Example Task 4, Step 2, Textbox 4.2.3

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 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: Implementing the Plan
Textbox 4.2.3: Classroom Management
Met/Exceeded Standards Level

A. During this lesson, I utilized individual student and whole-class redirection, and school incentives and positive reinforcement as my main forms of classroom management. To begin the lesson, I clearly stated the goals and objectives for my students, including my expectations of a cooperative classroom environment. Students discussed what it means to work “cooperatively” at the 3:30 minute mark in the video and I reminded them of my expectations around speaking in turn and listening to fellow classmates. I also often use wait time in the classroom as a way to get classroom attention without having to raise my voice or name individual students.

I used individual and whole-class redirection during this class period. While sometimes highly engaged, several students in this class often have a hard time focusing for long periods of time. In these cases, I called on several students to redirect their specific behavior, asking them to stay focused and participate. This lesson also required me to stop and remind the entire class of our agreement to work cooperatively at the start of the lesson, for example at the 9:38 and 13:10 minute marks in the video. These reminders helped students re-focus and get prepared for quietly listening to their peers as well as to the music selections that I had chosen.

Finally, I used school-wide incentives and positive reinforcement as classroom management strategies. At my school, the school administration has set up an incentive system called “Cobra Cash” that many students find appealing. This system simply rewards students with “Cobra Cash” that can then be used at a small school store. I rewarded students with Cobra Cash throughout the lesson. One specific example to note from the video is at the 7:40 minute mark after a student had contributed a particularly insightful comment to discussion. This system is a quiet and unobtrusive way to give positive reinforcement, and one that other students in the room will notice which helps with whole-class dynamics.

B. The strategies listed above promoted student learning by creating a positive, yet structured classroom environment while also challenging students to work towards high standards. By setting up classroom expectations and ground rules at the beginning of the lesson as well as utilizing positive reinforcement and
purposeful redirection, students were able to stay engaged in the lesson while also feeling a sense of responsibility for their learning in the cooperative classroom environment. Students were engaged in discussion at the beginning of the video, from approximately the 1:00 minute to the 4:00 minute mark. Throughout the video, I dignified student responses and also gave positive reinforcement for participation, for example at the 11:40 minute mark.

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?

**Step 2: Implementing the Plan**
**Textbox 4.2.3: Classroom Management**
**Did not Meet/Partially Met Standards Level**

A. I made sure that my lesson was well planned out and came to class prepared so that there would be minimum distractions in the class period.

B. Through preparation, I was able to have smooth transitions in the 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 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.