

PPAT® Assessment

Library of Examples – Art

Task 3, Step 1, Textbox 3.1.2: Instructional Strategies

Below are two examples of written responses to Textbox 3.1.2 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 3, Textbox 3.1.2

- What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

Example 1: Met/Exceeded Standards Level

- The first strategy that I will use to engage students will be in the anticipatory set. Students will be shown Cultural Exemplars of famous self-portraits and Story-telling about each painting/artist will engage the student with the work by making it more relevant and relatable through narrative. Multiple examples of different styles will be shown, using Representation of Diversity in the art and cultures as another strategy engaging diverse students with many personal aesthetic preferences. A Whole Group Question and Answer will then occur, allowing the students to express their reactions and explore new concepts. For the production portion, a Guided Demonstration will occur, with a Task Analysis reviewed so that the student understands what is expected of them and when. Demonstrations are inherently engaging, with the student actually witnessing the creation of art occurring in real-time, and task analysis given with thorough explanation will support the steps demonstrated. Another important strategy is to show the student examples of other student's work, creating a realistic expectation of what they can and should be able to achieve. A final Comprehension Check will occur after the demonstration to ensure the material is understood. Also during production, Individual Support will be given if needed, and will be ascertained by strolling (Guided Practice) through-out the

classroom, assisting when needed. If a frequent misunderstanding is discovered, a Re-teaching will occur.

- b. To explore and invent art-making techniques and approaches is the first learning goal that will be supported by the guided practice strategy, by the consistent assistance throughout the production portion that will encourage creativity and risk-taking. The next learning goal of the student being able to analyze components in visual imagery that convey messages connects to the learning strategy during the anticipatory set and presentation of cultural exemplars, in which the multiple purposes and aesthetics of self-portraiture will be discussed in an interactive, informative, whole group question and answer. For the production portion of the lesson, the learning goal is to create facial features in correct proportion. The instructional strategy connected to the goal is "modeling through demonstration." The guided demonstration will allow the student see the steps needed to achieve the learning goal. The task analysis given will further support the process the student will be expected to follow. Comprehension checks and re-teaching will ensure that the student has, in fact recreated realistic and correct facial proportions.
- c. Whole-group instruction will be a primary method of teaching this unit for several reasons. I will be introducing the topic for the first time and the anticipatory set will include discussions about the images being shown--whole group will be the most efficient and effective format to facilitate this. Also, a procedure will be demonstrated and it is most effective, using the document camera and projector, to have the whole class view it at once. The small group learning activity will give the student opportunity to collaborate and move throughout the room, which creates application of the information taught through conversation and hands-on practice. The students will then begin independent practice at the time of the production, creating their own artwork.

Refer to the [Task 3 Rubric](#) for **Textbox 3.1.2 and ask yourself:**

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies informed?

Example 2: Did Not Meet/Partially Met Standards Level

- a. One instructional strategy that I plan to use to engage students in the lesson would be the use of modeling. Teachers can demonstrate a process and by doing so, can make the process more clear. By imitating the model, students become aware of the procedures needed to perform the task. A second instructional strategy that I plan to use to engage students in the lesson would be the use of experimenting. Experimenting requires students to investigate, test, explore, manipulate, solve problems, make decisions and organize information in a hands on way.
- b. The instructional strategies that I will be using connect with the learning goals and objectives by having students work through the visual experience to ensure that understanding is taking place so that objectives can be met.
- c. I was able to discuss my unit with the cooperating teacher. By doing so, she was able to advise me on some of the strategies that worked for her while teaching the same group of

students. Based on this conversation, I decided to use both whole group instruction and individual instruction.

Refer to the [Task 3 Rubric](#) for Textbox 3.1.2 and ask yourself:

- What rationale does the candidate provide for each instructional strategy selected to engage students and facilitate learning?
- Where does the candidate connect instructional strategies and learning goals?
- How does the candidate justify the type of group instruction planned for the lesson?
- Why is the analysis of instructional strategies 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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