

PPAT® Assessment

Library of Examples – Task 1 – Music

Example Task 1, Step 2, Textbox 1.2.4

Below are two examples of written responses to Textbox 1.2.4 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 1.2.4: Rules and Procedures Met/Exceeded Standards Level

Every day every group warms up with a series of scales, intervals, and patterns in multiple keys. Warm ups are some of the most important parts of a rehearsal. The main goal of warming up is not to raise the temperature of their instrument, it is to force students to open their ears and start listening critically to intonation, balance, blend, dynamics and all other musical elements. It also creates muscle memory for scale patterns and key signatures that appear in virtuosic passages in many pieces.

The classroom technology procedure that facilitates instruction is the use of the projector in the classroom. The projector is used to display the daily routine and objectives on the board. First, the announcements are listed for the class. Next, a full rehearsal plan is laid out so the students know what is to come. Then, the county standards are listed so students know what they should be focusing on in their playing. After that, more detailed information is displayed, first about the scales for the day, followed by a slide on the warm-up, and then the rehearsal order for the day. Lastly, a homework slide comes up to remind students of what they should be practicing. This method makes it clear to students what they will be working on throughout the class and what they should expect to do and learn in each part of the class. Students enjoy knowing what to expect and were less focused if the slides were ever behind or not present at all. Knowing what they are working on keeps them focused on particular tasks and keeps their minds from wandering off task.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is insightful?

Step 2: Resources and Procedures

Textbox 1.2.4: Rules and Procedures

Did not Meet/Partially Met Standards Level

One rule is no talking while the teacher or another student is talking. This helps to keep students focused on what is being said, and to not distract other students or be distracted by other students. This also is used to keep order in the class. If everyone is talking then no one is listening. If no one is listening then no one is learning, and we are just wasting our time. This also teaches the students respect. They learn to show respect to others who are talking, and it allows them to be respected when it is their turn to talk.

One technology rule is no cell phones are to be out during class. They are a distraction. Not only to my class but to others. Majority of the time when students have their phones out they are texting their friends. Those friends are in other classrooms. So they are distracting someone else in a different classroom. Students need to learn to leave the phones alone. They don't need to be glued to them every min. of every day. It causes stress, and no one needs more stress.

Refer to the Task 2 Rubric for Textbox 1.2.4 and ask yourself:

- Where does the candidate explain the implications of a classroom rule/procedure for instruction, student learning, or the learning environment?
- Where does the candidate explain the implications of a technology rule/procedure for instruction, student learning, or the learning environment?
- What evidence indicates that this candidate's analysis of rules and procedures is 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.