PPAT® **Assessment**

Library of Examples – Art

Task 1, Step 2, Textbox 1.2.1: Getting to Know Your Students

Below are two examples of written responses to Textbox 1.2.1 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 1, Textbox 1.2.1

a. Based on the compilation of information from the results of the Getting to Know Your Students activity, analyze one example of how this information would influence a whole-class instructional decision you would make. Provide a rationale for your decision.

b. Using one student's completed Getting to Know Your Students activity, analyze how this information would influence an instructional decision you would make for this student. Provide a rationale for your decision

Example 1: Met/Exceeded Standards Level

a. For the "Getting to Know Your Students activity", I had my students design and create their own art-binder covers. These covers combined a grade appropriate art concept (one point perspective for 6th grade, contour line portraits for 7th, and graffiti style letters for 8th grade) with imagery representing the students' interests and backgrounds. My clinical educator and I had this project be our first of the year. Besides helping us get to know our students better, it also served as an excellent method to see where students were at skill and motivation wise. In our 7th period 8th grade class, I noticed a large disparity in the quality of work between students. More notably, some students put in much more effort than others. The requirements of this activity were pretty simple, so the results depended on how much time the students were willing to put into it. While some students spent the seven days allotted for the project working carefully and adding lots of detail, others did the bare minimum and spent more time talking than doing art. When asked by my CE and I to add more imagery or color, these students replied that they "didn't know how" or "couldn't do it."

Whether this was just an excuse or an honest answer, I'm not entirely sure. Either way, I think this information will be useful for future lessons. Over the course of this project, I noticed that the 8th graders were a lot more self-conscious about their artwork than the younger classes were. If the 6th or 7th graders didn't know how to draw something, they would either ask for help or try their best to figure it out themselves. The 8th graders seemed too embarrassed to ask for help. I got the impression that a lot of them would rather "not try" than put the effort in and fail. While I can understand where this mindset comes from (middle school can be rough), it is important that I find a way to help them overcome this. Nothing kills progress and creativity in art like the fear of failure!

A whole-class instructional decision I can use to combat this would be to have more detailed instructions and demonstrations of projects. Our "Getting to Know Your Students" project was very open ended. While I explained how to draw graffiti style letters, I didn't think to do demos on drawing anything else. This was okay for an intro project, but it will not work for future activities. I need to remember to demonstrate (or at least discuss) every single step of a project. If I want students to have certain things in their finished work, I need to include these things in both my instructions and my rubrics. As someone who has been doing art for 20 years, it can be easy for me to forget to explain the "hows and whys" of art. This can sometimes be confusing for students. It also leaves them with the false impression that I am just "naturally good at art." If I can better explain my process and show them that I too make mistakes, hopefully that will encourage the 8th graders to step out of their comfort zones and try to learn new things. At the very least, they will no longer have the excuse that they "don't know how."

b. One item from one of my student's completed "Getting to Know Your Students" project that I could use to promote his engagement and learning was his interest in sports. This student had sports all over his art-binder cover. He drew the logos of his favorite pro football and basketball teams. He included cartoon style depictions of himself playing basketball (complete with cartoon bubble dialog and a to-scale basketball court) as well as drawings of a variety of sports equipment representing the sports he plays at the Middle School. As someone who also really enjoys sports, I find it easy to use them to engage and connect with students. One way I could use this student's love of sports to influence an instructional decision for him would be to reference them in my descriptions of art concepts. For example, when teaching a lesson on color schemes I could explain that complimentary colors are often used in pro-sports teams jerseys and logos. By showing him pictures of different pro football team logos, I would be able to help him understand the effects/properties of this color scheme in a way that was memorable and interesting to him. For a lot of students learning new ideas is easier when they are tied to something they already know and are interested in. For this student, sports logos would probably make a lot more sense (and be more memorable) than a color wheel diagram would be.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

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

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?

- Where does the candidate explain how this information would influence decisions made regarding whole-class instruction?

- Does the candidate use one student's completed Getting to Know the Students activity?
- Where does the candidate explain how this information would influence instructional decisions made regarding this particular student?

Example 2: Did Not Meet/Partially Met Standards Level

a. Example of how this information would influence a whole-class instructional decision: Knowing what makes my students proud of themselves I can encourage and enable them to work towards something they are proud of. Many students specifically mentioned their own completion of a goal or project as something they were proud of (for example: one student was proud of completing different crafts and drawings she'd seen on an online image-sharing service. I will help them utilize their time between projects for a personal project that they come up with themselves. For example, one student is interested in weaving a wall hanging to decorate her room. Another student is interested in different graffiti artists and using their work as references is designing his own paintings.

   Rationale: This will be a more empowering and personal kind of project for which students will be more motivated and invested in

b. Example of how one student's completed activity would influence an instructional decision for this student: One student was proud of how he was able to fix his truck. A possible project would be a photography project of his truck, showcasing his work.

   Rationale: Designing a project directly connected to something he is already working on and is interested in is more motivating and engaging for the student and thus the teacher.

Refer to the [Task 1 Rubric](#) for Textbox 1.2.1 and ask yourself:

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

- Does the candidate identify one example, based on the compilation of information from the results of the Getting to Know Your Students activity to analyze?
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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.