PPAT® **Assessment**

Library of Examples – Music

Task 3, Step 4, Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Below are two examples of written responses to Textbox 3.4.1 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 3.4.1

a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).

b. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class? Provide specific examples.

Example 1: Met/Exceeded Standards Level

a. I think one thing I could do to assist the students who did not achieve the learning goal would be to continue using group work. This seemed to be a success for most students. There were two groups in particular, out of the eight we had, that did not do as well as the others. Maybe in the future I can rearrange these groups so that the students who were in these two groups are dispersed between the groups that did well. I think that this component will would them because seeing others accomplishing the goal would motivate them. Not only that, but the other students in these groups are very uplifting and encouraging. They would push these students to succeed, which is one thing I love about this class. Another thing I could use is technology. One thing I would love to try would be recording the students singing as a whole. This could be really beneficial. I could play the recording for them over the loud speaker so they could listen to themselves. We could then talk about the good and bad things about the recording and set goals as a class for ways in which we could improve. This could really be beneficial.

b. I think this lesson really changed the way I look at having multiple stations in the classroom, as well as the use of group work. I was a little nervous to try it with this lesson because the students move around a lot, but it was worth it. The analysis of this lesson

made me realize how awesome it was! I think for future lessons we could use similar stations as we did in this lesson, but I fear it could get old quickly. So the trick would be keeping in new/fresh so the students don't get bored, or feel as if it's the same thing they've been doing. This will definitely help me plan for future lessons.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class clear?

Example 2: Did Not Meet/Partially Met Standards Level

a. I think that it would benefit the students in my class that did not meet the learning goal to have studied the note names of their music that we play in class. I believe that some of them only got confused about the note names when they were forced to read notes that they were unfamiliar with or that their instrument doesn't play. I think that if I could do this lesson again, I would definitely include the music that we were studying in class to make it more relatable to the kids, the content of the class, and the specific instruments.

b. I think that I have learned a lot from teaching this lesson and looking at its results. In my future lessons, I will be sure to find ways to link the material to the music that they are playing, as my lesson seemed to be a little different from what we did in class most of the time. My note names lesson was useful and applicable to their music… but I didn't actually make the connection. My goal is to not only teach applicable lessons, but actually apply them.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.1 and ask yourself:

- How does the candidate identify and plan to use specific lesson components to help students who did not achieve the learning goal(s)?
- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for the whole class?
- Why is the reflection on the lesson for the whole class ineffective?

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.