PPAT® Assessment

Library of Examples – Spanish
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 Prompt 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. Throughout the lesson, I used different classroom management strategies, the main one being to simply walk around and using proximity. I would change my position throughout the classroom often, whether it was to be by a certain group that was talking or to ensure that all remain focused on the activity. Some examples of this in the video was when I wandered amongst the students as they were participating in both of the activities (3:31). I was able to get partners back on track during the first activity (4:03) and was able to pair up partners during the second activity (7:10) that would not have completed the activity otherwise. Likewise, during the end of the period when students were presenting, I stood in the back of the class as a way to ensure that students weren't talking as their peers were presenting. (12:07) Another classroom management strategy I used was providing the guidance sheets. (:53) In previous lessons, I've discovered that if I don't provide guidance sheets, the students are more likely to ask their friends how to do the assignment, which leads to them talking instead of completing the activity.

b. These classroom management strategies helped to engage students during my lesson because, as I walked around and monitored their learning, it compelled them to stay on task and

complete the assignment. This, in turn, helped to promote a positive learning environment because I also attended to students when they had questions or needed some feedback.(9:10) When students made mistakes with the language, I never became upset or impatient; instead, I encouraged them to keep trying and helped them in the area they needed. (4:30). As cited before, a good example of this in the video is when two students were not participating in the first activity. (3:31) When I approached them, I helped to engage them and promote a positive learning environment for them by showing them how the activity was to be done and by helping the one student write down the numbers her partner was saying. Using guidance sheets helped engage and promote a positive learning environment because they gave the students some accountability in the assignments, seeing that I collect the papers at the end. This helps to manage my classroom behaviors and keep all students working towards the learning goals. Examples of this can be seen in the video when students are working on the activities (2:12; 2:49; 8:03) by using the guidance sheets, even when I am not in close proximity to them.

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. Most of my classroom management strategies have been taken care of by way of creating a rule set since first entering this classroom in August of 2017 and subsequently developing a healthy and positive classroom atmosphere. Apart from this, classroom management is much easier when the students find the activities engaging. The story narrated in the video is one which the students found interesting. This is itself a classroom management strategy, and a good one at that, as it preempts many other potential issues. Beyond this, however, at :26, a pair of students entered the classroom late just as I had begun the story activity. Rather than addressing the issue at that time, I opted to guide them to their seats and handle it later so as to not unduly interrupt the flow of the story which I'd just begun. I have found that there are some issues which are better addressed after an activity or after the class itself so as to better maintain the attention of the class as a whole.

b. Fortunately, this class is one with very few classroom management issues. Again, that the students found the lesson engaging was perhaps the best classroom management strategy, and additionally worked to foster a positive learning environment. In giving affirmation for correct answers to comprehension checks, I further promote a positive learning environment, especially as there are many students in this class with whom I share a mutual respect, and who want to do well and impress me with their Spanish ability. This is seen at 1:04, 2:04, 4:14, 5:40, 6:40, and throughout the video generally when students respond individually and chorally in answer to my comprehension checks.

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.