

Missouri Pre-Service Teacher Assessment (MoPTA)

Task Requirements

Task 4 (Alternate) Planning, Implementing, Analyzing, and Adjusting Instruction to Promote Student Learning

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

Standards and Quality Indicators Measured in This Task

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

Standard 1, Quality Indicators 1C1 and 1C2
Standard 2, Quality Indicators 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

Artifact	Maximum Number of Pages	Textbox Location
Representative pages of a standards-based unit plan	4 pages	4.1.1
Representative pages of baseline data for the whole class	2 pages	4.1.1
For The First Assessment or Assignment:		
Representative pages of the assessment or assignment	2 pages	4.2.1
Representative pages of the rubric or scoring guide	2 pages	4.2.1
Representative pages of the completed student work (with feedback) for Focus Student 1	2 pages	4.2.1
Representative pages of the completed student work (with feedback) for Focus Student 2	2 pages	4.2.1
For The Second Assessment or Assignment:		
Representative pages of the assessment or assignment	2 pages	4.2.2
Representative pages of the rubric or scoring guide	2 pages	4.2.2
Representative pages of the completed student work (with feedback) for Focus Student 1	2 pages	4.2.2
Representative pages of the completed student work (with feedback) for Focus Student 2	2 pages	4.2.2
For The Third Assessment or Assignment:		
Representative pages of the assessment or assignment	2 pages	4.2.3

Artifact	Maximum Number of Pages	Textbox Location
Representative pages of the rubric or scoring guide	2 pages	4.2.3
Representative pages of the completed student work (with feedback) for Focus Student 1	2 pages	4.2.3
Representative pages of the completed student work (with feedback) for Focus Student 2	2 pages	4.2.3

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 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 who reflect different learning needs will allow you to show your skills in teaching 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.

Contextual Information

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

Overview

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

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

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

Textbox 4.0: Contextual Information

Guiding Prompts

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

Type your response in the textbox below.

Step 1: Planning the Sequence of Lessons within the Unit

This step allows you to demonstrate your ability to design an effective unit plan consisting of a sequence of lessons that supports and measures student learning.

Activity: Prior to Instruction—Creating a Plan

Select a sequence of lessons from your standards-based unit plan that addresses student needs, includes instructional strategies and learning activities to engage students in higher-order thinking skills, and incorporates assessments or assignments, which are formative or summative, to measure student learning. The planned lessons must also include work from two Focus Students **who reflect different learning needs**. While planning the unit, consider and respond to the guiding prompts below.

Textbox 4.1.1: Standards, Goals, Student Background, and Content Focus for the Sequence of Lessons

Guiding Prompts

- What is the content focus of the unit?
- What are the Missouri or national standards for the sequence of lessons? (Provide the number, title, and a short description of each standard you list.)
- What are the learning goal(s) of the sequence of lessons, and why are they appropriate for your students?
- Explain how you used students' prior knowledge and background information to influence the planning process.
- What whole-class data did you use to establish a baseline to measure student growth?

Required artifacts for this textbox:

- representative pages of your standards-based unit plan that address the prompts above (maximum of four pages)
- representative pages of the baseline data for the whole class (maximum of two pages)

Type your response in the textbox below.

Textbox 4.1.2: Instructional Strategies for the Sequence of Lessons

Guiding Prompts

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

Type your response in the textbox below.

Textbox 4.1.3: Learning Activities and Assessments for the Sequence of Lessons

Guiding Prompts

- a. What learning activities will be the main focus of the sequence of lessons? Provide a rationale for your choice(s).
- b. What student learning needs do you anticipate, and how will the learning activities address these needs?
How do you plan to monitor student learning?
- c. How will you use the data you collect from your assessments or assignments for formative purposes?
- d. How will you use your rubrics/scoring guides with your students to promote self-regulated learning?

Type your response in the textbox below.

Textbox 4.1.4: Focus Students, Who Reflect Different Learning Needs, for the Sequence of Lessons

Guiding Prompts

Focus Student 1:

- a. Using baseline data, identify the learning needs of Focus Student 1.
- b. What areas of growth will you target for this Focus Student for the sequence of lessons? Why did you choose these areas of growth?
- c. Explain how the three student work samples from the assessments or assignments from your plan will demonstrate the learning progress of this Focus Student.

