

Missouri Pre-Service Teacher Assessment (MoPTA)

Task Requirements

Task 3: Designing Instruction for Student Learning

In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate 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 1, Quality Indicator 1C2
Standard 2, Quality Indicators 2C3, 2C4, 2C5, and 2C6
Standard 3, Quality Indicators 3C1, 3C2, and 3C3
Standard 4, Quality Indicators 4C1, 4C2, and 4C3
Standard 5, Quality Indicator 5C1
Standard 6, Quality Indicator 6C4
Standard 7, Quality Indicators 7C1, 7C2, and 7C4
Standard 8, Quality Indicator 8C1

What Do You Have to Do for This Task?

If you are a candidate to teach at the elementary level (at least the four major subjects of mathematics, English/language arts, social studies, and science), you MUST select Mathematics as your content focus for Task 3.

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 25,500 characters (approximately eight typed pages) that
 - responds to all parts of the guiding prompts;
 - references your artifacts to support your written evidence; and
 - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs
3. A maximum of seven artifacts including
 - representative pages of your lesson plan (a sample template is provided, but candidates may submit a plan of their own) (maximum of two pages);
 - a plan for differentiation for Focus Student 1 (maximum of one page);
 - a plan for differentiation for Focus Student 2 (maximum of one page);
 - a teacher instructional artifact (maximum of one page);
 - a work sample from a student other than the two Focus Students (maximum of one page);
 - a work sample from Focus Student 1 (maximum of one page); and
 - a work sample from Focus Student 2 (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 four 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: Planning the Lesson
- Step 2: The Focus Students
- Step 3: Analyzing the Lesson
- Step 4: Reflecting

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.

Contextual Information

This step allows you to provide a picture of your class to give the rater a better understanding of your instruction and decision-making skills.

Overview

Many factors can affect teaching and learning; these include community, district, and/or individual school/classroom/student factors.

The information you gather about your teaching and learning context and about your individual students will help give a perspective to the rater who will be scoring your submissions.

This part of your submission will not be scored, but the information you include should reflect implications regarding your instructional choices.

Your response must be limited to 1,500 characters (approximately one-half typed page). No artifacts can be attached to this Contextual Information textbox.

- a. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- b. Describe any physical, social, behavioral, and developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, and health considerations that may also impact teaching and learning.
- c. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Enter your response in the textbox below.

Type your response here.

Step 1: Planning the Lesson

This step allows you to demonstrate your knowledge of an effective lesson plan that facilitates student learning.

Textbox 3.1.1: Standards and Learning Goals and Student Background Information

Activity: Planning for Instruction

Develop a lesson plan that you will use for your students in this task. You can use the sample template provided or you can submit a plan of your own. Then respond to the guiding prompts below.

Guiding Prompts

- a. What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- b. What learning goal(s) and standards, both Missouri and national, did you identify for the lesson (provide the number and title of each standard that you list)? How will they guide the planned learning activities?
- c. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- d. What are some difficulties students might encounter with the content? How do you plan to address these difficulties?

Enter your response in the textbox below. Link representative pages of your lesson plan (maximum of two pages) from your Library of Artifacts to the first sentence in your response.

Type your response here.

Textbox 3.1.2: Instructional Strategies

Guiding Prompts

- a. What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
- b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
- c. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

Enter your response in the textbox below.

Type your response here.

Textbox 3.1.3: Learning Activities

Guiding Prompts

- a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
- b. How will these learning activities address student strengths and needs?
- c. How did your classroom demographics inform the design of the learning activities you chose?

Enter your response in the textbox below.

Type your response here.

Textbox 3.1.4: Materials, Resources, and Technology

Guiding Prompts

- a. What materials and resources will you use to support your instruction? Provide a rationale to support your choices.
- b. What types of technology do you plan to use for this lesson?
- c. How will your chosen technology enhance your instruction and student learning in this lesson?

Enter your response in the textbox below.

