

PPAT® Assessment

Library of Examples – Art

Task 4, Step 1, Textbox 4.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 4.1.2 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 4.1.2

- a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
- b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- c. How do you plan to use questioning skills to promote student learning? Provide a rationale.
- d. How do you plan to integrate literacy into the content you will teach to promote student learning? Provide a rationale.

Example 1: Met/Exceeded Standards Level

- a. The academic language used for this lesson is texture, implied texture, stimulated texture, and pattern. When the students enter the classroom they will begin by recording the chosen academic content language with the definition in their notebook. We will then read out loud a chapter from their text book that explains in detail the academic content language. The students will be provided with several examples and will draw conclusion of the importance of these art elements through observing master artist work. Finally the students will draw and find example around the room to apply the academic languages. By using several different instructional strategies to explain the academic language it will promote full student learning in a manner that allows students to apply the understanding of academic language in an assignment.
- b. After students have read in depth over the chosen academic content language, the students will be shown the image “The Bedroom” by Van Gogh. This artwork incorporates

many textures and patterns. Displayed next to the artwork will be the same image only as a blank color page that includes no textures or patterns. The students will first be asked what textures and patterns they see in the first image. I will then ask the students to look at the second image; "What does visual texture add to the original picture? The students will already have a foundational knowledge over the academic language at this point. By having the students compare these two works and by prompting this question it will push the students to critically think of the importance of the lessons' concepts and independently draw conclusions.

- c. I plan to use questioning skills to ensure that my students understand the content being taught and promote independent student thinking. Instead of giving the student the answers and modeling every concept I will ask the students questions and make the students think. For example, when I show the students an artwork that has used implied texture, I will ask the student to identify the implied texture. Students will more likely pay attention and remember the content if they are actively participating.
- d. The students will read a chapter in their textbook that goes in depth over the content being taught. This will integrate literacy into my content and give the students a deeper understanding of the academic language. The reading will clarify the content being taught as well as fill in points that I may have missed or neglected during my lecture.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate's plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence clear?

Example 2: Did Not Meet/Partially Met Standards Level

- a. I plan to use academic content language to promote student learning when introducing the objectives we will cover, as well as when I ask students about how they showed foreground and background in their artwork. I will promote students learning when I ask the students how they showed foreground and background by having them explain and work it out with their shoulder buddy instead of me telling them first. Then I plan on calling on individuals who would like to share what they did in their artwork to show foreground and background.
- b. I plan to engage students in critical thinking during my questioning. Asking them how they showed foreground and background in their own landscape. They will be required to think back and not only remember what foreground and background are but how they physically created each to make up their landscape showing space.
- c. I plan to ask 1 shoulder buddy about how they showed foreground in their drawings last class and 1 shoulder buddy how they showed background in their artwork. This will allow them to think back to their own work and come up with a conclusion to share with their shoulder buddy instead of me repeating the information and feeding it to them. When they have to think about it they will be better able to remember how to show foreground and background in a landscape because it will be personal to them. I will also question individuals who would like to share the same question. This gives the students who were not sure a chance to think about their own answer and we can discuss why the person who shared was correct int their answer on incorrect and as a class figure it out.

d. I plan to integrate literacy into the content by having the students find landscapes in their artbooks using the index and read about them and then draw one of them. This will promote student learning by having students independently use the index to find the subject matter as well as reinforce the objective by having them create another landscape.

Refer to the [Task 4 Rubric](#) for Textbox 4.1.2 and ask yourself:

- Where is the rationale that supports the candidate’s plan for using academic content language, engaging students in critical Thinking, using questioning skills, and integrating literacy?
- Why is the evidence 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.

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