

PPAT® Assessment

Library of Examples – Task 1 – Music

Example Task 1, Step 2, Textbox 1.2.1

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 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 2: Resources and Procedures

Textbox 1.2.1: Available Resources to Enhance Student Learning Met/Exceeded Standards Level

A. The local arts council is an excellent community resource that can be incorporate in the classroom. They provide an abundance or resources for visual and performing arts. I would have a guest speaker come into the classroom and talk about how the importance of music can impact their community. We could arrange a partnership for the chorus to perform at a community event, which would give the students the hands-on experience to give back. The support staff at the school is remarkable. There are numerous aids and community volunteers. One of the aides has a music background. This aide could come in and assist in a stations activity. By breaking into stations, students are working together to figure out various problems. In one station, they must figure out the notes on the staff and then identify them on the piano. Another station has the students reading complex rhythms. The students must identify the type of notes, clap the rhythm exercise correctly, and write in the beats. In a classroom of 17 students, it can be complicated for a teacher to observe each station and give the students one-on-one attention. By having the aide come into the classroom, we can each work with a different group of students to help them with guided practice, repeat and rephrase directions, or modify the activity for the students who need accommodations without isolating them.

B. We have some students who are behind the level of playing ability that they need in order to be successful. Our entire district has an after school tutoring program that goes until 5:30 p.m. Monday through Thursday. I could easily use this time to give students lessons after school on their instrument. We could work on individual pieces that they are having trouble playing, we could spend that time learning how to be a better musician and a better reader. When the students choose to come to the tutoring they can get whatever help that they may need.

Refer to the Task 2 Rubric for Textbox 1.2.1 and ask yourself:

- Where does the candidate describe how each of two instructional resources could be used to support students' learning needs?
- Where does the candidate describe how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning?
- Why is the evidence that connects available instructional and support resources to student learning effective?

Step 2: Resources and Procedures

Textbox 1.2.1: Available Resources to Enhance Student Learning

Did not Meet/Partially Met Standards Level

One resource from the complete chart I would use in the classroom to support learning is community. It is important to the students to feel as if they are participating in something meaningful and valuable. Inviting the parents or guardians to their child's music class once a month to show them their child's progress throughout the year would be a successful and motivational way for the students to see what they are learning is important. I can also use the technology technician on staff to show me new apps that can be downloaded for music. The technician is also available to come into the classroom to do demonstrations for the kids in order to understand how to use the app.

Many children at Spring Hill are illiterate, so a great option for those students would be to use the after school tutoring resource that meets every Monday through Thursday from 3:30-5:30 after school. There is even an after school tutoring bus that runs so students do not have to worry about finding transportation.

Refer to the Task 2 Rubric for Textbox 1.2.1 and ask yourself:

- Where does the candidate describe how each of two instructional resources could be used to support students' learning needs?
- Where does the candidate describe how a different instructional resource, used to address a particular knowledge-of-students factor, could enhance student learning?
- Why is the evidence that connects available instructional and support resources to student learning minimal?

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.