

PPAT® Assessment

Library of Examples – Art

Task 4, Step 2, Textbox 4.2.1: Instructional Strategies

Below are two examples of written responses to Textbox 4.2.1 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 Prompts for Task 4, Textbox 4.2.1

- How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

Example 1: Met/Exceeded Standards Level

- While implementing the lesson I was careful to use correct academic content language as I introduced the project, conferenced with students, and held full-class discussions. This modeling technique helped students learn the ways in which artists are expected to talk about their work and the work of other artists. I was also careful to express to students both verbally and in written explanations different ways that are acceptable to talk and write about artwork. This can be seen at time stamp 9:15 in my video as I am describing the need for students to be respectful and specific in their comments to classmates during critique.
- During one on one conferencing and in-progress critique, students discussed the progress of their work and the steps they needed to take for completion or planning for future projects. As students explained their work, commented on their classmates' work, and discussed the choices they were making, the students were able to use their critical

thinking skills to promote their own learning and to assist their classmates. This can be seen particularly in the process of the T.A.G. critique where students are required to (T)ell something they like, (A)sk a question, and (G)ive a suggestion to 3 of their classmates at time stamp 8:30 in the video. Writing and receiving these comments, questions, and suggestions promotes critical thinking and planning for future work. These activities also encourage students to view lessons and projects as parts of a larger continuum of skill building.

- c. Questioning skills, particularly during in-progress critiques, helped students to develop a plan for the future of their work as well as letting me know the areas that students need further review or instruction. Students responding to questions concerning their plan for improvement and suggestions for classmates' work can be seen at time stamp 2:55 in the video. Questioning and one on one conferencing can also be seen at time stamp 00:55 in the video while I work with individual students on specific areas of their project. One on one conferencing and discussions with students were particularly important during this lesson because of the many choices students made. These choices resulted in very individualized projects and no two paintings were the same.
- d. Visual literacy was a primary component of this lesson because students were "reading" artworks to look for information and draw conclusions or ask questions about different artists' processes, content, and choices that contribute to a visual narrative. This lesson also included a research element that required students to find information, read, and write about the artist they choose to emulate. Students included the information from their research in presentations of their work to the class and as part of their project proposal that they submitted before beginning their final paintings. This information and emphasis on visual literacy was a crucial component in helping students explain and rationalize the choices they make throughout the project.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis complete?

Example 2: Did Not Meet/Partially Met Standards Level

- a. At the beginning of the video, after introductions, I discussed with the students what simulated/IMPLIED textures were. Using these words directly related to the GLE on Stand II: Elements and Principles 1. D. Fifth Grade, "Identify and use IMPLIED or simulated textures." By going over the vocabulary words and asking the students what they think it is, the students are able to discuss and recognize it before working on their projects. They were able to have an idea of what they would be learning.
- b. With this project, I used open group discussion with the students I broke the words down. I asked, " What does IMPLIED or simulated mean?" "How can you imply or simulate a texture?" I also asked the students to discuss with their partners what monster parts they saw.

- c. At I asked the students if they knew what implied and simulated textures are. I then asked what where some textures that one could feel. After asking about the different textures they can feel, I went in and told the students what it meant and then asked a student to repeat it back to me.
- d. (During 3:53-14:00) I read the book, "Where the Wild Things Are" by Maurice Sendak to the students and walked around the classroom to show the students the textures. I would have used the interactive white board, but it was not working. In this book, the students were able to see implied and simulated textures as examples and it tied in well with the drawing lesson that we would be doing.

Refer to the [Task 4 Rubric](#) for Textbox 4.2.1 and ask yourself:

What evidence from the video is cited to support the candidate's analysis of the following?

- Using academic content language in the lesson
- Engaging students in critical thinking in the lesson
- Using questioning skills in the lesson
- Integrating literacy into the lesson

Why is the analysis 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.