

## Missouri Pre-Service Teacher Assessment (MoPTA)

### Task Requirements

#### **Task 1: Knowledge of Students and the Learning Environment**

*In this task, you will demonstrate the knowledge and skills that pertain to your understanding of the context of your classroom in regard to your students, the school, and the community; and you will identify implications of these factors on instruction and student learning.*

#### Standards and Quality Indicators Measured in This Task

The following Missouri Teacher Standards and Quality Indicators represent the focus of this task. The evidence you submit needs to address and will be scored according to the following.

Standard 2, Quality Indicators 2C4, 2C5, and 2C6  
Standard 3, Quality Indicator 3C2  
Standard 4, Quality Indicator 4C2  
Standard 5, Quality Indicators 5C1 and 5C3  
Standard 6, Quality Indicator 6C2  
Standard 8, Quality Indicator 8C3  
Standard 9, Quality Indicator 9C3

## What Do You Have to Do for This Task?

**For this task, you must submit the following evidence.**

1. Written Commentary of a maximum of 21,000 characters (approximately seven typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence;
  - describes, analyzes, and reflects on the evidence; and
  - reflects in what ways the evidence you have collected impacts your understanding of the knowledge of students and the classroom learning environment
2. A maximum of four artifacts including
  - the Contextual Factors Chart (maximum of two pages);
  - the Instructional and Support Resources Chart (maximum of two pages);
  - one completed student interest inventory (maximum of two representative pages); and
  - a form of introduction (maximum of one page)

**How to Submit your Evidence** (Refer to the Submission System User Guide for more details.)

- Upload your artifacts into your Library of Artifacts
- Refer to the artifacts in your Written Commentary
- Link to the artifacts within your Written Commentary

### **How to Compose your Written Commentary**

This task has two steps with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address all parts of each of the guiding prompts.

- Step 1: Knowledge of Students
- Step 2: Resources and Procedures

***Please read the entire task before responding to any guiding prompts.*** Use the textboxes located under the guiding prompts to compose your responses and link your artifacts.

## Step 1: Knowledge of Students

This step will help you familiarize yourself with your students and the characteristics and circumstances of the environment in which they learn.

### Textbox 1.1.1: Community, District, School Contextual Factors That Influence Instruction

#### Activity 1: Complete the Contextual Factors Chart

Complete the second column of the Contextual Factors Chart by providing the requested information listed in each section of the first column. Then, from the Contextual Factors Chart, choose one factor that you consider will have the most impact on student learning from each of the following: community, district, and school. Respond to the guiding prompts below.

#### Guiding Prompts

- Based on your chosen community factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity and explain why it appropriately connects to your chosen factor.
- Based on your chosen district factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity and explain why it appropriately connects to your chosen factor.
- Based on your chosen school factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity and explain why it appropriately connects to your chosen factor.

Enter your response in the textbox below. Link the Contextual Factors Chart (maximum of two pages) from your Library of Artifacts to the first sentence in your response.

Type your response here.

**Textbox 1.1.2: Classroom Demographics and Knowledge of Students**

**Activity 2: Complete the Contextual Factors Chart**

Complete the second column of the Contextual Factors Chart by providing the requested information listed in each section of the first column. Then from the Contextual Factors Chart, choose one factor that you consider will have the most impact on student learning from each of the following: classroom demographics and knowledge of students (whole class and individual). Then respond to the guiding prompts below.

**Guiding Prompts**

- a. Based on your chosen classroom demographics factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity and explain why it appropriately connects to your chosen factor.
- b. Based on your chosen knowledge of students factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity and explain why it appropriately connects to your chosen factor.

Enter your response in the textbox below.

**Type your response here.**

## Step 2: Resources and Procedures

This step allows you to identify available instructional resources, student interests, and rules and procedures, and to establish a method of communication with students and families.

### Textbox 1.2.1: Available Resources to Enhance Student Learning

#### Activity 1: Complete the Instructional and Support Resources Chart

Complete the Instructional and Support Resources Chart. This resource will allow you to identify available resources and explain how they could be used to enhance your instruction. Then respond to the guiding prompts below.

#### Guiding Prompts

- Select two resources. Describe how you would use each of these in your classroom to support your students' learning.
- Now select any one resource. Also, from your Contextual Factors Chart, select a particular characteristic that you listed under Knowledge of Students. Describe how this resource could help support the chosen characteristic to enhance your students' learning.

Enter your response in the textbox below. Link the Instructional and Support Resources Chart (maximum of two pages) from your Library of Artifacts to the first sentence in your response.

Type your response here.

### Textbox 1.2.2: Student Interest Inventory

#### Activity 2: Administer and Analyze a Student Interest Inventory

Create or choose a student interest inventory appropriate to your classroom assignment. Administer the inventory to your whole class to gather information relevant to your students' interests and learning. Then respond to the guiding prompts below.

#### Guiding Prompts

- a. Based on the compilation of information from the whole-class inventory, provide one example of how the information would influence an instructional decision you make in your classroom.
- b. Select one completed student interest inventory from this class. Analyze how one item from this inventory can be used to promote his or her engagement and learning.

Enter your response in the textbox below. Link your student interest inventory (maximum of two pages) from your Library of Artifacts to the first sentence in your response.

**Type your response here.**

**Textbox 1.2.3: Communicating with Students and Families**

**Activity 3: Introduction to Your Students and Their Families**

Based on the demographics of your classroom and knowledge of families and community, construct one form of communication that introduces you to your students and their families. This form of communication could be, but is not limited to, the use of a Web site, e-mail, a school function/activity, or a letter. Then respond to the guiding prompts below.

**Guiding Prompts**

- a. Describe how your introductory communication addresses your awareness of the demographic differences in the classroom.
- b. How does this form of communication foster interactive communication among you, your students, and their families?

Enter your response in the textbox below. Link your form of introduction (maximum of one page) from your Library of Artifacts to the first sentence in your response.

**Type your response here.**

### Textbox 1.2.4: Rules and Procedures

#### Activity 4: Rules and Procedures

Access and review the rules and procedures for the classroom to which you are assigned. Then respond to the guiding prompts below.

#### Guiding Prompts

- a. Describe one example of a classroom rule or procedure. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, **or** impacting the learning environment.
- b. Describe one example of a technology rule or procedure. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, **or** impacting the learning environment.

Enter your response in the textbox below.

**Type your response here.**