PPAT® Assessment

Library of Examples – Math

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. I used eye contact, proximity, and engaging instruction as my classroom management strategies during the lesson. Throughout the video, I make eye contact with students after posing a question to show students I expect some sort of response for the posed question. This can be seen at the 9:44 minute mark when I ask a question and then look around the room, not at a specific student, to probe student response. Additionally, eye contact was used to redirect a student's attention. This can be seen at the 10:08 minute mark when the student in the grey hoodie begins to look behind him as if he wanted to talk to another student. After he does so, I make direct eye contact with him to show him that I noted his behavior and that I do not approve of it. I have used proximity in previous lessons to redirect student behavior in a respectful way. Although proximity was not apparently required during this lesson, there were times in which I began to move in a student's direction to redirect behavior. This particular student was noted laughing with another student while I was talking. At the moment I began to move in the student's direction, the student immediately changed his behavior. This can be seen at the 11:17 minute mark when I move towards the window; although the student was not in plain view of the camera. Engaging instruction has been the most useful classroom management technique I have used. Engaging instruction does not give students ample time to misbehave or get off task. Throughout the video, I keep an ongoing dialogue with

my students and move instruction along quickly while also addressing any misconceptions along the way. An example of this can be seen at the 7:26 minute mark as I ask students to get out their guided notes. To save time, I had already passed out the guided notes so most of the students already had their guided notes out on their desk; however, some had put them away to make room for their notebook. Instead of being silent while students go out their notes, opening up room for student-to-student conversation, I began to explain to students the purpose of the notes and then quickly moved along to completing the notes with the students so they would be less likely to become distracted or off task.

b. The strategies listed above engaged students and promoted a positive learning environment, while also set standards and expectations for students to achieve. By utilizing eye contact, proximity, and engaging instruction, students had a distraction-free environment that promoted respect and student learning. Students were engaged in an open but focused classroom discussion from the 0:00 to 2:50 minute mark. Throughout the video I also used eye contact to probe student response. This can be seen at the 11:04 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. During the lesson, the classroom management strategies that I utilized throughout the process of my video to ensure the maximal effort and learning experience for my students was monitoring student behavior and progress, proximity, and checking for understanding. As the students completed practice problems, I monitored their progress to ensure that they were on task and to see what steps they were taking to solve their problem. Proximity was used to monitor student behavior for when students were going off task. Utilizing proximity allowed for me to continue with my lesson with the remainder of the class, while correcting the behavior that was inappropriate. Finally, checking for understanding is used to clarify with the students that they can reiterate the information at hand in their own way and complete other tasks of the same concept while trying to eliminate prompting.

b. The strategies promoted a positive learning environment, along with encouraging student learning by allowing the students to have a judgement free zone to practice their math computational skills to master the skill at hand. For example, during my video, my students feel comfortable to ask questions if they do not understand the material that is being presented to them. Checking for understanding was a key component, clarifying that all information is clearly presented and understood, providing that there may be multiple students with the same problem.

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.