

PPAT® Assessment

Library of Examples – Art

Task 3, Step 4, Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students

Below are two examples of written responses to Textbox 3.4.2 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 3.4.2

- a. How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

Example 1: Met/Exceeded Standards Level

For focus student #1, I would ideally have an even more efficient way to translate communication with the student. Even though I could visually show him a lot of basic concepts that were explored in this current lesson, I believe it will become more and more difficult to try to communicate more complex ideas if the level of communication can't improve. If there was an app that could constantly be translating, that would be perfect. The most difficult part is if the student has questions to ask back if they aren't understanding and it takes away from others class time. One thing I may try is to plan more group work and learning activities that involve cooperative learning. Interacting with the English speaking students could really help them practice their English and problem solve with them. I don't believe a change in materials could have made a huge difference in the understanding of the concepts for this student. For focus student #2, I would like to incorporate more hands-on working with them. This student works extremely efficiently and was able to confidently begin carving their litho block with ease. I believe that planning a project that could involve more detailed building would keep this student involved more motivated to make a more complex and detailed project. Possibly allowing this student to work with clay or plaster could allow them to work with their hands a lot more and keep them working efficiently while also creating quality work the entire time because with this last project they were very quick to rush through the drawing part, but did a detailed, quality job on the carving and printing. Also providing this student with opportunities for more complex project designs would also help push them to see the level of art they could be making.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated instruction clear?

Example 2: Did Not Meet/Partially Met Standards Level

Both focus students seemed to respond well to the modifications that were made to the lesson. Focus Student 1 does excellent work when she feels personally invested or connected to the subject matter of lessons, so I will make sure to have a way for her to personalize projects or connect them to her prior experiences, in the future. Focus Student 2 is very sensitive to stress and frustration. In the future, I will try to find a balance between trying to motivate her to push and challenge herself, without succumbing to despair, and giving her enough attention, encouragement and time that she feels comfortable and confident that she can be successful.

Refer to the [Task 3 Rubric](#) for Textbox 3.4.2 and ask yourself:

- How does the candidate plan to use an analysis of this lesson and the evidence of student learning for future planning of lessons for each of the Focus Students?
- Why is the reflection on the differentiated 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.