



**Missouri Pre-Service Teacher Assessment
(MoPTA)**

**Candidate and Educator
Handbook**

**Version 3.0
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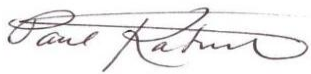
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Sincerely,



Paul Katnik
Assistant Commissioner

Office of Educator Quality

General Overview

The Missouri Pre-Service Teacher Assessment (MoPTA) is an evidence-based performance assessment designed to assess the instructional capability of pre-service teachers prior to receiving their teaching license. This assessment evaluates teacher candidates on their ability to have an impact on student learning as stated in the Missouri Teacher Standards and Quality Indicators and the four MoPTA tasks.

The assessment consists of four tasks: one formative task and three summative tasks. The tasks are described later in this handbook.

Before beginning this assessment, review the entire handbook for information about the tasks, the rubrics, the writing guidelines, the online submission system, the video, and more. There are also other useful documents that will help support you through this process. Consult the [Missouri Performance Assessments website](#) for these documents.

The Standards and Quality Indicators

What performance does the Missouri Pre-Service Teacher Assessment measure?

The Missouri Pre-Service Teacher Assessment (MoPTA) measures whether a teacher candidate has met the appropriate Missouri Standards for the Preparation of Educators (MoSPE) (those listed in the candidate column) as established by the Missouri Department of Elementary and Secondary Education (MoDESE).

What are the Missouri Teacher Standards and Quality Indicators?

The teacher standards are articulated across nine general areas of professional practice. Quality Indicators are provided for each standard. These Quality Indicators further describe the particular benchmark or criterion of the professional practice. The entire document for teachers can be found at the MoDESE Web site on the Office of Educator Quality home page (dese.mo.gov/eq/). As part of Senate Bill 291, guidance was offered regarding appropriate standards. The bill includes six general concepts to be included in any teaching standard used in Missouri schools. While the districts are responsible for adopting the standards, the department was given the task of offering model standards. For each of the teacher standards, references are provided to Senate Bill 291 and the six included concept statements. The 9 Missouri Teacher Standards and 36 Quality Indicators are listed in the following table.

The Missouri Standards for the Preparation of Educators

Standard #1 – Content Knowledge, Including Varied Perspectives, Aligned with Appropriate Instruction: The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1 – Content Knowledge and Academic Language: The teacher candidate demonstrates knowledge of the academic language of the appropriate discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri.

Quality Indicator 2 – Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.

Quality Indicator 3 – Disciplinary Research and Inquiry Methodologies: The teacher candidate understands how to engage students in the methods of inquiry and research in his or her respective discipline.

Quality Indicator 4 – Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.

Quality Indicator 5 – Diverse Social and Cultural Perspectives: The teacher candidate demonstrates understanding of diverse cultural perspectives by creating and implementing lessons to introduce those perspectives, while recognizing the potential for bias in his or her representation of the discipline.

Standard #2 – Student Learning, Growth, and Development The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1 – Cognitive, Social, Emotional, and Physical Development:

The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.

Quality Indicator 2 – Student Goals: The teacher candidate demonstrates knowledge on how to assist students in setting short- and long-term learning goals to organize their learning and self-reflect on their overall growth.

Quality Indicator 3 – Theory of Learning: The teacher candidate applies knowledge of the theory of learning in all aspects instructional design.

Quality Indicator 4 – Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.

Quality Indicator 5 – Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate can plan lessons and learning activities to addresses a student’s prior experiences, multiple intelligences, strengths and needs to positively impact learning.

Quality Indicator 6 – Language, Culture, Family, and Knowledge of Community Values: The teacher candidate demonstrates an understanding that instruction should be connected to students’ prior experiences and family, culture, and community.

Standard #3 – Curriculum Implementation The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based on standards and student needs.

Quality Indicator 1 – Implementation of Curriculum Standards: The teacher candidate understands the components and organization of an effective curriculum, is able to create aligned learning experiences, can locate national and state standards, and is able to align them to learning outcomes.

Quality Indicator 2 – Lessons for Diverse Learners: The teacher candidate understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.

Quality Indicator 3 – Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to address student needs in meeting curriculum objectives.

Standard #4 – Critical Thinking The teacher uses a variety of instructional strategies to encourage students' development and critical thinking, problem solving, and performance skills.

Quality Indicator 1 – Instructional Strategies Leading to Student Engagement in Problem Solving and Critical Thinking: The teacher candidate can demonstrate knowledge of researched-based models of critical thinking and problem-solving, including various types of instructional strategies, to support student engagement in higher level thinking skills.

Quality Indicator 2 – Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge of current instructional resources to support complex thinking and technological skills.

Quality Indicator 3 – Cooperative, Small-Group and Independent Learning: The teacher candidate can demonstrate knowledge of strategies for facilitating multiple configurations for student learning including cooperative, small group, and independent learning.

Standard #5 – Positive Classroom Environment The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1 – Classroom Management, Motivation, and Engagement: The teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this to promote student interest and learning.

Quality Indicator 2 – Management of Time, Space, Transitions, and Activities: The teacher candidate demonstrates competence in managing time, space, transitions, and activities to create an effective learning environment.

Quality Indicator 3 – Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.

Standard #6 – Effective Communication The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues, and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1 – Verbal and Nonverbal Communication: The teacher candidate understands the importance of and develops the ability to use effective verbal and nonverbal communication techniques.

Quality Indicator 2 – Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in communication with families.

Quality Indicator 3 – Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media, ensuring it adheres to district policy.

Quality Indicator 4 – Technology and Media Communication Tools: The teacher candidate develops skills in using a variety of technology and media communication tools.

Standard #7 – Student Assessment and Data Analysis The teacher understands and uses formative and summative assessment strategies to assess the learner’s progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1 – Effective Use of Assessments: The teacher candidate has knowledge of the development, use, and analysis of formal and informal assessments.

Quality Indicator 2 – Assessment Data to Improve Learning: The teacher candidate has knowledge of how data can be accessed, analyzed, and appropriately used to design instruction and improve learning activities.

Quality Indicator 3 – Student-Led Assessment Strategies: The teacher candidate describes, explains, and analyzes a variety of self- and peer-assessment strategies, understands the need to prepare students for the demands of particular assessment formats, and is able to teach students to set learning goals.

Quality Indicator 4 – Effect of Instruction on Individual/Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions and using higher-order questioning. The teacher uses analysis of the data to determine the effect of class instruction on individual and whole class learning.

Quality Indicator 5 – Communication of Student Progress and Maintaining Records: The teacher candidate can explain the ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues, and administrators.

Quality Indicator 6 – Collaborative Data Analysis: The teacher candidate demonstrates a capacity to engage in a collaborative classroom/department/school data analysis process.

Standard #8 – Professionalism The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1 – Self-Assessment and Improvement: The teacher candidate understands strategies for reflecting on teaching practices to refine his or her own instructional process in order to promote the growth and learning of students.

Quality Indicator 2 – Professional Learning: The teacher candidate identifies and understands the use of an array of professional learning opportunities, including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities for improving student learning.

Quality Indicator 3 – Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is knowledgeable of and demonstrates professional, ethical behavior and is aware of the influence of district policies and school procedures on classroom structure.

Standard #9 – Professional Collaboration The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1 – Induction and Collegial Activities: The teacher candidate understands the importance of collegial activities in building a shared mission, vision, values, and goals; participates in collaborative curriculum and staff-development meetings; and demonstrates the ability to collaborate with his or her cooperating teacher and supervisor to establish relationships in the school, district, and community.

Quality Indicator 2 – Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students, by working with the cooperating teacher/supervisor to engage with the larger professional community across the system to identify and provide needed services to support individual learners.

Quality Indicator 3 – Cooperative Partnerships in Support of Student Learning: The teacher candidate recognizes the importance of developing relationships and cooperative partnerships with students, families, and community members to support students' learning and well-being.

For further information on the Standards and Quality Indicators, please go to <http://dese.mo.gov/eq/teacherstandards.htm>.

