

PPAT[®] Assessment

Library of Examples – English-Language Arts

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. Guiding Prompt A.
Our classroom has five class rules: kind words, hands to self, calm body, finish work, and follow directions. Kind words are vital to facilitating instruction because it affects how instruction is taken by students. Not only do my students need to demonstrate kind words, but I need to do so as well. Using appropriate language in the classroom will help to lead by example in how my students talk to me and each other. Kind words enhance student learning because they can learn that kind words can have just as much power as negative ones. Eighth grade is a hard age to enforce this rule because it is the time when a lot of students are starting to use more crude or rude language in their everyday lives. By pushing for appropriate language and kindness it can help students to respect and support each other in their learning. When kind words are used the learning environment

is productive and effective. There is a greater opportunity for effective collaborative work, fun conversation, and reduced offense to students and teachers. It really does create a better learning atmosphere because the students feel safe with me and with their peers. They learn that they are responsible for their actions.

b. Guiding Prompt B.

All five of the classroom rules blend well into technology use. Following directions is one of the rules that can be emphasized by technology use. Every student in the school has been issued a Laptop, and because of that we needed to make sure that the classroom rules were easily adaptable to both in-school learning and learning with the Laptop. Following directions is always a good idea and this rule becomes relevant with the introduction of the Laptops. It's easy for students to get off topic when they are on the computer. It is vital that they understand how the technology is here to further their learning, not to be a recreational toy. When students follow directions and adhere to the assignments on the Laptop, they can develop the ability to learn through technology. It will be easier for them as they get older and develop their technology skills, they are going to need to be able to access technology without getting distracted. Listening to directions can also help them become more technologically savvy on the computer, which will also aid in their future within technology use. Following directions while using technology also helps in creating a productive learning environment. Once one student starts to get off task and show his friends the gaming website he is on, that student could then stop following directions and go to the website they are not meant to go to. If students are diligent to following directions then a lot of time wasting can be prevented both during technology use in the classroom, and just normal instruction.

c. Guiding Prompt C.

There is a classroom agreement/promise at the front of the room. This poster reads "When you follow the class rules this will happen: you will learn something new; you'll help the class learn something new; you'll participate in fun activities; you'll do some stuff that's hard for you, but I can help you; you'll make school fun, and you'll stay out of trouble." Using this agreement/promise at the front of the room we passed out different scenarios that as a teacher I might find myself in regarding the classroom. Some of these scenarios included: "not maintaining social distancing," "not following directions," "coming to class tardy," "talking during teacher instruction," and "headphones during class time." Each student paired up and ran through the scenario with their partner. One student was the teacher and the other was the student misbehaving. The pairs then performed their scenarios with the misbehavior and what they think Mrs. C. or I would do in the situation. This exercise helped us to understand what students think rightful punishments are, and it allowed us to explain to the students what a likely punishment would be once they sat down. It is a useful way to get classroom involvement in what would happen if the rules were broken. A lot of students thought we would just send them to refocus immediately, but Mrs. C. and I took the time to discuss with them how we don't want to do that because it disrupts learning. Instead, we explained how that harsh punishment really doesn't help anyone in the heat of the moment and that we will try to deal with the problem quickly and efficiently in class, but we need the students help to do so. As a class we came to an understanding about how to handle class rules and what they can expect if they are broken. It was nice to be able to collaborate with students and get on the same page about what to expect in the class and what they think is fair. Essentially the big ticket when it comes to classroom management in relation to the rules, policy, and

agreements is "Be Respectful, Be Safe, Be Responsible. Don't create a problem for yourself or others. If you do, I will do something."

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

- a. One classroom norm is that students must be in their seats when the bell rings. We have limited time with these students, and we have so much to teach them in a short time. We only have fifty minutes to teach our lesson and we need every minute of their time. If they come in and sit down right when they get in class, then we can begin immediately. If we must wait for them to sit down after the bell rings, it takes instruction time away.
- b. One way we use technology in the classroom is by having students bring in their laptop to write. Students must bring their Laptop every single day. We allow them to bring their chargers and charge their computer if necessary. We would rather them have to charge their computer while they are using it instead of just sitting there and not being able to do anything. We want to teach them responsibility, but we also want them to be able to do their work. A lot of teachers in the building will not let students charge their Laptop in the classroom, but we think that it is ridiculous to not let students charge it if they need it. We have one-on-one technology, so the students can take their computers home, which ultimately enhances student learning. There are teachers in our building who do not allow their students to charge their computer during class. If we are allowing our students time during class to work on a research paper and someone's computer is not charged and they are not allowed to charge it, then they have just wasted fifty minutes of class time when they could have been working.
- c. One agreement that my students and I could have would be a participation protocol. I would bring my roster up with me so that I could mark off everyone that way I know everyone has spoken for that day. They must add to the conversation and not just reword what someone else said. They must be paying attention to what is going on to participate in the discussion. The class sizes are mid-size so they all might have to participate multiple times to get those participation points. This shows me that they are paying attention to what I am teaching and then it allows them to work on their critical thinking skills. This enhances student learning by allowing them to use their critical thinking skills and their social skills.

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.