PPAT® Assessment

Library of Examples – English Language Arts
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 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 our school, the school administration has set up a 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?

Example 2: Did Not Meet/Partially Met Standards Level

a. As I did my lesson I listened to the answers the students were giving me. I allowed this to drive my lesson in the direction it needed to go. I figured out what the students knew and what they needed more information on. For example they know what could be characters so instead of wasting time going into this I moved on to talk about character traits and what they encompassed. We talked about how the traits were more than just physical looks, but we needed personality traits as well.

b. During the lesson I would tell them that their answers were good and encourage them to keep going and expand on their answers. As they were giving examples of what characters could be I praised them. After the lesson during the writing conferences I made sure to tell them what was positive and good with their story and what needed work and tweaking. This way the students knew that there were definitely parts of their story that was good, but there was also parts that needed work. c. For verbal communication I told them what needed to be done and what was good. For nonverbal there was a few times when students were doing more chit chatting then working so I gave them a look to let them know that they need to get to work. This was enough for them to know that they needed to do more working and less talking.

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.