Task Overview

What is the general design of the Missouri Pre-Service Teacher Assessment?

The MoPTA consists of four tasks. Each of the four tasks will be constructed during the teacher candidate's clinical experience and will focus on areas of planning and teaching, such as differentiation of instruction and the decision-making process. During the clinical experience, the teacher candidate's task submissions will provide a variety of artifacts, including student work and teacher instructional materials.

Task 1 will occur early in the clinical experience, and Tasks 2 through 4 will occur approximately two-thirds of the way through the clinical experience.

Note: If you are a candidate seeking an elementary education certificate to teach at the elementary level (at least the four major subjects of mathematics, English/language arts, social studies, and science), you MUST select Literacy as your content focus for Task 2 and Mathematics as your content focus for Task 3. If you do not follow these instructions, you will receive a score of zero for each of the steps within the task. You will not pass the assessment and you will have to correct your responses and resubmit during the resubmission period immediately following the receipt of your overall score.

What are the specific tasks of this assessment?

Note: For the entire requirements for each task, please go to <http://www.mega.ets.org/test-takers/mopta/build-submit-tasks/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 classroom with regard to your students, the school, and the community, and you will identify implications of these factors on instruction and student learning.

Task 1 Overview

Standards and Indicators Measured in This Task

The following Missouri Teacher Standards and Quality Indicators represent the focus of this task. The evidence you submit must 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 I 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 \(PDF\)](#) 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, each with guiding prompts to help you provide evidence that supports the rubric. Your response must 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.

Task 1 is a formative task in which the Educator Preparation Program (EPP) instructor and the cooperating teacher are able to work together with the teacher candidate to develop a response to the activities, guiding prompts, and artifact requirements of the Missouri Pre-Service Teacher Assessment (MoPTA). Task 1 allows the teacher candidate to become familiar with the students with whom he or she will be working, to understand the MoPTA process, and to become acclimated to the submission system. Please see the [Missouri Pre-Service Teacher Assessment \(MoPTA\) Task 1 Handbook](#) for additional information.

Developing responses to Task 1 sets the tone for the rest of the MoPTA: what the teacher candidate learns while completing this task will affect the approach he or she takes in the completion of the other three tasks. This formative task also affords the EPP instructor and the cooperating teacher an opportunity to become familiar with the entire assessment process.

Evaluation of Task 1

You will receive feedback from your EPP instructor and cooperating teacher during the process of creating your response and after you complete your Task 1 submission.

Since Task 1 is formative, it will not be scored online by raters and will not be part of your cumulative score for this performance assessment. However, completing this task is necessary and required for you to move on to Tasks 2, 3, and 4.

For more information, please see the [Missouri Pre-Service Teacher Assessment Task 1 Handbook](#).

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

In this task, you will demonstrate your understanding, analysis, and application of assessment and data collection to measure and inform student learning.

*Reminder: If you are a candidate seeking an elementary education certificate to teach at the elementary level (at least the four major subjects of mathematics, English/language arts, social studies, and science), you **MUST** select Literacy as your content focus for Task 2. If you do not follow these instructions, you will receive a score of zero for each of the steps within the task. You will not pass the assessment and will have to correct your responses and resubmit during the resubmission period immediately following the receipt of your overall score.*

Task 2 Overview

Standards and Indicators Measured in This Task

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

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

What Do I Have to Do for This Task?

For this task, you must submit the following evidence.

1. Written Commentary of a maximum of 22,500 characters (approximately seven 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 six artifacts including
 - a baseline data document (maximum of two pages);
 - the selected assessment (maximum of two pages);

- a representative page of the rubric/scoring guide (maximum of one page);
- representative pages of a graphic representation (e.g., spreadsheet, pie chart, table) of the collected data (maximum of two pages);
- 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 \(PDF\)](#) 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 three steps, each with guiding prompts to help you provide evidence that supports the rubric. Your response must address all parts of each of the guiding prompts.

Step 1: Planning the Assessment

Step 2: Administering the Assessment and Analyzing the Data

Step 3: 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.

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.

Reminder: If you are a candidate seeking an elementary education certificate 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. If you do not follow these instructions, you will receive a score of zero for each of the steps within the task. You will not pass the assessment and will have to correct your responses and resubmit during the resubmission period immediately following the receipt of your overall score.

Task 3 Overview

Standards and Indicators Measured in This Task

The following Missouri Teacher Standards and Quality Indicators represent the focus of this task. The evidence you submit must 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 I Have to Do for This Task?

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

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 representative page of a differentiated lesson plan for Focus Student 1 (maximum of one page);
- a representative page of a differentiated lesson plan for Focus Student 2 (maximum of one page),
- a teacher instructional artifact (maximum of one page);
- a work sample from any class member other than the two Focus Students (maximum of one page);
- a work sample from Focus Student 1 (maximum of one page), and

How to Submit Your Evidence (Refer to the [Submission System User Guide \(PDF\)](#) 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, each with guiding prompts to help you provide evidence that supports the rubric. Your response must 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.

Task 4: Implementing and Analyzing Instruction to Promote Student Learning

In this task, you will demonstrate your ability to plan and implement a lesson that uses standards-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.

Task 4 Overview

NOTE TO CANDIDATES: Task 4 has two versions:
One version is titled, Task 4 Video
The second version is titled, Task 4 Non Video

You MUST seek confirmation from your supervising instructor, at your EPP, as to which version you are to choose when you register for the MoPTA assessment.

This choice MUST be made at the point of initial registration and CANNOT be changed once your assessment process and submissions have begun.

Task 4 Video

Standards and Indicators Measured in This Task

The following Missouri Teacher Standards and Quality Indicators represent the focus of this task. The evidence you submit must 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 I 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 prompt;
 - 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
 - representative pages of a standards-based lesson plan (a sample template is provided, but candidates may submit a plan of their own) (maximum of two pages);
 - a student work sample from Focus Student 1 (maximum of one page);
 - a student work sample from Focus Student 2 (maximum of one page); and
 - one fifteen-minute video (mandatory) which may be a full fifteen minutes (unedited) or may be separated into three five-minute segments (unedited) combined into one file;

How to Submit Your Evidence (Refer to the [Submission System User Guide \(PDF\)](#) 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 must 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.

Task 4 Non Video

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

- Standard 1, Quality Indicators 1C1 and 1C2
- Standard 2, Quality Indicators 2C1, 2C2, 2C4, and 2C5
- Standard 3, Quality Indicators 3C2 and 3C3
- Standard 4, Quality Indicator 4C1
- 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 30,000 characters (approximately ten 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 sequence of lessons within a unit of study that includes three significant assessments or assignments that are developmentally appropriate for your students
4. A maximum of fourteen artifacts including
 - representative pages of a standards-based unit plan (maximum of four pages);
 - representative pages of baseline data for the whole class (maximum of two pages);
 - representative pages of the first assessment or assignment (maximum of two pages);
 - representative pages of the first rubric or scoring guide (maximum of two pages);
 - representative pages of the first completed student work (with feedback) for Focus Student 1 (maximum of two pages);
 - representative pages of the first completed student work (with feedback) for Focus Student 2 (maximum of two pages);
 - representative pages of the second assessment or assignment (maximum of two pages);
 - representative pages of the second rubric or scoring guide (maximum of two pages);
 - representative pages of the second completed student work (with feedback) for Focus Student 1 (maximum of two pages);
 - representative pages of the second completed student work (with feedback) for Focus Student 2 (maximum of two pages);
 - representative pages of the third assessment or assignment (maximum of two pages);
 - representative pages of the third rubric or scoring guide (maximum of two pages);

- representative pages of the third completed student work (with feedback) for Focus Student 1 (maximum of two pages); and
- representative pages of the third completed student work (with feedback) for Focus Student 2 (maximum of two pages)

Note: Feedback can include but is not limited to a brief written summary of oral feedback provided to the student (e.g., a transcript of a conversation).

