

PPAT® Assessment

Library of Examples – Nontraditional Video

Task 4, Step 1, Textbox 4.1.1: Goals and Student Background

Below are two examples of written responses to Textbox 4.1.1 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 Prompts for Task 4, Textbox 4.1.1

- What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- What whole-class data did you use to establish a baseline to measure student growth?
- How did your students' prior knowledge and background information influence your planning process?

Example 1: Met/Exceeded Standards Level

Content Area – Music

Choral music class, treble choral ensemble

- The learning goals I identified for the class for this lesson were: Outline expectations and instructions for asynchronous lesson videos, practice vocal technique with a warm up video, read about Justice Choir and their mission, identify composer information of "Be the Change", sing the melody of "Be the Change", and record responses to the Google Form for this lesson. The two main standards for the lesson were: P.ML.2.1 Interpret whole, half, quarter, eighth, sixteenth, and dotted note and rest durations in simple duple, simple triple, simple compound, triple compound, and mixed meters, and P.CR.1.1 Understand the role of music in United States history as a means of interpreting past eras within an historical context. These are appropriate for the lesson and the students' learning needs by addressing a variety of aspects of the music curriculum that includes vocal technique, technology, musical background knowledge, and how music is being used in communities today as a response to history. With the focus on preparing for performances and competitions, many choral programs lose sight of the other standards that make up a

well-rounded music education. During this time of the COVID-19 pandemic and students are not able to prepare for a performance, I thought it was a great time to shift the focus of instruction to the influences of music and its inspired components. These concepts build on what students were learning prior to the pandemic, concepts that included text analysis of pieces they were rehearsing and scale structure and tonality.

- b. Whole-class data was established through a verbal survey/assessment during a video conference of student knowledge of local community choirs, specifically Justice Choir, as well as a piece called "Be the Change." Other data that was taken into consideration to measure student growth was from the previous unit data and performance assessment of where the students are at on a vocal performance level. 27 out of 38 students responded to the survey about the Justice Choir and vocal piece. None of the students knew about the choir and the vocal piece- which is a unique situation with no students knowing about the information being presented.
- c. During the planning process of this lesson, keeping COVID-19 in mind, I knew I couldn't continue with the previously planned activities because students had been out of school for about a month. Knowing the students had enjoyed a piece of music that we were preparing for the Spring concert, I selected a piece they could learn through video rehearsals and at-home practice tracks with a similar message. I also wanted to focus on how music is being used in communities as a way to express messages about social change and justice. To show this, I shared a video of members of this community choir singing a song about resilience as a response to the COVID-19 pandemic, this video was a "virtual choir" that was recorded separately and edited to be played as one group. Knowing there was a shift from working towards a performance as a final assessment, I focused on what happens behind music and its role in communities. While designing the activities, I tried to keep it in the same sequence of activities we would have in a traditional class setting so students had a sense of routine. I also tried to keep in mind future lessons; learning about the Justice Choir was preparing students for their next lesson on text analysis and studying all aspects of a piece of music to fully understand its origin and intent.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence connected?

Example 2: Did Not Meet/Partially Met Standards Level

Content Area – Business

Ground transportation that exists and the role they play in the hospitality and tourism industry

a. Learning standards and goals, I identified in this lesson is Strand 3, Standard 2, of the Career Technical Education Utah Hospitality and Tourism course. In Strand 3, Standard 2 which states students will develop an understanding of the various types of ground transportation that exist and the role they play in the hospitality and tourism industry. I covered in class a list of various types of ground transportation, identified major car-rental companies, explained rental car policies and procedures. These are appropriate for my students and is useful information for them as

they gain interest in tourism. It is important for them to understand that the car is the most used form of transportation for traveling.

b. Before the class started, I did a bell ringer that asked the question " What percentage of people travel by car when going on vacation?" This bell ringer question will show me how their understanding of tourism has grown from things past and how much they will get from the upcoming lesson.

c. My students background knowledge was key for me to help them understand. I asked the question about if they have ever been on vacation with their family and if they had rented a car for travel. There were a few hands and so it helped me know that there are a few people that understood the concept of renting a car.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.1 and ask yourself:

- Where is the evidence from the teacher candidate that describes how the learning goal(s) and the students' backgrounds influenced the planning process?
- Why is the evidence limited?

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.