

PPAT® Assessment

Library of Examples – Task 1 – Special 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. The students are expected to listen when the teacher is talking. It is very easy for students to not hear directions or miss an important concept when they are chatting with their friends during class time. Of course there is a time and a place for students to converse with their neighbors during class time, but this should be teacher directed. Classroom discussion is a very important aspect of learning, but the teacher needs to set clear expectations before the students begin talking. It is imperative for teachers to enforce the rules, so that the students do not test the limits. Students are learning a lot about respect when they don't talk when other people are talking, especially the teacher. This rule enhances student learning, because students are more likely to hear and understand the curriculum when they are attentive and alert.
- b. The entire school has many rules when it comes to technology, and these rules trickle into the classroom. The students are not allowed to have cell phones in the classroom. This rule is set in place, so that students aren't tempted to be on their phones during classroom instruction and so that students aren't tempted to cheat while they take assessments. I think this is a great rule, because cell phones are a huge distraction in the classroom when this rule isn't enforced. I understand that technology can be a helpful tool in the classroom, but when students are given the freedom to use cell phones for whatever they want, technology would take over the learning environment.

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. classroom rule: shoes must stay on in the classroom. It is a school rule and shoes must stay on. No choice.
- b. Technology rule: Do not throw computer or tablet.

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 minimal?

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.