Focus Student 2:

- a. Using baseline data, identify the learning needs of Focus Student 2.
- b. What areas of growth will you target for this Focus Student for the sequence of lessons? Why did you choose these areas of growth?
- c. Explain how the three student work samples from the assessments or assignments from your plan will demonstrate the learning progress of this Focus Student.

Type your response in the textbox below.

Step 2: Implementing the Sequence of Lessons within the Unit

This step allows you to demonstrate 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.

Part 1: Results of the First Assessment or Assignment

Activity: Analyzing the Results of the First Assessment or Assignment

After teaching the first portion of your sequence of lessons, have the students complete the first assessment or assignment. Analyze the results and consider how those results will impact the development and implementation of subsequent instruction for the two Focus Students. Respond to the guiding prompts below.

Textbox 4.2.1: Results and Feedback for the First Assessment or Assignment

Guiding Prompts

Focus Student 1:

- a. Consider the results of the first assessment or assignment for Focus Student 1. What are the areas of strength and areas in need of improvement in the student's learning? Cite examples from Focus Student 1's work to support your analysis.
- b. What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement for Focus Student 1? Cite examples from Focus Student 1's work to support your analysis.
- c. Based on the results and feedback, what steps did you take to help Focus Student 1 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?
- d. How will the results of the first assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 1.

Focus Student 2:

- a. Consider the results of the first assessment or assignment for Focus Student 2. What are the areas of strength and areas in need of improvement in the student's learning? Cite examples from Focus Student 2's work to support your analysis.
- b. What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement for Focus Student 2? Cite examples from Focus Student 2's work to support your analysis.
- c. Based on the results and feedback, what steps did you take to help Focus Student 2 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?

- d. How will the results of the first assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 2.

Required artifacts for this textbox:

- the first assessment or assignment (maximum of two pages)
- the rubric or scoring guide for the first assessment or assignment (maximum of two pages)
- Focus Student 1's completed work sample from the first assessment or assignment that includes feedback (maximum of two pages)
- Focus Student 2's completed work sample from the first assessment or assignment that includes feedback (maximum of two pages)

Type your response in the textbox below.

Step 2, Part 2: Results of the Second Assessment or Assignment

Activity: Analyzing the Results of the Second Assessment or Assignment

After teaching the second portion of your sequence of lessons, have the students complete the second assessment or assignment. Analyze the results and consider how those results will impact the development and implementation of subsequent instruction for the two Focus Students. Respond to the guiding prompts below.

Textbox 4.2.2: Results and Feedback for the Second Assessment or Assignment

Guiding Prompts

Focus Student 1:

- a. How did the adjustments you made to your instruction following the first assessment or assignment impact the results of this assessment or assignment for Focus Student 1? Provide specific examples to support your analysis.
- b. Consider the results of the second assessment or assignment for Focus Student 1. What are the areas of strength and areas in need of improvement in the student's learning? Cite examples from Focus Student 1's work to support your analysis.
- c. What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement for Focus Student 1? Cite examples from Focus Student 1's work to support your analysis.
- d. Based on the results and feedback, what steps did you take to help Focus Student 1 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?
- e. How will the results of the second assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 1.

Focus Student 2:

- a. How did the adjustments you made to your instruction following the first assessment or assignment impact the results of this assessment or assignment for Focus Student 2? Provide specific examples to support your analysis.
- b. Consider the results of the second assessment or assignment for Focus Student 2. What are the areas of strength and areas in need of improvement in the student's learning? Cite examples from Focus Student 2's work to support your analysis.
- c. What feedback did you provide and how will that feedback address areas of strength and areas in need of improvement for Focus Student 2? Cite examples from Focus Student 2's work to support your analysis.
- d. Based on the results and feedback, what steps did you take to help Focus Student 2 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?

- e. How will the results of the second assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 2.

Required artifacts for this textbox:

- the second assessment or assignment (maximum of two pages)
- the rubric or scoring guide for the second assessment or assignment (maximum of two pages)
- Focus Student 1's completed work sample from the second assessment or assignment that includes feedback (maximum of two pages)
- Focus Student 2's completed work sample from the second assessment or assignment that includes feedback (maximum of two pages)

Type your response in the textbox below.