How to Submit Your Evidence (Refer to the [Submission System User Guide \(PDF\)](#) 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

You will develop a sequence of lessons within a unit of study that are appropriate to the content and developmental level of the students you are teaching. You will identify two Focus Students who reflect different learning needs. These two Focus Students will be representative of the manner in which you interact with all of your students. Using Focus Students reflecting different learning needs will allow you to show your skills in dealing with students with different strengths and learning needs.

You will track the progress of the students through three parts of the unit.

You will develop assessments or assignments to track student growth.

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 Sequence of Lessons Within the Unit

Step 2: Implementing the Sequence of Lessons Within the Unit

Part 1: Results of the First Assessment or Assignment

Part 2: Results of the Second Assessment or Assignment

Part 3: Results of the Third Assessment or Assignment

Step 3: Analyzing the Sequence of Lessons Within the Unit

Step 4: Reflecting on the Sequence of Lessons Within the Unit

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

The chart on the following page shows the specific Missouri Teacher Standards and Quality Indicators that are measured by each of the four tasks.

	Task 1	Task 2	Task 3	Task 4 Video	Task 4 Non Video
Standard # 1 Quality Indicator 1				X	X
Standard # 1 Quality Indicator 2			X	X	X
Standard # 1 Quality Indicator 3					
Standard # 1 Quality Indicator 4					
Standard # 1 Quality Indicator 5		X			
Standard # 2 Quality Indicator 1					X
Standard # 2 Quality Indicator 2		X			X
Standard # 2 Quality Indicator 3			X		
Standard # 2 Quality Indicator 4	X		X	X	X
Standard # 2 Quality Indicator 5	X	X	X	X	X
Standard # 2 Quality Indicator 6	X	X	X	X	
Standard # 3 Quality Indicator 1		X	X		X
Standard # 3 Quality Indicator 2	X		X	X	X
Standard # 3 Quality Indicator 3		X	X		
Standard # 4 Quality Indicator 1			X	X	X
Standard # 4 Quality Indicator 2	X		X		
Standard # 4 Quality Indicator 3			X	X	
Standard # 5 Quality Indicator 1	X		X	X	
Standard # 5 Quality Indicator 2				X	
Standard # 5 Quality Indicator 3	X				
Standard # 6 Quality Indicator 1				X	
Standard # 6 Quality Indicator 2	X			X	
Standard # 6 Quality Indicator 3					
Standard # 6 Quality Indicator 4			X		

	Task 1	Task 2	Task 3	Task 4 Video	Task 4 Non Video
Standard # 7 Quality Indicator 1		X	X	X	X
Standard # 7 Quality Indicator 2		X	X	X	X
Standard # 7 Quality Indicator 3					
Standard # 7 Quality Indicator 4		X	X	X	X
Standard # 7 Quality Indicator 5					
Standard # 7 Quality Indicator 6					
Standard # 8 Quality Indicator 1		X	X	X	X
Standard # 8 Quality Indicator 2					
Standard # 8 Quality Indicator 3	X				
Standard # 9 Quality Indicator 1					
Standard # 9 Quality Indicator 2					
Standard # 9 Quality Indicator 3	X				

The required submission information for each task is summarized below. You will see the steps included in each task as well as the type of evidence that you will be required to submit. The full tasks and their rubrics are provided on the [Missouri Performance Assessments website](#). Notice that the tasks and their corresponding materials have been color-coded to make it easier for you to organize your task materials.

The color codes are as follows:

Task 1: Knowledge of Students and the Learning Environment

Green

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Yellow

Task 3: Designing Instruction for Student Learning

Blue

Task 4 Video: Implementing and Analyzing Instruction to Promote Student Learning

Burgundy

Task 4 Non Video: Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Aqua

Task 1: Knowledge of Students and the Learning Environment

Steps	Evidence
Step 1: Knowledge of Students	Your ability to familiarize yourself with your students and the characteristics and circumstances of the environment in which they learn
Step 2: Resources and Procedures	Your ability to familiarize yourself with a variety of resources within the school and the community to help inform your knowledge of your students

Submission:

Written Commentary of no more than **7 pages**, using the provided text boxes to respond to the **two Steps**

Four artifacts of no more than **7 pages** that demonstrate how you obtained knowledge of students and their learning environment and that support the Written Commentary

Task 2: Assessment and Data Collection to Measure and Inform Student Learning

Steps	Evidence
Step 1: Planning the Assessment	Your knowledge of planning an assessment that uses appropriate assessment tools to meet student needs and the learning goals
Step 2: Administering the Assessment and Analyzing the Data	<p>Your ability to implement an assessment plan and to understand, collect, record, and analyze the data</p> <p>NOTE: For textbox 2.1.2</p> <p>The response for this textbox should reflect the activities, groupings, materials, resources, and technology that you are planning to use to assess the students.</p> <p>For example:</p> <p>Learning activities could include assessment through such things as games, in-class presentations, or student demonstrations.</p> <p>Materials or resources are those tools that aid in the assessment of students based on the activities the teacher candidate mentions as being part of his/her assessment, such as manipulatives or a computer-generated exam.</p>
Step 3: Reflecting	<p>Your ability to reflect on the student learning resulting from your implemented assessment plan</p> <p>Your ability to reflect on the data-based decisions that you made through in-depth data analysis</p>

Submission:

Written Commentary of no more than **7 pages**, using the provided text boxes to respond to the **three Steps**; you will **focus on two students** in this task.

Six artifacts of no more than **9 pages** that support responses to the guiding questions and provide evidence of assessment planning and data analysis

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 **Literacy** as your content focus for Task 2.

Task 3: Designing Instruction for Student Learning

Steps	Evidence
Step 1: Planning the Lesson	Your knowledge of planning an effective lesson that facilitates student learning
Step 2: The Focus Students	Your ability to adapt your lesson plan to students who present different learning needs
Step 3: Analyzing the Lesson	Your ability to analyze your lesson plan and evidence of student learning
Step 4: Reflecting	Your ability to reflect on the strengths and weaknesses of your lesson plan and the resulting student learning

Submission:

Written Commentary of no more than **8 pages**, using the provided text boxes to respond to the **four Steps**; you will **focus on two students** in this task.

Seven artifacts of no more than **8 pages** that support responses to the guiding questions and provide evidence of lesson planning and analysis

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.

Task 4 Video: Implementing and Analyzing Instruction to Promote Student Learning

Steps	Evidence
Step 1: Planning	Your knowledge of planning an effective lesson that facilitates student learning
Step 2: Implementing the Plan	Your ability to implement the lesson plan, interact with your students, and analyze your practice
Step 3: Student Work	Your ability to provide evidence of student learning resulting from the implemented lesson
Step 4: Reflecting	Your ability to reflect on the strengths and weaknesses of your lesson and the resulting student learning
Step 5: Uploading the Video	Your must upload your video

Submission:

Written Commentary of no more than **9 pages** using the provided text boxes to respond to the **four Steps**; you will **focus on two students** in this task.

Four Artifacts of no more than **4 pages** that support responses to the guiding questions and provide evidence of lesson planning and implementation

One **15-minute video** (unedited) that may be separated into three five-minute segments (unedited)

Task 4 Non Video: Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

Steps	Evidence
Step 1: Planning the Sequence of Lessons Within the Unit	Your ability to design an effective unit plan consisting of a sequence of lessons that supports and measures student learning.
Step 2: Implementing the Sequence of Lessons Within the Unit Part 1: Results of the First Assessment or Assignment Part 2: Results of the Second Assessment or Assignment Part 3: Results of the Third Assessment or Assignment	Your ability to implement an effective sequence of lessons within a unit plan, measure and determine student learning, and adjust instruction for two Focus Students.
Step 3: Analyzing the Sequence of Lessons Within the Unit	Your ability to analyze the sequence of lessons within your unit plan for the whole class.
Step 4: Reflecting on the Sequence of Lessons Within the Unit	Your ability to reflect on the effectiveness of your planning, implementing, and analysis of a sequence of lessons within the unit for the whole class and for the two Focus Students.

