



**The Missouri Pre-Service  
Teacher Assessment (MoPTA)  
Task 1 Handbook**

**From Student to Student Teacher: Transitioning from  
the Educator Preparation Program  
to the Clinical Experience**

**July 2015**

© 2015 MoDESE. The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator—Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; e-mail [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov)

## **Table of Contents**

Part 1: Introduction	3
Part 2: Completing MoPTA Task 1	19
Appendix A: Focused Reading Guide for Task 1	117
Appendix B: Missouri Teacher Standards Addressed by MoPTA Tasks 2–4	119
Appendix C: Task 1 Rubrics for Annotating Activities	120

## Part 1: Introduction

### The Student Teacher

Welcome, teacher candidate, to the *Missouri Pre-Service Teacher Assessment (MoPTA) Task 1 Handbook*. This guide is designed to help support you during your student-teaching experience. As a pre-service teacher in an educator preparation program (EPP), you will soon find yourself teaching in an assigned classroom with guidance and support from both a cooperating teacher and your EPP instructor. The habits you cultivate during this clinical work have the potential to both launch and further your career as a certified teacher. This handbook can help you make that happen. The goal of the handbook is as follows.


- To guide you in completing Task 1 of the MoPTA

### The EPP Instructor

Welcome, EPP instructor. This handbook is designed with you in mind. As a mentor of tomorrow's educators, you have the task of preparing and guiding pre-service teachers through the MoPTA. This handbook can help. Throughout the guide, we suggest ways to engage your student teachers in reflection and in individual and peer activities that are aligned with the purposes of the MoPTA and the requirements of the Missouri Department of Elementary and Secondary Education (MoDESE). A secondary aim of this handbook is to help you and your cooperating teachers coordinate your support of teacher candidates in ways that strengthen and reinforce each other's efforts. This handbook provides recommendations for some ways to do that.

### The Cooperating Teacher


Welcome, cooperating teacher. This is your handbook, too. The willingness of teachers to open their classrooms to teacher candidates and to guide them through the clinical experience is vital to the teaching profession. The four MoPTA performance tasks are designed to support your efforts by helping the student teacher assigned to your classroom approach your students and their families with thoughtfulness and professionalism. The tasks provide a structure that encourages the teacher candidate's hands-on professional learning, and this same structure can help you facilitate professional dialogue with your student teacher. The shared-audience structure of this handbook can help you and the teacher candidate's EPP instructor reinforce and supplement each other's efforts in support of the teacher candidate. In addition, the handbook suggests ways you can help your student teacher complete Task 1 of the MoPTA and become acclimated to the clinical experience.

 The color-coded headings throughout this handbook are designed to help you see at a glance the intended audience for each section.

Sections of the handbook not designated by colored headings are intended for all three of the above audiences.

## **The Missouri Pre-Service Teacher Assessment**

The MoPTA is a performance-based, pre-licensure assessment of a teacher candidate's readiness and ability to teach effectively. Since you are likely familiar with the MoPTA, this section stresses only those aspects of the assessment that are most relevant to the goals of this handbook.

 For complete information about the Missouri Pre-Service Teacher Assessment, see the following.

- ***MoPTA Teacher Candidate and Educator Handbook***  
<http://mega.ets.org/s/pdf/mopta-candidate-educator-handbook.pdf>
- ***Submission System User Guide:***  
<http://mega.ets.org/s/pdf/submission-system-user-guide.pdf>

### **MoPTA Performance Tasks**

The four tasks that the MoPTA requires teacher candidates to complete during the student-teaching experience are not inconsequential: they represent authentic work that engages pre-service teachers in learning, planning, and reflecting activities that are focused on the assigned students and classroom.

The tasks serve two purposes: (1) they provide a way for pre-service teachers to demonstrate their readiness for classroom teaching, and (2) they scaffold the teacher candidate's work during the student-teaching experience. As all good classroom performance assessments do, the MoPTA tasks both foster and measure learning.

While all of the MoPTA tasks engage teacher candidates in relevant instructional activities, only one of the four is specifically intended to be a formative assessment—Task 1: Knowledge of Students and the Learning Environment. Task 1 is completed early in the clinical experience and is not scored as part of the Missouri pre-licensure requirement. However, it may be graded as part of the teacher candidate's EPP requirements. Part 2 of this handbook provides guidance for completing Task 1 effectively.

## **The EPP Instructor**

To support the MoPTA goals for pre-service teacher learning and professionalism, you should consider how you will address the following before teacher candidates begin student teaching.

What role will MoPTA Task 1 play in the EPP?

- Will Task 1 play a role in the determination of a teacher candidate's scores for the EPP supervisory seminar?

If you answer 'yes,' you should consider ways to balance the formative intent of Task 1 with the need to eventually glean a grade from it. Research shows that students' motivation to learn is best served by qualitative rather than quantitative feedback. Perhaps using the "Delayed Marking Strategy" for scoring will allow Task 1 to serve both needs. By providing formative feedback while the teacher candidates complete Task 1 and by assigning a grade for the overall effort only when they submit the work as a finished product, you may motivate your student teachers to achieve higher levels of performance. Together with the cooperating teacher and the teacher candidate's EPP peers, you can help provide formative feedback on Task 1 drafts.

How will you conduct MoPTA formative observations of your student teachers?

- How many formative observations of each student teacher do you plan to do? At what intervals during the clinical experience will they be conducted?
- How will you focus these? Will you focus on the standards addressed by the MoPTA tasks, on the teacher candidates' individual learning needs, on a set of EPP instructional milestones, or on something else?
- Which of these planned formative observations will you conduct yourself? Which will you ask the cooperating teacher to complete?

What role will professional reflection play in the EPP?

- How will you help teacher candidates internalize an appreciation for regular reflection during the EPP supervisory seminar?
- Will you require daily reflection or a certain number of reflections per week?
- How will you structure these reflections? Will you assign questions, direct teacher candidates to choose a focus from the day's teaching, or use a combination of approaches?
- What format would you like teacher candidates to use for their reflections (for example, e-mail, a notebook, a journal kept in a word-processing program, a blog)?
- When and how will you review teacher candidates' reflections to provide feedback? What methods will you use to provide formative feedback on these reflections?

## **The Missouri Teacher Standards and Quality Indicators**

The MoPTA is aligned with the Missouri Standards for the Preparation of Educators at the teacher-candidate level. The teacher standards are articulated across nine general areas of professional practice, and a total of 36 quality indicators further elaborate on those areas.

The overarching purpose of the teacher standards is to provide effective educators for Missouri students. Throughout the careers of Missouri-certified teachers, these standards serve as a focal point for professional dialogue. The teacher standards are referenced during professional development, are used to help individual teachers identify their professional strengths and areas for improvement, and provide a basis for Missouri teachers' annual professional growth plans.

Similarly, the close relationship between the MoPTA and the Missouri Teacher Standards and Quality Indicators is intended to ensure that pre-service teachers perform at an acceptable level before they assume responsibilities as certified classroom teachers. Teacher candidates are expected to be well versed in the standards and quality indicators, to engage with the standards and quality indicators when reflecting on their teaching and on their professional capabilities, and to understand what the standards mean in terms of day-to-day teaching and student learning.

For this reason, the standards are referenced throughout this handbook as a focus for reflection and peer discussion. The specific standards for each MoPTA task can help teacher candidates understand the expectations for their performance both on the assessment and in the classroom. The standards can also help teacher candidates identify how well their draft performances address those expectations and pinpoint ways to improve them.

### **The Student Teacher**

Reviewing the Missouri Teacher Standards and Quality Indicators is one way to prepare for student teaching, for taking the MoPTA, and for participating in the EPP supervisory seminar. (You can find the Missouri Teacher Standards and Quality Indicators [on the MoDESE Web site](#).) As you review the standards and quality indicators, the following questions may help focus your preliminary reflections.

- ✓ Which standards/indicators represent areas of knowledge, skills, and abilities in which you feel most prepared?
- ✓ Which standards/indicators represent areas of knowledge, skills, and abilities in which you feel least prepared?
- ✓ What questions do you have about the standards that represent areas in which you feel least prepared? What might help you feel more prepared?
- ✓ What can you do to increase your preparation before you begin student teaching?
- ✓ How can your EPP instructor and cooperating teacher help you increase your knowledge, skills, and abilities in these areas while you are student teaching?

## MoPTA Rubrics and Exemplars

Another tool that can help teacher candidates understand the state's expectations for their performance on the MoPTA are the rubrics that accompany each task. Each of the four MoPTA tasks is broken into multiple steps, and a unique rubric is provided for each step.

The rubrics associated with each task as well as suggestions for reviewing and reflecting on the MoPTA steps are provided below. As teacher candidates' mentors, the EPP instructor and cooperating teacher may wish to use these suggestions to guide their own review of the assessment in terms of the teacher standards. After doing so, they may find it easier to imagine what pre-service teachers are likely to find challenging on the assessment and in the classroom.

In addition to the rubrics, the EPP instructor will have access to exemplars of written responses to the guiding prompts, which can help teacher candidates better understand the task before them. Exemplars can also be critical tools for helping teacher candidates visualize what a strong performance might look like in a particular context.

In addition to the activity suggested below, the individual MoPTA rubrics are provided throughout this handbook to further focus reflection and peer discussion. They will help student teachers stay focused on the specific requirements of each MoPTA step as it is completed as well as tie what they are doing during the step to the standards and classroom.

### The Student Teacher

Because the MoPTA tasks are closely aligned with key work that you will do as a student teacher, reviewing the tasks and accompanying rubrics is another way you can prepare for the test, for student teaching, and for the EPP supervisory seminar. (You can access the rubrics quickly from the MoPTA assessment gateway.) To manage this review in the time you have available, you should focus on one MoPTA step at a time.

1. Read the overall description of MoPTA Task 1.
2. Read the directions, forms, and guiding prompts for Task 1, Step 1.
3. Reflect on the rubric for Task 1, Step 1.
4. As you have time, repeat steps 1–3 for Task 1, Step 2.
5. As you have time, repeat steps 1–4 for all steps associated with MoPTA Tasks 2–4.

As you review the rubrics for each step, the following questions may help focus your reflections.

- ✓ What changes across the levels of this rubric? Why is this element important?
- ✓ Which teacher standards and indicators align with the rubric? Why are they important?
- ✓ How might each performance level for this step impact a classroom and student learning?
- ✓ What are the connections between the guiding prompts and the rubrics?
- ✓ What are some ways you have learned to achieve positive effects associated with the rubric?



