

PPAT[®] Assessment

Library of Examples – Art

Task 1, Step 1, Textbox 1.1.1: Understanding the Contextual Factors Influencing Instruction and Student Learning

Below are two examples of written responses to Textbox 1.1.1 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 Prompt for Task 1, Textbox 1.1.1

- a. Identify your chosen community factor. Based on your chosen community factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.
- b. Identify your chosen school/district factor. Based on your chosen school/district factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale that explains how the identified strategy and activity connect to the chosen factor.

Example 1: Met/Exceeded Standards Level

- a. The community factor I have chosen is the ethnic makeup of the population in which my school resides. 14% of the community my school resides in uses another language other than English at home. One instructional strategy would be to use QSSSA to scaffold classroom discussions for English Language Learners, English as a Second Language learners as well as English speaking students. QSSSA uses multiple ways of presenting lesson material and encourages specific ways of students responding to questions. An example of this strategy would be for the teacher to pose a question and then pause to give students time to process and think. Next, the teacher will wait for a signal from the students to show that they are ready to answer, such as a thumbs-up motion. Once all students are ready, the teacher will provide a stem for students to provide an answer to such as, "My favorite type of art to create is _____." Finally, the teacher will have

students share their answers and then assess the accuracy of the responses. This instructional strategy ties into the chosen community factor because students with language barriers may need more time than other students to process and break down the content of a lesson or question in multiple ways.

A possible learning activity that could be used to address the ethnic make-up of the population my students reside in would be having the students complete a questionnaire to gather information about their family origin to help inspire and create a piece of artwork. Art has the opportunity for self-expression in a wide variety of medias that can be straightforward or more interpretive. By having the students obtain the answers to their family's ancestral country of origin, native language, religion, and other cultural features, students will learn about cultures and the backgrounds of those around them. Once student's artwork has been completed, a whole class art assessment will occur. Students will be divided into groups of three to four people to view student artwork. During this time, students will discuss what they think the artwork is trying to convey. After the discussion is completed, students will share their thoughts with the entire class. By doing this activity, students will be prompted to discuss the similarities and differences between one another. This learning activity connects to the chosen community factor because students will better understand diversity and build upon their acceptance of those that are different than themselves.

- b. The school factor I have chosen is the teacher to student ratio in relation to the large student population in my school. There are 1,644 students total that attend my school. For each teacher, there are at least 17 students.

Large class sizes, such as the ones in my school, can be difficult for the teacher to engage all individual students equally, thus students may become passive. To address the student to teacher factor, an instructional strategy that could be used would be to make instruction as student-centered as possible by having group work times and discussions throughout the lesson. By involving students in this type of instruction, they will be able to express not only their learning needs, but also their interests. Students will drive their own learning by holding discussions within group work, while the teacher is able to move about the classroom to offer suggestions and assistance when necessary. While students are engaged in student-centered activities, the teacher has more opportunities to provide guidance to the individual students who require it. A Think-Pair-Share learning activity could be used to encourage cooperative learning and foster student engagement.. Think-Pair-Share is an excellent way to break down the large grouping of students in classroom into small groups or pairs. For example, students could be assigned a piece by a prominent artist to analyze and describe. Students might notice things like the way the artist uses color and form, or the subject the artist chooses to portray. Next, students pair up with partners who were assigned the same piece to share their observations and get different perspectives on the same work. Then each grouping will share their findings with the entire class. Using this activity encourages students to participate more during class, makes the classroom more interactive, and encourages consideration of other perspectives and ideas. Another factor that Think-Pair-Share works to improve is the lack of one-on-one interactions between the teacher and students in a large classroom. While students are working in their pairs or small groups, the teacher can move about the classroom to interact with students and provide any feedback. This learning activity is connected to the chosen school factor because it allows students to intimately work with peers to feel more connected to the large class as a whole.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate connect one chosen community factor to an instructional strategy and a learning strategy in order to further student learning?
- Does the candidate connect one chosen school/district factor to an instructional strategy and a learning strategy in order to further student learning?
- Where does the candidate explain how each instructional strategy furthers student learning?
- Where does the candidate explain how each learning activity furthers student learning?

Example 2: Did Not Meet/Partially Met Standards Level

[City name] is home to [university name], the largest public university in the state of [state].

Instructional activity: Small group discussion (about whether or not they want to go to college, and if so where they want to go and why.)

Learning activity: Use the information about student future ideas of college or jobs to create a project. For example, use your college logo (or a logo that is similar to the job you want to go into) to create a keychain or belt buckle out of metal.

Rationale for how they connect to factor: As my school is fairly close to [university name], and as my students are juniors and seniors, college is bound to be on my student's minds. Or, if my students are not going to college, they have probably already decided that they aren't. Using the excitement of the future for students creates a project that students would be excited to do.

School/District Factor: The school has a high percentage of ELL students. (10%)

Instructional activity: Use the Think-Pair-Share strategy (Talking about your home life and the things that make up your family's traditions and culture can inspire others and yourself.)

Learning activity: Using an important aspect of your culture or identity, create a necklace pendant or ring that reflects your chosen cultural idea or aspect.

Rationale for how they connect to factor: Having a high percentage of ELL students means that we have many differing cultures attending our school. Using cultural discussion can help ELL students learn, and also create a connection that helps students who do understand the language I am teaching in, to explain to their peers what is going on and what they need to do.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.1 and ask yourself:

In the candidate's response, where is there evidence of the following?

- Does the candidate connect one chosen community factor to an instructional strategy and a learning strategy in order to further student learning?
- Does the candidate connect one chosen school/district factor to an instructional strategy and a learning strategy in order to further student learning?
- Where does the candidate explain how each instructional strategy furthers student learning?
- Where does the candidate explain how each learning activity furthers student learning?

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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