

PPAT[®] Assessment

Library of Examples – Special 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. One classroom agreement being used is "I will use a working voice, not whispering and not yelling". This agreement helps students to interact with one another and with teachers appropriately. When students follow this agreement, it helps create an environment of respect and understanding in the classroom. Some students in the classroom struggle with speaking loud enough for the teacher or other students to hear them; this agreement helps us to teach these students how to communicate properly with those around them. On the opposite hand, this agreement also helps to teach students who often yell that they should be speaking at a lower volume when in the classroom. This agreement impacts the overall learning environment by helping everyone to respect one another and speak appropriately. It promotes and enhances student learning by ensuring that

everyone is trying to communicate in both an age-appropriate and classroom-appropriate way.

- b. When using the computer, students can only visit websites that have been approved by the teacher. A list of these websites hangs right next to the monitor for students to reference. If they wish to visit any other website, they must first ask permission from the teacher. This protocol ensures that students are staying on safe websites that will not distract from the learning environment, especially if there are other students working nearby. It helps the classroom to be a safe environment for anyone who enters. The approved websites are all appropriate for students and their academic needs and developmental levels. When students understand and follow this agreement/protocol, it creates an overall sense of respect and safety in the classroom between students and teachers. This is especially important in the special education setting because the students are learning crucial life skills such as communication. Students must make requests to the teacher in order to first use the computer and then if they want to access a different website that isn't on the list already. This helps them to practice their communication skills as well as learning to respect the teacher and their classroom rules.
- c. Students in our classroom can earn up to five tickets after each class hour dependent upon their behavior. The students know what they need to accomplish during the hour in order to receive these tickets. They are expected to follow directions, be responsible for their own materials, stay focused, and have a good attitude. Students might earn less than five tickets if they are non-compliant, have a bad attitude, or engage in other problem behaviors. The number of tickets they earn during a given class period is decided by the teacher or aid they were working with during that time. Tickets can be used later during free time for things such as a snack, game, coloring, etc. One agreement that me and my students could create together could be in conjunction with this pre-existing ticket program that we have. In order for the tickets to be even more encouraging for students, we could put into place another incentive where they will earn a small prize or treat at the end of the day if they reached five tickets every single hour. This would require students to be on their best behavior and working hard for the entire day. This would enhance student learning because the students would hopefully be trying hard to stay on task for the entirety of the day. If they knew that they could earn something at the end of the day for working hard, they would likely be more willing to stay focused and engaged through each of their class periods. In return, on the teacher's end, the more our students are engaged, the more they will be learning. This agreement will impact the learning environment by ensuring that students are coming into contact with positive reinforcement even more frequently, which will always lead to more positive behavior.

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. An example of a classroom norm is the classroom expectation that students will listen to teachers. This impacts the learning environment because if the students understand the expectation that they will listen to teachers and follow directions, then directions won't need to be repeated and there can be more time for instruction. It also enhances student learning because if the students listen to the teachers, then hopefully they will understand what is being asked of them.
- b. An example of a technology norm is the expectation that students will not touch the teachers computer. This norm impacts the learning environment because if the students understand that they should not be touching the teacher's computer then disruptions in regards to messing with the computer are less likely to occur throughout the day and students can focus on their work. I also understand that this is a rather specific occurrence that does not occur very often, so this is something that does not have a huge impact on the learning in the classroom.
- c. A protocol that me and my students could create together is the agreement that students be respectful to other students in the classroom. This could include different expectations such as keeping their hands and feet to themselves, using a nice voice, sharing, etc. This protocol would enhance student learning because if the students are following the agreement, then the students will be able to focus on their work while also being kind and respectful to each other. This is because there will be less redirecting from the teacher if students are hitting or kicking one another, and more time can be spent on the task at hand.

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.

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