

PPAT® Assessment

Library of Examples – Task 1 – Math

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. A procedure we've recently adopted in our classroom is to rearrange the students from sitting in rows to sitting more in a 'U' shape. While this may not seem like a large change, it has changed the way that the teacher can interact with the students, the way the students can interact with each other, and generally the flow of the lessons. The 'U' shape that my mentor and I have created allows for whole-class discussion; the students on the sides of the 'U' can turn their desks inward and then the whole class is facing each other. This kind of discussion is good for days in which we allow the students to work on problems on their own. We also feel that taking the students out of rows makes the classroom feel less traditional and more open for the students, potentially making them feel more comfortable answering questions. Lastly, this new formation allows for the teacher to get to each student more easily, making formative assessment and giving students one-on-one help much more manageable. This 'U' formation, while essentially a small change, has changed the dynamic of the classroom and thus has both facilitated instruction and impacted the learning environment in a positive way.

B. In our classroom, students are strongly encouraged to use a . . . graphing calculator. While most of their calculator needs could be met using a scientific calculator, there are topics covered in our class that can be greatly enhanced by using a graphing calculator. One procedure we use in the classroom to enhance student learning is making sure that calculators are not only used frequently but also used correctly. It is important to take time to ensure students are entering information into their calculator correctly in order to obtain the correct answer. Because of this, we take extra time in the class to allow for students to practice putting things into their graphing calculator. We feel that without this practice, students may be doing the written part of the math correctly but could end up getting the wrong answer due to incorrect calculator use. We also understand that there will be students in our classroom who do not have a graphing calculator and use a scientific calculator instead. For these students, we also allow for practice, but give them different instructions when entering things into the calculator. Understanding the tools used in the classroom is a key part of learning, and thus this calculator use and practice enhances the learning of our 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

One of the procedures in the classroom is at the very beginning of every lesson. Each class knows that the questions they have from the previous homework goes up on the board. Each student is supposed to write the numbers of their questions on the board; however, most of the time there is one student writing the number of each question. This procedure helps facilitate direction because the students know that this is what they are supposed to do to get their brains into math mode. We start every lesson of every class this way, and it helps the students focus a little more on the lesson that is being taught that day. This procedure helps the learning environment because it shows that the students can ask me questions, and it shows that I want the students to learn. Some teachers don’t let the students ask questions at the beginning of class, and it can be tough for students to come in at other times to ask questions.

One of the technology rules in the school is to not have their cell phones out during classes. The rule is supposed to help the students focus on their lessons. A lot of students that I work with are usually pretty good about not having their phones out. I like the rule of not even having cell phones in the building because then students are forced to really interact with other students, and pay attention to the lesson. Some teachers use cell phones as a great way to interact with them. One teacher used cell phones for an activity that involved polls. I believe the students did pretty well with following her rules about it. In general, the students are great with following rules and procedures that are given to them. The students in my class know not to ever have out their phones unless it is a work day. When it is a work day, students are allowed to listen to music as long as they stay on topic

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

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- 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 unclear?

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.