Submission:

Written Commentary of no more than **10 pages** using the provided text boxes to respond to the **four Steps**; you will **focus on two students** in this task.

Fourteen Artifacts of no more than **30 pages** that support responses to the guiding questions and provide evidence of lesson planning and implementation

Support and Ethics

What kinds of content support can I get from my instructors?

Instructors should do the following.

- Describe the MoPTA assessment and explain the assessment process
- Check for your understanding of the requirements
- Provide you with pertinent information and appropriate resources
- Mentor, guide, and facilitate you through the process
- Explain the various parts of the MoPTA assessment
- Provide you with activities that promote analytic and reflective writing
- Provide feedback on your responses, using questioning techniques as much as possible

What kinds of technical and logistical support can I get from my instructors?

Instructors should do the following.

- Guide you in locating and using appropriate online resources
- Remind you of key dates in the selected submission window
- Urge you to register for the assessment and begin using the submission system as early in the process as possible
- Remind you of the need to develop a timeline for managing the work
- Remind you that Customer Service is available Monday through Friday, 8:00 A.M. – 6:45 P.M. Central Time

What kinds of general support can I get from my instructors?

Instructors should do the following.

- Acknowledge the challenges you will encounter and provide encouragement
- Guide you in developing strategies to balance work, family, and other obligations while completing the process
- Honor and respect the professional decisions you make
- Maintain commitments to you regarding time and type of support
- Discuss with you the summative nature of Tasks 2 through 4, how the collaborative nature of Task 1 will not carry over to the other three tasks, and how their role will shift from that of collaborator in Task 1 to that of resource person in Tasks 2 through 4

What are the general guidelines around ethics and support?

The formative nature of the MoPTA is an integral part of the performance assessment and allows you to confer with, collaborate with, and receive support from EPP instructors, cooperating teachers, and peers while preparing for the MoPTA.

You may engage them in professional discussions about the Missouri Teacher Standards; have them help you record, watch, and analyze your video recordings; and have them read and comment on your analyses and on the student work you have chosen.

However, the work you submit as part of your response to each performance assessment 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. You must submit a unique video (if required) and student work samples as well as separate and different analyses and reflections.

Remember that all materials and information necessary for you to complete the MoPTA are publicly available. You will have ample opportunity to review the tasks and rubrics before you begin the assessment process.

What is the ethical role of my instructors as they provide support for me?

Instructors should do the following.

- Know, understand, and uphold the MoPTA policies and guidelines
- Share only information that is public for all teacher candidates
- Understand the difference between personal opinions and policies
- Acknowledge and respect the fact that responsibility for developing and submitting the performance assessment rests solely and completely with you
- Immediately report violations of confidentiality, incidents of falsified information or materials, and breaches of security
- Understand that breaches of trust and confidentiality may destroy the validity of the assessment and may negatively affect the reputations of teacher candidates and support providers

Additionally, they should never state or imply that you will or should be successful or will achieve a particular score.

What should my instructors avoid as they provide support for me?

Instructors should never do the following.

- Make choices for you
- Create evidence for you
- Falsifying or fabricating evidence for any task you submit
- Copy the work of others to use on a teacher candidate's performance assessment
- Give, ask for, or accept information about secure assessment materials
- Provide text boxes that show how to complete prompt responses
- Compare one teacher candidate's response with that of another
- Assign a score to a task
- Grade, evaluate, or correct a task

Getting Started

What do I need to do to begin the MoPTA process?

The following tips are designed to help you prioritize your activities and organize your thinking as you build your *MoPTA*.

- First, with the guidance of your EPP instructor, determine which version of Task 4 you will be completing.
- Create an account in the online registration system and purchase the assessment. Using this account, you will build and submit your assessment.
- Review the directions for each task and the corresponding rubric.
- Review the [MoPTA Task 1 Handbook](#), the [MoPTA Reflective Practice Handbook](#), and the [ancillary materials](#) (**all ancillary materials except for the Professional Competency Profile are optional**).
- Get a calendar and work backward from your submission deadline date to set a task-completion schedule.
- You will need to start with the Task 1, and the material you include in Task 1 will have an influence on Tasks 2, 3, and 4.
- Develop a simple task analysis that lists what you are going to do, the evidence you will need, and the completion date for the task (see suggested sample below).

What do I need to do?	What evidence do I need?	Completion date
(List)	(List)	(List)
(List)	(List)	(List)

- Build each task in the submission system via your account.
- Review your responses to ensure that you have demonstrated the knowledge and skills required in the Missouri Teacher Standards and Quality Indicators.
- Score your responses against the rubrics.
- Submit each task no later than the task submission deadline date.

What are the key steps in task development?

Below is a checklist of steps to follow for developing a task. Use this checklist to organize your thinking, plan your time, and carry out the work needed to complete each task.

- Read each task in its entirety and read its corresponding rubric.
- Locate and become familiar with all the ancillary materials referenced in the tasks and located near the end of this MoPTA Teacher Candidate and Educator Handbook, (e.g., glossary, lesson plan, and daily reflection form).
- Develop a timeline for completing the four tasks.
- Develop an outline for each task and related student work/instructional materials, with due dates for each task (realizing that some parts of each task can occur simultaneously).

- Before submitting each task of the performance assessment, you should check your responses to see if all prompts and questions have been addressed and all required artifacts have been linked to your response, compare your responses to the required evidence listed in the rubrics, and make sure that all items in the checklist are completed.
- Make sure that you make and keep a copy of all your final documents before you submit each task.

Writing and Formatting Guidelines

What do I have to write for the tasks?

One important type of evidence is student work (projects, assessments, assignments, presentations, etc.). It provides evidence of the outcome of the learning process and student attainment of the learning targets.

What are the guidelines for writing responses?

Each task requires some form of written response. It is imperative that you understand what kind of writing is required for each guiding prompt. Please read the suggestions below in order to craft well-written responses for your performance assessment.

1. Writing about teaching

The four tasks required in the MoPTA encourage the use of three kinds of writing: **descriptive, analytic, and reflective**. The evidence that you select as representative of your practice for the purposes of this assessment should provide raters with a view of not only what is happening in your classroom but also of your rationale for those events and processes and your view regarding the significance of the results of your teaching. For example, primary teachers might describe, analyze, and reflect on the developmental capabilities and academic achievement of their students as part of the circumstances for teaching reading-comprehension strategies. Secondary teachers might describe, analyze, and reflect on providing instruction for a range of students while differentiating instruction for specific students in a heterogeneously grouped class.

2. Writing a description, an analysis, or a reflection

There are essential differences between descriptive and analytic writing. As you compose your written commentary, keep these differences in mind. Basic definitions of these terms appear below, followed by more detailed explanations of each type.

Description: A retelling of what happened in a classroom situation or event. This kind of writing is meant to set the scene for raters. Your description should be logically ordered and provide enough detail to allow raters to have a basic sense of your classroom situation so that they can understand what you are conveying in your analysis.

Checklist for Descriptive Writing

- Accurate, precise enumeration or explanation of critical features
- Clear, logical ordering of the elements or features of the event, person, concept, or strategy described
- Inclusion of ALL features or elements that would allow an outsider to see *as you see* whatever is described

Descriptive writing is called for when you are asked to state, list, or describe. Be sure that your descriptions are clear and detailed enough to allow someone reading about your practice to understand what you are describing.

Analysis: Analysis deals with reasons, motives, and interpretation and is supported in the concrete evidence provided by the materials you submit. Analytic writing shows raters the thought processes that you used to arrive at the conclusions you made about a teaching situation or event. An analysis demonstrates the significance of the evidence you submit. In some cases, it will include the achievement results that came as a result of the lesson you taught. Or it could be a discussion of the results from a survey that solicited feedback from various sources.

