

## **PPAT<sup>®</sup> Assessment**

### Task Requirements

#### **Task 4 Implementing and Analyzing Instruction to Promote Student Learning**

**In this task, you will demonstrate your ability to plan and implement a lesson using 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.**

#### Standards and Indicators Measured in This Task

The following InTASC Model Core Teaching Standards represent the focus of this task. The evidence you submit must address and will be scored according to the following.

- Standard 1, Indicators a and b
- Standard 2, Indicators a, b, c, and f
- Standard 3, Indicators d, e, and f
- Standard 4, Indicators c, d, e, f, g, and h
- Standard 5, Indicator h
- Standard 6, Indicators a, b, c, d, g, and h
- Standard 7, Indicators a, b, c, d, and f
- Standard 8, Indicators a, b, f, h, and i
- Standard 9, Indicator c

Implementing and Analyzing Instruction to Promote Student Learning – Task 4

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

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

1. Written Commentary of a maximum of **28,500 characters** (approximately nine typed pages) that
  - responds to all parts of the guiding prompts;
  - references your artifacts to support your written evidence; and
  - describes, analyzes, and reflects on the evidence
2. Identification of two Focus Students who reflect different learning needs.
3. Seven different artifacts (maximum of ten pages), including

Artifact	Maximum Number of Pages	Textbox Location
representative pages of a standards-based lesson plan*	2	4.1.1
baseline data (e.g., graphic representation, table, list) for the whole class	2	4.1.1
baseline data (e.g., graphic representation, table, list) specific to Focus Student 1	1	4.3.1
baseline data (e.g., graphic representation, table, list) specific to Focus Student 2	1	4.3.1
a student work sample from Focus Student 1	2	4.4.2
a student work sample from Focus Student 2	2	4.4.2
one fifteen-minute video (mandatory), which may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file		4.5.1

\*A sample template is provided, but teacher candidates may submit a form of their own (maximum of two pages).

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

- Upload your artifacts into your Library of Artifacts. (See Step 5 for how to upload the video file.)
- Refer to the artifacts in your Written Commentary.
- Link the artifacts to your Written Commentary within the appropriate textbox.

**How to Compose Your Written Commentary**

This task has five steps, four of which have guiding prompts to help you provide evidence that supports the rubric. Your response needs to address **all parts** of each of the guiding prompts.

- Step 1: Planning
- Step 2: Implementing the Plan
- Step 3: Understanding the Two Focus Students
- 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 attach your artifacts.

## Contextual Information

This step allows you to provide a picture of your class that will enable the reader to better understand your instruction and decision-making skills.

### Overview

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

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

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

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

### Textbox: 4.0: Contextual Information

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

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

### **Activity: Creating a Plan**

Produce a standards-based lesson plan for your whole class that addresses learning needs, includes instructional strategies to engage students, and incorporates assessment techniques to gauge student learning. The lesson plan needs to provide baseline data from both the whole class and the two Focus Students, work samples from the Focus Students, and a fifteen-minute video. Before teaching the lesson, respond to the guiding prompts below.

### **Textbox: 4.1.1: Goals and Student Background**

#### **Guiding Prompts**

- a. What learning goal(s) and standards (state and/or national) did you identify for the class? Explain how they are appropriate for the lesson and your students' learning needs.
- b. What whole-class data did you use to establish a baseline to measure student growth?
- c. How did your students' prior knowledge and background information influence your planning process?

#### **Required artifacts for this textbox:**

- representative pages of your lesson plan (maximum of two pages)
- representative pages of the baseline data (maximum of two pages)

**Type your response in the textbox below.**

**Textbox: 4.1.2: Instructional Strategies****Guiding Prompts**

- a. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? 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 to promote student learning? Provide a rationale.

Type your response in the textbox below.

**Textbox: 4.1.3: Lesson Activity(ies)****Guiding Prompts**

- a. Describe the activity or activities that is (are) the main focus of the lesson plan. Explain how you designed the activity(ies) to anticipate **and** address student learning needs.
- b. Describe how you will monitor student learning during the course of the lesson.
- c. What student work samples will you require the students to submit as part of your assessment of student learning resulting from the lesson? (The work can be created either during or after the lesson.) How will these responses be integrated into the lesson plan? Provide a rationale for your choice of student work samples.

