

## PPAT® Assessment

### Library of Examples – Social 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 employed a number of classroom-management strategies to facilitate student learning and keep the focus on the learning activities and experiences relevant to the materials being discussed. These strategies included changing of tone, redirection, nonverbal communication, attention-getters, clearly stated expectations, immediate responses to inappropriate behavior, and praise for appropriate behavior. Using different tones of voice help to set the mood for the classroom and were put to use to convey to my students how I felt about their behavior (warm tone for positive behavior and a firm/stern voice when addressing off-task behaviors). Whole-class redirection was coupled with the use of attention-getters such as my use of the 3-2-1 countdown (seen at 12:30 and 13:40) to focus student attention on myself and my instruction which could then be used to guide students towards the desired goals and behaviors. Nonverbal communication in the form of eye-contact and facial expressions (seen at 12:35 and 13:30) was another form of classroom management that expresses disapproval of student behavior without having to stray away from or interrupt instruction. This strategy can be used without breaking away from directions or direct instruction. I also used the strategy of clearly stating expectations to my students. By clearly defining expectations, directions, and the actions/behaviors I wish to see, students had less confusion about the task at hand and this proved to keep more individuals engaged. Inappropriate behavior was also

addressed in an immediate manner whether it was through nonverbal communication or individual redirection in order to reduce the number of behavioral challenges and to convey the idea of zero tolerance to keep students accountable for their own actions. To avoid engaging in only negative or punitive interactions with the students I also employed the strategy of using praise to reward and address positive behaviors which in turn provides fellow classmates a model or exemplar to model and a behavior to emulate.

- b. The use of these effective classroom management strategies served to create a classroom environment conducive to learning, friendly to student interactions and collaboration, yet also structured in its design and expectations for students to take charge of their own learning and responsibility for their actions as they work to achieve learning goals and standards set forth in the curriculum. Clearly stated expectations kept students focused on the desired outcomes of the lesson while reinforcement in a positive sense (praise and welcoming tone) and also negatively (redirection, stern body language, direct communication) worked to address the positive role models in the classroom as well as the behavioral challenges that presented themselves. Numerous counts of student engagement and participation can be seen during the course of the video with very active roles in learning being assumed by the overwhelming majority of students in the classroom. At 4:00 and 6:45 examples of student participation in class discussion can be seen in responses to my questioning techniques. From 9:30-10:00 student engagement in the class trading activity is also evident with students moving about the room and interacting with their peers to collaboratively problem-solve.

**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 I moved around the room to ensure that students were locked in and paying attention. There are several times in the video where I relocate while I am talking and stroll to the back of the room. With my geography class I typically never have any behavior problems. The main challenge I have found is getting them to participate and feel comfortable consistently talking in class. For this reason, I tried to question students all over the room so that all students were involved and engaged. This can be seen in the first few minutes of my video where I am asking students on both sides of the room about the countries of West and Central Africa.
- b. The strategies I exercised engaged students because I was able to switch up who I was hearing from at different times throughout the lesson. In the video it can be seen that I migrate around the room and try to communicate with students sitting in different areas. At one point I asked the boy in the front about where Sierra Leone is on the map. At another point I walk to the back of the room near my focus students who sit in the far right in the back of the room to ask them questions and make sure they are taking notes on their computers and not being distracted by the internet.

**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.

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