## **Guidance for Completing Task 1**

In addition to helping teacher candidates embrace the critical habits of mind associated with the teaching profession, this handbook is intended to guide teacher candidates in completing MoPTA Task 1. While Task 1 is not scored for MoDESE purposes, it is not optional.

***Teacher candidates cannot proceed to any other MoPTA tasks until they complete Task 1 and upload the associated documents into the electronic submission system.***

### **The Formative Focus of Task 1**

Task 1 is unique among the four MoPTA tasks for reasons other than the instructional content and teacher standards that it addresses. As a formative task, its role is more to help teacher candidates transition to their student-teaching classrooms than to measure how well they do this. As you can imagine, the different levels at which teacher candidates are able to adjust during this transition could produce summative scores on Task 1 that unfairly reflect their knowledge, skills, and abilities. The formative focus of Task 1 eliminates this possibility. Additionally, a smooth transition to student teaching supports the success of both pre-service teachers and district-level students, further justifying the scaffolding and formative support that Task 1 provides.

Effective teachers put substantial effort into launching a new school year—and for good reason! A successful launch communicates a teacher’s expectations for classroom behavior and establishes a productive environment in which all students can learn. MoPTA Task 1 mirrors this important work by encouraging teacher candidates, who lack experience with a school-year kick-off, to get to know the students in their assigned classroom and help create a positive climate for learning. In other words, Task 1 ensures that teacher candidates understand the effects that knowing their students and establishing an effective classroom environment can have on student learning.

### **Additional Task 1 Benefits**

The effort teacher candidates and their mentors put into Task 1 has additional potential benefits.

- Task 1 affords the EPP instructor and cooperating teacher an opportunity to become more familiar with the MoPTA assessment process.
- Task 1 can set the tone for teacher candidates’ completion of MoPTA Tasks 2–4. By completing Task 1 with help and support from mentors, teacher candidates are more likely to grasp how to approach the rest of the assessment.
- Task 1 may also be used by EPP instructors to help assess teacher candidates’ teaching readiness.
- Task 1 can help build teacher candidates’ comfort with the computer-based MoPTA format and online submission system. Navigating the online system for Task 1 should prepare teacher candidates to engage with the system and with its available tools for the higher-stakes purposes of MoPTA Tasks 2–4.
- The formative focus of Task 1 can be used as a tool to help all three parties involved in the student-teaching experience—the pre-service teacher, the EPP instructor, and the cooperating teacher—to structure, coordinate, and plan their work.

## **Mentor Support for Task 1**

While the work teacher candidates submit as their responses to Task 1 must be theirs and theirs alone, Task 1 encourages EPP instructors, cooperating teachers, and pre-service peers to act as collaborators on Task 1 activities. Remember, the primary goal of this task is formative—to help teacher candidates successfully transition to student teaching. Collaboration allows all teacher candidates to benefit from the “strengths of all group members.” Ideally, they will walk away from Task 1 better prepared to set up their own classrooms once they are certified and find jobs as first-year teachers.

The EPP instructor, the cooperating teacher, and the candidate’s pre-service peers may collaborate with the teacher candidate in the following ways.

- Scaffolding the preparation, reflection, and work required to complete Task 1
- Conferring about Task 1 work as it progresses
- Providing helpful resources that support research and discovery related to Task 1
- Providing feedback on draft responses to Task 1 that will help deepen and focus the responses

An important benefit of working collaboratively on Task 1 is that doing so helps prepare teacher candidates to complete Tasks 2–4 on their own. For Tasks 2–4, the collaborator role of the EPP instructor, cooperating teacher, and pre-service peers shifts to a role of providing support as a resource. It is important that teacher candidates understand this distinction and use the formative support they received for Task 1 to direct their own efforts on Tasks 2–4. Throughout the completion of the MoPTA, however, the EPP instructor, cooperating teacher, and pre-service peers can provide moral support in the following ways.

- Acknowledging the challenges teacher candidates encounter and providing encouragement
- Guiding teacher candidates in developing strategies to balance work, family, and other obligations
- Respecting and supporting the professional decisions teacher candidates make

## **A Team Approach**

The EPP instructor and cooperating teacher both have an obvious interest in the success of the student teachers they mentor. For EPP instructors, the accomplishments of teacher candidates reflect well on the quality and reputations of the EPP. For cooperating teachers, a teacher candidate’s performance can help motivate students and, at times, will reinvigorate their own teaching. Both mentors invest themselves deeply in nurturing potential future colleagues. While their roles differ at times, the EPP instructor and the cooperating teacher will act as a team to support teacher candidates and serve both of their aims.

At the heart of this team, of course, are the pre-service teachers, who have spent several years preparing for careers as educators. The stakes are high for them as they embark on this real-life test of all they have learned. The coordinated support of a team approach can help get them started on the right foot.

The EPP instructor, cooperating teacher, and student teacher share a common goal of ensuring a successful student-teaching experience. The sections that follow consider the unique ways each member of this team supports this common goal.

### ***The EPP Instructor***

As the supervising teacher affiliated with the EPP that readied the teacher candidate for student teaching, the EPP instructor is responsible for the following.

- Supervising and supporting the teacher candidate for degree purposes, including ensuring that the teacher candidate achieved the EPP requirements for the clinical experience
- Understanding the teacher candidate's intellectual strengths and level of preparation, which may allow the EPP instructor to provide the teacher candidate with insight into his or her strengths and areas of challenge
- Supporting the success of the teacher candidate by engaging him or her in regular, structured reflection about specific aspects of the assigned clinical work and the MoPTA
- Providing a forum in which teacher candidates can support one another and discuss the successes and challenges of their various clinical experiences and the MoPTA
- Providing support and regular formative feedback to the teacher candidate based on input from the cooperating teacher and the candidate's reflections, contributions to peer discussions, and draft work on MoPTA tasks
- Ensuring that the teacher candidate completes each MoPTA task on time

### ***The Cooperating Teacher***

As the district-level educator in whose classroom the clinical experience occurs, the cooperating teacher is responsible for the following.

- Ensuring that students in the clinical classroom achieve the district's learning goals
- Seeing how the teacher candidate's intellectual strengths and level of preparation transfer to classroom skills, which may allow the cooperating teacher to provide the teacher candidate with insight concerning areas of strength and areas needing improvement
- Supporting the successes of the teacher candidate by helping him or her understand the unique classroom context and curricular goals
- Using discussion, supportive questioning, hints, and co-teaching skills to scaffold and mentor the teacher candidate as he or she works in the classroom and on the MoPTA
- Providing daily formative feedback to teacher candidates during the clinical experience to help them steadily improve their instructional planning and teaching skills (for example, feedback focused on such important proficiencies as assessing students; performing data analysis; setting and teaching to specific learning goals; facilitating discussion; managing a classroom; choosing appropriate materials, resources, and technology to support instruction; and interacting appropriately with students, support staff, and other colleagues)
- Supporting teacher candidates in completing the MoPTA tasks on time

### ***The Student Teacher***

As the pre-service practitioner who benefits from the clinical experience, the student teacher is responsible for the following.

- Helping the cooperating teacher's students achieve the district's learning goals

- Fulfilling the EPP requirements for the clinical experience and degree program
- Understanding his or her own intellectual strengths and level of preparation, and seeing for the first time how that preparation transfers to classroom skills
- Supporting his or her own success by reflecting thoughtfully and candidly on specific aspects of the assigned clinical work, the unique context of the assignment, the district's curricular goals for the assigned students, and the MoPTA
- Participating thoughtfully, supportively, and honestly in peer discussions about the successes and challenges of the clinical experience and the MoPTA
- Honoring the trust of the cooperating teacher by exhibiting professionalism when discussing students and other classroom matters, reflecting on the cooperating teacher's questions, and respecting the cooperating teacher's suggestions and interventions while working in the classroom
- Making constructive use of the formative feedback provided by the EPP instructor, cooperating teacher, and pre-service peers by reflecting on the feedback and using all available resources to improve teaching skills as well as MoPTA responses during the clinical experience
- Engaging with each MoPTA task thoughtfully with the goal of enriching the student-teaching experience
- Completing each MoPTA task on time

## **The Student Teacher (Ethical Considerations)**

While the formative nature of MoPTA Task 1 means that you may benefit from collaboration with your EPP instructor, cooperating teacher, and pre-service peers, it is important to remember that the ultimate responsibility for developing, completing, and submitting your MoPTA responses rests solely with you. Breaches of trust and confidentiality and falsification or fabrication of evidence can harm the validity of the MoPTA and negatively affect your professional reputation (as well as the reputations of your collaborators). Your EPP instructor and cooperating teacher are committed to the following.

- Upholding MoPTA policies and guidelines
- Sharing only information that is publicly available to all teacher candidates
- Respecting your personal opinions and the decisions you make related to your MoPTA responses (for example, your decisions regarding what evidence to use)
- Ensuring that all teacher candidates understand the limits of appropriate collaboration on the MoPTA
- Reporting all violations of confidentiality, incidents of falsified materials, and breaches of security as soon as they occur
- Refraining from implying that a given MoPTA response will achieve a particular score

## How This Handbook Can Help with Task 1

Part 2 of this handbook provides step-by-step guidance to help teacher candidates complete Task 1 of the MoPTA. It is organized sequentially around Task 1 activities. This structured support encourages pre-service practitioners to draw on their preparation, their developing abilities, their peers, and all other resources available to them—including the EPP instructor, the cooperating teacher, and this handbook—to complete this task formatively.

The Task 1 guidance prompts teacher candidates to seek support and feedback at key intervals and provides scaffolded suggestions for planning, developing, and revising draft work. In the interest of helping the three members of the student-teaching team think about specific ways to support the teacher candidate's Task 1 work and learning, suggestions for each team member are integrated with the Task 1 guidance.

While the suggestions for mentor support are just that—suggestions—the MoDESE is optimistic that EPP instructors and cooperating teachers will find the suggestions useful: the suggestions expand on ideas contributed by the exemplary team of Missouri educators who helped develop the MoPTA. Mentors are free to use the suggestions as described, to adapt the suggestions as they see fit, and/or to devise additional ways to support their teacher candidates.

**Focused Reading Guide—Appendix A** presents the Focused Reading Guide (FRG) for Task 1. This guide is an outline of the steps and textboxes of the task, and it helps the three members of the student-teaching team see at a glance the evidence asked of the teacher candidate for each textbox within each step. The FRG prompts the rater (EPP instructor) to record the evidence that the teacher candidate has provided in both the written commentary and artifacts. Finally, the FRG reminds the rater to consider the quality of the evidence provided and its connection to the guiding prompts when choosing an interpretive category or word to describe the response.

