

PPAT[®] Assessment

Library of Examples – Art

Task 1, Step 2, 1.2.2: The Focus Students

Below are two examples of written responses to Textbox 1.2.2 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 1.2.2

- a. Describe each identified Focus Student’s cultural and linguistic assets, lived experiences, and academic strengths and learning needs. Explain how each of these two students contributes to the learning environment of your classroom.
- b. Based on your knowledge of Focus Student #1, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.
- c. Based on your knowledge of Focus Student #2, identify and describe one possible instructional strategy **and** one learning activity that you and this student could create together to use in your classroom to support this student. Explain how the identified strategy and activity reflect your understanding and appreciation of this student’s cultural and linguistic assets lived experiences, academic strengths, and learning needs.

Example 1: Met/Exceeded Standards Level

- a. Focus Student 1 moved to our area from Honduras last year. At that time, she only spoke Spanish. This year, she is beginning to understand English, but it takes her a while to process from English to Spanish back to English. While she can read English pretty well, she is not currently comfortable speaking it. Because of this, she almost never speaks in class. She has an aid that comes into class sometimes to help translate for her. According to her aid, she is very timid and her inability to communicate with her peers has

left her feeling isolated and a bit lonely. However, she is a very talented artist and her work is often some of the best in the class. Focus Student 1 tends to take a longer time than other students on her projects. I and my CE are happy to give her extensions on due dates because she is a very hard worker and puts a ton of detail into her projects. I have been quite impressed with how excellent her craftsmanship has been. Many of her classmates rush through their artwork, so I appreciate how seriously she takes her work.

Focus Student 2 is on an IEP. He has Down's Syndrome and had leukemia when he was younger, so he has some developmental delays. He has a paraprofessional with him at all times that helps manage his behavior and assist with tasks such as reading and writing. Focus Student 2 is very determined. He comes from a two-parent English-speaking home that has high expectations of FS 2 and his 3 siblings. If he starts something, he will make sure to finish it to the best of his ability. However, he sometimes needs a bit of a push to get started and can shut down if he feels like he can't do something. He also has a hard time focusing on more than one thing at a time. Despite this, Focus Student 2 is quite capable in art class. He needs projects differentiated a bit for him, but his finished product is very similar to his peers. One of the ways Focus Student 2 contributes to the learning environment is through his happy nature and positivity. He has been in school with his classmates since Kindergarten and they have seen him deal with a lot of tough things. For a lot of students, the fact that he has been able to overcome so much, serves as reminder that they too can defeat their own challenges.

- b. One instructional strategy I can use in my classroom to support Focus Student 1 would be printed handouts of project instructions. I speak a second language myself (not Spanish, unfortunately) and from personal experience I know that it is much easier to read another language than it is to listen to it or speak it. This appears to be the case with Focus Student 1 as well. Since she can go at her own pace when reading, she is able to understand written English quite well. By giving her printed handouts, she can follow along with the instructions during demos and get a better grasp of what the project requirements are. On more complicated multi-step projects, I can go a step further and use an online translation program to write my instructions in Spanish. That way she can put all her focus and energy into the art project instead of having to worry about understanding the directions. A learning activity that I can use to support Focus Student 1 would be a partner art project. She is one of the most talented artists in the class, so another student will certainly benefit from getting to work with her. Meanwhile, it will be helpful for her to have a fellow student she can rely on to help her understand instructions. I also think that having a least one classmate that she can open up to and be friends with will go a long way towards helping her feel less alone at school.
- c. An instructional strategy I can use to support Focus Student 2 would be individualized step by step instructions. To do this I will model one step of the project and then have his paraprofessional work with him to complete this step. I have quite a bit of free time during project workdays, so I will be able to periodically check in with him and show him the next step of the project over the course of a couple days. Breaking things up like this will allow him to put his determination and hard work to use without overwhelming him with too many details. A learning activity I can use to support Focus Student 2 would be a modified project. This student struggles with certain aspects of projects and things often take him a bit longer than other students. To help him complete the same art assignments as his peers, it will be helpful to remove a few steps and have him focus on

one difficult task instead of several. For example, if my class was doing a contour wire sculpture project, instead of having him draw a picture and then go over it with wire, I can have him print a picture he likes and then go over it with wire. By minimizing that one step, he will have more time to focus on the main point of the assignment (the wire sculpture), instead of getting distracted, bored, or overwhelmed by too many steps.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

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

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets lived experiences, academic strengths, and learning needs?

Example 2: Did Not Meet/Partially Met Standards Level

Focus Student 1

Focus Student 1 is a Hispanic Senior who speaks both Spanish and English. He is working to support himself at a restaurant. He is really communicative, friendly, and open which helps him build up comradery with other students and teachers alike. This strength is also helpful for him at his job.

On occasion when a project seems confusing or difficult, he expresses that he feels like giving up. Bringing this up with Focus Student 1, I asked why he sometimes feels this way. He expressed that he isn't always sure what to do next when a project is overwhelming.

A relevant learning activity to implement this strategy is to keep the steps written out on the board to remind him of and break down a possibly overwhelming project (like a watercolor poster utilizing wax resist) into smaller, more recognizable steps.

Collaborative Instructional strategy: When he feels like giving up I can help him identify the next possible necessary step in task.

Collaborative Learning Activity: For the watercolor resist painting I can have the steps on the board and refer to them when he feels like giving up, pointing out just the next step he needs to take.

Focus Student 2:

Focus Student 2 is a Tongan Senior who speaks English and loves art class. This may have to do with that she prefers hands on activities for learning. Even though she is the youngest she has taken on a lot of responsibility by helping take care of nieces and nephews at home. In class, she is willing to try new things, do extra work, and stay focused.

As teachers we can utilize a teaching strategy of facilitating additional personalized projects to do with her extra time. A personalized project will build on her focus, dedication, and good communication with teachers.

A specific learning activity that implements that instructional strategy of a personalized project is providing materials (yarn, rope, thread, etc.) and guidance to complete a project (a woven wall hanging) she chooses from her already established collection of projects on Pinterest. The project works based on her connection with teachers and willingness to try new things and focus.

Collaborative Instructional strategy: Because student B is so willing to work hard she is prepared to engage in additional workload. We can facilitate additional challenging projects for her to do with her extra time.

Collaborative Learning Activity: To capitalize on her willingness to work hard we will facilitate a personalized project of her choice to work on between class projects. She chose a wall weaving she wants to build from an online image-sharing service. We can provide space, materials, and guidance as necessary.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.2 and ask yourself:

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

- Does the candidate identify each Focus Student's cultural and linguistic assets, lived experiences, and academic strengths and learning needs?
- Where does the candidate explain how each of these two students contributes to the classroom's learning environment?
- Does the candidate identify and describe one possible instructional strategy and one learning activity that can be created together with each focus student to support that student?
- Where does the candidate explain how the identified strategy and activity reflect an understanding and appreciation of each focus student's cultural and linguistic assets, lived experiences, academic strengths, and learning needs?

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.