Reflection: A thought process that occurs after a teaching situation. This is the kind of thinking that allows you to think deeply about what occurred—and what did not occur—during the teaching event and to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, in a different way, or not at all. Although reflective thought may occur in many places, the reflection questions are where you must show how you will use what you learned from your teaching experiences to inform and improve your practice in the future.

3. Understanding how analysis and reflection overlap

Analysis and reflection do overlap, although they are not identical. Analysis involves the interpretation and examination of elements or events supported by evidence. Reflection, which is a particular kind of analysis, always suggests self-analysis or retrospective consideration of one's practice. When you are asked to analyze or reflect, be certain that your response meets these criteria.

For example, if you are asked to analyze the success of a particular lesson or some specific instructional strategy, do not explain what happened in the analysis or reflection sections. This is description. Moreover, simply stating a conclusion (e.g., "The lesson was a success!") or saying that you observed the fulfillment of your learning goals without giving evidence or examples to support the statement is not analysis. Raters need to be aware of why you interpreted the results of a lesson the way you did. You need to explain your interpretation of the evidence (analysis) as well as your understanding of what should come next (reflection).

Analysis deals with reasons, motives, and interpretation. All of these are grounded in the concrete evidence provided by the artifacts that you include in your performance assessment. But you must explain the significance and not expect the rater to draw the conclusions. Your examples cannot tell the rater what you inferred about your practice—only your analysis and reflection can do this.

Tell the rater how your teaching affected student performance—that is, use analysis and interpretation. Use your evidence of student work to explain and illustrate your practice and also to provide a context for the student work. Ask yourself the following questions in preparing your analysis and reflection.

- What did my students know before this teaching experience?
- What did my students learn as a result of this teaching experience?
- What did I know about my students and their knowledge before this teaching experience?
- What did I learn about my students and my practice as a result of this teaching experience?
- What would I do differently? (Reflection)

4. Revising and editing your writing

An important step in writing, regardless of the skill or experience of the writer, is to take the time to review the writing with an objective eye. Even professional writers can become so involved in their writing that they sometimes forget to include information that the readers do not know. For some, reviewing with objectivity requires distance, or some time away from the document. Pace your writing so that you can set it aside for a day or two and then come back to it with fresh eyes. The next time you read it, you should have an easier time locating the important information, where a description or analysis is needed, where something is unclear, or where a grammatical transition is needed. In addition, it is important that you read the document a third time to edit the language and check the spelling and mechanics of the writing.

Summary of Key Points

Address the guiding prompts: For each task, there is a series of prompts that will result in your written response. Make sure that you have read each guiding prompt and its related rubric criteria carefully. Understand what you are being asked to address and how it will be measured.

Organize your information: It is very important that you provide your evidence as clearly and concisely as possible. Raters will be reading your responses supportively. This means that they are reading your response expecting that you have earned a good score. They are looking for information within your response to provide evidence that you have met the rubric criteria. Presenting your evidence in a way that is clear and easy for raters to find will help them to do their job more effectively.

Check your response against the rubric: We keep reiterating this point, because it is a critical step in making sure that your performance assessment is responsive. Once you believe that you have completed a task, read your task response against the rubric. Also, look at the task's guiding prompts and verify that you have addressed each prompt within the task.

Avoid identifiers: Do not use any identifying names or titles. These include, but are not limited to, names of

- Teachers
- Students
- Administrators
- Schools
- Districts

In order for your responses to be scored fairly and to protect the identity of students, it is extremely important that you do not identify yourself, your students, your school, or the city/town in which your school is located. Instead, refer to students as "Student 1," "Student 2," and so on. Refer to places as "my school" or "my district." Please remove identifiers from student work samples—you can do this simply by crossing them out with a marker or by covering them with correction tape or fluid.

How should I use the textboxes?

Each of the four tasks includes numbered textboxes for your use. Examples of these textboxes are located within the task directions; these examples are provided to illustrate the text. Use the textboxes at the end of each set of guiding prompts to type your response.

Thinking about Evidence

What is evidence, and where can I find it?

Evidence is the information that a teacher candidate provides within the written commentary, such as quotations from students and colleagues and relevant artifacts.

Is any one type of evidence more valuable than another?

No, the quality of the evidence is the most important measure of its value. Evidence is found in the responses to the prompts and in both teacher and student artifacts. Evidence is collected from wherever it appears within a task. Sometimes teacher candidates include additional evidence in the response to another prompt within the same task; that evidence is collected by the raters.

What else do I need to know about evidence?

You should ask yourself the following questions:

- Am I providing sufficient evidence?
- Is the evidence appropriate?
- Do I fully understand the evidence required by each prompt within a task?
- What are the best artifacts I can provide to address the prompts?

You can get a better understanding of the best ways to use evidence by

- describing to your EPP instructor your understanding of what the prompts within a textbox require;
- finding a method or using a visual aid in which to outline a response to a prompt (e.g., bullets, graphics);
- selecting and listing the artifacts that are most appropriate and that will provide the greatest amount of evidence;
- finding an effective way to explain the value of each artifact;
- working with a peer to help each other understand the prompts and identify the evidence; and
- comparing the evidence you have outlined, graphed, and written for each bullet within the rubric.

A few caveats: When using the rubric, be sure to focus on the amount and quality of evidence, not on the score. Make sure you see the connections between the textbox numbers and the numbers in the rubric. Notice that more than one textbox may address a single standard or indicator.

Once you have an idea of the direction each prompt response will take and a list of artifacts, try to distinguish between and among descriptive, analytic, and reflective writing. Reread the Writing and Formatting Guidelines section in this handbook. Recall that solid analysis requires examination and interpretation of the evidence. Then, focus on the following.

- Are the points you are making clear?
- How does the evidence support your points?
- What specific details are referenced within your evidence?
- How are the details connected to your points?

How do I select the evidence for my tasks?

You will be required to submit different types of evidence for each of the tasks. Each task requires some form of a written response—this response will be part of your evidence. In addition, tasks may require other types of evidence, such as a lesson plan, rubrics or scoring guides, anecdotal notes from students, and student work samples.

For each task, make sure that you clearly understand what type of evidence is required. If student work is required, make sure that the student work you include **does not exceed the required page limit**, addresses the indicators being measured, gives you a good opportunity to discuss what you did with students to generate that work, provides the persons scoring your response with a picture of your practice, and gives good information on which to score your performance.

How do I use student work as evidence?

For Tasks 2 through 4, you are asked to select specific students to focus on and highlight. Make sure that you understand the purpose of talking about these students and what evidence you are asked to provide for each student's performance.

You should select a range of students with different learning needs who meet the specified criteria and that provide you with the opportunity to best show your own practice.

Again, read the prompts and the task directions and make sure that you have a solid understanding of why you are providing evidence of student work. Be sure that you have addressed the questions in talking about that work. These same suggestions apply to other types of evidence.

How do I use other artifacts as evidence?

Quality artifacts are carefully selected, and they connect, support, and enhance the written commentary. They also help to demonstrate knowledge, skills, and understanding of the criterion being discussed and are paired with relevant and insightful analyses.

When determining the best artifacts to use as evidence, start by identifying a number of artifacts that can be used to support a specific point in the written commentary. Then you can choose the strongest artifact and explain why you believe it supports that point.

Remember that only one-page artifacts are allowed unless specifically stated otherwise; therefore, you should choose an artifact that best illustrates and connects to what has been written.

You should ask yourself the following questions.

- What point in the written commentary is the artifact reinforcing?
- Can the artifact be used as data (e.g., surveys, test scores, communication records, anecdotes) to reinforce the written commentary?
- What pertinent details does the artifact provide?
- How does the written commentary identify details in the artifact to prove an assertion?
- Is the connection obvious and strong?
- What wording is used to reference the artifact within the written commentary?

Some possible types of artifacts to use in Task 2 include a selected assessment, a representative page of the rubric or scoring guide, a graphic representation of the collected data, and student work samples.

Some possible types of artifacts to use in Task 3 include a lesson plan, a differentiated lesson plan, and student work samples.

