9:04 students are answering a question that I read aloud from the learning activity worksheet. A student began to blurt out the answer, but she stopped herself independently. Then I provided a reminder, "Just color your answers please, don't steal our friends learning." Then at minute 9:39, I explained to students "I am going to set a timer, then we will move on to another activity." This provided my students with a visual reminder of how much time was left for them to finish the worksheet. At minute 10:13, I was collecting supplies and collecting the student activity worksheets and told a student, "Bottom to bottom, back to back." This provided a friendly reminder to a student that was standing and placing his knees on his chair how to use a chair properly and safely.
- b. The classroom management strategies that I used allowed students to feely express themselves and to enjoy a relaxed classroom environment that supported each other. I used a combination of individual redirection and whole class redirection. At minute 9:55, I told the students we were done with crayons and I began collecting them. One student provides a verbal whine and I ignore his disruption instead of taking time away from other students and interrupting the lesson. At minute 10:13, I was collecting supplies and

collecting the student activity worksheets and told a student, "Bottom to bottom, back to back, please... thank you." This provided a friendly reminder to a student that was standing and placing his knees on his chair how to use a chair properly and safely. This provided a quick reminder without providing too much of a disruption in the class and I did not particularly call out the student on his inappropriate use of the chair. He immediately knew I was talking to him and he corrected his behavior quickly, so we could continue with the 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. During this lesson, I used whole-group and individual redirection as necessary. I stated the goals and objectives for my students prior to beginning the lesson and gave continuous encouragement. I also used positive reinforcement and reminders of our classroom earnings as a reminder for positive behavior during our learning. In our classroom, we participate in "Behavior Bingo" in which students with positive behavior earn 1's and 2's on their daily charts and then may choose a bingo board number each day. Classmates work together in order to achieve "BINGO" on a 100 board to earn a special activity.
- b. The strategies listed above promoted student learning by keeping our classroom positive and on-task. It is important to hold high expectations of my students but also understand that they need clear directions and positive reinforcement always. Making sure rules are set and classroom expectations are understood is very important for my students to be successful. As can be seen in the video, redirection as needed helped my students to stay on task as well as the encouragement I provided throughout the 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 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.