## The Cooperating Teacher

Prior to the clinical experience, it is a good idea to think about how you and the student teacher will collaborate in your classroom. These thoughts can better prepare you to guide the teacher candidate through the student-teaching experience, while also ensuring that your students' learning stays on course. You and the student teacher can discuss these things at your first meeting. The following questions may help focus your reflection.

- What guidelines do you have for the student teacher's interactions with students? What guidelines do you have for the student teacher's interactions with you in the presence of students?
- What do you see as the student teacher's first steps toward teaching your students?
- How do you see the student teacher transitioning from these first steps to higher levels of responsibility? How can you scaffold this transition?
- What evidence of developing proficiency will you need to see to increase the student teacher's classroom responsibilities?
- What opportunities will you provide the student teacher to help generate that evidence?
- How will you foster open, two-way communication with the student teacher about student learning and the clinical experience?

## The EPP Instructor

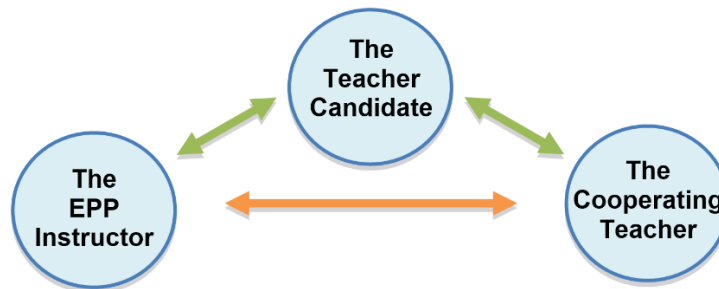
The EPP supervisory seminar is an ideal venue for introducing teacher candidates to the MoPTA. Prior to, or early in, the seminar, ask your teacher candidates to independently review the assessment (see the guidance provided earlier in this handbook under the heading MoPTA Rubrics and Exemplars). Then, depending on the needs of your particular class, take some time to go over the topics below with your teacher candidates.

- Explain the requirements for completing the MoPTA and for achieving a qualifying score. Check teacher candidates' understanding of these requirements (perhaps using the "Exit Tickets Strategy").
- Provide an overview of the four MoPTA tasks. To engage teacher candidates more deeply in this process, you should consider chunking the assessment and asking individual students, pairs, or small groups to present the tasks to their peers. Be sure to do the following.
  - Define the task for presenters (for example, they should explain the standards and indicators addressed, describe the relevance of the task to their student teaching, identify the activities and artifacts involved, and locate the rubrics for all associated steps).
  - Advise teacher candidates to take notes during the presentations, as the information is likely to be useful to them later, and invite teacher candidates to ask questions after each task is presented.
- Explain how the levels of support that you and the cooperating teacher provide will differ for Task 1 and Tasks 2–4, and facilitate teacher candidate discussion of MoPTA ethical considerations.
- Explain the formative basis of the observations you and the cooperating teacher will conduct during the clinical experience as well as when they will be conducted.
- Relate whether MoPTA Task 1 will be evaluated for EPP purposes, and if it will be, discuss how and at what point.
- Guide teacher candidates in developing a shared timeline for completing the MoPTA tasks that includes deadlines for finishing each task step. Discuss ways to manage the four tasks.
- Demonstrate the MoPTA online submission system and explain key technical aspects of the system. If you think it would be helpful, you may assign a team of tech-savvy teacher candidates to provide this demonstration. Directions and answers to frequently asked questions related to the system's technical capabilities can be found here: (<http://mega.ets.org/s/pdf/submission-system-user-guide.pdf>). At a minimum, the demonstration should cover the following.
  - How teacher candidates access the system
  - How teacher candidates enter and save responses to MoPTA guiding prompts
  - How teacher candidates upload artifacts to their Library of Artifacts
  - How teacher candidates link artifacts to textbox responses
  - Relevant technical limitations (for example, the character limit of the textboxes in which responses to guiding prompts must be entered; artifact page limits; the fact that teacher candidates cannot access Tasks 2–4 until they have completed Task 1 and uploaded the required Task 1 artifacts)
  - The difference between uploading artifacts and submitting completed MoPTA responses (and the caveat that each task must be completed and that related artifacts must be uploaded and linked to responses before teacher candidates can submit their work, which can only be done once per task)

## The Role of Advance Preparation

The roles that the members of the student-teaching team play during the clinical experience necessitate close working relationships between the EPP instructor and the teacher candidate (because of the time they both spend in the EPP supervisory seminar) and between the cooperating teacher and the teacher candidate (because of the time they both spend in the classroom). Due to proximity, these team members will have numerous opportunities to interact. Nonetheless, planning structured ways to discuss professional practice can boost the effectiveness of this communication. Suggestions are provided in this section but also throughout Part 2 of this handbook.

While contact between the EPP instructor and the cooperating teacher may not be as frequent or convenient as communication with the teacher candidate will be, it is essential that these team members share information. This communication can ensure that the feedback and advice they offer mutually supports the teacher candidate and does not unintentionally conflict. This communication requires advance planning.



One way to ensure successful communication among all members of the student-teaching team is to think ahead about who will communicate what and how. For example, the EPP instructor and the cooperating teacher will likely want to determine in advance how they will share thoughts about the following.

- How teacher candidates are progressing in their assigned classroom
- When each mentor will give the teacher candidate feedback and advice about instruction and the MoPTA
- The intent of the feedback and the advice they will give student teachers about Task 1 of the MoPTA

The EPP instructor and cooperating teacher may also wish to preplan how to share some responsibilities related to the tasks, such as the following.

- Guiding the teacher candidate through completion of Task 1 of the MoPTA
- Supporting the teacher candidate through completion of Tasks 2–4 of the MoPTA
- Conducting regular formative observations of the teacher candidate for purposes of the MoPTA and providing regular, structured feedback that guides the teacher candidate's growth

The sidebars that follow describe some advance preparation and communication steps that support a successful team approach. The neutral background color signifies that the sidebar applies to more than one member of the team.

## **The EPP Instructor/Cooperating Teacher Meeting**

After each mentor has reviewed the MoPTA but before the start of the clinical experience, the EPP instructor and cooperating teacher should meet to discuss how to work together to support the teacher candidate through Tasks 1–4 of the MoPTA and through the clinical experience as a whole. Items to discuss include the following.

- The role of formative observations in the student-teaching experience
  - How many formative observations will be conducted in all?
  - What will be the basis of each formative observation? When will the observations be conducted?
  - Which observations will the EPP instructor conduct? Which will the cooperating teacher conduct?
  - What observation form will observers use? What are the merits of the selected form? How thoroughly should the form be completed?
  - How will you share the findings of formative observations with each other? How will you share the findings of formative observations with the student teacher?
- Your mutual support of the teacher candidate during Task 1
  - Share the kind of support for Task 1 that will be available to teacher candidates in the EPP supervisory seminar.
  - Establish guidelines and boundaries for your collaborative support of the teacher candidate's development of Task 1 artifacts and responses.
  - Discuss when and how each of you will provide feedback and support the teacher candidate for Task 1.
  - Decide when and how each of you will communicate about the teacher candidate's progress on Task 1.
  - If both of you plan to provide the teacher candidate with feedback for Task 1, decide whether you will first discuss the feedback with each other, and if so, discuss how and at what points.
- Other communication considerations
  - How will the two of you share information with each other about the teacher candidate's progress in the classroom? How often?
  - How will the two of you share information with the teacher candidate about his or her progress in the classroom? How often?
  - The EPP instructor may wish to make the cooperating teacher aware of the teacher candidate's strengths and challenges.
  - The cooperating teacher may wish to make the EPP instructor aware of any unique challenges of the assigned classroom.



## **The Cooperating Teacher/Teacher Candidate Meeting**

After each member of the team has reviewed the MoPTA but before the start of the clinical experience, the cooperating teacher and the teacher candidate should meet to discuss the following.

- The district's curricular goals for the class in which the teacher candidate will student teach
- The educational requirements of any students in the class who have IEPs, the services provided for these students, and the roles of any support staff
- Classroom rules and procedures
- Daily/weekly/monthly schedules for resource instruction, "specials," staff meetings, common planning time, and any other professional obligations
- The roles of other teachers of the same grade level, content area, and/or learning group as well as the roles of staff who provide student support services
- The cooperating teacher's role in any planned formative observations of the teacher candidate
- How classroom responsibilities will be shared
- Instructional strategies and learning activities that the teacher candidate may be interested in implementing while student teaching and their appropriateness for this class
- New instructional strategies and learning activities that the cooperating teacher may be interested in implementing with the student teacher during the clinical experience
- The teacher candidate's timeline for completing the MoPTA tasks
- How and when the cooperating teacher will provide feedback
- Potential resources the teacher candidate can explore prior to the start of student teaching that may contribute to his or her preparation for the clinical experience (for example, curriculum and policies)
- Potential resources the teacher candidate can explore prior to the start of student teaching that may allow him or her to start working on the MoPTA Task 1 Contextual Factors Chart

## Advance Preparation Checklist

### ***The Student Teacher***

- Review the Missouri Teacher Standards and Quality Indicators.
- Reflect on the Missouri Teacher Standards and Quality Indicators with respect to your own teaching readiness.
- Review the MoPTA tasks, steps, guiding prompts, and rubrics.
- Analyze the MoPTA rubrics.
- Participate in a team meeting with the cooperating teacher to discuss your upcoming assignment and the MoPTA tasks.

### ***The EPP Instructor***

- Review the MoPTA tasks, steps, guiding prompts, and rubrics.
- Determine whether teacher candidates will be evaluated on Task 1 of the MoPTA for EPP purposes, and if so, determine how and when.
- Determine how to use formative observations with respect to the MoPTA and EPP requirements.
- Determine how to use reflection to support the MoPTA, the clinical experience, and the development of candidate professionalism.
- Explain the MoPTA requirements to teacher candidates.
- Facilitate teacher candidate review and discussion of the MoPTA tasks.
- Facilitate teacher candidate discussion of MoPTA ethical considerations.
- Explain how mentor support will differ for Task 1 and Tasks 2–4.
- Explain how formative observations will be conducted during the clinical experience.
- Explain the EPP evaluation policy for Task 1 of the MoPTA.
- Guide teacher candidates in developing a detailed MoPTA timeline.
- Introduce teacher candidates to the MoPTA online submission system.
- Participate in a team meeting with the cooperating teacher to discuss your mutual support of the teacher candidate.

