

PPAT[®] Assessment

Library of Examples – Early Childhood

Task 1, Step 1, Textbox 1.1.3: Norms, Protocols, and Agreements

Below are two examples of written responses to Textbox 1.1.3 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 1, Textbox 1.1.3

- a. Describe one example of a classroom norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- b. Describe one example of a technology norm, protocol, or agreement. Explain how the norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment.
- c. Identify and describe one norm, protocol, or agreement that you and your students could create together. Explain how the norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning environment.

Example 1: Met/Exceeded Standards Level

- a. One example of a classroom agreement in my placement is the delegation of jobs to students. The job chart is visible within the classroom for easy reference, so students know who is responsible for what job. The classroom job chart is located by the word wall. The students can simply see their names on a popsicle stick placed in a pocket chart. The classroom jobs consist of pencil patrol, line leader, caboose, door holder, chair monitor, ready to help, and teacher's assistance. Students rotate through the jobs or are matched by tasks based on student ability. It is a fair and equitable system that gives every student the opportunity to participate. Classroom jobs enable students to feel important, help students learn responsibilities, promote positive behavior, and ensure that all students are contributing to the classroom community.

b. One example of a technology protocol is following the morning procedures. The morning procedures are visual step-by-step tasks displayed on the interactive whiteboard when the students arrive in the morning. The Interactive whiteboard technology provides students with a visual schedule and helps them organize their school day.

- Task 1: check folder and turn in notes from home
- Task 2: put folder in mailbox
- Task 3: put water away
- Task 4: lunch choice
- Task 5: sight word sign in
- Task 6: breakfast or outside
- Task 7: fine motor bins

At the beginning of the school year, kindergarten students tend to forget what tasks they need to complete or what order to complete them in. This technology tool keeps students focused while limiting confusion and the need to ask the teacher for help. The Interactive whiteboard enhances student learning by providing a visual and helps students complete each task independently.

c. One norm that I would create with my students is making a classroom expectations chart. The chart would focus on being respectful, being responsible, and being safe. We would create our chart as a whole group. I would hang it up in the classroom making it visible for the students to see. Some rules on our chart would include using kind words, do your best work, follow classroom procedure, and keep hands and feet to yourself. In classrooms with consistent behavior expectations students know and understand what's expected of them, which gives them confidence. Creating a chart will impact the learning environment by providing the students with a sense of safety and security in the classroom.

Refer to the [Task 1 Rubric for Textbox 1.1.3](#) and ask yourself:

In the candidate's response, where is there evidence of the following?

- Where does the candidate explain how the classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Where does the candidate explain how the technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Does the candidate identify and describe one norm, protocol, or agreement that could be created together with students?
- Where does the candidate explain how this norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning?

Example 2: Did Not Meet/Partially Met Standards Level

a. One example of a classroom norm would be listening when the teacher is talking. If a student is not listening to the teacher then the student is not learning. When the teacher is teaching, all ears and eyes should be on the teacher. Circle time is a time when the students listen to the teacher and participate in the discussions. Listening to the teacher

will enhance the students learning because if the student is actively listening, they are listening to understand not to respond.

- b. A technology protocol that the students have is once they receive an tablet they cannot sit next to their friends. While on the tablets students should take control of their own learning. Sitting next to a friend would impact their learning because they would talk and play instead of learning. Having the students away from someone who would be a distraction allows the students to concentrate and focus on their own work.
- c. One example of a classroom norm that the students and myself could create would be, be a good neighbor. Being a good neighbor means being kind to others. Being a good neighbor means to help but does not mean to give your neighbor the answers to their work. . When students are being good neighbors, other students do not mind answering questions. If students are having a hard time answering a question that was asked, after a few seconds the other students can be good neighbors and facilitate learning by learning to work cooperatively.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.3 and ask yourself:

In the candidate’s response, where is there evidence of the following?

- Where does the candidate explain how the classroom norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Where does the candidate explain how the technology norm, protocol, or agreement facilitates instruction, enhances student learning, and/or impacts the learning environment?
- Does the candidate identify and describe one norm, protocol, or agreement that could be created together with students?
- Where does the candidate explain how this created norm, protocol, or agreement would facilitate instruction, enhance student learning, and/or impact the learning?

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 an appropriate artifact for this textbox.