

## PPAT® Assessment

### Library of Examples – Art

#### Task 3, Step 2, Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction

Below are two examples of written responses to Textbox 3.2.1 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 3, Textbox 3.2.1

Focus Student 1:

- a. Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- a. Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

#### Example 1: Met/Exceeded Standards Level

- a. Focus student 1 has the ability to produce excellent work from creative and original ideas. Focus student one's challenges relating to this lesson have to do with staying on task. This lesson is a difficult one, especially for someone without experience with printmaking. In order to execute the steps correctly and have a final product that meets expectations, students must be able to follow the directions and focus throughout the assignment.

Focus student 1 often struggles to meet expectations because he cannot focus. He starts a project and meets it with excitement, but as time goes on, he loses interest.

- b. To meet the learning needs of focus student 1, I modified specific parts of the lesson. I made sure that the lesson was broken down into steps. As I went through the demonstration I made sure to explain thoroughly each step and point the step out on the whiteboard so that he could visualize as we went along. I also paired focus student 1 up with another peer so that he would have someone to follow along with. This will help him to understand the information and steps. I will also check for understanding by asking focus student 1 questions periodically. As the lesson progresses I will make sure that focus student 1 is on the right track by asking what step he just finished and what comes next. All of these differentiated parts of the lesson will help to keep him on task and accountable for his own work.
- c. I will collect the three finished prints so that I can check for understanding and show progress toward the learning goals for focus student 1. I will also collect a grade slip from him. I will ask him to grade his own work and talk to me about why he believes he deserves that specific grade. I will grade him and we will compare. We will talk about certain things that he learned, and things that he feels he needs more work on. By conferencing with the student I will be able to check for understanding and see progress toward the learning goals.
- d. Focus student 2 excels in art, she shows interest and wants to be challenged. She is able to understand hard concepts and come up with original ideas. Her challenges relate to the speed at which she gets work done. Focus student 2 usually picks up on directions fairly quickly and finishes projects relatively fast. This leads to her boredom once she is done with her project. Her challenge deals with the fact that she needs some form of enrichment during art so that she can feel challenged and learn new skills.
- e. I will differentiate specific parts of the lesson to better suit focus student 2's needs. In order to meet the goals of the lesson and also be challenged I will expand on the assignment. I will encourage her to do more than the set expectations of the assignment. I will encourage her to create a design that is more challenging, possibly using four colors instead of three. Since she works so quickly, I will encourage her to make 4 or 5 prints instead of the expected 3. I will also expect her to help other students as we go along. There will be students who are behind or frustrated and I will convey to focus student 2 that she can use her skills to help others.
- f. In order to show progress toward the learning goal for focus student 2, I will have her turn in her 4-5 final prints and choose her best one to mat. I will have her explain to me why she believes it is her best one. This will help me check for understanding and show progress toward the learning goals. I will also collect a grade slip from focus student 2. I will ask her to grade his own work and talk to me about why she believes she deserves that specific grade. I will also grade her and we will compare. We will talk about certain things that she learned, and things that she may want to know more about. By conferencing with the student I will be able to check for understanding and see progress toward the learning goals. I will also be able to see her perspective and understanding of the assignment.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student’s progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction effective?

**Example 2: Did Not Meet/Partially Met Standards Level**

- a. FS 1 shows autistic tendencies. She is hesitant to participate in classroom discussion so the first section of the lesson may be a challenge for her. However, she is a good reader, so if she volunteers to read I will choose her in order to encourage participation. The written portion of the lesson will show FS 1’s strengths because she is very articulate in written form.
- b. Instead of requiring FS 1 to participate verbally in discussion, I will provide her with a worksheet and ask her to write in her guesses as to which color is being described. FS 1 is sensitive to kinesthetic experiences and will be provided with latex free gloves to work in while using oil pastels in order to avoid the distress of messy hands.
- c. I will collect FS 1’s work sheet and check her answers, looking to see if she was paying attention and considering the class’s discussion while filling in her answers.
- d. FS 2 has been diagnosed with ADHD. He will likely be over excitable during the classroom discussion and restless during the writing portion.
- e. FS 2 is learning to work within his ADHD and I want to encourage his efforts to assimilate with the rest of the class. He does not require very much differentiation, but I will provide a stress ball for him to play with during the studio and written portion of the lessons. The stress ball releases some of his energy and enables him to focus. I will sit FS 2 near the front of the classroom so that I am able to keep close watch of his behavior and redirect him as needed.
- f. I will keep a written record of FS 2’s behavior during the lesson. I will submit this record onto the schools web portal so that the information will be available to his parents and other teachers who are monitoring his behavior.

**Refer to the [Task 3 Rubric](#) for Textbox 3.2.1 and ask yourself:**

- Identify the evidence provided by the candidate about the learning strengths and challenges of each Focus Student.
- How does the candidate plan to differentiate the lesson plan for each Focus Student and evaluate each student’s progress toward the learning goal(s)?
- Why is the analysis of the plan to differentiate instruction ineffective?

**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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