### ***The Cooperating Teacher***

- Review the MoPTA tasks, steps, guiding prompts, and rubrics.
- Reflect on the upcoming clinical experience and establish guidelines for collaborating with the student teacher.
- Participate in a team meeting with the EPP instructor to discuss how to mutually support the teacher candidate.
- Participate in a team meeting with the student teacher to discuss the classroom, ideas for collaboration, and the MoPTA tasks.

## Part 2: Completing MoPTA Task 1

### About Part 2

Part 2 provides step-by-step guidance to help teacher candidates complete Task 1 of the MoPTA. Because Task 1 is formative and designed to support a smooth transition to student teaching, pre-service practitioners can draw on their preparation, their developing abilities, their peers, and all other resources available to them—including the EPP instructor, cooperating teacher, and this handbook—to help them complete Task 1.

The guidance provided in this section is organized sequentially around the work involved in completing Task 1. At key intervals, this section prompts teacher candidates to seek support and feedback and to reflect. It also provides suggestions for self-assessing and revising draft work.

Suggestions for ways the EPP instructor, cooperating teacher, and pre-service peers can support a teacher candidate during Task 1 are also integrated with this guidance. Part 2 continues the use of colored backgrounds to signal which member of the team is the focus of each suggestion.

### Task 1 Overview

#### Task 1: Knowledge of Students and the Learning Environment

In this formative task, completed during the first weeks of student teaching, teacher candidates demonstrate knowledge, skills, and abilities that pertain to their understanding of their assigned classroom. The task asks teacher candidates to provide evidence with regard to their specific students, school, district, and community, and to identify implications of these factors for instruction and student learning.

Task 1 of the MoPTA consists of a total of two steps and six activities.

- **Step 1: Knowledge of Students** consists of Activities 1–2. Together, these two activities engage teacher candidates in creating one artifact (the Contextual Factors Chart, which can be as long as two pages when completed). Activities 1–2 also engage teacher candidates in responding to a total of five guiding prompts linked to the artifact.
- **Step 2: Resources and Procedures** consists of Activities 1–4. Together, these four activities engage teacher candidates in creating three artifacts (the Instructional and Support Resources Chart, which can be as long as two pages when completed; one Student Interest Inventory, which can be as long as two pages when completed; and a Form of Communication, which can be as long as one page when completed). Activities 1–4 also engage teacher candidates in responding to a total of eight guiding prompts linked to their learning and these artifacts.



All MoPTA test materials are publicly available on the MoPTA assessment gateway.

<b>Teacher Standards and Quality Indicators Measured in Task 1</b>	
<b>Standard #2—Student Learning, Growth, and Development</b>	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 that support the intellectual, social, and personal development of all students.
<b>Quality Indicator 2C4—Differentiated Lesson Design</b>	The teacher candidate recognizes diversity and the impact it has on education.
<b>Quality Indicator 2C5—Prior Experiences, Multiple Intelligences, Strengths, and Needs</b>	The teacher candidate can plan lessons and learning activities to address students’ prior experiences, multiple intelligences, strengths, and needs to positively impact learning.
<b>Quality Indicator 2C6—Language, Culture, Family, and Knowledge of Community Values</b>	The teacher candidate demonstrates an understanding that instruction should be connected to students’ prior experiences and their family, culture, and community.
<b>Standard #3—Curriculum Implementation</b>	The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district, and state standards data.
<b>Quality Indicator 3C2—Lessons for Diverse Learners</b>	The teacher candidate understands how to select appropriate strategies for addressing individual student needs in meeting curriculum objectives.
<b>Standard #4—Critical Thinking</b>	The teacher uses a variety of instructional strategies and resources to encourage students’ development and critical-thinking, problem-solving, and performance skills.
<b>Quality Indicator 4C2—Appropriate Use of Instructional Resources to Enhance Student Learning</b>	The teacher candidate demonstrates knowledge of current instructional resources to support complex thinking and technological skills.
<b>Standard #5—Positive Classroom Environment</b>	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.
<b>Quality Indicator 5C1—Classroom Management, Motivation, and Engagement</b>	The teacher candidate knows how classroom management, motivation, and engagement relate to one another and has knowledge of strategies and techniques for using this relationship to promote student interest and learning.
<b>Quality Indicator 5C3—Classroom, School, and Community Culture</b>	The teacher candidate recognizes and identifies the impact of classroom, school, and community culture on student relationships, classroom environment, and learning.
<b>Standard #6—Effective Communication</b>	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.
<b>Quality Indicator 6C2—Sensitivity to Culture, Gender, Intellectual, and Physical Differences</b>	The teacher candidate develops sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in communication with families.
<b>Standard #8—Professionalism</b>	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.
<b>Quality Indicator 8C3—Professional Rights, Responsibilities, and Ethical Practices</b>	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.
<b>Standard #9—Professional Collaboration</b>	The teacher has effective working relationships with students, families, school colleagues, and community members.
<b>Quality Indicator 9C3—Cooperative Partnerships in Support of Student Learning</b>	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.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### Facilitating Peer Discussion and Teacher Candidate Reflection on the Teacher Standards Relevant to Task 1

#### When: Before Teacher Candidates Start Task 1

The following activities are intended to be used together in the sequence shown but may be split across a few meetings. The activities are scaffolded to lead teacher candidates toward applying their knowledge of the standards to the work they do in the classroom and on Task 1 of the MoPTA. In particular, the crosswalk generated by the last activity can help teacher candidates better understand how to respond to the Task 1 guiding prompts and understand what constitutes valuable evidence. This activity set can be repeated with the standards for Tasks 2–4 (**see Appendix B for the Tasks 2–4 Teacher Standards charts**). Teacher candidates will likely get more out of the activities each time they are completed.

- Invite teacher candidates to discuss why these standards are important to student learning and how they relate to Task 1. Ask them, “How do effective teachers achieve each indicator?” Allow them to brainstorm instructional strategies that they believe will allow them to achieve each indicator. Chart their responses electronically, or snap a photo of a handwritten chart when it is completed and post it to your Web site. You may want to provide separate charts for brainstorming related to developing knowledge of students and brainstorming related to applying knowledge of students.
- Divide teacher candidates into pairs or small groups, and distribute the indicators among them. Ask each group, “What does implementation of this indicator look like in practice? What might separate a weak implementation of the indicator from a strong one?” Allow groups to report one example of a weak implementation and one example of a strong implementation. Encourage the teacher candidates to take notes, as they may wish to review these when self-assessing their draft Task 1 responses. Close the activity by engaging teacher candidates in self-reflection: “Choose an indicator and write about one weak implementation and one strong implementation as they apply to your chosen area of certification.”
- Divide teacher candidates into pairs or small groups and specify an indicator for each group. Direct the groups to determine which Task 1 activities address their assigned indicators. Label six blank charts as follows: (1) Task 1, Step 1, Activity 1; (2) Task 1, Step 1, Activity 2; (3) Task 1, Step 2, Activity 1; (4) Task 1, Step 2, Activity 2; (5) Task 1, Step 2, Activity 3; and (6) Task 1, Step 2, Activity 4. Allow groups to report out by writing their indicator numbers on the appropriate charts. Give the class time to review the charts and then ask if they think any changes or additions are needed. When you are satisfied that the charts are complete, capture them electronically and make the images available to the teacher candidates.
- Close the activity by engaging teacher candidates in self-reflection as follows.

For each activity, brainstorm one to three strategies for effective implementation of each indicator relative to your chosen area of certification. If there are enough teacher candidates with the same or similar chosen certification areas, you can group teacher candidates for this activity.

## **The Cooperating Teacher**

*Reflecting on the Teacher Standards to Anticipate Your Student Teacher's Struggles*

### **When: Before Teacher Candidates Start Task 1**

Based on your own experience as a classroom teacher and as a professional working toward an increasingly effective implementation of the Missouri Teacher Standards, you likely have some insight into which standards and indicators addressed by Task 1 of the MoPTA are most challenging to achieve. Before the teacher candidate begins Task 1, it may help to identify some of these potential challenges and to think about ways to help the teacher candidate through them. For instance, your thoughts may suggest ways to structure some of the student teacher's daily reflections or to direct the teacher candidate's research and planning. This reflection may also call up memories of your own student-teaching experience, which you may wish to share to encourage the teacher candidate. The following questions can help focus your reflection on the Task 1 teacher standards.

- Which Task 1 standards and indicators are easy to implement superficially but difficult to implement in a more meaningful way? Why? What have you seen in the classroom that has taught you this? How does the difference between a superficial and a meaningful implementation impact students?
- What challenges did you encounter as a beginning teacher with respect to the Task 1 standards and indicators? How did you overcome them? What resources helped you improve? What difference did that improvement make in terms of your students' learning?
- Which of the Task 1 standards and indicators came most easily to you? Why? How did your own interests, learning style, and teaching preferences prepare you to do well in these areas?
- How did your own interests, learning style, and teaching preferences predispose you to neglect some aspects of the Task 1 standards and indicators? What did you discover about your students or their learning that taught you to develop skills outside your own interests, learning style, and teaching preferences? How did you do this?
- What was the most important thing your mentors did for you when you were a beginning teacher? Why did they help you?
- Based on your recollection of things that helped you develop into the teacher you are now, how can you help the teacher candidate strengthen his or her skills during the student-teaching experience? What have your colleagues shared with you that may inspire additional ways of supporting the teacher candidate?

## The Student Teacher

### Managing Task 1: Gather the Necessary Documents

Before you begin Task 1, it is a good idea to gather the necessary materials and think about how you will manage your time. While your class may have developed an overall timeline for completing the MoPTA tasks in the EPP supervisory seminar, you have some decisions to make based on your work-style preferences.

