# *PPAT*® **Assessment**

## Library of Examples – Music

## Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 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 3, Textbox 3.1.2

a.  What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.

b.  How do the instructional strategies connect to the learning goal(s) to facilitate student learning?

c.  What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

## Example 1: Met/Exceeded Standards Level

a.  The different instructional strategies in this lesson include large group instruction, small group instruction, and individual assessment within a small group. Throughout these various strategies, other music specific instructional strategies will be applied: solfege and hand signs in scales and arpeggio (large and small group), breaking down rhythms into small parts on the board (large group), playing one part while another part sings independently (small group), and many others. These main instructional strategies listed first are designed to enhance student learning in two ways. First, the large group instruction sets the learners up with all of the contextual information they will need in order to learn the piece "Alleluia" in their small groups. Then when moving into their small groups, students are able to build upon what was taught during the large group instruction and they begin to apply their own individual musicianship skills that they have developed over the past 5 months in this class. I will be able to assist each group individually during this part of the lesson.

b.  The instructional strategies listed above are designed to directly reflect the student learning goals to facilitate student learning. The main goals of the lesson are to learn the first 32 measures of "Alleluia" in a small group setting, working productively and

efficiently within the means of their individual musicianship abilities. Because the students are prepared with the contextual information for learning the new piece during large group instruction (key signature, starting pitches, etc), they are able to efficiently learn the piece within their own small groups to develop communication and social skills, critically analyze and solve problems within their performance, and develop leadership abilities.

c. The decisions that I made to use small group and large group to facilitate student learning were directly influenced by the learning goals and outcomes of this lesson. In concise form, these learning goals are for students to cultivate individual musicianship through group collaboration, problem solving, communication skills, learning leadership skills, and learning to contribute effectively in a group atmosphere. Furthermore, these instructional decisions and learning goals are directly influenced by the learning theory/skill set model that I used to shape the whole lesson: the Partnership for 21st Century Skills.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:**

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?

- Where does the candidate connect instructional strategies and learning goals?

- How does the candidate justify the type of group instruction planned for the lesson?

- Why is the analysis of instructional strategies informed?

### Example 2: Did Not Meet/Partially Met Standards Level

a. Scaffolding will be used to keep students engaged and fully capable of fully participating in the activity. The goal is to lead them through listening to the song to singing it independently.

b. Students will connect what they see in the pictures to what they are singing and the intervals they are learning.

c. Whole-group instruction is necessary in this activity because it is important that students hear each other to help train their ears to the intervals we are learning.

**Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:**

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?

- Where does the candidate connect instructional strategies and learning goals?

- How does the candidate justify the type of group instruction planned for the lesson?

- Why is the analysis of instructional strategies minimal?

## 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.