

PPAT[®] Assessment

Library of Examples – Mathematics

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. Like all schools across the country, this high school has been heavily impacted by the global pandemic of COVID-19. One district-enforced classroom protocol is that all students must be facing forward in class. This rule has heavily impacted the learning environment. Much of the curriculum that we use calls for small group discussions, so normally, we would make little table groups in the classroom where four or five students all face each other to collaborate on various assignments. With the district-enforced protocol, this arrangement is impossible, and group work is more difficult to orchestrate. With group work being such an essential part of the mathematical learning process, I have to be creative to follow the district rules and allow for collaborative thinking. I try to often have students work with their table partner, and often ask for examples of student thinking from the whole class. Since class sizes are very small right now (my biggest has

18 students), this tends to work well. It's definitely been an interesting experience trying to encourage collaboration while adhering to social distancing guidelines, but I feel that having students learn from each other is important enough that it's worth any effort.

- b. There are some students in one of the honors class who have been assigned to be online students while in quarantine for the next several weeks. In order to accommodate these students and avoid having them fall behind, a videoconferencing join code is sent out at the beginning of each class period. These students log on, and we share the screen of the computer with them. Specifically in these class periods, we do all board work on the interactive whiteboard (which then appears on the computer screen) so that these temporarily-online students can see everything that is being written. We also use microphones in these classes so that the students can hear. This technology norm has been really helpful as students continue to cycle in and out of quarantine. Students are able to actively participate in class, hear their fellow students' thinking, and contribute to group discussions via the videoconferencing chat feature. One adult in the room (there are at least three at any given time) will monitor the online students' discussion and share any particularly interesting thinking with the class. Because of this established norm, students know that even if they have to miss class for a day, they don't have to worry about falling behind in a fast-paced math class because they can fully participate in and learn from lessons taught in their absence.
- c. On my student interest inventory, I asked students to come up with one potential rule for the classroom. In their answers, several students expressed a desire for the classroom to be a safe space. Based on these answers, I could facilitate a conversation with students about what it means for our classroom to be a safe place. Together, we would consider things like how we address one another, how we respond to each other's ideas, and how we talk about ourselves and others. I would expect the norms that we establish to include the idea that we should speak politely to each other, not raise our voices, not make judgmental remarks about classmates/individuals, and to put an emphasis on the fact that all ideas and opinions are valid. Norms like these commonly-held beliefs would make the classroom into a space where students feel important and valued; hopefully, they would be more willing to share ideas, even if they're not certain that their ideas are 100% correct mathematically. Collaboration would be less daunting to students if they know that their peers will accept them and their ideas as valuable.

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 norm in my classroom is trying, even when you don't know what to do. The teacher frequently tells them to try, and then says she's happy with whatever the result is. This norm is reinforced by the homework being graded on completion, not correct answers. I have seen this enhance student learning because students work harder when they know they just need to try, and they learn as they try different things. It's also impacted the learning environment because students are likely to work than to remain confused or distracted, so the environment is more focused on mathematics. The learning environment is more inviting because they know that their effort is appreciated and valued in the classroom, regardless of correctness.
- b. One technology protocol that facilitates instruction is that all personal technology must not be used, even as a calculator. Devices should be turned off or be on silent. If a device is seen being used, it is taken until the end of the class period. This facilitates instruction because students are more focused on the instruction and are not distracted by their devices. Devices being turned off or on silent helps students remain focused while working because then they don't have notifications going off, interrupting their focus while working or listening to the teacher.
- c. A norm that could be created is students asking their neighbors for help instead of immediately asking the teacher for help. This would facilitate instruction because more students would be able to get individualized help. This makes my instruction more effective because some students could understand the material from my instruction, and they can then teach others. I would then have more time to help students who are struggling the most. Student learning would be enhanced for the student who shares because they learn more as they explain and for the student who receives the help because they get to hear the instruction in a different way from a peer that may make more sense to them. This would also help the learning environment become more collaborative as students see that they can and should help each other understand.

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.

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