Step 2, Part 3: Results of the Third Assessment or Assignment

Activity: Reviewing the Results of the Third Assessment or Assignment

After teaching the third portion of your sequence of lessons, have the students complete the third assessment or assignment. Analyze the results and consider how those results will impact the development and implementation of subsequent instruction for the two Focus Students. Respond to the guiding prompts below.

Textbox 4.2.3: Results and Feedback for the Third Assessment or Assignment

Guiding Prompts

Focus Student 1:

- How did the adjustments you made to your instruction following the second assessment or assignment impact the results of this assessment or assignment for Focus Student 1? Provide specific examples to support your analysis.
- Consider the results of the third assessment or assignment for Focus Student 1. What are the areas of strength and areas in need of improvement in the student's learning? Cite examples from Focus Student 1's work to support your analysis.
- What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement for Focus Student 1? Cite examples from Focus Student 1's work to support your analysis.
- Based on the results and feedback, what steps did you take to help Focus Student 1 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?
- How will the results of the third assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 1.

Focus Student 2:

- How did the adjustments you made to your instruction following the second assessment or assignment impact the results of this assessment or assignment for Focus Student 2? Provide specific examples to support your analysis.
- Consider the results of the third assessment or assignment for Focus Student 2. What are the areas of strength and areas in need of improvement in the student's learning? Cite examples from Focus Student 2's work to support your analysis.
- What feedback did you provide and how did that feedback address areas of strength and areas in need of improvement for Focus Student 2? Cite examples from Focus Student 2's work to support your analysis.
- Based on the results and feedback, what steps did you take to help Focus Student 2 understand his or her progress toward the learning goal(s)? How did you use the rubric or scoring guide and student work to promote that understanding?

e. How will the results of the third assessment or assignment inform your instruction? Provide specific examples of adjustments you made to your instruction for Focus Student 2.

Required artifacts for this textbox:

- the third assessment or assignment (maximum of two pages)
- the rubric or scoring guide for the third assessment or assignment (maximum of two pages)
- Focus Student 1's completed work sample from the third assessment or assignment that includes feedback (maximum of two pages)
- Focus Student 2's completed work sample from the third assessment or assignment that includes feedback (maximum of two pages)

Type your response in the textbox below.

Step 3: Analyzing the Sequence of Lessons within the Unit

This step allows you to demonstrate your ability to analyze the sequence of lessons within your unit plan for the whole class.

Activity: After Instruction—Analyzing the Sequence of Lessons

Now that you have taught the sequence of lessons, respond to the guiding prompts below.

Textbox 4.3.1: Analyzing Instructional Strategies for the Whole Class

Guiding Prompts

- a. How did your use of academic content language promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.
- b. How did the strategies you used to engage the students in critical thinking promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.
- c. How did your use of questioning skills promote student learning? Provide specific examples from your instruction and/or Focus Student work samples where this is evident.
- d. How did your integration of literacy into the content you taught promote student learning? Provide specific examples from your instruction and/or from Focus Student work samples where this is evident.

Type your response in the textbox below.

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

This step allows you to reflect on the effectiveness of your planning, implementing, and analyzing the sequence of lessons within the unit for the whole class and the two Focus Students.

Activity: Reflection

Think about the sequence of lessons within your unit plan and the implementation and analysis of the lessons. Respond to the guiding prompts below.

Textbox 4.4.1: Reflection for the Whole Class

Guiding Prompts

- a. To what extent did your students reach the learning goal(s) for the sequence of lessons? Cite evidence from your baseline data, instruction, and/or student work that supports your conclusions.
- b. If you were to teach this sequence of lessons in the future, what revisions would you make? Why would you make these revisions? Cite evidence from your baseline data, instruction, and student work that supports your conclusions.

Type your response in the textbox below.

Textbox 4.4.2: Reflection for Each Focus Student

Guiding Prompts

- a. Reflect on the steps you took to have Focus Student 1 understand his or her progress toward the learning goal(s). How would you revise these steps to help this student better understand his or her progress?
- b. Reflect on the steps you took to have Focus Student 2 understand his or her progress toward the learning goal(s). How would you revise these steps to help this student better understand his or her progress?

Type your response in the textbox below.

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