Type your response here.

Step 2: The Focus Students

This step allows you to demonstrate your ability to differentiate instruction for individual students.

Textbox 3.2.1: Understanding the Two Focus Students

Activity: Differentiating Instruction

Select two students from the whole class who reflect different learning needs. Please refer to them as Focus Student 1 and Focus Student 2. Then respond to the guiding prompts below.

Guiding Prompts

Focus Student 1:

- Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

Focus Student 2:

- Identify Focus Student 2's learning strengths and challenges related to the learning goal(s) of the lesson.
- What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

Enter your response in the textbox below.

Type your response here.

Textbox 3.2.2: Differentiating Instruction for the Two Focus Students

Guiding Prompts

- a. How will you adapt the learning goal(s) to engage each Focus Student and facilitate his or her learning? Provide a rationale.
- b. Describe how you will differentiate your instructional strategies **and** learning activities to engage each of the two Focus Students and facilitate their learning. Provide a rationale.
- c. What materials, resources, and technology will you add or adapt to engage each Focus Student and facilitate his or her learning? Provide a rationale.
- d. How will you and each Focus Student know that he or she achieved the learning goal(s) for the lesson?

Enter your response in the textbox below.

- Link a differentiation plan for Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
- Link a differentiation plan for Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

Type your response here.

Step 3: Analyzing the Lesson

This step allows you to demonstrate your ability to analyze the implementation of your lesson and the evidence of student learning.

Textbox 3.3.1: Analyzing the Lesson for the Whole Class

Activity: Focusing on the Instruction

After you have implemented the lesson, respond to the guiding prompts below.

Guiding Prompts

- To what extent did the lesson, including instructional strategies, learning activities, materials, resources, and technology help to facilitate student learning? How does the evidence you collected support this finding?
- How did the students demonstrate their understanding of the content presented? Provide specific examples from the lesson and student work to support your analysis.
- While you were teaching, what adjustments to the lesson did you implement to better support student engagement and learning? Provide examples to support your decisions.
- What steps did you take to foster teacher-to-student **and** student-to-student interactions? How did they impact student engagement and learning?
- What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

Enter your response in the textbox below.

- Link a teacher instructional artifact (maximum of one page) from your Library of Artifacts to the first sentence discussing the lesson.
- Link a student work sample (maximum of one page) from your Library of Artifacts to the first sentence discussing the student. The student work sample should come from a student other than the Focus Students.

Type your response here.

Textbox 3.3.2: Analyzing the Differentiation for the Two Focus Students**Guiding Prompts**

- a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite evidence to support your analysis.
- b. How did your differentiation of specific parts of the lesson help each Focus Student meet the learning goal(s)? Cite examples to support your analysis.

Enter your response in the textbox below.

- Link a student work sample (maximum of one page) for Focus Student 1 from your Library of Artifacts to the first sentence discussing Focus Student 1.
- Link a student work sample (maximum of one page) for Focus Student 2 from your Library of Artifacts to the first sentence discussing Focus Student 2.

Type your response here.

Step 4: Reflecting

This step allows you to reflect on the strengths and weaknesses of your lesson.

Textbox 3.4.1: Reflecting on the Lesson for the Whole Class

Activity: Reflecting after Instruction

Think about your lesson plan, the lesson that you taught, and the student work. Then respond to the guiding prompts below.

Guiding Prompts

- a. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Provide specific examples.
- b. How will you use your analysis of this lesson and the evidence of student learning to guide your planning for future lessons for the whole class?

Enter your response in the textbox below.

Type your response here.

Textbox 3.4.2: Reflecting on the Differentiated Instruction for the Two Focus Students

Guiding Prompts

- a. How will you use your analysis of this lesson and the evidence of student learning to guide your planning for future lessons for each of the two Focus Students? Consider specific instructional strategies, learning activities, materials, resources, and technology you will use. Provide specific examples.

Enter your response in the textbox below.

Type your response here.

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