

Missouri Pre-Service Teacher Assessment (MoPTA)

Task Requirements

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

In this task, you will demonstrate your ability to plan and implement a lesson using research-based instruction. You will also show how you are able to adjust instruction for the whole class as well as for individual students within the class. Finally, you will demonstrate an understanding of reflective practice.

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 Indicators 1C1 and 1C2
Standard 2, Quality Indicators 2C4, 2C5, and 2C6
Standard 3, Quality Indicator 3C2
Standard 4, Quality Indicators 4C1 and 4C3
Standard 5, Quality Indicators 5C1 and 5C2
Standard 6, Quality Indicators 6C1 and 6C2
Standard 7, Quality Indicators 7C1, 7C2, and 7C4
Standard 8, Quality Indicator 8C1

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 28,500 characters (approximately nine 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 four artifacts including
 - one fifteen-minute video (mandatory), which may be a full fifteen minutes (unedited) or may be separated into three five-minute segments (each unedited) combined into one file;
 - two representative pages of your standards-based lesson plan (maximum of two pages) (a sample template is provided, but candidates may submit a form of their own)
 - a student work sample from Focus Student 1 (maximum of one page); and
 - a student 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 five steps, four of which have 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
- Step 2: Implementing the Plan
- Step 3: Student Work
- Step 4: Reflecting
- Step 5: Uploading the Video

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

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

Textbox 4.1.1: Goals and Student Background

Activity: Creating a Plan

Produce a standards-based lesson plan that addresses student needs, includes instructional strategies to engage students in higher-order thinking skills, and incorporates assessment techniques to gauge student learning. The lesson plan must allow for the recording of a fifteen-minute video and result in work from two Focus Students. Before teaching the lesson, respond to the guiding prompts below.

Guiding Prompts

- a. What are the Missouri and national standards and learning goal(s) for your lesson? Provide the number and title of each standard that you list.
- b. Explain how the selected standards and learning goal(s) are appropriate for your students. Include in your response how you used students' prior knowledge **and** background information to influence the planning process (e.g., assessment data, diversity, and prior experiences).

Enter your response in the textbox below.

Type your response here.

Textbox 4.1.2: Instructional Strategies

Guiding Prompts

- a. How do you plan to use academic content language to promote student learning? Provide a rationale.
- b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.
- c. How do you plan to use questioning skills to promote student learning? Provide a rationale.
- d. How do you plan to integrate reading into the content you will teach? Provide a rationale.

Enter your response in the textbox below.

Type your response here.

Textbox 4.1.3: Lesson Activities

Guiding Prompts

- a. Describe the learning activity that is the main focus of the lesson plan. Explain how that activity is designed to anticipate **and** address student learning needs.
- b. Describe how you will monitor student learning while teaching the lesson.

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.

Step 2: Implementing the Plan

This step allows you to demonstrate your ability to implement the lesson plan, interact with your students, and analyze your practice.

Textbox 4.2.1: Instructional Strategies

Activity: Implementing the Plan

Teach the lesson based on your plan described above and provide a fifteen-minute video recording of that lesson. Respond to the guiding prompts below based on the entire lesson, unless otherwise noted.

Guiding Prompts

- a. How did your use of academic content language promote student learning? Cite evidence from the video to support your analysis.
- b. How did your engagement of students in critical thinking promote student learning? Cite evidence from the video to support your analysis.
- c. How did your use of questioning skills promote student learning? Cite evidence from the video to support your analysis.
- d. How did your integration of reading into the content you taught promote student learning? Cite evidence from any part of the lesson to support your analysis.

Enter your response in the textbox below.

Type your response here.

Textbox 4.2.2: Interacting with the Students

Guiding Prompts

- a. How did you monitor student learning during the lesson? In what ways did the evidence of student learning guide your instructional decision making during the lesson? Cite evidence from the video to support your analysis.
- b. What individual, small-group, and/or whole-group feedback did you provide during the lesson? How did that feedback advance student learning? Cite evidence from the video to support your analysis.
- c. What verbal **and** nonverbal communication techniques did you use during the lesson? How did these techniques foster student learning? Cite evidence from the video to support your analysis.

Enter your response in the textbox below.

Type your response here.

Textbox 4.2.3: Classroom Management

Guiding Prompts

- a. What classroom management strategies did you use during the lesson? Cite evidence from the video to support your analysis.
- b. How did these strategies engage students and promote a positive learning environment? Cite evidence from the video to support your analysis.

Enter your response in the textbox below.

Type your response here.

Step 3: Student Work

This step allows you to provide evidence of student learning resulting from the implemented lesson.

Textbox 4.3.1: Student Work

Activity: Collecting Student Work

Identify two Focus Students who were involved in your lesson. Make sure you choose students who reflect different learning needs. Provide a student work sample from the lesson for each of the two Focus Students. Then respond to the guiding prompts below.

Guiding Prompts

- Describe why you chose the two Focus Students. Explain how each Focus Student reflects different learning needs.
- What areas of this lesson did you target for each Focus Student's growth? Why did you choose these areas?
- Explain how each work sample you selected demonstrates the learning progress of each Focus Student.

Enter your response in the textbox below.

- Link a student work sample for Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
- Link a student work sample 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 4: Reflecting

This step allows you to reflect on the effectiveness of your lesson for the entire class.

Textbox 4.4.1: Reflection

Activity: Reflection

Think about your lesson plan and the implementation of the lesson. Then respond to the guiding prompts below.

Guiding Prompts

- a. To what extent did your students reach the learning goal(s)? Cite evidence from the lesson plan and/or the video that supports your reflection.
- b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you need to revise. Cite evidence from the video that supports your conclusions.
- c. What revisions would you make to the lesson plan if you were to teach this lesson in the future? Why would you make the revisions? Cite evidence from the lesson plan and/or the video that would prompt the revisions.

Enter your response in the textbox below.

Type your response here.

Step 5: Uploading the Video

Textbox 4.5.1: The Video

Activity 1: Upload a Fifteen-minute Video.

Only one video file may be uploaded. You have two options for creating your video file. Option 1: one continuous, unedited fifteen-minute segment. Option 2: three separate, unedited five-minute segments combined **in one video file**.

Make sure you review your video upload before submitting Task 4.

Upload your video here.

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