

PPAT 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, to adjust instruction for the whole class as well as for individual students and demonstrate an understanding of reflective practice. Maximum Character count: 28,500

Overview: Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors. Contextual factors can be condensed from previous Tasks. 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 typed page**). No artifacts can be attached to the Contextual Information textbox.

Contextual Information Textbox:

- a. Describe your classroom. Include the grade level, content area, subject matter, and number of students. Provide relevant information about any of your students with special needs.
- b. Describe any physical, social, behavioral, 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.

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)

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.

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.

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:

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?
- b. How did you engage students in critical thinking to promote student learning?
- c. How did you use questioning skills to promote student learning?
- d. How did you integrate literacy into the content you taught to promote student learning?

For all of the above: Cite examples from the video to support your analysis.

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?
- b. How did you provide feedback to individuals and the whole class to advance student learning?
- c. How did you use verbal and nonverbal communication techniques to foster student learning?

For all of the above: Cite examples from the video to support your analysis.

Textbox: 4.2.3: Classroom Management Guiding Prompts

- a. What classroom-management strategies did you use during the lesson?
- b. In what ways did the strategies engage students and promote a positive learning environment?

For all of the above: Cite examples from the video to support your analysis.

Step 3: Understanding the Two Focus Students This step allows you to provide evidence of planning for the learning of the two Focus Students (F ST).

Activity: Collecting Student Work Choose two F ST's 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 F ST's **Guiding Prompts** F ST 1

- a. Identify F ST 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)?

Repeat for F ST 2

Required artifacts for this textbox:

- the baseline data for F ST 1 and for F ST 2 (maximum of one page each).

Step 4: Reflecting This step allows you to reflect on the effectiveness of your lesson for the entire class and the two F ST's.

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)?
- 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.

For both of the above: Cite examples from the lesson plan/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.

Textbox: 4.4.2: Reflection on the Two F ST's **Guiding Prompts**

- a. Based on the baseline data and student work samples, to what extent did each of the two F ST's 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 F ST's?

The required artifacts for this textbox:

- a representative work sample for F ST 1 (maximum of two pages).
- a representative work sample for F ST 2 (maximum of two pages).

(Important note: this is the only reflective piece in all of the tasks that requires artifacts!)

Step 5: Uploading the Video Activity: Upload a fifteen-minute video from your lesson. 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.