- A. Download the two MoPTA charts you will use to create your Step 1 artifacts [from the MoPTA pages of the informational website](#):
- The Contextual Factors Chart
  - The Instructional and Support Resources Chart

You have two format choices here:

1. You can download Microsoft® Word versions of the charts and save them on your computer. In this scenario, you would upload the files to the MoPTA Web site from your computer when your work is complete.
  2. You can download and print PDF versions of the charts. This is a good option if you do not have regular access to a computer or want to use paper copies to capture your thoughts when you are not near a computer. If you choose this format, it may be wise to print multiple copies for note-taking, drafting, and revising. In this scenario, you would have to scan or photograph your completed charts before uploading the images to the MoPTA Web site.
- B. You also have choices about how to manage your written commentary—that is, your responses to guiding prompts. Ultimately, you have to enter these responses into the appropriate textboxes on the MoPTA submission Web site, but how you compose your drafts is up to you.
1. You can work directly in the appropriate textboxes of the MoPTA submission Web site, manually saving any partially completed commentary to return to later. The system also automatically saves your entries every 20 minutes or so.
  2. You can open and save a word-processing document on your computer for Task 1 and compose your written commentary there. In this scenario, you would copy and paste your responses from this document to the appropriate textboxes when you are done.
  3. You can handwrite your commentary and type your final responses in the appropriate textboxes when you are done.
- C. Whenever you choose to upload your artifacts and enter your responses in the appropriate textboxes, you can rest assured that the MoPTA submission Web site is secure and that you alone can access your draft responses.

## The Student Teacher

### Managing Task 1: Preview the MoPTA Online Submission System

It is a good idea to preview the MoPTA online submission system before you start Task 1. While you may have seen a presentation about the submission system in the EPP supervisory seminar, you will want to be sure you are comfortable navigating the site on your own. The comfort you build with using the system now will serve you well for all of the MoPTA tasks. Here are some things you should know.

- A. Entering your Task 1 artifacts and written commentary on the MoPTA submission Web site involves up to four steps for each activity. You must complete all of Task 1 before officially submitting any materials. The steps that follow are illustrated for Task 1, Step 1, Activity 1, but you will complete similar steps for the remaining Task 1 activities as well as for Tasks 2–4.
  1. Upload your completed Contextual Factors Chart (either a Word document or a scanned image) to your Library of Artifacts on the MoPTA submission Web site.
  2. If you drafted your responses to the guiding prompts for Task 1, Step 1, Activity 1, directly in Textbox 1.1.1, move on to step 3. If you did not, either copy and paste your responses from your word-processing document into Textbox 1.1.1, or type them in Textbox 1.1.1 using your handwritten drafts.
  3. Link your completed Contextual Factors Chart, which you uploaded to your Library of Artifacts in Step 1, to the first sentence of your response for Task 1, Step 1, Activity 1 (that is, Textbox 1.1.1). This way, the documents will be submitted together with your written commentary when you submit steps 1–3 for all Task 1 activities. Directions for linking your artifacts to your written commentary are available on the MoPTA submission Web site. A page with answers to frequently asked questions and a link for technical support are also available on the MoPTA submission Web site.
    - Stop here! Do not complete step 4 until you finish steps 1–3 for all Task 1 activities.
  4. When you have completed steps 1–3 for all Task 1 activities (that includes Task 1, Step 1, Activities 1–2, and Task 1, Step 2, Activities 1–4) click ‘Submit’ to upload your Task 1 commentary and artifacts to the MoPTA submission Web site.
    - While Task 1 is not scored for purposes of the MoPTA, you must submit this step to show that you completed Task 1 and to gain access to Tasks 2–4.
- B. EPP submission: You can print your completed and submitted Task 1 documents from either the MoPTA Web site or your computer and submit them to your EPP instructor.



## Completing Task 1, Step 1: Knowledge of Students

### Overview

Task 1, Step 1: Knowledge of Students requires teacher candidates to learn about the students they will teach. Student teachers first research information about the community, district, and school, and then they focus on the assigned classroom and students. Guiding prompts ask teacher candidates to explore how they might use this information to support instruction and student learning.

Activities 1 and 2 of Task 1, Step 1, each require teacher candidates to complete a portion of the Contextual Factors Chart and then respond to a guiding prompt about a row in the chart.

- **Task 1, Step 1, Activity 1**, requires teacher candidates to complete the first three rows of the Contextual Factors Chart to learn about the assigned community, district, and school.
- **Task 1, Step 1, Activity 2**, requires teacher candidates to complete the last two rows of the Contextual Factors Chart to learn about the demographics of the classroom and to develop knowledge of the students within the classroom.

The five guiding prompts for these activities ask pre-service teachers to identify one instructional strategy and one learning activity that the information they gathered suggests may help make learning more relevant and attainable for their students.

### Rubrics for Task 1, Step 1



#### **Teacher Candidate Tip**

While Task 1 is not scored for purposes of the MoPTA, you can use the rubrics for Task 1, Step 1, as a basis for self-assessment and reflection and to strengthen your responses. The rubrics for Task 1, Step 1, do not apply to the Contextual Factors Chart. They are intended only to help you evaluate and revise your written commentary—that is, your responses to the guiding prompts. Keep in mind, however, that strong responses to the guiding prompts depend on the quality of the information you include in the charts.

Five rubrics are associated with Task 1, Step 1, Activities 1 and 2 (one for each guiding prompt). They are collected in the Task 1 rubric, which is organized based on the task steps, and each rubric is labeled with the number of the textbox in which the response is to be written.

- **Task 1, Step 1, Activity 1**: The portion of the Task 1 rubric that applies to Task 1, Step 1, Activity 1, is labeled “Textbox 1.1.1 Community, District, and School Contextual Factors That Influence Instruction.” Each row represents a rubric for a single guiding prompt—a total of three rubrics for three prompts are provided (each focused on one of three contextual factors).
- **Task 1, Step 1, Activity 2**: The portion of the Task 1 rubric that applies to Task 1, Step 1, Activity 2, is labeled “Textbox 1.1.2 Classroom Demographics and Knowledge of Students.” Here too each row represents a rubric for a single guiding prompt—a total of two rubrics for two prompts are provided (each focused on one of two contextual factors).

**Textbox 1.1.1 Community, District, and School Contextual Factors That Influence Instruction**

<b>Score of 1</b>	<b>Score of 2</b>	<b>Score of 3</b>	<b>Score of 4</b>
<p>The teacher candidate provides an incomplete identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p> <p>The teacher candidate provides minimal identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p> <p>The teacher candidate provides minimal identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.</p>	<p>The teacher candidate provides a partial identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p> <p>The teacher candidate provides limited identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p> <p>The teacher candidate provides limited identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.</p>	<p>The teacher candidate provides an effective identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p> <p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p> <p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.</p>	<p>The teacher candidate provides a thorough identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p> <p>The teacher candidate provides an in-depth explanation of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p> <p>The teacher candidate provides an insightful explanation of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.</p>

**Textbox 1.1.2 Classroom Demographics and Knowledge of Students**

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an ineffective description of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p> <p>The teacher candidate provides an ineffective description of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>	<p>The teacher candidate provides a partial description of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p> <p>The teacher candidate provides a partial description of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>	<p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p> <p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>	<p>The teacher candidate provides a consistent explanation of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p> <p>The teacher candidate provides a consistent explanation of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### **Facilitating Peer Discussion and Teacher Candidate Reflection on the Rubrics for Task 1, Step 1,**

#### **When: Before Teacher Candidates Start Task 1, Step 1**

The activities described below are intended for use in the sequence shown but may be split across a few meetings. The activities are scaffolded to help teacher candidates apply their knowledge of the rubrics to the work they do in the classroom and on Task 1, Step 1. Later, teacher candidates will repeat these activities for Task 1, Step 2. In addition, the activities may serve as a model for the teacher candidates' work on Tasks 2–4.

- Give teacher candidates a few minutes to review Task 1, Step 1, Activities 1–2. Allow the class to review the crosswalk charts prepared earlier that show which teacher standards Task 1, Step 1, Activities 1–2 address (the charts should be labeled “Task 1, Step 1, Activity 1” and “Task 1, Step 1, Activity 2”). Ask them to reflect on the importance of Step 1: “Why does this level of preparation matter with respect to your particular student-teaching assignment?”
- Distribute printouts of the rubrics for Task 1, Step 1, with room for annotations (**see Appendix C**). Whether or not you will eventually grade Task 1, encourage teacher candidates to focus now on using the rubrics to develop strong responses to the guiding prompts (and thus to connect more strongly with their assigned students) rather than on scores. Divide teacher candidates into five groups and assign each group the rubric for one contextual factor prompt. Direct groups to examine how language changes across the score points of the rubric, to imagine the characteristics of work at each level, and to record their thoughts on the rubric under the heading for imagined qualities.
- Circulate a set of Task 1, Step 1, exemplars among the groups. Ask group members to focus on the portion of each that pertains to their rubric and provide time for them to read the exemplars. Direct group members to analyze the exemplars and pinpoint why each exemplar was assigned the score it received. Tell the teacher candidates to note specifics in each response that illustrate the score-point language (for example, “ineffective,” “partial,” “appropriate,” “consistent”) and to record their findings on the rubric under the heading for actual qualities. Allow group members to report out by describing the quality of the evidence and reflection that support each score point of their rubric. Invite them to share how what they imagined a response of a certain score might look like compares with what an exemplar of that score actually looks like. After class, provide all teacher candidates with a full set of annotated rubrics.
- Facilitate a whole-class discussion using the following questions: What do level-4 responses do that level-3 responses do not? What evidence is included or excluded at each level? How does the quality of the evidence differ? What other differences do you observe? How might these differences translate into impacts on teaching and on student learning? (Repeat these questions for level 3 versus level 2 and for level 2 versus level 1.)
- Working individually, teacher candidates should brainstorm a list of things they want to know about their students. For each item on the list, ask the teacher candidates to reflect on how they see that knowledge impacting their teaching and the students' learning.

## The Student Teacher

### Managing Task 1: Choose How to Approach Task 1, Step 1, Activities 1–2

Choose an approach to Task 1, Step 1, that makes sense based on your schedule and work style:

- A. Complete all rows of the Contextual Factors Chart and then respond to the guiding prompts for all rows.
  - Potential benefit: This approach may help you better understand your students before you respond to any prompts.
- B. Complete one row of the Contextual Factors Chart and then respond to the guiding prompt for that row. Repeat until you complete all five rows and prompts.
  - Potential benefit: This approach may help you maintain focus if your schedule only allows you to work for short bursts of time.
- C. Complete a few rows of the Contextual Factors Chart (for example, the three that apply to Task 1, Step 1, Activity 1) and then respond to the guiding prompts for those rows. Repeat for the remaining rows and prompts associated with Task 1, Step 1, Activities 1–2.
  - Potential benefit: This approach may help you make connections among related factors. For example, the three rows and prompts that apply to Task 1, Step 1, Activity 1, focus on smaller communities within a larger community, while the two rows and prompts associated with Task 1, Step 1, Activity 2, are focused on the students in your assigned classroom.

