PPAT® Assessment

Library of Examples – Physical Education

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. My chosen example of a classroom protocol comes from my elementary school P.E. classes. On the first day of school, I assigned each student a spot on the gym floor to call their own. It is understood that when my students come into class, they are to go to their spots and sit quietly. Once everyone is in their spots and quiet, we begin our stretching then I will explain our game for the day. If they are not quiet, I will wait until they are. Patiently waiting for signs of attentiveness aids my ability to facilitate the instructions for the day or the game we are about to play. This also impacts the learning environment in that they have to follow directions to be able to play their game and they have learned the quicker they are through the warm-up, the more time they have to play. My primary grade students have not played many of the games we play in P.E. prior to taking my class. By following the protocol in place of sitting quietly

in their assigned spots while I explain the rules of the game we are going to play, the students learn what we are going to play as well as establishes an understanding of the game that they will play throughout their P.E. education.

b. One agreement I have if we are remote learning is on my Zoom meetings. The agreement the students know is that no one can write anything inappropriate in chat, change their name, and/or background, or draw on the screen. I know I can manually disable this setting, but I choose to give them the choice. If someone breaks that agreement, I give them five seconds to change it back otherwise I put him/her in a waiting room. If this happens several times, I call home. It impacts the learning environment in a negative way if I have students trying to distract other students from my teaching. I do not disable their ability to do this in the program settings because I want my students to have a choice of whether they are going to do what is right or wrong. Only once has the student not upheld their end of the agreement, causing one class period of whole-group conditioning. Otherwise, with my agreement, I have had no issues. If we are in the school building, one norm that I have my students follow is that they leave their cell phones in their backpacks, which are then left in the locker room during my weights and P.E. classes. The only time I allow them to have their phone is if they want to play approved music on the classroom speakers while they are lifting. This has impacted the learning environment especially in weights class in the sense that I kept noticing students skipping sets in the weight room to respond to a Snapchat notification or students wanting to take a day off and just play on their phones.

c. One norm and agreement that my freshman Health class and I have created is that during our open discussions about what we just read in our textbooks, they can share anything they feel comfortable with and I will always give them my perspective on the unit/chapter topic through my life experiences. By making the health topic relatable to the students, it is a great way to get whole group participation but also to make it "stick" so that it enhances student learning. If we only read from the textbook and then had quizzes and exams, the students would not retain the material very well. There are moments when I am reading aloud and randomly ask a student what I just read to find out they are not sure. That is one reason I started having open discussions about personal stories. By opening up myself, all six of my students feel more comfortable discussing their life experiences as well. We also have an agreement that what is said in the classroom, stays in the classroom. As a result, we have built high levels of trust which aid in overall student learning.

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. For physical education one important protocol would be locker room rules and procedures. Having set rules and procedures for the lcoker room creates an environment for appropriate conduct where everyone can feel safe and comfortable.

b. For physical education an overwhelming majority ofthe time phones will not be required or allowed in class so students are expected to leave them in their backpacks where they will not have acess to them during classtime. Phones are only allowed when indicated in certain specific situations. This eliminates the distraction of phones.

c. Often times teachers and students will create a list of classroom rules that students will agree to adhere to. This collaborative effort helps the class create rules that the teacher and students beleiveto be fair and appropriate for the class.

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.