

PPAT[®] Assessment

Library of Examples – Art

Task 1, Step 1, Textbox 1.1.2: Available Resources to Enhance Student Learning

Below are two examples of written responses to Textbox 1.1.2 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 Prompt for Task 1, Textbox 1.1.2

- a. Select two resources from the completed Instructional and Support Resources Chart and explain how you would use each in your classroom to support student learning.
- b. Select a particular characteristic that you listed under Knowledge of Individual Students in the Contextual Factors Chart. Based on this selected characteristic, explain how a resource from the Instructional and Support Resources Chart, different from the two discussed in the previous prompt (Guiding Prompt a), could enhance student learning.

Example 1: Met/Exceeded Standards Level

- a. The first resource to support student learning is a web-based learning management system (LMS). It is an educational platform that serves as an online classroom forum that every student within my school has access to use during school hours and after hours by using their school appointed email address. This forum is used to assign class work such as documents, presentations or projects, tests and quizzes. Students can access every one of their classes on the web-based LMS to view assigned work, grades and communicate with their teachers. For their course work, they can download the links teachers have embedded into the class, complete the task and then submit the final product into the specified area for the class. The web-based LMS was used prior to the repercussions of COVID-19, forcing my class completely into a virtual learning environment. All of my class materials will remain on The web-based LMS for students to easily access no matter if learning will switch to in person throughout my teaching. Canvas is a vital resource for me to interact with my students, keep my class organized

and remain in one convenient location. This resource has already supported student learning in an additional way by having the ability to embed videoconferencing meeting links into my classes. Having my students be able to interact with me in a live setting among their peers helps to tie in all of the The web-based LMS supplementation into the instruction of my class. The web-based LMS supports student learning in my classroom by providing a cohesive space for students to interact and engage with the content of the subject as well as having the ability to interact and communicate with me as their teacher and their peers.

The second resource to support student learning within my classroom is the district code of student conduct handbook. This handbook is provided to my school for students to review and reference as well as for teachers to utilize when creating their learning environments. This resource is a guide that covers many topics, such as student behavior and discipline, that teachers can use to supplement and enforce the designated rules and norms of their classrooms. For example, there is a zero-tolerance policy for drugs and alcohol throughout my school. If I see any of those items being used in my classroom, I can remind students of the rule in the district code of student conduct handbook to reinforce the changing of behaviors in my classroom. Having set rules and procedures within my classroom helps me to be better equipped with the tools to create a safe and productive learning environment. When students feel comfortable and safe, the higher the chances are for them to learn and be productive. If problems arise in regard to student behavior and discipline within my classroom, I can reference the student conduct handbook to refresh my students' memories as well as reinforce the norms within the classroom. Students are held more accountable for their actions and can better maintain and modify their behaviors to allow for everyone to focus on their learning.

- b. From the contextual factors chart, a characteristic from the knowledge of individual students is that the majority of my students enjoy working alone or in small groups when learning. To enhance the learning of my students, I can refer to the support resources chart and use the reflective practice tool provided by my school to teachers. In order to know how my teaching methods and activities are helping my students learn the material in my lessons, I need to reflect on my practice to see what is working and what is not. The reflective practice tool dissects the constructs of teaching into specific questions to allow teachers to rate and assess their teaching practice. One area focuses on data and assessment. Since I am aware that my class prefers working alone and sometimes in small groups, I can gather data and grades from assignments to see how students are performing. For example, when students work in small groups, if their learning performance is higher than when students work alone, I will structure my classes to have more small groupings of students when working. This support resource enhances the learning of my students because I am actively recording and assessing performance data from my classes to structure the learning environment in the best format for my current class of students.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:

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

- Does the candidate identify two resources from the Instructional and Support Resources Chart?

- Where does the candidate explain how they used each resource in the classroom to support student learning?
- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?
- Where does the candidate explain how the resource, based on the selected characteristic, could enhance student learning?

Example 2: Did Not Meet/Partially Met Standards Level

Facebook groups for jewelry art teachers: This is a great resource to ask other teachers what projects they are doing, as well as if you aren't sure how to teach a concept or idea. I will use this resource to ask other jewelry teachers what projects they have done that worked well, and what didn't work as well. This way I can get advice from others and avoid some pitfalls as I teach.

Camera for demo-ing: One of the instructional technologies my mentor teacher has in his classroom is a video camera that he uses to record instructional videos for the students that are currently stuck at home. I think if I can set the camera up to the projector system I could use it to show students what I am doing without having them crowd around me in an unsafe, covid spreading fashion.

I have 6 ELLs in my class.

Resource: School art department at the high school (other art teachers in the school and their knowledge and ideas): I have this problem where I only speak English. I have tried to learn Spanish, but cannot really speak it, and do not understand when it is spoken. My poor students have the same problem, only instead of only speaking English, they only speak Spanish in a school where lessons are taught in English. I can tell that they want to learn and are intelligent kids. We just have this language barrier making things difficult.

A really great support that I have utilized is my teaching assistant in this class. My wonderful TA speaks both languages, and can translate for me and help my students who are in need of clarification, but don't understand my words. I have had my TA sit next to my ELL students and while I demo and explain in english, they explain what I am doing and what I am saying in Spanish.

Refer to the [Task 1 Rubric](#) for Textbox 1.1.2 and ask yourself:

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

- Does the candidate identify two resources from the Instructional and Support Resources Chart?
- Where does the candidate explain how they used each resource in the classroom to support student learning?
- Does the candidate select a characteristic under Knowledge of Individual Students in the Contextual Factors Chart? Is there a connection between this characteristic and a resource that is different from the two discussed in the previous prompt?
- Where does the candidate explain how the resource, based on the selected characteristic, could enhance 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 an appropriate artifact for this textbox.

Copyright © 2020 by Educational Testing Service. All rights reserved.
ETS, the ETS logo and PPAT are registered trademarks of Educational Testing Service (ETS) in the United States and other countries.