

PPAT[®] Assessment

Library of Examples – Music

Task 1, Step 2, 1.2.2: The Focus Students

Below are two examples of written responses to Textbox 1.2.2 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 1.2.2

- a. Describe each identified Focus Student’s cultural and linguistic assets, lived experiences, and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.
- b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.
- c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.

Example 1: Met/Exceeded Standards Level

- a. Focus Student #1’s lived experience has shown that they have lived in the community I am teaching in all of their life. One of the student’s academic strengths is their confidence. In my class, this student is definitely confident in their singing ability and is a leader in one of the choir sections. Focus Student #1’s confidence contributes to the learning environment by helping the other male singers learn their part. This student is almost always on pitch which helps my male singers who are not as confident as Focus Student

#1 learn their parts. By listening to this student, they can match this student's pitch. One of this student's learning needs is encouragement. After having sent out a survey to my students' parents, Focus Student #1's parents mentioned to keep encouraging their child with their musical talents. They mentioned that music is one of their child's passions. Focus Student #1's parents also informed me that their child also works best in a structured environment and how hearing instruction sticks with their child better than a visual lesson for example.

Focus Student #2's family has lived in the community for under five years so compared to Focus Student #1, they have not lived in the community quite as long. A strength that this student possesses is a positive attitude towards music. One of Focus Student #2's learning needs are focused around visual learning. This child's family told me that their child learns best visually. One of this Focus Student #2's learning needs are centered around constant encouragement of their musical abilities. This student has stated that they love music, but are shy about their singing abilities. Both of my focus students are English speakers.

- b. Based off of my knowledge on Focus Student #1, one possible instructional strategy that myself, along with Focus Student #1 could create together could be a summative/note taking approach to our activity. The learning activity we could create together that would help support this student could be a listening activity with a musical song that tells a story. From Focus Student's #1's parents' response to my survey, they explained how their child learns best after he hears something. That way, this student has a better chance of remembering what was taught compared to if this student had not heard the content. The activity we could plan together could be of a song from one of the earlier musical periods where this song tells a story that the students can follow along with. We can have the class listen along with guided prompts to help them follow along with the song. After they have heard the song a couple of times to get a full understanding of the song, Focus Student #1 and myself could co-create a summative assignment to the song that has the students explain in detail the plot of the song, the characters, and musical elements that they heard. This activity would foster Focus Student #1's strengths because this student learns best after they hear content before an assignment is assigned. After Focus Student #1 has heard something first, they are then more confident in a post learning activity compared to if they did not have the chance to hear something first. This is prevalent in choir rehearsal as well. Once I play the part that Focus Student #1 sings, they are then much more confident singing their part compared to if we try to sing the part they sing without hearing it first. Because this student has lived in the community all of their life, hearing a lesson or hearing the assignment has proven to work for this student all throughout their academic career. Focus Student #1's parents have told me that their child's learning strength is their confidence and meeting their learning needs of hearing an activity first before an assignment is assigned would be a perfect combination to have their strengths and learning needs met in this instructional strategy approach and learning activity.
- c. Based off of my knowledge of Focus Student #2, an instructional strategy that Focus Student #2 and myself could implement Non-Linguistic Representations of musical terms and musical figures throughout history. A learning activity that Focus Student #2 and I can come up with together could be a visual matching activity on the interactive whiteboard. We could have images of music composers showing while I discuss facts that

are important for the students to remember. We could also have images that show musical terms such as a crescendo or musical note names so students can put an image to a note they see in music. Because this student has only lived in the area for less than five years, it is important that I make sure to implement the learning strategy that is effective for this student. After we would spend time going over historical music figures and notation images, we could create together a matching activity where the class matches a composer to a song they composed or a composer to what they became famous for. That way not only is Focus Student #2 able to put visual representations of composers and music elements together, but the whole class can also remember composers and musical elements as well. It will be important to also utilize encouragement throughout this activity for Focus Student #2. This student is a very talented musician but Focus Student #2 can be hesitant in her abilities, not only in singing, but also in everyday classroom activities. Using this instructional strategy and particular learning activity, would greatly benefit Focus Student #2 and meet their learning needs and utilize their strengths in school.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

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

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets lived experiences, academic strengths, and learning needs?

Example 2: Did Not Meet/Partially Met Standards Level

a. Focus Student #1 is a senior in high school who has been a member of the Varsity choir but moved to the Advanced choir due to the schedule change because of the circumstances of COVID-19. She is more advanced than the rest of the choir which is beneficial because she is a noticeable leader in the choir who can help other girls in her section. She can also be a potential section leader for when we have student-led sectionals.

Focus Student #2 is a senior in high school who has never been in choir. She has experience with music from being a percussion player in the high school band but is new to singing. She has musical theory knowledge which is beneficial to the rest of the choir because she understands foundational aspects of music.

b. Focus Student #1 is more advanced than the rest of the choir. She is a senior and was supposed to be put in the varsity mixed choir but was placed in the women's chorale due to scheduling difficulties. One instructional strategy I could potentially use is having Focus Student #1 go more in depth with theory while working on more fundamental aspects with the rest of the choir by assigning different activities for her. One learning activity is

having the student lead a sectional so that she can stretch her knowledge beyond the rest of the group in order to teach a portion of the song to the group.

- c. One instructional strategy that could benefit Focus Student #2 is using band illustrations to teach different concepts of singing. By comparing singing to the sounds of band instruments, Focus Student #2 may have an easier time understanding what I am trying to get her to do with her voice rather than having her try to understand choral language with no experience in choir. One learning activity I could use to help further her understanding of singing concepts is creating an activity where she writes in the solfege underneath what the fingering would be on her main band instrument so that she can connect her instrumental knowledge to singing.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

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

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets lived experiences, academic strengths, and learning needs?

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.