

PPAT® Assessment

Library of Examples – Music

Task 3, Step 3, Textbox 3.3.1: Analyzing the Instruction for the Whole Class

Below are two examples of written responses to Textbox 3.3.1 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 3, Textbox 3.3.1

- a. To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology, help to facilitate student learning? How does the evidence you collected support this finding?
- b. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.
- c. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
- d. What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
- e. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

Example 1: Met/Exceeded Standards Level

- a. The lesson was successful at facilitating the student learning according to the recordings I have listened to and evaluated. The students sang p. 6 of Shestopsalmiye with accurate rhythm and notes. Many of the students found that the tapping and hand signs were helpful to them (showed me with thumbs up and down). When notes sounded flat, I diagnosed it with shallow vowels. When I modeled singing with shallow vowels and with tall vowels and had the students sing them both as well, they heard how the tall vowels

were better in tune and remembered to sing that way. The students' recordings allowed me to hear how they were successful individually and not just as a choir.

- b. At the start of the lesson when they listened to internet recordings of the piece, the girls were very responsive to what they liked and didn't like about the different performances. Based on their experience with Bogoroditse Devo, they engaged in conversation about what was similar and what was different about the two movements. My students demonstrated their understanding of the rhythm by making comments in the lesson about how their parts were homorhythmic with each other and the men's parts as well. They demonstrated knowledge of the notes by singing on "dee" for their recordings but switching to solfege to remind them how the chromatic parts moved.
- c. During the lesson, I realized that even though I thought the rhythm would be simple, the students were struggling with singing notes for full value. I added a learning activity of sing-counting. This is when the students sing the numbers of the beats. For example, on the first measure of page 6, the students sing, "One, Two," on the first note, and sing, "Three, Four," on the second note. Then, they sing, "One, Two," on the third note, think "Three," on the rest, and sing, "Four," on the last note of the measure. For sections like the second to last measure with a whole note (4 beats) tied to a half note (2 beats), this made it clear to the students exactly how long those 6 beats were and to sing it the entire value.
- d. When the students were singing a section and I stop them to correct something, they usually immediately turn to their neighbor and start discussing the music (something that they did wrong, something they liked, etc.). I try to support the students' involvement in noticing what happened while they were singing, but I don't appreciate when they all start talking at once. I try to enforce that when I cut them off, they raise their hands to mention their comment or concern. This influences student learning in that we don't waste time talking every time we stop singing. I do give them moments to circle up in their sections and let section leaders talk about what they think needs to be fixed. They like doing this because it makes them feel independent, and I like giving them the opportunity because it makes them take ownership in their music education.
- e. In a choir rehearsal, I am constantly giving feedback. In this particular lesson, I gave feedback to fix out-of-tune singing. I asked the students to raise their eyebrows, sing with a more forward placement, lower the larynx, lift the soft palette, sing purer vowels, and to match their vowels. This feedback impacted the students' learning because it made them listen to each other and blend with their neighbors. Even if they are all singing the same pitch, it might not sound right if all of the students are using different shaped vowels and focusing the sound in different placements. The students have to listen so carefully and depend on one another to make a unified sound.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 and ask yourself:

What evidence does the candidate provide to show how each of the following impacted student engagement and learning?

- Instructional strategies, learning activities, materials, resources, and technology
- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions

- Feedback provided to students during the lesson

Why is the analysis of instruction for the whole class thorough?

Example 2: Did Not Meet/Partially Met Standards Level

There was definite improvement in each student from the beginning to the end of the lesson. The students improved in their skill of playing slurs with a legato style articulation. The students completed a post-test that showcased the work that the students put into the lesson. From the post-test, I was able to determine what students needed help in what category and individualize their learning. The students were tested over what they were taught. The modifications were done in line with the assessment from Task 2. I changed the way that I addressed the concept. I started with having the group playing the excerpt together and then realized that there wasn't much learning being achieved. After realizing this, I decided to have individual students play for me and then I would work with them individually for a few moments. I worked with most students personally and the students were able to work with each other when I was busy working with another student. I gave feedback to students after they had played for me. I then worked with the student to see if they could implement the tips that I had given them.

Refer to the [Task 3 Rubric](#) for Textbox 3.3.1 and ask yourself:

What evidence does the candidate provide to show how each of the following impacted student engagement and learning?

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- Students' use of content
- Adjustments made to the Lesson
- Teacher-to-student and student-to-student interactions
- Feedback provided to students during the lesson

Why is the analysis of instruction for the whole class incomplete?

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.