

## PPAT<sup>®</sup> Assessment

### Library of Examples – Science

#### 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. A classroom protocol that is used almost every day is doing bell work, or brief graded work that is done before class starts and must be completed in the first few minutes of class. This protocol reinforces the content that the student will be engaged in if the bell work chosen is related to the material that will be covered in class. The bell work also helps students focus because students will now exactly what they need to do at the beginning of the class. So, it is important to do this every day. It will establish a routine. Also, students may feel a sense of responsibility for doing their bell work as soon as they enter the classroom, if it attached to their classwork grade.
- b. In the school I am observing, the cell phone policy is at the discretion of the teachers. In most cases, the classroom policy regarding the use of cell phones is that when class starts

there is no use of any mobile device, and any student who does not follow the procedure will have their phone confiscated by the teacher until the end of class. This utilizes both positive reinforcement and negative punishment, in that cell phones may be permitted before instruction begins or when instruction ends but can be taken away if the rule is not respected. This facilitates instruction by limiting distractions during class, and students are more focused on the lesson being presented. To help the students with this, I'd include an over the door shoe hanger and put a number on each pocket for each student. This will allow them to safely store their phone while taking it away from them to reduce any temptation to look at it.

- c. As a class, we can discuss what rules we can include in the classroom. One of the first rules that can be brought up is the idea of respecting others when someone is speaking. As an over branching rule, there are many ways to apply it. In a general sense, if students want to be respected by the instructor and peers, they should show respect. An example of applying this rule is by actively listening to the teacher when the teacher is speaking. This means being aware of one's body language and able to remember what was said. This same kind of respect would be given by the teacher to a student who is speaking and by the student's classmates. In addition, if the work gets completed and there is time remaining at the end of class, students may speak with other students as long as they to continue to show respect.

**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 is to bring a positive attitude and proper materials to class. This norm facilitates accountability under the expectation that students come to class prepared and ready/willing to learn. Positive attitudes in the classroom enhance student learning and impact the learning environment because students are open to learning new concepts. Having all of the required materials for class cuts down on time wasted gathering essential resources. This norm impacts the learning environment by setting the expectation that positive attitudes and preparedness allow for a productive learning environment.
- b. One example of a technology protocol is the expectation that students do not disrupt others with technology, such as cell phones or computer games on laptops, in any way. Students are required to keep cell phones off and out of sight during class time and are

required to use their laptops for school work. Students are able to participate and learn without disruptions.

- c. One protocol or agreement that myself and the students could create together would be a late-work policy. Creating this agreement together would allow for ease of facilitation of instruction, enhance student learning, and impact the learning environment by requiring students to hold themselves accountable for getting their late assignments turned in. Student involvement in creating the late work agreement allows for a supportive and flexible learning environment and allows for student accountability.

**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.