Some possible types of artifacts to use in Task 4 Video include a fifteen-minute video (required), a lesson plan, and student work samples.

Some possible types of artifacts to use in Task 4 Non Video include a lesson plan for a sequence of lessons within a unit, assessments with scoring guides or rubrics, and student work samples.

Artifacts to avoid include blank handouts and worksheets, artifacts that do not connect directly to the point or points being made in the written commentary, and artifacts that are difficult to read or decipher.

How do I upload and link to an artifact?

See the [Submission System User Guide](#) for assistance.

Video Recording for Task 4 Video

Only one video file may be uploaded. You have the option to submit an unedited fifteen-minute video or three unedited five-minute video segments combined into one video file.

Why is my video task (Task 4) so important?

In Task 4 you are required to submit a video recording of your teaching. The purpose of the video-recorded task is to provide the most authentic and complete view of your teaching as possible. Raters are not able to visit your classes; therefore, a video recording is the only illustration of the following key practices.

How you interact with students and how they interact with you and with one another

The learning climate you create in the classroom

The ways in which you engage students in learning

What should I do before I get started?

You must complete two key steps before you start video recording your class: (1) obtaining and completing permission forms to video record and (2) making sure your video equipment is adequate for the task.

Permission Forms

The MoPTA Student Permission Forms and the MoPTA Adult Permission Form can be found directly on the Missouri Performance Assessments informational website

<http://mega.ets.org/test-takers/mopta/build-submit-tasks/permission-forms/>

You must use the MoPTA permission forms. **District or school permission forms will not be accepted.**

These forms are used to collect and document the signed permission given for all individuals who appear in your submitted photographs, are seen or heard in video recordings or whose work is submitted. You must secure permission from the parents or legal guardians of **all** students in your videos. You should secure permission for all other students in your class in the event you need those releases. You should do this even if you are making the video recordings only for practice, since you may later decide that your video is suitable for submission even if you are only intending to use it for practice.

Ensure that parents understand the video recordings are not about the students but are intended for professional discussions with other teachers about the best ways to teach, and ensure that the students will never be identified by their full names. If, for some reason, a student's parents refuse to grant permission, you will have to ensure that the student is seated out of the video camera's range. You must have a signed Student Permission Form for each student who appears or is heard on a submitted video recording, seen in a

photograph, or whose work samples you submit, as well as a signed Adult Permission Form for any adult who is included in your submitted video recordings or in a photograph.

You must scan and upload all signed permission forms in the online submission system when you submit your tasks. See the [Submission System User Guide \(PDF\)](#) for assistance. Score reports will be delayed if permission forms have not been uploaded.

Video Equipment

Consider the following equipment, at minimum, to make video recordings of your class.

- Video camera, flip camera, tablet, etc.
- External, omnidirectional boundary microphone to be placed near students and connected to the camera at some distance from the group (If such a microphone is not available with your video recording equipment, consult a local audio retailer or search the Internet for more information.)
- Tripod
- Extension cord

Use the best video-recording equipment available to you when making your recordings. Your school may have good equipment that you are allowed to borrow to create higher quality recordings.

Because it is often difficult to hear students speaking, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone. If you are recording small student groups and you will be circulating among groups, you could carry a handheld microphone to record your voice and the voices of the students.

How should I video record my class for Task 4 Video?

You should record as many videos as you can and store them in an external file. Your Library of Artifacts is not for video storage. Only one video can be uploaded to Step 5 of Task 4 Video.

In addition to providing some tips on the mechanics of recording, the strategies presented in this section can give you important practice in observing your teaching. This practice helps you reflect on the work samples you have decided to pursue as well as those you have not chosen. Observing your teaching lets you practice analyzing teaching in a way that you would not be able to do without a video recording. With a video recording, you are able to watch what you do and when you do it as the lesson unfolds.

Until both you and your students get used to the experience, video recording may present an inauthentic view of your teaching. The first time you bring a video camera into the classroom, many students may not behave as they usually would. Some may become quiet and slide down in their seats, and others will respond dramatically in front of the camera. Many teacher candidates may find themselves inhibited (perhaps acting more formally, for example). For these reasons, it is a good idea to make several practice video recordings to

allow both you and your students to become familiar with the mechanics of video recording and with maintaining a natural demeanor in front of the camera. You should experiment to find the most effective use of video recording for your situation. To get the maximum benefit from practicing your video recordings, you should record at least three different classroom sessions (although we encourage you to arrange to record as many different classroom sessions as possible to gain even greater familiarity with the process). You should also record varied teaching formats, including whole-class instruction, cooperative-group work, and small-group instruction. These recordings are to be made during the class time, and not created during an off period or after school, to show your regular teaching environment.

Place the camera on a tripod or on a stable surface at a good vantage point (for example, on top of a file cabinet) where the camera view takes in the entire classroom. Record several classes, and watch these recordings alone so that you can become accustomed to how you look and sound. You will also begin to notice what your students are doing and how their learning could be improved.

How should I practice my video recording?

The purpose of video practice sessions is to make you comfortable with video recording as a medium for conveying your teaching practice. Since you may decide to use a practice session for your final submission, note the time limits and remember that each segment must be continuous and unedited. The following guidelines apply to the video recording you submit.

1. Decide on the sessions you plan to video record. Your practice exercises will be most beneficial if you record multiple sessions with as wide a variety of lessons and students as your teaching assignment permits. The classes you choose do not need to be the most advanced, but the topics of the lessons you record should be ones that are important for the students at their level of learning and on a topic that will likely engage them.
2. Arrange for another teacher or a student to operate the video equipment at several practice sessions. Review video-recording procedures with that individual, including the need to avoid stopping the camera or using the fade-in or fade-out functions of the camera so that no content is lost and so that your recording does not give the appearance of having been edited.

The video recording of your classroom teaching, whether in one fifteen-minute segment or in three five-minute segments, must be unedited.

If your recording appears to have been edited, the entire task will not be scored.

3. Consider finding other people who have the time and expertise to assist in video recording your classes. If your college or university offers courses in video communication, there may be students there who would welcome the opportunity to help with camera work. Alternatively, such courses within a high school may have students who are looking for experience. Consider seeking advice from your school or school district library media specialist or audiovisual specialist.

4. Make notes that can help you recall a particular session when you are working on the analysis of your recording. At a minimum, note the following.
 - Any particular instructional challenges offered by the students
 - The learning goals (lesson objectives) for the lesson
 - Your opinion about the overall success of the lesson (i.e., whether you believe that the learning goals were achieved) and the evidence you have as the basis for your opinion
 - A description of any instructional materials used in the lesson
5. Tag the recordings and your notes so that you can quickly and correctly identify and match them.

How should I analyze my video recordings?

To select which video recording you wish to submit, review all your video recordings, keeping the video-analysis questions below in mind. To be eligible for submission, your video recordings must be continuous and unedited. You may want to watch your videos several times. You may even wish to watch each recording first with the sound turned off to gain greater awareness of your nonverbal behavior as well as that of your students (for example, facial expressions and body language).

What are some video recording tips?

After you and your students have become accustomed to the presence of video equipment, you will want to produce video recordings that best reflect your classroom work with students. Professional quality is **not** expected. The following technical tips are provided to help you obtain the best quality for your Task 4 Video submission.

Improving Video Quality

- Review the following suggestions for improving the quality of your video recordings.
- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.
- If chalkboard or interactive white board writing is an important part of the lesson, be sure that it is captured on the video recording and is legible. This may require refocusing the lens on the board. In addition, sometimes writing is legible to the eye but not when viewed through the camera's lens, so you might have to move the camera to reduce the amount of glare on the board or use dark markers on chart paper taped to the chalkboard or whiteboard.
- In general, the camera should be pointed at the speaker. That is, when you are speaking, the camera should be aimed at you. When students are speaking, the camera should capture them. However, this general principle is difficult to achieve if the camera is positioned at the back of the room. A side position is more effective.

