

PPAT® Assessment

Library of Examples – Agriculture

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. The different classroom-management strategies that I used during my lesson were having the students keep up with an established routine, moving around the classroom, and correcting unsafe behavior. The established routine that I am speaking of is a board on the wall in the right hand side of the frame at 7:36. This board is the student's time management board. As the students finish certain tasks they are expected to move their name on to the next section of the project. The time management board is important because it shows students the importance of staying of task and helps them with career readiness. The next classroom management strategy I mentioned was moving around the classroom. Examples of this was shown at 5:47, 6:08 and 6:28. Keeping an eye on students ensures that even students that are not outspoken get noticed and get help without having to speak up for help or being called out for doing something wrong. Rather, the student is noticed and corrected or assisted in a positive and encouraging way. The last classroom management strategy that was mentioned was correcting unsafe behavior. Students can get hurt in the shop if they are not behaving appropriately, wearing the right clothing or even using the tool incorrectly. An example of this kind of correction was at 8:51, more than one student was using the belt sander at one time and the students were told that only one person can have the belt sander at once to ensure safety. If multiple students are using

the belt sander at once someone could get hit by a piece of wood or get their hands too close to the rotating sand paper.

b. Strategies that engage students to promote positive learning are: having a safe learning environment, allowing for students to be able to ask for help when it is needed and being able to work efficiently. Students have a safe learning environment because I be sure to notice when safety precautions are not being followed like at 8:51 when the students were using the belt sander more than one person at a time. Students feel comfortable asking for help because they know I always do my best to help them and answer their questions without being negative. The time management board allows for students to work efficiently because they can easily see if they are falling behind or slacking off in time.

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 rational 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 major classroom management tool I developed in recent weeks is the phone box. Students are asked to place their phones at the beginning of class in the box to minimize a distraction that most students face today. This was implemented before the video. Students know that if they do not place their phone in the box, that it will be confiscated for the rest of the school day. This technique has been very beneficial with all of the class periods. Students are sometimes allowed to use their phones/computers if a lesson requires it.

b. I strive to make my classroom a positive learning environment. By reducing technology use beforehand, there was not a evident need for classroom management strategies to be implemented during this lesson. Students know to not talk while I am talking, keep side conversations to a minimum, and participate in the tasks that I ask them to. By minimizing distractions from cell phones, there is a positive learning environment because instructional time is solely focused on learning. In the video, there is no evidence of phone use. Students should follow classroom rules and as long as they follow Rule #1, which is respect themselves and others, there should be no problems in the classroom.

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.

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