

PPAT® Assessment

Library of Examples – Early Childhood

Task 4, Step 2, Textbox 4.2.3: Classroom Management

Below are two examples of written responses to Textbox 4.2.3 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 Prompts for Task 4, Textbox 4.2.3

- a. What classroom-management strategies did you use during the lesson? Cite examples of the strategies from the video.
- b. In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis.

Example 1: Met/Exceeded Standards Level

- a. During the whole group lesson, I minimized the transitions by having all of the materials nearby. The dry erase board that I used to answer the question was placed in the same area as the board so that when I needed to refer to the hundreds chart and number line or when I put the dots in the tens frame, the students simply had to turn their heads and bodies rather than move to a new space. I also minimized the whole group lesson to less than 7 minutes. Students in kindergarten struggle with sitting in one space for direct instruction for a long period of time and learn best when they are actively engaged. I asked questions and asked the students to perform small tasks like go to the board to count the answers to engage them in the lesson. This also gave the students an opportunity to move around. Also, I was clear in the whole group lesson by if I wanted a choral response (the students answer altogether) or individual response by saying things like "Can someone come up and count how many friends answered that they like chocolate?" Using the word someone identified that I was looking for one person to answer and the students raised their hands to get picked. When I said "Let's all read the question", the word "let's" identified that I wanted the whole class to read and they all did. In the 6:57 mark, I am sitting at a table with a small group of 4 to work on the worksheet. The first classroom-management strategy that I use is handing out the paper and pencils first myself and giving a one-step direction of "Write your name on the line at

the top of the page." Next, I asked the students to put their pencils down and instructed them to grab two handfuls of cubes. By keeping the instructions one-step and clear, the students were able to correctly follow the directions and eliminated the need to redirect anyone. Students perform better when they know exactly what they are asked to do. Another classroom management strategy I used was placing the materials for all of the centers out before the whole group lesson. This made the transition from whole group to small group much smoother. Since I decided to work with a small group solely, I set up other math stations that the other students were familiar with. This eliminated the need for students to ask me questions while I was teaching and they were able to work independently.

- b. The strategies I used helped engage the students by providing them with a structured and organized environment to work in. I did this from throughout the video by being in clear in what I asked of the students, restating questions and answers for clarification and minimizing the stress by limiting the amount of transitions. The students felt comfortable to express their ideas during the whole group lesson which is clear when I gave a student more time to answer a question in the 4:20 mark. Instead of immediately raising their hand or calling out when the student did not immediately answer the question, the rest of the class respected him and waited. I also fostered a positive learning environment by saying the students' names when I called on them, eye contact and giving them my undivided attention when they participated. By using these strategies, the students were actively engaged and participated in the whole group discussion.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.3 and ask yourself:

- What classroom management strategies in the video are cited by the candidate as evidence that they engaged students and promoted a positive learning environment?
- Why is the analysis informed?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I used several callbacks and attention-getting strategies, such as "1,2,3, eyes on me" at 12:22, to help the students focus. I also moved around the room to make sure that all students were engaged and heard, seen in 12:56 and throughout.
- b. These strategies created a respectful environment where each student was heard and understood, regardless of the "correctness" of their answer or level of understanding. For example, at 7:30 in the video, a student provided a transition word that was not quite correct in the situation. However, instead of saying she was incorrect and moving on, I gave her an example of a time when her word could be used.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.3 and ask yourself:

- What classroom management strategies in the video are cited by the candidate as evidence that they engaged students and promoted a positive learning environment?
- Why is the analysis trivial?

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 appropriate artifacts for this textbox.

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