### Task 1, Step 1, Activities 1–2

#### *Directions for Task 1, Step 1, Activities 1–2*

The following directions are taken from the Task 1 requirements but are broken into smaller steps. These directions follow approach A above, but teacher candidates can complete the steps using the approach they prefer.

#### **Activity: Complete the Contextual Factors Chart**

Complete the second column of the Contextual Factors Chart by providing the requested information listed in each section of the first column.

1. **Brainstorm.** Print the two charts that follow (or set up similar columns on paper or in a word-processing document) to brainstorm potential sources of information for learning about your student-teaching context. Remember, this activity serves two purposes: to support your transition to student teaching and to help you complete the MoPTA Task 1 Contextual Factors Chart.

## Task 1, Step 1, Activity 1: Brainstorming Sources of Information About Contextual Factors

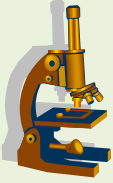
Contextual Factor	Potential Sources of Information About the Factor
<p><b>Community</b> Urban, suburban, or rural; socioeconomic; census data</p>	
<p><b>District</b> Enrollment, percent of students receiving free and reduced-price lunches, graduation rate, ethnic breakdown, percent of students with an IEP, percent of students who are ELL, per pupil expenditure</p>	
<p><b>School</b> Enrollment, percent of students receiving free and reduced-price lunches, achievement scores, an ethnic breakdown, percent of students with an IEP, percent of students who are ELL, recognitions the school has earned, the teacher-to-student ratio</p>	

Note: The items listed under each factor heading in column 1 are examples only. A strong, full response need not address every element listed.

## Task 1, Step 1, Activity 2: Brainstorming Sources of Information About Contextual Factors

Contextual Factor	Potential Sources of Information About the Factor
<p><b>Classroom Demographics</b></p> <p>Ethnicities, languages spoken, a gender breakdown, identified special needs (including those of gifted students, those of students with physical needs, and those resulting from cultural characteristics)</p>	
<p><b>Knowledge of Students</b></p> <p>Students' learning styles, prior learning and experiences, academic proficiencies, behavioral differences, and areas of interest</p>	

Note: The items listed under each factor heading in column 1 are examples only. A strong, full response need not address every element listed.



## The Student Teacher

### *Focusing Your Thinking*

To complete the Contextual Factors Chart, ask yourself the following questions.

- What are the best sources of information about each contextual factor?
- Where can I go and whom can I ask for input?

While you may be able to obtain some useful information about the factors on the Contextual Factors Chart from the Internet and other secondary sources (for example, archives of local newspapers, sources of demographic data, a historical society Web site), you will likely have to tap other kinds of resources as well.

Consider sources that help you learn about the five factors of the Contextual Factors Chart firsthand (for example, going to a school or community event, visiting local businesses, observing students, or reviewing district curriculums, policies, and mission statements) or secondhand (for example, having a conversation with a local librarian, a school social worker, or a school business administrator).

1. Start out thinking broadly. Do not limit yourself.
2. Get input from others—especially your cooperating teacher—on which sources are likely to be most relevant to your students and to your student-teaching assignment.
3. Prioritize the order in which you will consult the sources for each factor.



### **Teacher Candidate Tip**

A good understanding of your students' curriculum and learning goals can help with this activity.

2. Prepare to share. Once you have brainstormed the sources that you intend to use to best find the information for the Contextual Factors Chart, make copies to share with your cooperating teacher, your EPP instructor, and your peers in the EPP supervisory seminar.
3. Get feedback. Share your completed brainstorming chart. Be prepared to explain why you included each potential source on the chart: what information do you hope to find from each source that you could use to support student learning in your assigned classroom? The feedback you receive may inspire you to add or delete sources from your chart.
4. Refine. Use the feedback you received to refine your selections to a manageable number of promising information sources; then prioritize the order in which you will consult them. If you consult the most promising ones first, you may not need to refer to all of them right away. On the other hand, if some sources do not pan out as you expect they will, you can continue to pursue the others.



## The Cooperating Teacher

*You may be able to help the teacher candidate by doing the following.*

- Pointing to information sources that helped you learn about the community, district, and school and by pointing to the kinds of information that turned out to be most useful
- Helping the teacher candidate understand why some information matters more than other information does (due to the curriculum or the developmental needs of the students in the learning environment)
- Helping the teacher candidate assess which of the sources listed on the brainstorming chart are most likely to help him or her locate appropriate information
- Acting as a source of information about your students, school, and district
- Walking the teacher candidate through the district's computerized student information system, and explaining how to pinpoint useful information about the students in the classroom using the system
- Providing access to data from standardized tests, facilitating a meeting with the teacher who had the students last year, and sharing strategies for analyzing assessment data
- Introducing the teacher candidate to key district and school personnel (for example, the school business administrator, a curriculum supervisor, an ELL specialist, members of the Child Study Team) and colleagues (for example, other teachers who support your students and other teachers of the same grade level) who can act as information sources about the district, school, and students
- Asking high-level questions that deepen the teacher candidate's thinking and reflection about the relationship between his or her knowledge of students and the specific students' learning needs
  - Why do you think the \_\_\_\_\_ activity was so engaging to (student name)?
  - Why do you think (student name) struggled so much with the \_\_\_\_\_ activity?
  - Why do you think (student name) provided richer written responses than oral ones?
  - What do we know about (student name) that might help us make this learning more engaging or achievable?
- Helping the teacher candidate manage time and stay on schedule



## Peers Supporting Peers

Activities that engage teacher candidates in learning from one another

### ***Facilitating Peer Feedback on Teacher Candidates' Task 1, Step 1, Brainstorming Charts***

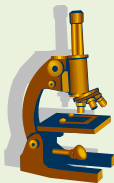
#### **When: Before Teacher Candidates Start Researching Contextual Factors**

You can use teacher candidates' completed brainstorming charts to facilitate informal peer feedback. Pair teacher candidates and direct them to share and discuss their charts to broaden their ideas about potential sources. As they do this, review teacher candidates' charts to (a) informally assess their progress toward Task 1, Step 1, and (b) to recommend additional sources they might consult.

5. **Research.** When you are done brainstorming, getting feedback, and prioritizing potential resources for completing the Contextual Factors Chart, it is time to do the research. As you consult these sources for information, decide how you will collect what you learn:
  - Electronically—using the Microsoft Word® version of the Contextual Factors Chart you downloaded earlier or a blank word-processing document on your computer or tablet
  - With pen and paper—using a printout of the PDF version of the Contextual Factors Chart you downloaded earlier or a notebook
  - Orally—using a tape or digital recorder (which is a good way to collect information from interviews or to record your ideas orally)

Some other things to keep in mind:

- Keep track of which source each piece of information comes from. For instance, whenever you begin recording information from a different source, you can create a heading with the name of the source (and if applicable, a link). Then include the information you took from that source below the heading. When you change sources, create a new heading and repeat.
- Be sure to place quotes around information you take word for word from a source. (You can paraphrase the information for purposes of the chart later. For now, you just need a way to remember whose words are whose.)



## The Student Teacher

### *Focusing Your Thinking*

As you research information for the Contextual Factors Chart, you may ask the following questions.

- How much information is enough?
- What should I include, and what should I leave out?

Since the chart can be no more than two pages when complete, you can assume that each cell can contain no more than a few paragraphs—but what you decide to include in those paragraphs is what matters. Aiming for quality over quantity and for relevance may help you focus your search.

1. **Quality over quantity:** To create robust responses to the guiding prompts, you must include in each cell suggested ways to design appropriate and engaging instruction for your students. Include information you can use to help your students reach their learning goals.
2. **Relevance:** Does the information tell you something useful about your students' families and the communities in which they live? Does it help you understand who your students are and where they come from so you can teach them more effectively? Include information that helps you do these things.



#### **Teacher Candidate Tip**

At this point in the activity, you should include more information than you will need. Reflection and feedback can help you winnow these choices later.

6. **Review and reflect.** To determine whether you have collected an appropriate amount of usable information, you should review what you learned and reflect on the following questions.
  - Does the information I gathered begin to paint a picture of my assigned community, district, school, classroom, and students? How full is that picture? What else would I like to know? Where might I find that additional information?
  - How useful is the information instructionally? Does some of the information I gathered for each factor suggest ways to help my students learn? Which learning goals would the information support? How relevant is that learning to the curriculum? Why would using this information to design instruction increase my students' engagement?



## The Student Teacher

### *An Opportunity for Reflection*

Before finalizing what you will include in the Contextual Factors Chart, you should identify one or more items for each factor that you could use to respond to the guiding prompts. Is the information you gathered strong enough to support your written responses? Note that the language of each of the five guiding prompts is nearly identical: this points to a possible test of the information you are thinking about using.

- Based on your chosen \_\_\_\_\_ factor, identify and describe one possible instructional strategy and one learning activity that you could use in *your classroom to further student learning*. Provide a rationale for choosing that strategy and activity, and explain why it appropriately connects to your chosen factor.

To paraphrase with a focus on the italicized words, you must be able to state what you know about *your unique classroom context that justifies the use of a particular instructional strategy and learning activity to further your students' learning*. At issue is your ability to show how you would use what you know about your students to select appropriate instructional tools that help them reach a specific learning target.

Print the two charts that follow to explore different options for responding to the guiding prompts (the charts will also serve as a device for eliciting feedback about your thinking). For each factor, enter in column 2 (Knowledge of Students) three things you learned about your student-teaching context that could support an instructional decision. Next, complete columns 3 and 4 for each item you entered. To weigh the merits of the options you entered, reflect on the following questions.

- For each set of options (a, b, and c), how do the items in columns 2, 3, and 4 *appropriately connect* with one another?
- Why, in light of what you know about your students (column 2), should the instructional strategy and learning activity you identified (column 3) *further the learning* you identified (column 4)? Why does this matter?
- For each factor, *which* set of options (a, b, or c) presents the strongest connections and arguments?

## Task 1, Step 1, Activity 1: Making Connections

Contextual Factor	Knowledge of Students <i>Something you learned about this contextual factor as a result of the research you did for your chart</i>	Instructional Tools <i>An instructional strategy and a learning activity that are appropriate in terms of what you know about your students (column 2) and the learning goal (column 4)</i>	Learning Goal <i>A learning goal students must achieve that would be enhanced by the knowledge of students (column 2) and instructional tools (column 3) you identified</i>
Community	a. b. c.	a. b. c.	a. b. c.
District	a. b. c.	a. b. c.	a. b. c.
School	a. b. c.	a. b. c.	a. b. c.