Type your response in the textbox below.

## Step 2: Implementing the Plan

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

### **Activity: Implementing the Plan**

Teach the lesson based on the plan you described in Step 1, and provide a fifteen-minute video from that lesson. Then respond to the guiding prompts below.

### **Textbox: 4.2.1: Instructional Strategies**

#### **Guiding Prompts**

- a. How did you use academic content language to advance the understanding of the concept being taught in this lesson? Cite examples from the video to support your analysis.
- b. How did you engage students in critical thinking to promote student learning? Cite examples from the video to support your analysis.
- c. How did you use questioning skills to promote student learning? Cite examples from the video to support your analysis.
- d. How did you integrate literacy into the content you taught to promote student learning? Cite examples from any part of the lesson to support your analysis.

**Type your response in the textbox below.**

**Textbox: 4.2.2: Interacting with the Students****Guiding Prompts**

- a. How did you monitor student learning while teaching the lesson? In what ways did evidence of learning guide your instructional decision making while teaching the lesson? Cite examples from the video to support your analysis.
- b. How did you provide feedback to individuals **and** the whole class to advance student learning? Cite examples from the video to support your analysis.
- c. How did you use verbal and nonverbal communication techniques to foster student learning? Cite examples from the lesson to support your analysis.

**Type your response in the textbox below.**

**Textbox: 4.2.3: Classroom Management****Guiding Prompts**

- a. What classroom-management strategies did you use during the lesson? Cite examples of the strategies from the video.
- b. In what ways did the strategies engage students and promote a positive learning environment? Cite examples from the video to support your analysis.

**Type your response in the textbox below.**

### Step 3: Understanding the Two Focus Students

This step allows you to provide evidence of planning for the learning of the two Focus Students.

#### **Activity: Collecting Student Work**

Choose two Focus Students who reflect different learning needs based on the goal(s) of the lesson. Plan to collect evidence of learning as seen in the baseline data and the student work samples. Then respond to the guiding prompts below.

#### **Textbox: 4.3.1: Understanding the Two Focus Students**

##### **Guiding Prompts**

Focus Student 1

- a. Identify Focus Student 1’s learning strengths and challenges.
- b. What data did you use to establish a baseline to measure this student’s growth?
- c. What evidence will you collect to show his or her progress toward the learning goal(s)?

Focus Student 2

- a. Identify Focus Student 2’s learning strengths and challenges.
- b. What data did you use to establish a baseline to measure this student’s growth?
- c. What evidence will you collect to show his or her progress toward the learning goal(s)?

##### **Required artifacts for this textbox:**

- the baseline data for Focus Student 1 (maximum of one page).
- the baseline data for Focus Student 2 (maximum of one page).

**Type your response in the textbox below.**

## Step 4: Reflecting

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

### **Activity: Reflecting on the Whole Class**

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

#### **Textbox: 4.4.1: Reflection on the Whole Class**

##### **Guiding Prompts**

- a. To what extent did the students reach the learning goal(s)? Cite examples from the lesson plan and/or the video that support your conclusions.
- b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you would revise in the future. Cite examples from the video that support your conclusions.
- c. Describe revisions that you could make if you were to teach the lesson again. Why would you make each revision? Cite examples from the lesson plan, the video, and/or the student work that would prompt the revisions.

**Type your response in the textbox below.**

**Textbox: 4.4.2: Reflection on the Two Focus Students****Guiding Prompts**

- a. Based on the baseline data and student work samples, to what extent did each of the two Focus Students achieve the learning goal(s) of the lesson?
- b. How will your analysis of the baseline data and student work samples guide planning for future lessons for each of the two Focus Students?

**The required artifacts for this textbox:**

- a representative work sample for Focus Student 1 (maximum of two pages).
- a representative work sample for Focus Student 2 (maximum of two pages).

**Type your response in the textbox below.**

## Step 5: Uploading the Video

**Activity:** Upload a fifteen-minute video from your lesson.

Upload a fifteen-minute video. The video may contain one fifteen-minute segment (unedited) or three five-minute segments (each unedited) combined into one file. Only one video file may be uploaded.

**Upload your video here.**