PPAT® **Assessment**

Library of Examples – Elementary Education

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. Interactive Read Alouds:

Interactive Read Alouds (IRAs) are read everyday. Each day students are held to high expectations for this instructional time. The idea of the Fountas and Pinell curriculum for the IRAS is to instill a joy for reading within the students. The expectations during this time help students anticipate consistency within the classroom. Without these rules, the focus of instructional time may be more about management than the book itself. Thus, defeating the purpose of the IRAs. Having high expectations allows the student to engage in this time so that they truly enjoy reading. The expectations are as follows: Actively listen, EEKK (Elbow, Elbow, Knee, Knee) sitting, Give and take, During turn and talk students should lean in and talk, No hitch-hiking, Make predictions, Make test to self

connections, Participate in the learning, and respect others. All of these expectations enhance the learning because the less time that is spent on behavioral issues, the more time the students can truly find a love for reading.

b. The Laptop Constitution:

The laptop constitution is a written document that the class created so that the students behave in a manner that allows students to be responsible for their laptop. The constitution lists articles or rules that all of the students came up with together. The collaboration and conversation led students to an understanding of their responsibilities while having their own personal laptop. Each student signed the constitution. The constitution articles are as follows: I will not disrespect my laptop, I will hold my laptop with both of my hands, I will charge my laptop while it is at home, I will follow directions and only do what I am asked to do on my laptop, I will use my earphones if the sound is on on my laptop. The idea of a constitution enhances student learning in the subject of social studies. The students communicate as if they are a part of a community and work together for the betterment of the community. The constitution is an active document so students have the opportunity to communicate amongst themselves. The Constitution can be structured and changed with amendments. The laptop constitution impacts the learning environment because students are working together, learning social sciences, and actively following laptop expectations.

c. The Golden Rule Agreement

In order for the bloom's taxonomy to be upheld within the classroom, students must understand that they are safe within the classroom environment. The model of bloom's taxonomy shows the hierarchy of goods; this models the objectives within the classroom to form good relationships. One way to create meaningful relationships is by forming a safe environment and bond with students and amongst the students. An agreement should be formed between the teacher and students so that everyone understands expectations and can grow in meaning relationships. One agreement that the class should have is an agreement called, "Treat others as you want to be treated." The agreement is at the beginning of the school year, students should have a meaningful conversation about the importance of being kind and respectful of one another. This tactic facilitates good communication and instruction between students and their teacher because all students learn differently, have different home lives, and have different talents and struggles. The more honest the teacher is about the differences within the classroom the better the atmosphere is conducive to learning. When students treat each other as they want to be treated, they recognize that they can be themselves thus begin participating and learning.

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 of our classroom procedures is our morning procedure. At 8:00am the students begin walking into class. From 8:00am until 8:20am (when announcements start), the students are to work silently on their morning work. Morning work could include a math problem, writing prompt, or doing catch-up work. During this time, if the students have to go to the restroom or fill up their water bottles, they do it at this time on their own. Whenever the bell rings and announcements start on the TV at 8:20, the students are to stop what they are doing and pay attention to the announcements. They are to rise for the pledges, and listen to the entire program for school news. This procedure helps mornings flow smoother. It makes it much easier especially when the students do not have to ask to fill their water bottles up or go to the bathroom. When they know their procedure and follow it, the day flows much better.

b. Whenever we use our class set of laptops, we have procedures from the second we open the storage cart door. The students are called up one by one to grab their computers. The students are to walk silently to the cart, grab the Laptop from the teacher with two hands, and then walk back to their desk. The students will then log into their account, and then the teacher will instruct them what the next steps are. The students' procedures with laptops include no water bottles on their desks, no drinking water at their desk, and no writing on or vandalizing the laptops. The students also use headphones and stylus' at times, so they have procedures and rules for when those are being used as well. Although it may sound like a lot of "do nots," these are common rules that these children will have to abide by for the rest of their schooling, if not the rest of their lives, so it helps to know these norms now.

c. One classroom norm the students and I could create together could be the procedures for when we have lunch inside the classroom (every other week due to COVID-19). The teacher could have the students brainstorm rules for eating in the classroom. Since the students want to enjoy a show, movie, or music during their lunch, that could be a good incentive for them to behave properly under their own rules.

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.