

PPAT® Assessment

Library of Examples – Elementary Education

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. The first classroom management strategy that I used was different techniques to get the kids focused after a turn and talk or if they got off task during whole group. This can first be seen at 00:03 at the very start when I got the students attention to begin the lesson I said Class Class and the students responded with Yes Yes. This was a way to make sure everyone was ready to begin the lesson with no side conversations happening. In addition I used another technique similar to this at 1:56 by saying "Hands on your head" and the student put their hands on their head and stop their conversation. Both of these strategies assist with classroom management by getting the students back on track and refocusing to the content. In addition I used redirection during the lesson. There was a student that was not fully engaged and ready so I said to the student "Student another Student is waiting for you so she can share", at 3:44 and I also tell the student sharing to not speak until everyone in the classroom is ready. This redirection strategy lets the students know during whole group that there is a student that is doing what she is suppose to be doing and she is waiting for everyone else in the classroom to share. In addition I did have the students groupings on the Smartboard for which table they were assigned to move to when we went to small group and as a class we went over the expectations of moving to our small group tables such as walking around the classroom like a clock to get to your table and the expectation of what is expected during small group time, though this portion

was not in the video. These strategies keep the students engaged because the redirection back to the front of the class during whole group such as Class Class or Hands on your Head allows the students to end their conversations from turn and talks or any other conversation that they may have been having and refocus to continue the lesson. At 1:56 in the video the students were in the middle of conversation about the asked question but when I said hands on your head part of the class ended their conversation and responded with yes yes, but on the second attempt everyone ended their conversation, responded and was ready to share with the class.

- b. These types of classroom management strategies create a positive classroom environment because when the students are able to stay focused during the lesson the students are able to stay engaged which will ultimately promote learning. The students were engaged and focused throughout the entire lesson starting from the 00:03 when I got the students attention. In addition the classroom management strategy of having the groups for small group already and while me putting the students in their groups was not included in the video starting at 5:01 displays my small group ready and focused to begin with the reading of the fable, there was no chaos in the transition. In addition at 10:01 was the other groups working on task during the activity. Having the groups predetermined let the environment of the classroom become structured because all students knew what table they were suppose to be at and the expectation of what they were suppose to be doing.

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. At 5:43 I tell the students to raise their hand and tell me why some animals migrate seasonally. By doing this, I am using classroom management skills to tell the students how they should answer the question. Before I say this, you can hear a couple students call out, but after stating that, the students raise their hands. At 3:30 I put my finger up to my lips telling students to be quiet when entering the room and to join us at the carpet. By doing this classroom management strategy the two students know come in and join the rest of the class and to try not to disturb everyone else.
- b. These classroom management strategies engage and promotes a positive learning environment because this way all the students know the expectations of what I want them to be doing and it made them focus on the task at hand. While watching the video, at 4:07 the students are engaged and there are no disruptions from voices or noises. Also, when I pass out the paper and the student go back to their seats and get started right away. There are no distractions at this time either. This can be seen at 12:34.

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.

Copyright © 2018 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.