- To improve the sound quality, the camera person may have to follow you as you move from group to group. If you need to move the camera while you are recording, set the zoom lens to its widest setting to cut down on the shakiness and ensure a steady recorded image.
- Increase the amount of light in the classroom to improve the video recording. Be sure to turn on all the lights and, if possible, open your curtains or blinds.
- Avoid aiming the camera directly toward bright light. If there are windows on one side of the classroom, try to keep that light source behind the camera.
- If you are using an older camera, you may have to adjust it each time you record based on the type of light source in the room. Newer cameras often have a switch for recording in incandescent, fluorescent, or daylight, or they may be completely automatic.

Improving Audio Quality

Achieving good audio quality is important and can be the most troublesome aspect of classroom video recording. If you or your students cannot be heard, it is difficult for raters to recognize and score your performance. Even if you can be heard, the clarity of the conversation is extremely important for raters because they must interpret the content of the dialogue. There are many environmental and technical challenges to overcome for achieving the best audio quality. Flat, echoing walls and many students talking at the same time make it difficult to understand what is being said in the recording; even with professional recording equipment, it can be difficult to discern everything that students say.

Whole-Class Video Recording

Whole-class video recording is intended to show that you are effectively engaging the entire class as a group and that the entire class is involved in a discussion as a group. In such situations, the video recording should show some interaction with specific students, but it is not necessary to zoom in on every student, nor must every student in the group be shown in the video-recorded lesson.

Small-Group Video Recording

Small-group video recording is intended to focus attention on student interaction in collaborative learning situations and on your facilitation of such learning as you move around the classroom. It is meant to capture a particular kind of classroom structure: one in which you interact with many small groups as they pursue independent work.

What guidelines are there for video editing and audio enhancement?

There are established guidelines for submitting video recordings. You may not submit edited videos; editing is defined as postproduction processing of the video itself or making cuts in an otherwise continuous segment. Examples of editing include the elimination of unwanted sections within segments, the addition of footage, use of fade-ins and fade-outs, the

addition of audio-recorded material from a device other than the video recorder, and the blurring of an image to conceal a face or name tag. In addition, video segments may not be created with two or more cameras, giving the video recording a studio effect. However, amplifying the sound to enhance the audio is acceptable as long as the amplification of the audio is in accordance with the postproduction editing guidelines described above.

How should I prepare for Task 4 Non Video?

The first thing you must do, prior to registration, is know which version of Task 4 your EPP instructor is requiring that you complete. If it is the non video version, you must declare that upon registering. **This cannot be changed, so make sure of your choice before submitting your registration for the MoPTA assessment.**

Speak with your cooperating teacher about the requirements of Task 4 Non Video as soon into your clinical experience as possible. Understand if you are able, or required, to create a unit of study for this student teaching assignment or if you are required to follow an already developed unit from your cooperating teacher.

Understand what your responsibilities are if there is already a unit in place for you to use. See if you can determine, early on, which lessons you would be responsible for teaching. Coordinate those lessons with the requirements of Task 4 Non Video.

If you are required to create a unit of study on your own, understand that not only can this unit produce your “sequence of lessons” for Task 4 Non Video, but, depending on how large/long this unit is, it can also be inclusive of what you need to do for Tasks 2 and 3 as well. The key is to know far in advance what you will be required to do as far as a unit and then begin planning.

Scoring

Missouri Tasks 2 through 4 are summative tasks and are scored on an ongoing basis during the semester the teacher candidate is involved in the clinical experience. Responses to each task's guiding prompts are submitted through the submission system. Teacher candidates receive their scores on Tasks 2 and 3 approximately two weeks after the task submission deadline date. Teacher candidates receive their scores on all three summative tasks approximately two weeks after the submission deadline date for Task 4. This method of submission and score reporting allows the teacher candidate to have a realistic perspective on strengths and weaknesses of the task responses.

Scoring Process

Each MoPTA task consists of three or four steps. These steps generally address the following areas: planning, implementation, working with the focus students, and reflection. Each of these steps receives a score that contributes to the overall score of the task. The final score of the three summative tasks is a compilation of all the step scores.

Each summative task is scored by two raters. The scoring process follows the "one-touch" rule: a teacher candidate's three tasks must be scored by six different raters. The Missouri Pre-Service Teacher Assessment is scored using a four-point rubric. In the event that the two scores on a step within a task are not the same or are not adjacent, a third rater will score the task, and the final score will be an average of all three scores.

The MoPTA tasks are scored through a content-specific approach. That is, raters will score the responses of teacher candidates who are within their own field of teaching (e.g., a teacher of English language arts will score the responses of teacher candidates who have been assigned to an English language arts classroom). In addition, scores are carefully analyzed by ETS psychometricians before being approved for release.

Raters

The MoPTA tasks are scored by Missouri educators who meet the qualifications established by the Missouri Department of Elementary and Secondary Education (MoDESE) and ETS. Raters include members from the following groups of Missouri educators.

- Faculty from schools of education in institutions of higher education
- School-district cooperating teachers and mentors
- P-12 teachers who hold a Missouri professional certificate and who have been teaching for three years or more
- P-12 teachers who hold National Board Certification
- Teachers who have been retired for four years or less

Fairness

There are numerous checks in place to ensure fair and valid scores. Raters are required to participate in a rigorous training program that includes demonstrating an understanding of

the standards, task directions, rubrics, and more. Raters must demonstrate mastery of the scoring process through multiple practice sessions. Raters must take and pass a certification test verifying their mastery of accurate scoring processes. Raters are also exposed to a series of bias training exercises focused on professional biases that may influence a score, either negatively or positively. Raters are trained to be aware of those biases as they score each response.

All identifying information is removed from responses by teacher candidates so that raters are prevented from knowing a candidate's identity. The electronic scoring system precludes a rater from scoring any teacher candidate that he or she knows personally. Raters will not know if any entry is a resubmission, nor will they have access to any prior teacher candidate scores.

Rater agreement is a desirable goal for all evidence-based assessments that are scored using rubrics. As previously noted, the MoPTA is scored using a four-point rubric. It is important that different raters who have been trained to score teacher candidate responses closely agree in the scores they assign to the same candidate response. In other words, the score a teacher candidate receives should not be dependent on the particular trained rater who scored the response.

Receiving Your Scores

Your official score report will be available via your online account, where you will be able to view and print the report as often as you wish. Score reports will be available online only, and all teacher candidates working within the same submission window will receive their scores at the same time.

A step of a task will receive a score of 0 if the evidence was deemed off-topic, blank, or nonscorable. Failure to include required artifacts, including the video for Task 4 Video, will mean that the step will receive a score of 0.

Score Report Feedback

Score-report feedback addresses the qualitative and quantitative levels of the evidence provided in teacher candidate responses at the level of the task step. The feedback statements are directly connected to the guiding prompts within the textboxes of the tasks and focus on score points 1 through 4. Score-report feedback will appear on the teacher candidate's score report and on the [Missouri Performance Assessments website](#). The feedback is designed to provide perspective on the evidence that teacher candidates scoring at the 1-, 2-, 3-, or 4-point level tend to submit. For those not successful on their first submission attempt, the feedback provides a look at the kinds of evidence that accompanies tasks that receive higher scores.

Resubmissions

Scores for Resubmitted Tasks

In the event your cumulative score does not meet the passing score, you may be eligible to resubmit any task or tasks you choose. All steps within a resubmitted task will be scored. The highest score on each task—regardless of whether it was earned on an initial or on a resubmitted task—will be the score used to calculate your composite score. This gives you the best chance to pass your assessment and earn your professional certificate.

Evaluating Your Scores and Resubmitting Tasks

In the event that you do not receive a passing score on the assessment, identify those steps on which you scored lowest. Prepare to resubmit your task or tasks, carefully addressing those with lower-scored steps. In order to resubmit a task, you must register for a resubmission through your online account and pay a resubmission fee.

