

PPAT® Assessment

Library of Examples – Task 1 – Early Childhood Education

Example Task 1, Step 2, Textbox 1.2.4

Below are two examples of written responses to Textbox 1.2.4 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

Step 2: Resources and Procedures Textbox 1.2.4: Rules and Procedures Met/Exceeded Standards Level

- a. When students are called to carpet they always follow the same procedure unless instructed otherwise. Students know to clear their desk, stand quietly, push in their chair, go to their assigned seat, and sit crisscross with their hands in their lap facing the white board. This procedure eliminates students racing to their carpet to sit in a preferred spot or trying to sit by their friend. The assigned seating cuts down on distractions and provides an atmosphere optimal for learning. Students are often dismissed from carpet by handing them their activity sheet, and since their desks are cleared off they are ready to work once they reach their seat without any further preparation.
- b. A technology procedure in place in the classroom is that two students have been made experts on the computers. This procedure impacts the learning environment greatly. Students usually use the computers during center time, which is also the time the teacher does Guided Reading Groups. Since students are able to go the computer experts if there is a question, it cuts down on interruptions while the teacher is helping other students.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is clear?

Step 2: Resources and Procedures

Textbox 1.2.4: Rules and Procedures

Did not Meet/Partially Met Standards Level

a. One classroom rule is to keep the noise level down in the classroom. If the class is not following this rule and the room gets too loud, the class adds a minute to their time owed to the teacher. This time is made up by staying in for recess for the required amount of time.

b. One technology procedure is that the children can go next door and get a laptop when given permission. They are able to log on to the computer and open the correct program by themselves. This enhances their learning as they are able to begin the activity on their own without having to wait for the teacher. This also impacts the learning environment as children feel capable of doing things on their own.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is limited?

Suggestions for Use

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.