

PPAT[®] Assessment

Library of Examples – Music

Task 1, Step 2, Textbox 1.2.1: Getting to Know Your Students

Below are two examples of written responses to Textbox 1.2.1 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 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 1.2.1

- a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.
- b. Using one student's completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision

Example 1: Met/Exceeded Standards Level

- a. From my Getting to Know Your Students activity, one of the questions was "What is an activity we could do in choir that is both musical and fun?" One response I received from one of my students was "We could listen to music." One of our standards that we need to incorporate is "Listening to, analyzing, and describing music" and "Evaluating music and music performances" (6-8.MUe.Re.9.1.a Anchor Standard 9: K-8.Re.9: Apply criteria to evaluate artistic works). I can create listening activities that focus on the song they listened to. After listening to the piece, we can discuss the elements of music. We can discuss the rhythm, pitches, voice/instrumentation, tempo, dynamics, harmony, melody, form and timbre. If I were in a music appreciation class and we were talking about the Classical Period in music history, I could have my students listen to an example of a piece written during the Classical Period and discuss the elements of music. If we are in choir, the same activity will work. We can listen to a choral song and afterwards, reflect on the different dynamics we heard, accompaniment, as well as difference in the temp and form. Other standards can be accompanied with a listening activity such as "Understanding

relationships between music, the other arts, and discipline outside the arts" and "Understanding music in relation to history and culture" (6-8.MUe.Cn.11.1.a, Anchor Standard 11: K-8.Cn.11: Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding). When we work on a song that was written during the Renaissance Period, we can not only reflect on the elements of music, but we can also tie in the relationship between the music we just listened to, and how we relate to the paintings or art history during the Renaissance. The students will think we are just listening to music, but I am able to ask so many questions just from a three-minute song. They can enjoy and listen to a song that they might have even requested to listen to, I can pull elements from the listening activity and engage them in discussion while completing certain music standards.

- b. From my Getting to Know Your Students activity, I asked the question "What is it you are hoping to gain out of this class?" One student responded with the answer: "I want to know how to bring out my voice." This response would influence an instructional decision I would make for this student by creating an individual lesson time to work individually with this student. From these individual lessons, not only would we work on this student's short term goal of helping them bring out their voice, but also incorporate healthy and safe vocal technique. In these lessons, I would teach proper breathing technique, which will help with this student's volume on the higher end of their register, and posture and alignment. If their shoulders are slumped and not properly positioned, this will create a strained tone and this student will have to work almost twice as hard to get good tone and louder volume. It will be very important in these individual lessons that I focus on teaching this student healthy and proper vocal technique. Asking the student to sing louder could help them achieve their goal of "bringing out their voice", but in order to do so in a healthy and safe manner, I will teach them proper and safe vocal technique to ensure that they achieve their goal. I will also help make this student a better singer who incorporates healthy vocal technique into our daily choir rehearsal. For this student to bring out their voice, I will have to improve their vocal technique. That is where this student will find success and achieve their goal for my class.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

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

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?
- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

Example 2: Did Not Meet/Partially Met Standards Level

- a. One of the questions on the student interest inventory was "Do you play any instruments?" There were many students who answered yes and listed the different instruments they play. One whole-class instructional decision this information could influence is finding ways to correlate the vocal mechanism or other musical concepts to different instruments as a way of providing different ways to approach learning so that students can connect to the learning based on their experiences with other instruments.

- b. One of the questions on the student interest inventory asks, "How do you learn best?" One student stated they learn best by working alone which can seem difficult in the choir classroom, but I can set aside a few minutes throughout the week where students have independent practice with Theory or writing solfege in their music so that this particular student has opportunities to learn concepts on her own while also providing opportunities to stretch her by having whole-class instruction time.

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

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
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- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

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 appropriate artifacts for this textbox.