Score Banking

All of your scores are automatically banked, and you can choose to resubmit one, two, or all three of your task responses. Your score report will contain helpful guidance for making those choices. If you wish to resubmit a task response, you must register and pay for resubmission and rebuild your portfolio by concentrating on the task or tasks you chose to resubmit. Note that there will be only one resubmission window, which will open the day of the score release and remain open for two weeks.

Delivery of Scores to Other Score Recipients

All scores will automatically be provided to the Missouri Department of Elementary and Secondary Education and to the Educator Preparation Program you identified at the time of registration. Please note that your score report and the information reported to the MoDESE and the EPP will not indicate or disclose any nonstandard testing accommodations.

Ownership

Who owns the MoPTA responses?

The MoDESE will maintain ownership of all responses and accompanying materials. By submitting your performance assessment, you agree that the MoDESE may use your response, without any identifying information, to support the future scoring of the MoPTA. Your response may be used as a benchmark, for training, or for another exemplar case.

Technical Issues

What if I need technical support or have questions about how the electronic-submission system works?

Our goal in designing the submission system was to make it as intuitive as possible for you to author and submit your tasks. Technical help and information are available via the [Submission System User Guide](#) or via e-mail and phone through Customer Service.

Customer Service is available Monday–Friday, 8:00 AM–6:45 PM Central Time

Ancillary Materials

What ancillary materials are available for me to use and what is their purpose?

This chart identifies each ancillary material and how it will be used by the teacher candidate, the EPP instructor, and the cooperating teacher. Please note that some of these materials will be used in the same way by the participants in each of the roles. The ancillary materials included are the Glossary, Lesson Plan Format, the Daily Reflection Form, and the Professional Competency Profile. These materials can be found at <http://mega.ets.org/test-takers/mopta/build-submit-tasks/ancillary-materials>.

All the materials are optional, except the Professional Competency Profile, which is required.

Ancillary Material: Glossary	How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>This resource consists of terms that are essential for a teacher candidate to know and understand in order to successfully complete this performance assessment. The Glossary provides specific definitions that reflect the meaning of each listed term in the context of the MoPTA.</p>	<p>The teacher candidate will reference the Glossary when he or she is unclear of what a term means, specifically according to the MoPTA. In general, some of these terms may have several definitions, but the Glossary makes the language clear and consistent across the tasks to avoid confusion.</p>	<p>The EPP instructor will use the Glossary to understand the terms and language that are present throughout the MoPTA. The Glossary helps ensure that language and terms are used in a clear and consistent way by all teacher candidates. The Glossary can also be used as an instructional tool to assist a teacher candidate in discussions relating to his or her course work and clinical teaching assignment.</p>	<p>The cooperating teacher will use the Glossary to understand the terms and language that are present throughout the MoPTA. The Glossary helps ensure that language and terms are used in a clear and consistent way by all those involved with the MoPTA.</p>

Ancillary Material: Lesson Plan Format	How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>This organizational tool helps promote and facilitate a teacher candidate's development of lesson plans. Its purpose is to provide a teacher candidate with an outlined structure of all that should be included in a well-planned lesson. The Lesson Plan Format helps a teacher candidate better understand and design meaningful daily lessons that will best meet students' needs and positively enhance instructional practice and students' learning. This tool is intended for use in conjunction with Tasks 2, 3, and 4.</p>	<p>The teacher candidate will use the Lesson Plan Format to understand and organize the components of an effective lesson. This format will allow the teacher candidate to consistently practice and improve daily planning of instruction, which will then enhance students' learning.</p>	<p>The EPP instructor will use the Lesson Plan Format to suggest a consistent format for a teacher candidate to embrace and use. The Lesson Plan Format can be used to conduct constructive feedback sessions. In general, the Lesson Plan Format can also be used in relation to course work.</p>	<p>The cooperating teacher will use the Lesson Plan Format as an organizational format and will make any additions or changes necessary to meet the district, school, and/or class needs. The Lesson Plan Format can be used to conduct constructive feedback sessions.</p>

Ancillary Material: Daily Reflection Form	How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>This tool helps promote a teacher candidate's daily self-reflection through purposeful and reliable examinations of his or her teaching practice in an effort to improve instructional practice and student learning and to meet student needs.</p>	<p>The teacher candidate will use the Daily Reflection Form to reflect daily on his or her practice and student learning. This will help the teacher candidate focus on student learning and identify personal strengths and areas for improvement. The teacher candidate can then strive to improve in these areas within the classroom, through mentoring or professional development.</p>	<p>The EPP instructor will use the Daily Reflection Form for review and to provide formative feedback to a teacher candidate. The Daily Reflection Form will provide the EPP instructor with insight into a teacher candidate's experiences, daily achievements, and frustrations in the classroom. These practices can be related to the course work.</p>	<p>The cooperating teacher will use the Daily Reflection Form for review and to provide formative feedback to a teacher candidate. The Daily Reflection Form will allow for continuous communication and collaboration between the teacher candidate and his or her cooperating teacher.</p>

Ancillary Material: Professional Competency Profile (required)	How It Will Be Used by the Teacher Candidate	How It Will Be Used by the EPP Instructor	How It Will Be Used by the Cooperating Teacher
<p>This tool helps a teacher candidate identify specific learning goals and provides a structure for continuing professional growth. The Professional Competency Profile provides the necessary guidance to assist a teacher candidate through a continuous learning process. This process is based on numerous components, such as the needs of the teacher candidate, the needs of the district, and the alignment of both sets of needs in a way that ultimately improves student achievement. This tool is derived from the current profile used in Missouri for developing professional competency.</p>	<p>The teacher candidate will use the Professional Competency Profile to identify and reflect on specific personal learning goals that promote continuing professional growth. The teacher candidate will self-reflect daily on instructional practices and will work with the EPP instructor and/or cooperating teacher to identify areas of personal need and areas of need for the district, and determine how both sets of needs can align in a way that ultimately improves student achievement.</p> <p>Please see the <i>Missouri Pre-Service Teacher Assessment Reflective Practice Handbook</i> for more explicit direction and suggestions.</p>	<p>The EPP instructor will use the Professional Competency Profile to guide a teacher candidate through a continuous learning process. The EPP instructor will work with a teacher candidate to identify his or her individual needs and the district's needs, and determine how both sets of needs can align in a way that ultimately improves student achievement and promotes continuing professional growth.</p> <p>Please see the <i>Missouri Pre-Service Teacher Assessment Reflective Practice Handbook</i> for more explicit direction and suggestions.</p>	<p>The cooperating teacher will use the Professional Competency Profile to guide a teacher candidate through a continuous learning process. The cooperating teacher will consider the teacher candidate's individual needs and the district's needs, and determine how both sets of needs can align in a way that ultimately improves student achievement and promotes professional growth.</p> <p>Please see the <i>Missouri Pre-Service Teacher Assessment Reflective Practice Handbook</i> for more explicit direction and suggestions.</p>

Permission Forms

What permission forms must I complete?

For Tasks 2, 3, and 4, your response will be based, in part, on your experiences working with actual students. You will complete the following forms that apply to your context.

- **Student Permission Form**—Required of every student whose work is submitted and/or who appears in the video or photographs.
- **Adult Permission Form**—Required for every adult whose work is submitted and/or who appears in the video or photographs.

It is necessary for you as a teacher candidate to get permission from parents/guardians for the use of any student work and for students who appear in your video for Task 4 Video or in photographs. You must also get permission from any colleagues or other adults whose work (e.g., written observations, letters) you may supply as artifacts or who may appear in your video for Task 4 or in photographs.

You must use the MoPTA permission forms. District or school permission forms will not be accepted.

The MoPTA Student Permission Forms and the MoPTA Adult Permission Form can be found directly on the Missouri Performance Assessments informational website

<http://mega.ets.org/test-takers/mopta/build-submit-tasks/permission-forms/>

How do I submit the signed permission forms?

You must scan and upload all signed permission forms in the online submission system when you submit your tasks. See the [Submission System User Guide \(PDF\)](#) for assistance. Score reports will be delayed if permission forms have not been uploaded.

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