PPAT® **Assessment**

Library of Examples – Music

Task 1, Step 1, Textbox 1.1.2: Available Resources to Enhance Student Learning

Below are two examples of written responses to Textbox 1.1.2 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 1.1.2

a. Select two resources from the completed Instructional and Support Resources Chart and explain how you would use each in your classroom to support student learning.

b. Select a particular characteristic that you listed under Knowledge of Individual Students in the Contextual Factors Chart. Based on this selected characteristic, explain how a resource from the Instructional and Support Resources Chart, different from the two discussed in the previous prompt (Guiding Prompt a), could enhance student learning.

Example 1: Met/Exceeded Standards Level

a. The two resources that I would select to talk about in my classrooms are two that the students could access right from the high school.
The first resource is the counselors in the counseling office. The high school has counselors available for the students to help them get where they want to go in life, and the counselors direct them to contacts that would be best to help the students reach those goals. They are responsible for college and career readiness. I would use this resource to support student learning by making sure that the students know really what the counselors are there to do. I would bring the counselors in to visit the class and answer any questions from the students. I would make sure that the students understand the resources that the counselors have available to them, for them to meet their college and career goals. I would also explain to them that the counselors have resources for mental health counseling, traumatic experience counseling, financial counseling, and more in the county.

The second resource I would use to support student learning is the Gear Up program at the high school. I would bring in the support staff who oversees Gear Up and have them explain how gear up helps students prepare for higher education. There is no cost to participate in Gear Up, but students have to be eligible to participate, and eligibility is based off of certain household income criteria. Gear Up focuses on tutoring and homework assistance, college and career exploration, college and career tours and field trips, test preparation and study skills, and so much more.
Helping students know that these resources are available to them to increase their opportunities for learning will be imperative and help them realize there is a team of people who are ready and willing to help them reach their educational goals.

b. A particular characteristic that I listed under Knowledge of Individual Students in the Contextual Factors Chart, is that many of the students come from low - income families. I know that because of this, many students qualify for reduced school lunch costs. Students might be getting fed at school, but there is always speculation on whether or not they are being fed at home in those low - income situations. Giving my students knowledge of local resources where their families can get food (like the [name] Food Pantry) will aid in student learning because it will ensure that students are healthy and getting enough nutrients. If students are underfed, or having trouble at home receiving proper nutrition, their brains will not be able to function at a level that it could if they did have that proper nutrition. Without student's being able to function at the level they can because of poor nutrition, their academic performance will be affected. Student learning is often more than just problems that need to be addressed in the classroom, they are often problems that need to be addressed at home as well. Giving these students knowledge of a resource like the [name] Food Pantry could not only help a lot of low - income families, but help the students of the low - income families succeed academically.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:

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

- Does the candidate identify two resources from the Instructional and Support Resources Chart?

- Where does the candidate explain how they used each resource in the classroom to support student learning?

- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?

- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student learning?

Example 2: Did Not Meet/Partially Met Standards Level

a. The interactive whiteboards are interactive projecting boards that allow students to have interactions between the classroom and the internet. My choir can use this with assignments like music theory programs, assignments would be activities such as finding pitches or identifying rhythms.

My choir uses a web-based LMS to do class work online. Using this resource I am able to assign activities and projects to my students, without having to waste time and resources

handing out paper copies. Each one of my students is able to access the assignments through the internet.

b. One of the characteristics under my contextual factors chart was that I am in a rural school that has a higher number of students with academic needs. Knowing this the school has adopted the Multi-Tier Support System (MTSS). This is an academic program that was made to allow students to get support in their less proficient areas, so that all students have a chance to graduate. This program also mentors the students through the college enrollment process.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:

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

- Does the candidate identify two resources from the Instructional and Support Resources Chart?

- Where does the candidate explain how they used each resource in the classroom to support student learning?

- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?

- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student 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.