

ProTeach Portfolio Example

Entry 3, Textbox 3.1.1

Below is an example of a written response to Textbox 3.1.1 as excerpted from the portfolio of a candidate. The candidate response was not corrected or changed from what was submitted. The written response to the guiding prompts for this textbox provides contextual information for the scorer and is not scored. Therefore, the example below is provided for illustrative purposes only.

This excerpt is not a template for candidates to use to help guarantee a successful score on this entry. Rather, it is an example that candidates can use for comparison purposes to see the kinds of information that they may need to add to their own work.

Suggestions for Use

After writing your own rough draft response to the guiding prompts, ask the question, "Which parts of this example are closest to what I have written?" Use this information as you revise your own written commentary.

Entry 3

Textbox 3.1.1 - Example

An internal factor influencing my instructional decisions is the amount of time and frequency that I see my students. I have this class for 30 minutes twice a week. Another factor is our room setup. My room is small for a music area, without desks or chairs. A final factor is our materials: piano, sound equipment, tech cart, and dry erase boards, mallets, small percussion instruments and recorders.

An external factor influencing my instructional decisions is parental support. Support from parents in the class is inconsistent, some parents very involved in their children's learning and others hardly at all. Other factors are support from our district music department, which provided new curriculum and tech carts for us this year and lack of funding in the school and community.

Constraints of time demand a lot of instruction and practice in a short amount of time with quick transitions. Long gaps between classes mean an increased review at the beginning of class for those like Student C, who has a learning disability and does not retain information as easily. Without desks and chairs to maintain boundaries, I also have to adapt seating for students with ADHD like C. Variety of materials means I can vary instructional strategies for multiple modalities: analytic, reflective for Student A, small group work and visual enhancement for Student B, and visual or kinesthetic for Student C. This entry will focus on a recorder unit, so the instruments and music will be our main materials. Due to this

Textbox 3.1.1 - Example (continued)

performance-based setting and lack of desks, large amounts of writing were not feasible or appropriate in the month-long unit; therefore most of my focus students' daily work is in the form of rehearsal and related strategies. Since audio files are not permitted, this means that some of my student work evidence will have to be observations of what students did in class.

Parent support for Student A is strong. If I sent home an enrichment activity, her parents would help her with it. Student B's parents are supportive, but language is a barrier and they would not be able to help him conceptually. Student C's parents are unreliable, so any extra help he gets will have to happen at school. Lack of school funding means that the recorders are school owned and cannot be taken home, and we cannot ask our struggling families to buy their own (Student A has her own, the others do not), so most students will need to receive as much instruction and practice time at school as possible.

Initial recorder scores from their first playing test for Student A were E2 for music reading/notes and E1 for technique. For Student B, initial playing test scores were E2 for music reading/notes and M2 for technique. Student C's initial recorder scores were below standard for music reading/notes and M1 for technique.

Student A is quiet and shy, but also a focused, independent worker. Student B can be shy at times, probably due to his language barriers as an ELL student. Student C also is ELL, but he is also in SPED difficulty processing language even in Spanish. He is diagnosed and on meds (sometimes) for ADHD. Off meds, he can be a significant distraction to others and has extreme difficulty focusing.