## Task 1, Step 1, Activity 2: Making Connections

<b>Contextual Factor</b>	<b>Knowledge of Students</b> <i>Something you learned about this contextual factor as a result of the research you did for your chart</i>	<b>Instructional Tools</b> <i>An instructional strategy and a learning activity that are appropriate in terms of what you know about your students (column 2) and a learning goal (column 4)</i>	<b>Learning Goal</b> <i>A learning goal students must achieve that would be enhanced by the knowledge of students (column 2) and instructional tools (column 3) you identified</i>
<b>Classroom Demographics</b>	a. b. c.	a. b. c.	a. b. c.
<b>Knowledge of Students</b>	a. b. c.	a. b. c.	a. b. c.

7. **Complete the chart.** When you are satisfied that the information you collected for each row of the Contextual Factors Chart provides a sound basis for responding to the guiding prompts, draft your entries in column 2 of the chart using sentences and paragraphs. By this time, you may have a good idea of which information you will use to respond to the prompts, but first, seek some feedback on those ideas.
8. **Prepare to share.** Print copies of your draft of the Contextual Factors Chart and of your completed Making Connections chart to share with your cooperating teacher, your EPP instructor, and your pre-service peers in the EPP supervisory seminar.
9. **Get feedback.** Share your draft of the Contextual Factors Chart and your completed Making Connections charts. Be prepared to explain why you included the information on the chart by answering the following question: how do you see yourself using this information to support or enhance your students' learning? The feedback you receive may inspire you to add or delete information from the Contextual Factors Chart, or it may point to potential connections you had not considered.

## The Cooperating Teacher

As a person who works in the same classroom context as the teacher candidate, you are in the best position to help the student teacher understand how knowledge of students contributes to student learning, to offer feedback on his or her draft of the Contextual Factors Chart, and to suggest options for responding to the guiding prompts. The teacher candidate's completed Making Connections charts should provide an effective starting point for communicating about the options for responding to the guiding prompts, but you may want to provide that feedback after the student teacher engages in peer feedback. After that point, the work may be in a more refined state. When you are ready, consider the options that follow.

- Review the completed Contextual Factors Chart and share your thoughts about whether the information agrees with what you know about the five factors that the chart addresses. If you feel the information that the teacher candidate has gathered about a factor is weak, comment in a gentle way, such as "I would like to see you learn more about \_\_\_\_\_." If you learn something new from the teacher candidate's chart or from his or her explanations, congratulations may be in order.
- Review the teacher candidate's completed Making Connections charts. Use questioning to help the teacher candidate articulate a rationale for each potential option (the student teacher should be able to explain how the identified knowledge of students, instructional tools, and learning goal appropriately connect with one another to further student learning). Questioning may also help prompt the teacher candidate to see ways to strengthen an option.
- If you see strong potential in one of the options provided in the Making Connections charts, consider helping the teacher candidate develop it. You may even want to work with the student to teacher to implement this lesson at some point during the student-teaching experience. After all, one of the benefits of mentoring a student teacher is that you have the opportunity to see your class and curriculum through someone else's eyes. A learning experience that excites you both could promote a fruitful partnership.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

#### **Facilitating Peer Feedback on Teacher Candidates' Draft Contextual Factors Charts**

#### **When: Before Teacher Candidates Respond to the Task 1, Step 1, Guiding Prompts**

The activities described below are intended for use in the sequence shown and should take about one class meeting to implement. Expect teacher candidates to spend about a third of a 50-minute meeting on the Contextual Factors Chart and about two-thirds of the meeting on their choices for responding to the guiding prompts. If after completing the sequence you feel teacher candidates would benefit from additional peer feedback, have them pair with a different partner and repeat the activity during the next meeting.

- Direct teacher candidates to bring printouts of their drafts of the Contextual Factors Chart and of their completed Making Connections charts to this meeting.
- Group teacher candidates in pairs and instruct them to review and discuss their partner's charts. Partners should briefly explain to each other why they included the information they did for each row. To make feedback manageable, the teacher candidates should use the "Two Stars and a Wish Strategy" to offer two things their partner did well and one thing their partner could improve.
- Next ask the teacher candidates to focus on one factor at a time and take turns sharing the options they are thinking of using to respond to each guiding prompt. Teacher candidates should justify their choices by explaining how the knowledge of students, instructional tools, and learning goal they identified appropriately connect with one another to further their students' learning. Teacher candidates should ask each other the following questions.
  - Do you agree that the option I chose for this factor is a strong choice for furthering student learning? Is it an option you would choose? Why, or why not?
  - What is one way I might strengthen my connections and arguments?
- Circulating during the meeting and offering probing questions may drive teacher candidates to think more deeply about each other's work. If you observe teacher candidates sharing strong options for responding to the prompts, ask the individual teacher candidates to share their thinking with the whole group.
- Since feedback only becomes formative when it is used to improve the original work, consider assigning the following questions for structured, at-home reflection.
  - What did I learn about my choices or thinking today that I was unaware of before?
  - How can I use what I learned to improve my Contextual Factors Chart?
  - How can I use what I learned to strengthen my choices for responding to the prompts?



10. **Revise.** Make the feedback you received formative by revising your Contextual Factors Chart and strengthening your options for responding to the guiding prompts for Task 1, Step 1. Narrow these options to one option per factor.

### Guiding Prompts for Task 1, Step 1

From each row of the Contextual Factors Chart, choose one factor that you consider will have the most impact on student learning. Respond to the corresponding prompt below.

#### Textbox 1.1.1: Community, District, and School Contextual Factors That Influence Instruction

- a) Based on your chosen *community* factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity, and explain why it appropriately connects to your chosen factor.
- b) Based on your chosen *district* factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity, and explain why it appropriately connects to your chosen factor.
- c) Based on your chosen *school* factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity, and explain why it appropriately connects to your chosen factor.

#### Textbox 1.1.2: Classroom Demographics and Knowledge of Students

- a) Based on your chosen *classroom-demographics* factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity, and explain why it appropriately connects to your chosen factor.
- b) Based on your chosen *knowledge-of-students* factor, identify and describe one possible instructional strategy **and** one learning activity that you could use in your classroom to further student learning. Provide a rationale for choosing that strategy and activity, and explain why it appropriately connects to your chosen factor.

11. **Write.** Use the content and arguments you developed earlier to draft your responses to the guiding prompts for Task 1, Step 1. Stop when you are satisfied that each response clearly states the rationale you crafted (in other words, when it explains how the knowledge of students, instructional tools, and learning goal you identified for that factor appropriately connect with one another to further student learning).



If you are drafting your responses directly on the MoPTA submission Web site, enter the responses associated with Task 1, Step 1, Activity 1, in Textbox 1.1.1, and enter those associated with Task 1, Step 1, Activity 2, in Textbox 1.1.2.

12. **Prepare to share.** Print two copies of your completed Contextual Factors Chart and two copies of your draft responses to the five guiding prompts for Task 1, Step 1. One set of copies is for sharing with your EPP instructor and one set of copies is for sharing with your peers in the EPP supervisory seminar.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### **Facilitating Peer Feedback and Teacher Candidate Reflection on the Guiding Prompts for Task 1, Step 1**

#### **When: Before Teacher Candidates Finalize Task 1, Step 1, Activities 1–2**

A good time to facilitate formative feedback and self-reflection is when teacher candidates complete first drafts of both the Contextual Factors Chart and their responses to the guiding prompts for Task 1, Step 1. This way, they can use this feedback to improve their drafts. The activities described below suggest a way to facilitate peer feedback and self-reflection on Task 1, Step 1. The activities are intended for use in the sequence shown and can take one or two class meetings to implement, depending on your teacher candidates' needs.

- Direct teacher candidates to bring one copy of their draft of the Contextual Factors Chart and one copy of their draft responses to the guiding prompts for Task 1, Step 1 to this class meeting. They should also bring a set of the annotated rubrics the class created at the beginning of Task 1, Step 1.
- Group teacher candidates in pairs and direct them to share their drafts of the Contextual Factors Chart and their draft responses to the guiding prompts. Give them time to read their partner's work. (Since teacher candidates have already shared feedback on the charts, these should serve only as a reference during the activity.) For the first response, instruct the partner who is giving feedback to paraphrase the response for the peer who is receiving feedback by explaining how the writer's chosen knowledge of students, instructional tools, and learning goal appropriately connect with one another to further student learning. If the writer disagrees with the paraphrasing, the writer should clarify the response, and the partners should briefly discuss how the response could communicate the writer's ideas more effectively. Partners should then switch roles for the same guiding prompt. Afterward, they should repeat the steps for each of the remaining guiding prompts.
- If you think teacher candidates would benefit from additional peer feedback, repeat the step above with different pairings.
- When teacher candidates finish working in pairs, direct them to reflect individually on how to improve their responses. To structure the reflection, instruct them to review the annotated rubrics for Task 1, Step 1, that they brought to class. For each prompt, teacher candidates should use the corresponding annotated rubric to self-assess their response and identify at least one way to strengthen it. When teacher candidates finish doing this, they should reflect in writing on the following questions.
  - For each response, how does what I learned from the respective Task 1, Step 1 annotated rubric connect with the peer feedback I received?
  - How can I use what I learned from both sources to strengthen my responses to the Task 1, Step 1 guiding prompts?

## The EPP Instructor

### *Providing Feedback on the Task 1, Step 1, Guiding Prompts*

#### **When: Before Teacher Candidates Finalize Task 1, Step 1, Activities 1–2**

Because this is a critical juncture in the completion of MoPTA Task 1, it is also a good time for you to provide teacher candidates with formative feedback on their first drafts. This way, they will have multiple sources of feedback and reflection to use to improve their drafts. The activities described below suggest a structured way to provide formative feedback and facilitate self-reflection on Task 1, Step 1. The activities are intended for use in the sequence shown, and your conferences with teacher candidates can overlap the class meetings in which peers give one another feedback.

