PPAT® Assessment

Library of Examples – Science

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 lesson I utilized proximity, a timer, modelled and established expectations prior to starting different activities, and also used different color paper to help students figure out who they could partner with during the three rounds of discussion. From the 5:40 to 10:00 minute mark I walked around the room and used proximity to redirect students nonverbally and make sure they were still on task. At minute 5:05 I begin to explain how much time they are going to have to read their article and fill out their graphic organizer and then I set the timer for twelve minutes. I utilized the timer for the block party discussion as well later in the lesson. In addition to letting students know the time I also explained that these next twelve minutes were going to be silent reading time and that there is to be no talking. I also set up my expectations to raise their hands instead of blurting out answers when I asked whole-class questions at minute 00:38. Before students started the block party protocol at minute 13:05 I explain and model a brief example of a conversation and how they will go about recording their discussion on the back of their graphic organizer. And finally in order to bring structure and order to the three discussion rounds I had assigned each article a color and placed the color of paper that matched at the different tables where the students that were reading that specific article would sit. This can be seen at minute 13:48. This made it so that the students

could quickly identify who read a different article and also allowed me to quickly scan and make sure students had found a partner that read a different article then them.

b. The strategies listed all worked to keep students engaged with the lesson and promote a positive learning environment by providing students with the structure and order needed to engage in both whole-class and small-group discussions as well as silent reading time. By setting my expectations up prior to an activity this provides the students with task clarity and helps to foster positive attitudes and perceptions about learning (Marzano, 1992). For example, at minute 00:10 a student had raised their hand to answer a question but another student blurted the answer out before I could call on her. In order to ensure that the classroom was a positive space where all students could have the opportunity to answer questions I prompted students to raise their hand to answer at minute 00:36. From 00:36 to 3:04, no students blurted out answers and I was able to hear responses from four different students during that time.

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. The classroom management strategy that I Incorporated for this class is what I have done for all of my classes. At the beginning of the semester I set the standard for Behavior by telling the students that if they wish to be treated like adults, they were going to have to act like adults. Students were not allowed to horseplay, be rude to their fellow student, be irresponsible with projects and tools, to remain silent while the teacher is speaking but to be vocal during all forms of group discussion. Students every now and then need to be reminded of the standard that is in place by either verbal or non-verbal warnings from the teacher. Students understand that not following the rules of the classroom will result in a verbal warning, a phone call to the parents, and to the dean of students.

b. Because students need to listen to each other, be polite to one another, and engage with their fellow student it creates a positive learning environment for all of the individuals in the classroom. Students do not like to be shot down, or made fun of by their peers but establishing rules and Baseline that frown upon this Behavior promotes student acceptance. That is how I have tried to build a long and nurturing classroom environment for all of my students. I tried to be both fair and equal to and also just with the punishment for misbehaving in class to all students and not just a select few.

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.