

## **PPAT<sup>®</sup> Assessment**

### Library of Examples – Art

#### Task 1, Step 1, Textbox 1.1.3: Norms, Protocols, and Agreements

Below are two examples of written responses to Textbox 1.1.3 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 Prompt for Task 1, Textbox 1.1.3**

- a. Describe one example of a classroom norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- b. Describe one example of a technology norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- c. Identify and describe one norm, protocol, or agreement that you and your students could create together. Explain how the norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning environment.

#### **Example 1: Met/Exceeded Standards Level**

- a. An example of a classroom protocol that I would implement into my classroom would be for students to arrive to class on time and be prepared to work. Class time is crucial for students to benefit from working around their peers and having immediate access to the teacher. When students arrive late to class or students do not have all of the proper materials needed for the day's lesson, the entire class becomes disrupted and valuable time is lost for learning. This norm of preparedness would be thoroughly explained by specifying its importance. Student must understand why not following the norm is disruptive and what needs to occur for the norm to support a thriving learning environment. Students will come to class every day with enough time to get out all of the necessary tools and materials for the day's lesson before the bell rings. If necessary, bell work will be given as a means to give something for students to focus on before class

begins. Students will sit in their assigned seat and wait for instruction. These beginning steps are crucial because they set the precedence for the flow of the entire class period. When students are prepared and ready to work, I will be able to provide students with a lecture and demonstrations and allow students to begin working on the new task with ample time for any student questions or clarifications that may occur while working. This classroom protocol will allow for an effective use of class time to the benefit of student learning.

- b. A procedure in regard to technology would be for students to not disrupt others with the technology they are using. Whether it is the use of a personal cell phone playing music or sharing an unscheduled video onto a videoconferencing meeting, technology should be not be disruptive. In order for this procedure to be followed efficiently and consistently throughout each class period, the teacher must clearly explain the details and consequences at the beginning of the school year. Lastly, students need to be aware of the negative consequences that are associated with breaking the rule about the personal use of technology or the improper use of technology supplied to them by the school for educational means. An example of breaking this procedure would be other students being bothered by one student's loud music during work time. The student who had their music loudly playing will receive a warning the first time and next time will result in the loss of being able to listen to music while working. With this technology rule implemented into the classroom, the teacher will have more ease in the delivery of instruction, student learning and participation will be enhanced with little to no interruption and the overall classroom environment will be productive for learning by students being respectful of their peers and be able to work more efficiently.
- c. A norm in the classroom environment that my students and I could create together would be respecting peers as well as their property. To create this norm, I would pose a series of questions to my class about their opinions on how they view the concept of respect, what occurs when they feel respected and how to be respectful of those around them. During this discussion, I would write several points that the class agreed upon as important factors in regard to respect. Then, I would ask the class for examples of what disrespect towards themselves or their peers would look or sound like. Once these factors have been determined, the class will come to a consensus that they will uphold and carryout the agreed upon factors to respect one another within the classroom and in general. Although there are not specific consequences tied to this classroom norm, I find the norm to be more about students holding themselves and others accountable for their actions by vocalizing when the norm is not being followed. Some students will find this norm to be easy or harder to follow. By creating this norm of respect in the classroom, students will have to actively think about their actions and how it can affect those around them.

**Refer to the [Task 1 Rubric](#) for Textbox 1.1.3 and ask yourself:**

In the candidate's response, where is there evidence of the following?

- Where does the candidate explain how the classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Where does the candidate explain how the technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?

- Does the candidate identify and describe one norm, protocol, or agreement that could be created together with students?
- Where does the candidate explain how this norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning?

### Example 2: Did Not Meet/Partially Met Standards Level

Students must have their hair pulled back, if hair is long enough, hair must be pulled into a bun.

This norm is because we use quite a few polishing wheels, and we also use torches and soldering guns in the classroom. This impacts the learning environment by making it safer. If a student leaves their hair down and then uses a polishing wheel, there is a high chance that they will get their hair caught in the wheel. This results in being pulled into the polishing wheel and potentially being scalped if the wheel is moving fast enough. The wheel will pull your hair out. Putting your hair up prevents this and makes the student a lot safer. At the soldering table, if your hair is down while using a torch, you could light your hair on fire. Having your hair pulled back prevents this, as it won't get in the way.

Students can use their phones to listen to music after teacher instruction. If they are doing anything else, like watching videos or playing games, their phone gets confiscated.

This impacts the learning environment by allowing students to listen to music they like, while still being productive. It is unproductive to sit and play games, or to watch videos during class. Productivity goes up when you are listening to music you like. As students listen to what they like, they are happier, and therefore more productive as they have a good attitude during class. It is a give and take. I allow my students to listen to music they like, and in return they work on their projects more diligently.

One norm that my students and I could create together is an agreement that headphones with cords should not be used near the polishers or soldering table. It goes along with the idea that you don't want to lose your hair, but this time it is your headphones. I think students would agree with this and happily go along with it without it being a written down norm. I wouldn't want to lose my headphones. As this is a created norm, I am sure the students would want to clarify this. For example, if a student has wireless headphones and wants to use them while they are using the polishing machines, they would bring this up during a class discussion, and the class together would likely rule that wireless headphones are okay to use around the polishers, as they don't have anything that could wrap around the polisher and potentially break. Other students may say they don't have wireless, but still want to listen to music, and as a group we would likely decide that they can use their headphones during class, just not around the polishers.

### Refer to the [Task 1 Rubric](#) for Textbox 1.1.3 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Where does the candidate explain how the classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Where does the candidate explain how the technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Does the candidate identify and describe one norm, protocol, or agreement that could be created together with students?

- Where does the candidate explain how this created norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning?

### **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 an appropriate artifact for this textbox.

Copyright © 2020 by Educational Testing Service. All rights reserved.  
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.