

PPAT® Assessment

Library of Examples – Music

Task 4, Step 2, Textbox 4.2.2: Interacting with the Students

Below are two examples of written responses to Textbox 4.2.2 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 Prompts for Task 4, Textbox 4.2.2

- How did you monitor student learning while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.
- How did you provide feedback to individuals and the whole class to advance student learning? Cite examples from the video to support your analysis.
- How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- After discussing the meaning of dynamics and that composers use dynamics to convey emotions or situations I asked them to show me using a hand signal whether they would use music that was soft or loud to convey that emotion. They used their arm to show as a volume indicator to indicate how loud or soft they thought the music should be to match the situation. They demonstrated that they were understanding the correlation between dynamics and how they can be used to demonstrate emotion. They demonstrated they understood it very quickly so I felt I could move on to the story part of the lesson. During the story I asked them questions relating the story to dynamics. The students demonstrated their understanding by giving answers as a group. This begins one minute twenty seconds into the video. Their demonstration of understanding of this area of the lesson led me to believe they could move on to the writing portion of the lesson. The writing portion begins eight minutes into the video. They moved through these activities so quickly I actually added another activity that helped them specifically work on their new concept of crescendo and decrescendo. I had the students sit in a circle on the floor,

handed out rhythm sticks and asked them to play crescendos and decrescendos on the floor by following me as their conductor. Then had the students take turn conducting. This activity can be found about ten minutes thirty seconds.

- b. During the writing activity I walked around and talked to each student about what they were writing. I also read some of what they wrote. For those struggling I aided them by asking them questions to help lead them to find a way to answer the writing assignment. I gave the students feedback throughout the assignment to encourage them to open up to me in their writing. I also saw that some students needed an alternative so I suggested they could draw pictures on the back of the paper if they needed to. This provided extra stimulation for students who wrote quickly and finished early as well. You can see this in the video beginning about eight minutes fifty seconds.
- c. I used questioning throughout each part of the lesson. This fostered learning by helping me to gauge students understanding to make decisions about moving on with the lesson or continuing. I also used these to help them think about the concepts presented in different ways, making connections with information they already knew. You can see this in the activity about one and a half minutes into the clip and again about eight minutes forty-five seconds in during the writing activity. I used praise and prepping as classroom management tools to promote a positive learning environment for the students. To make them comfortable with me as an unknown authority figure. This can be seen throughout you can see it at the very beginning, then about one minute in, again about seven and a half minutes, and throughout the playing activity beginning around ten and a half minutes. I used nonverbal communication when I conducted them in playing their rhythm sticks. This fostered student learning by giving them a kinesthetic experience of crescendo and decrescendo. I then allowed them to conduct so they were able to practice their nonverbal communication skills and be creative. This begins at twelve minutes.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Monitoring student learning while teaching the lesson
- Providing feedback to individuals and the whole class to advance student learning
- Using verbal and nonverbal communication techniques to foster student learning

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I monitored student learning by floating around the room during the group discussions, and then also by discussing their answers to the questions as a class. When students caught on to concepts quickly we were able to move on quickly, and when they did not seem to have the answer completely solid we "hashed out" the content until it was more clear. For example, the students still do not have a solid grasp on the functional definitions of polyphony and monophony, so you will see us return to that concept again and again throughout the video.
- b. I told one specific student that I thought she made good use of her resources, referring to the articles we read during the video and one other article from a previous unit that the students were allowed to use for the venn diagram assignment. When one student misunderstood the use of the word "voice" from the article, I told her that her way of

thinking made sense even though it was not actually correct. I think it is important to point out to students that they are doing a good job thinking and that their logic is actually good, but sometimes one small misunderstanding can lead to an overall wrong picture of a concept, in this case the vocabulary word “polyphony”. I also provided a lot of general positive reinforcement to those who answered questions. I did a lot of explaining and responding to questions during the classroom discussion. I felt like this was valuable because not everyone understood each concept thoroughly before this point. I also used non-verbal examples (the music examples) to reinforce the definitions we had discussed. Throughout the video you can see me “talk with my hands” to illustrate my points. Sometimes this is helpful, other times it is not, but overall I think it adds to student understanding and is not distracting.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.2 and ask yourself:

What evidence from the video is cited to support the candidate’s analysis of the following?

- Monitoring student learning while teaching the lesson
- Providing feedback to individuals and the whole class to advance student learning
- Using verbal and nonverbal communication techniques to foster student learning

Why is the analysis 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.