

## PPAT® Assessment

### Library of Examples – Business, Industrial, and/or Technology Education

#### 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

- What learning activities and student groupings will you use during the assessment?  
Provide a rationale for your choices.
- What materials, resources, and technology will you use to administer the assessment?  
Provide a rationale for your choices.

#### Example 1: Met/Exceeded Standards Level

a. I used several classroom management strategies to keep the students engaged. When class started I directed them to close their laptops to minimize distractions. This keeps their focus on my class and the task they were to be working on. At 14:38 I directed them again to close their laptops as I was getting ready to play a video on a career and I wanted their attention on the video. Another strategy I employed was keeping them busy the entire class period. I had enough information planned to cover the class period, plus extension activities to continue their learning if needed. This can be seen in my transitions from one discussion into the next at 3:27-3:55 and 6:29-6:54. I also use Proximity by standing and sitting near the students during discussions, encouraging them to participate, seen at 11:30. During a class share time of a career one student needed redirected, seen at 11:52. The context of this was the students researched two careers and entered job descriptions onto a shared online Doc so they could all access the information. One student was changing the text size while another was trying to read it. I used an immediate response to the behavior by promptly asking him to put the text back, which he did without issue.

b. The strategies discussed above promote a positive learning environment in several ways. In regards to Proximity I believe it engages the students by encouraging them to participate in discussion. I like sitting near them during discussion, such as at 7:50, because I feel that puts them at ease with me physically being closer to their level, thus promoting a positive learning environment. When I had to redirect one of the students by name at the 11:52 mark I made sure to do it in a calm tone. The students very rarely need redirected, and I wanted to make sure I didn't embarrass him and lead him to withdraw during future discussions. By directing them when to close their laptops, done at the very beginning of the class period and at the 14:38 mark, students were able to stay engaged in the task by eliminating possible distractions. I also utilized positive reinforcement throughout the lesson, such as at the 2:12 and 2:51 marks, responding to the students' responses by telling them "very good."

**Refer to the [Task 4 Rubric](#) for Textbox 4.2.3 and ask yourself:**

In the candidate's description of administering the assessment, where is there evidence of the following?

- The learning activities used during the administration of the assessment
- The rationale for the learning activities used
- The grouping of students during the administration of the assessment
- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response clear?

**Example 2: Did Not Meet/Partially Met Standards Level**

a. In this lesson I saw some students not participating so I stated that everyone should be on task and work because we were going to share each group's responses, 5:26. When I saw a student still not participating I said his name aloud and gave him a disappointed look to ensure I was using both a verbal and nonverbal cue, 5:30. I reinforced positive behavior from them by complimenting students when they started doing the correct actions which was very proactive. The students within this lesson weren't too rowdy for me but the redirected students helped me know students were talking about the lesson.

b. When I gave a verbal instruction to the class at 2:02 about work to develop a definition of critical and creative thinking. Keeping the students engaged in working on their pairs and watching the lesson promoted a positive learning environment. The classroom was free of disruptions from voices or noises other than the teachers. This gave students the ability to concentrate on their definitions.

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In the candidate's description of administering the assessment, where is there evidence of the following?

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- The rationale for the learning activities used
- The grouping of students during the administration of the assessment

- The rationale for the grouping of students
- The materials, resources, and technology used during the administration of the assessment
- The rationale for the materials, resources, and technology used

Why is the candidate's response limited?

### **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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