PPAT® Assessment

Library of Examples – Nontraditional Video

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

Content Area- Mathematics
9ᵗʰ Grade Geometry

a. Classroom-management skills using a distance learning platform look slightly different than in a traditional classroom setting. Before starting the lesson, the students and I talked about expectations during the lesson. The classroom management strategies used during the lesson were ensuring the students' microphones were turned off, that everyone who had access to their video had their video turned on, and the use of breakout rooms. The classroom management strategy of having their microphones muted was reminded of the students who wished to answer a question that they had permission to unmute themselves, which was seen at 00:24 in the video. When using zoom, it can be overwhelming to determine which person is talking if everyone's microphone is on and picking up background noises which is why the strategies are in place for students to have less distractions during the lesson. Using breakout rooms was another classroom management strategy used during the lesson, and can be visible in the video during 10:00-15:00. As the zoom host, I was able to go from group to group easily to ensure the students were staying on task, working together, as well as quickly being able to determine if students had questions.

b. The use of muting the student's microphones was useful throughout the entire lesson due to it minimizing unnecessary noises. This created a positive learning environment so that students were able to focus more easily. The students do extremely well at working in groups, the peer-peer learning helps the students to engage in learning by being able to discuss. There were conversations between the students which gave evidence of promotion of a positive learning environment through the peer engagement. The peer-peer learning was positive, as seen at 14:22-15:00, due to the engaging conversations the students were having between each other. Each student had a few different ideas, and as I monitored their group and asked them all probing questions they were able to combine their thoughts and ideas and collaborate.

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

Content Area- 8th grade ELA classroom
Understanding the social and political climate during the 1960s

a. During my lesson I used classroom management strategies such as including a brain break time for students (4:33), a reminder of what materials are needed for the day (:19) and structured my virtual lesson similar to the normal classroom structure we would have had if we were physically at school. If this was a face to face lesson, I would continue to incorporate the above strategies, but I would also use the SLANT strategy. SLANT, or sit up, lean in, ask and answer questions, nod your head, and track the speaker, is a reminder for my students of what my expectations are for them. When I say the word SLANT, the students know they should immediately become ready to transition or refocus by following the steps of the acronym.

b. The classroom management strategies that I chose engaged students and promoted a positive learning environment by giving students time to move around during the lesson (4:33) and by creating a sense of normality for students amidst a stressful pandemic. This is crucial to students being able to move forward in learning. If the students are given a sense of normalcy or added structure to virtual studies, they are more likely to feel comfortable in a new learning environment. My students are used to coming into class and getting their materials ready. I gave them this opportunity (:19) at the beginning of my virtual lesson.

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.