PPAT® **Assessment**

Library of Examples – Music

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 norm that is expected in the school choirs and orchestra is a healthy and active musical warm up.

For the orchestra, this is the perfect opportunity to tune together. They will tune as a section and then as a whole orchestra. They will then go over the scale that is supposed to be passed off that week. These scales are done slowly at first, and then they are sped up as they do it a few times. This is a great time for my mentor teacher and me to talk about musicality during the scales, and help the students understand that they can apply that same musicality into the pieces we are playing.

For the choir, warm up time is imperative for healthy singing during rehearsal. This is the time for students to really explore their voices, as well as develop healthy singing habits that they can implement into the songs we are preparing for the concert. They are expected to have even the warm ups be "good" and sung correctly. This is also the time for students to think about how they are singing. Do they have enough support? Did they take a deep, rib-expanded breath? Is there tension in my neck, throat, or other parts of my body?

These norms enhance student learning by giving them the chance to work on the basics and correct techniques to play correctly and sing healthily so that they can take those important basics and build on them as we move on to learning the pieces.

b. A technological norm that is expected of the students is something we do called rehearsal techniques. Every Friday, the students are expected to get onto the web-based LMS and fill out a questionnaire that applies to the week. Examples of the questions might be, "What is something we worked on this week that you are still having trouble with?" or "What can we, as the teachers, do to help you more in rehearsals to make sure you are understanding and learning all that we are covering?". All of these responses have the option of being anonymous in case the students feel more comfortable making those comments anonymous. This has a really positive impact on the learning environment. This helps the students feel they have a place to voice their concerns, or things they need help with if they don't feel comfortable doing it in person or during class. It helps students feel safe to voice their opinions or to voice how we can help them succeed as teachers.

c. One norm that the students and I could create together is a classroom environment that the students feel safe to make mistakes in. I remember when I was in high school, and feeling like I needed to sing perfectly all the time and that I was often afraid to make mistakes. I have noticed that some students do not play or sing out in class, and I think it is because they are afraid they are going to make a mistake.
One way I can make sure this norm happens is just by voicing it in the classroom. Telling the students that this space is a safe space to make mistakes, and that I hope they make mistakes so I can help them reach a new level of musicianship.
Another way I can implement this norm is to say, "Ask me two questions about what we just went over." I feel like this will provide the students a safe space to ask a question about the music, and also give them the opportunity to speak up if they are too afraid to ask questions during rehearsal time.
I think this would impact the learning environment in a very positive way. I feel like students hold themselves to unrealistic standards of perfection, especially when they are surrounded by their peers. Making all students feel comfortable in a space where they can make mistakes will help keep morale up, help them stay motivated to get better, and just make class more enjoyable in general knowing that they do not have to meet a standard of perfection.

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. A classroom agreement between the teacher and the student is the first five minutes of each class the students are to sit in their seat and remain seated and silent for the first five minutes of class. We use this time to get the students minds at ease, to have the student take a minute of relaxation so that they may gain focus throughout the class. Taking this time to clear my students' minds really helps them stay focused longer. This also allows for instruction to begin quicker, because my students already have their attention at the beginning of class.

b. One technology protocol that the school puts forth is to have minimal use of cell phones during class time. In between class times and bathroom break students are permitted to use their devices as long as it is not disrupting anyone in their surroundings. This protocol is beneficial to the individual classes because they allow the student to be put in a state of focus and gives them no distractions from the outside world.

c. Our class developed an agreement that if a student needs to take a restroom break they do not have to ask. The class refers to this as the silent bathroom pass. The protocol for this is that the student without asking is to check to see if the bathroom pass is hanging by the door, if the pass is by the door the student may get up, sign the date and time they left the classroom and take the pass with them to the bathroom. The silent bathroom pass was added to eliminate disruptions in the classroom, and make the lesson and class flow seamlessly.

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.