

PPAT® Assessment**Library of Examples – Task 1 – Music****Example Task 1, Step 1, Textbox 1.1.1**

Below are two examples of written responses to Textbox 1.1.1 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 candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their 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.

Step 1: Planning the Assessment**Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction
Met/Exceeded Standards Level**

The community factor that I have chosen is the fact that my school is located in a rural area outside of a metropolitan area. The students have a lack of cultural exposure. Therefore, I think I could use modeling as an instructional strategy to successfully capture the interest and participation of the students to try a new cultural activity. For example, I could teach the children a dance that is from a certain region. The Kentucky standards suggest that teachers teach their students especially about the cultures of Africa and Native American cultures. I would plan an activity that incorporated African drumming and dancing, and teach the students by modeling the correct way to play and move. I feel like this definitely relates to the fact that these kids are from a rural area, and it would definitely help teach them not only musical concepts, but also cultural ones.

The district factor that I have chosen is the percentage of special education students and gifted and talented students. There are 15.2% special education students, and 21.2% gifted and talented students. These statistics represent a wide variety in student learning. Therefore differentiated instruction will be a necessary to successfully teach and engage all the students. The special education students are integrated into the music classes. I will have to make sure to include concepts in my lesson that will challenge the students that are gifted, but at the same time not making things too complicated for the special education students may need the extra help. For example, teaching the students to read rhythms from rhythm cards is an activity that I could use. The students that are gifted would be given much more difficult cards to work on in addition to the regular ones, and the special education students would be given very simple cards to work on with extra help from myself and other students.

The school factor that I have chosen is a positive one. The school actually has a very nice music program in comparison to other schools I have been to before. There is an actual music room with many available resources such as an interactive white board, ladybug, instruments, books, risers, computers and other related technology and equipment. Therefore an instructional strategy that I could use, is the integration of technology into my lesson. For example with the Kindergarteners I could use and an interactive white board program based on a series of books and puppets. A frog is the main character, and the interactive white board

uses a variety of interactive activities to help the students learn to read music. The students listened to a story about the frog and his friends. The frog and his friend's homes and the locations they visit throughout the story are based on a map entitled [Product Name] Island that consists of the 4 spaces and 5 lines of the treble clef. Students can use the interactive white board technology to interact and learn with the guidance of the teacher.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

- Where does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity in order to enhance learning?
 - The community
 - The school
 - The district
- How does the candidate justify each instructional strategy? Does the candidate describe how the activity furthers student learning?
- What evidence indicates that the candidate's analysis of community, school, and district factors effective?

Step 1: Planning the Assessment

Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction

Did not Meet/Partially Met Standards Level

I think overall, kids who are serious about music have a better framework to succeed not only in their educational pursuits, but within their lives in general, and I want my instructional strategies to support and encourage that ideal on the whole. I do not expect every student I encounter to pursue music specifically; only that I want them to utilize the ideals taught and applied in the music classroom to every facet of their lives—commitment, hard work, perseverance, team work, compassion, creativity. I intend to model those ideals through my own experience as a student teacher and future educator, so that my students here will see what music has done for me and what it can do for them. The perfect activity to support a pursuit in higher education is exposing these students to honor bands and clinics offered by our friendly university just down the road. Every spring, the university offers a special honor band at both the middle and high school levels, wherein students will spend a few days playing and performing new music with other students and conductors from around the area. Wayne will send several students, and I believe that it is both a great experience to further their musical aptitude as well as expose them to higher education.

There are 1,340 students in our County with IEPs/special needs. Because of its creative and expressive nature, band of course is no stranger to inclusion, even sometimes to the most severe and profound. While I have not encountered any students in my classes who fit the latter description, we do still have a handful of students with IEPs in every class. For example, in my eighth grade band class I have a student who has mild Asperger's. He is a very visual learner and oftentimes needs instructions repeated, so I make sure to write instructions/examples on the board every opportunity I get. An activity of sorts that I typically engage in with him is (though I am by no means a trumpet player) modeling for the correct fingerings on his trumpet instead of having him look them up in his book, as well as sitting and playing the right notes with him.

The student-to-teacher ratio is 18 students to one teacher. With this small amount of students in each class it is possible to do more hands on activities. With general music you could teach the class basic rhythms and how to identify basic rhythms. Then you can separate them into groups and have them make up their own rhythm pattern and demonstrate it to the class. This would be a fun activity for everyone involved and still have students learning about rhythm.

Refer to the Task 1 Rubric for Textbox 1.1.1 and ask yourself:

- Where does the candidate connect an element from each of the following contextual factors to an instructional strategy and an activity in order to enhance learning?
 - The community
 - The school
 - The district
- How does the candidate justify each instructional strategy? Does the candidate describe how the activity furthers student learning?
- What evidence indicates that the candidate's analysis of community, school, and district factors limited?

Suggestions for Use

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.