

PPAT® Assessment

Library of Examples – Music

Task 4, Step 4, Textbox 4.4.1: Reflecting on the Whole Class

Below are two examples of written responses to Textbox 4.4.1 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 Prompts for Task 4, Textbox 4.4.1

- To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.
- Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.
- Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

Example 1: Met/Exceeded Standards Level

- Throughout the lesson my students got better at playing the rhythm pattern together. When we practiced on our laps on the floor 1:08, the students were not playing the rhythm very accurately or together. Once students played it on the drums and we talked about the class sounding like one person playing the drums, they played together a little more. When half of the class played and the other half listened, then switched 5:36, students were more aware of the ensemble timing and they already started playing a lot better. By the end of the story, the students were playing much more together with their rhythm pattern.
- One thing that I could improve on with my classroom management skills is the transition between the end of the drumming portion of my lesson to the discussion on the carpet. This was the first lesson of the week, and I didn't think about the transition back to the carpet enough to make it super smooth. I had to put the drums back so we would have

enough space for the freeze dance movement activity after discussion, and the large drums are too heavy for some of the students to safely move themselves. There was a little too much free time for the students while I was putting the drums back, and I lost some student engagement and focus. If I had the students patting the rhythm pattern on their legs while I was fixing the drums, it would have helped students stay engaged and thinking about what we did during the story, but it took a little bit for all students to focus back for our discussion. I thought that I did a pretty good job at maintaining eye contact with students who were talking during our discussion and to give them positive reinforcement, like at 2:06 and at 14:15

- c. One thing I would revise in this lesson is to have the students play on more than just the phrase “terrible, horrible, no good, very bad day.” This phrase happens fairly frequently in the story, but there are some parts of the story that this phrase doesn’t happen for a while. I noticed that some students started to get a little bored and disengaged when they didn’t get to play the drums for a while. Another part of the story I could add more playing to is a drum roll on the word Australia. I could change the dynamics of this roll to be a crescendo/decrescendo where they would really have to watch me (the conductor) for the dynamics. I think this would help the students be engaged throughout the whole story, and it would make them be super aware of the ensemble and the conductor for dynamics which is one of the main standards and objectives that drives this lesson.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students’ attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection effective?

Example 2: Did Not Meet/Partially Met Standards Level

- a. As a class the students did a pretty good job of listening and identifying if they had played in harmony or unison. The Students also were able to identify consonance and dissonance with a great amount of success. On the exit slip, one of the students miss-identified consonance and dissonance, while one student gave definitions that were related to the vocabulary words but did not completely define the words.
- b. The way this lesson was delivered was like a hybrid of a normal classroom lesson and the percussion lessons the students are accustomed to. I think this approach works well when teaching new concepts, then returning to the way students are used to the class flow for further implementation of concepts. On this particular day I tended to focus more at the center keyboard, spreading out more and working on the other keyboards will further implement my proximity to students.
- c. If I taught this lesson again, I would use the exit slip as an entrance slip. This would allow me to see what the students actually knew right before the lesson. I could then compare the two and determine the amount of learning that occurred. The students were able to play examples and listen to the entire group quite well, and thus were able to identify unison and harmony. In a following lesson I discussed “missed notes” everyone can tell when two people are playing and someone misses a note. The students were able to

identify this dissonance, which is a correct application of the word. In the future I would have this discussion with this lesson because it teaches dissonance quite well.

Refer to the [Task 4 Rubric](#) for Textbox 4.4.1 and ask yourself:

- What evidence from the lesson plan and/or video does the candidate provide to show the impact of instructional strategies, interactions with students, and classroom management strategies on the students' attainment of the learning goals?
- What examples from the lesson plan, video, and/or student work does the candidate provide to illustrate what revisions could be made to the lesson in the future?
- Why is the reflection 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.

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