

PPAT® Assessment

Library of Examples – Family and Consumer 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 Prompt for Task 4, Textbox 4.2.3

- a. What learning activities and student groupings will you use during the assessment?
Provide a rationale for your choices.
- b. 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. At minute 3:04 in the video, I noticed that one student had clarified something that I said earlier in the lesson for the students. He had said that determining value depends on things like a major. Managing the class chat and responding to it in a timely manner is a virtual classroom management strategy that helps the students know that I am watching and attentive to what they are doing in the Zoom meeting. I continued to model this through the video (8:31) when students are confused on what they should be doing as I am talking. I paused my instruction immediately because if the students are not with me as I am teaching, then their comprehension will be low. When the students are working on their reading and response assignment (11:31 - 14:41), I am fielding private messages the students have sent to clarify instructions, answer questions. Another classroom management strategy I used was to assign students to reading their 529 savings plan sections to balance one another's strengths and abilities (10:52). I paired strong readers and struggling readers together, etc. through written skills, language skills, and application skills. Additionally, I made sure that the pairs were not built based on distracting relationships so the students could stay on task.

b. Classroom management is largely about having a presence of authority and control in the classroom with clear instructions. When I did not give instructions clearly enough the first time, then I was able to state them again so students can remain on task. For example, at minute 14:26, one student asks how to do an earlier assignment and they demonstrate their understanding by then completing the assignment and sending it to me before the end of the lesson. Additionally, the same student has already sent in their bullet points in response to their reading as I am typing them onto the page. This gives the student feedback that I am monitoring their actions and work. At minute 2:49 in the video, the students start replying with majors they want to view on the list. When I cannot find one of the suggestions, I simply moved to another student suggestion, and directed the lesson to match. I chose the major not only because it was on the list, but because I knew from previous conversation that the student wants to start a business. When I chose that major, I immediately noticed a change in the engagement of that student in the meeting. That demonstrated to me that the student engagement improved when I specifically noticed the comments and questions of the students.

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. A classroom management strategy that I feel is sometimes forgotten is modeling appropriate behavior. I chose this tactic because it is the most simple, effective tool to be used in a classroom. Especially in a classroom full of middle schoolers, I find mutual respect to be necessary when trying to control the whole class. So, that often comes with reminding students of behavior that is praised. There were a couple of times when I had to remind students to raise their hand to be called on instead of shouting out. Also, those who were shouting did not get called on. This tactic is used as a reminder that the student needs to show respect in order to have the ability to be acknowledged in class. Another classroom management tactic that I have developed throughout my student teaching experience has been creating a curriculum appropriate to the age level that it is being presented to. For example, I would not teach this same lesson on stressful situations to group of first graders. They would not be able to relate or comprehend this lesson the same way the middle school students were able to. Additionally, I could make this more difficult depending on the age group, but it is important to keep the students' developmental stage in mind so that students are engaged and understanding the topic being presented to them.

b. The strategies listed above are what I feel to be very tactful strategies to engage and promote positive learning. Many of the conversations we have in this lifeskills course can be

uncomfortable to students, so the classroom needs to be a safe space to share their opinions on topics. Through reminding students to be respectful to others is one way where I can facilitate positive interactions between groups of students. Also, throughout the video I share my own personal accounts of stressful situations. I believe this makes it so students see me as someone other than a lecturer and they are more willing to share some of the topics that can be uncomfortable, but helpful in group discussions.

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 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.