- Direct teacher candidates to provide you with a copy of their draft of the Contextual Factors Chart and a copy of their draft responses to the guiding prompts for Task 1, Step 1, a few days in advance of your conferences with the teacher candidates.
- Before the conferences, mark each teacher candidate's drafts using a simple method, such as circling things you would like to see the teacher candidate strengthen or think about further. The objective of the "Circling Errors Strategy" is to motivate learners to determine on their own what needs to be improved. If you feel it would be helpful, you could also include a brief comment regarding the draft overall that is linked to the things you circled (known as the "Comments Only Strategy"). This way, the circles and comment can work together to help focus the teacher candidates' thinking.
- While teacher candidates work in pairs on the peer activity presented on the previous page, you should confer with them individually. Explain to each teacher candidate how you provided feedback and what you expect him or her to do with the feedback. Because the peer activity will be running concurrently, direct the teacher candidates to focus on your feedback for homework rather than during the seminar. Provide them with a printout of instructions to follow for revising their work, or tell them where to find such instructions on your Web site. Give teacher candidates a chance to ask questions, to briefly report on their student-teaching experiences, and to schedule any additional conference time they may need with you.
- For a homework activity, teacher candidates should reflect on the feedback they received by responding to the following questions in writing.
  - Based on what you learned from your peers and from reflecting on the annotated rubrics for Task 1, Step 1, what improvements can you make to the circled areas on your draft?
  - In what way does the feedback you received from all sources point to similar potential improvements?
  - How will you use the feedback you received and your reflecting on the annotated rubrics to strengthen your responses to the guiding prompts for Task 1, Step 1?

13. **Revise.** Make the feedback you received on your responses to the guiding prompts for Task 1, Step 1, formative by revising the responses. If your revisions are extensive, consider getting follow-up feedback from your EPP instructor.


## The Student Teacher

### *Tips for Strengthening Your Writing*

An important step in writing, regardless of the skill or experience of the writer, is reviewing the written work with an objective eye. Even professional writers sometimes forget to include information that readers need to know. MoPTA raters will evaluate your work for Tasks 2–4 on the strength of your evidence, not on your writing. In fact, they are trained to read your responses supportively, which means they read responses with the expectation that they will earn a good score. Nonetheless, the following tips may help you improve the clarity of your written responses.

- Put your work aside for a day or two to distance yourself from the work and to cultivate objectivity.
- When you read with fresh eyes, think about the following.
  - Did you include all critical details?
  - Is more information, description, or analysis needed? Where?
  - Is something unclear?
  - Are stronger or more precise transitions needed?
- Also reflect on the sequencing of what you say: does the order in which you explain things support clear understanding, or does it cause confusion in places?
- Always complete a final read through that is focused on word choice, spelling, and grammar.

14. **Save.** When you are satisfied with your responses, mark and save the draft as final. When you complete Task 1, you will submit all your responses using the MoPTA submission Web site. Whether you enter your responses on the Web site now or later is up to you. If you think you will have time between now and the due date for Task 1 to revise your Task 1, Step 1, responses with fresh eyes, you can do that as well.

 A checklist for submitting all of the associated MoPTA Task 1 documents is provided at the end of Part 2.

### **Teacher Candidate Tip**

The information you collect in the Contextual Factors Chart for Task 1, Step 1, Activities 1–2, should serve you well while student teaching, as it is directly relevant to the work you are doing in your assigned classroom. Your completed chart may help you start seeing ways to use what you have learned to plan effective and engaging instruction for your students. Even if you do not use these ideas to respond to the MoPTA guiding prompts, jot them down in a notebook, word-processing document, or note-taking application. These ideas may come in handy when you plan lessons with your cooperating teacher.


## Completing Task 1, Step 2: Resources and Procedures

### Overview

**Task 1, Step 2: Resources and Procedures** requires teacher candidates to learn about resources and procedures available in the student-teaching context and to analyze how these resources and procedures may foster communication with students and their families, impact the learning environment, or enhance instruction, student learning, and student engagement.

Step 2 of Task 1 consists of Activities 1–4. Together, these activities involve creating three different artifacts and responding to a total of eight guiding prompts.

- **Task 1, Step 2, Activity 1:** Teacher candidates complete the Instructional and Support Resources Chart and respond to two guiding prompts.
- **Task 1, Step 2, Activity 2:** Teacher candidates implement a Student Interest Inventory to investigate their students' interests and respond to two guiding prompts.
- **Task 1, Step 2, Activity 3:** Teacher candidates craft a means of introducing themselves to students and their families and respond to two guiding prompts.
- **Task 1, Step 2, Activity 4:** Teacher candidates learn about and analyze the implications of rules and procedures that govern the learning environment and respond to two guiding prompts.

 All MoPTA test materials are publicly available [on the MoPTA informational Web site](#).

### Rubrics for Task 1, Step 2

#### *Teacher Candidate Tip*

Rubrics are provided for Step 2 of Task 1, as they were for Step 1. These rubrics should be used as a basis for self-assessment and reflection and to strengthen your responses. They do not apply to the artifacts you create but are intended to help you evaluate and revise your written responses to the guiding prompts. Keep in mind, however, that strong responses to the guiding prompts depend on the quality of the artifacts you create.

Eight rubrics (one for each guiding prompt) are associated with Task 1, Step 2, Activities 1–4. They are collected in the Task 1 rubric, which is organized based on the task steps, and they are each labeled with the number of the textbox in which the response is to be entered.

- **Task 1, Step 2, Activity 1:** The portion of the Task 1 rubric that applies to Task 1, Step 2, Activity 1, is labeled “Textbox 1.2.1 Available Resources to Enhance Student Learning.” Each row in the Task 1 rubric represents a rubric for a single guiding prompt—there are two rubrics total for the two guiding prompts in Activity 1.
- **Task 1, Step 2, Activity 2:** The portion of the Task 1 rubric that applies to Task 1, Step 2, Activity 2, is labeled “Textbox 1.2.2 Student Interest Inventory.” Each row in the Task 1 rubric represents a rubric for a single guiding prompt—there are two rubrics total for the two guiding prompts in Activity 2.

- **Task 1, Step 2, Activity 3:** The portion of the Task 1 rubric that applies to Task 1, Step 2, Activity 3, is labeled “Textbox 1.2.3 Communicating with Students and Families.” Each row in the Task 1 rubric represents a rubric for a single guiding prompt—there are two rubrics total for the two guiding prompts in Activity 3.
- **Task 1, Step 2, Activity 4:** The portion of the Task 1 rubric that applies to Task 1, Step 2, Activity 4, is labeled “Textbox 1.2.4 Rules and Procedures.” Each row in the Task 1 rubric represents a rubric for a single guiding prompt—there are two rubrics total for the two guiding prompts in Activity 4.

## **A Note About the Rubrics for Task 1, Step 2**

Activities 1 and 2 of Task 1, Step 1, both engage teacher candidates in completing different rows of the same Contextual Factors Chart and responding to guiding prompts about each row. The Step 1 activities, rubrics, and guiding prompts are all very similar. All the rubrics for Task 1, Step 1, were provided in the same earlier section of this handbook. Teacher candidates are instructed to view these rubrics before beginning Step 1, and a peer activity that engages teacher candidates in exploring all of these Step 1 rubrics at the same time is suggested earlier in this handbook.

In contrast, each of the four activities in Task 1, Step 2, focuses on a unique area of teacher candidate learning. Thus, rather than providing all of the rubrics for Task 1, Step 2, at the beginning of Step 2, this handbook provides them in the sections that follow within the specific guidance provided for completing each activity.

The section in this handbook about each task activity suggests peer activities that are based on the related rubrics and are intended to be implemented just before teacher candidates begin the task activity. This organization is intended to help teacher candidates focus their thinking on the unique requirements of each activity as they complete it.

### **Task 1, Step 2, Activity 1**

**Task 1, Step 2, Activity 1** requires teacher candidates to learn about the instructional and support resources available to them in the student-teaching context, to complete the Instructional and Support Resources Chart, and to respond to two guiding prompts asking them to demonstrate how available resources may be used to support and enhance student learning. One of the two prompts asks teacher candidates to also consider information they gathered for the Contextual Factors Chart in Step 1.

### **Guiding Prompts for Task 1, Step 2, Textbox 1.2.1**

- a) Select two resources. Describe how you would use each of these in your classroom to support your students' learning.
- b) Now select any one resource. Also, from your Contextual Factors Chart, select a particular characteristic that you listed under Knowledge of Students. Describe how this resource could help support the chosen characteristic to enhance student learning.

## **The Student Teacher**

Managing Task 1: The Best Approach for Task 1, Step 2, Activity 1

Looking back to Task 1, Step 1, each guiding prompt asked teacher candidates to focus on a specific row of the Contextual Factors Chart. By contrast, to respond to the guiding prompts in Task 1, Step 2, Activity 1, teacher candidates may select resources from anywhere on their completed Instructional and Support Resources Chart. For this reason, one approach to Task 1, Step 2, Activity 1, has an important advantage over any others:

1. Complete all rows of the Instructional and Support Resources Chart and then respond to the two guiding prompts.
  - Potential benefit: Fully researching the resources available to support and enhance student learning in your context should provide you with a range of options for responding to the guiding prompts.

To suit your schedule and work style, you can chunk this activity by tackling one row of the chart at a time and then responding to each of the guiding prompts in turn.

## Rubrics for Task 1, Step 2, Activity 1

### Textbox 1.2.1 Available Resources to Enhance Student Learning

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an <i>incomplete</i> identification of a resource to be used with students to support their learning.</p>	<p>The teacher candidate provides a <i>partial</i> identification of a resource to be used with students to support their learning.</p>	<p>The teacher candidate provides an <i>accurate</i> identification of two resources to be used with students to support their learning.</p>	<p>The teacher candidate provides a <i>substantive</i> identification of two resources to be used with students to support their learning.</p>
<p>The teacher candidate provides an <i>incomplete</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.</p>	<p>The teacher candidate provides a <i>limited</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.</p>	<p>The teacher candidate provides an <i>effective</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.</p>	<p>The teacher candidate provides an <i>insightful</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.</p>



## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

Facilitating Peer Discussion and Teacher Candidate Reflection on the Rubrics for Task 1, Step 2, Activity 1

#### **When: Before Teacher Candidates Start Task 1, Step 2, Activity 1**

The activities described below are intended for use in the sequence shown but may be split across a few meetings. The activities are scaffolded to help teacher candidates apply their knowledge of the rubrics to the work they do in the classroom and on Task 1, Step 2, Activity 1. Each time teacher candidates repeat this activity, the gap between imagined and actual characteristics should narrow.

- Give teacher candidates a few minutes to review Task 1, Step 2, Activity 1. Allow the class to review the crosswalk chart prepared earlier that shows which teacher standards Activity 1 of Task 1, Step 2, addresses (the chart should be labeled “Task 1, Step 2, Activity 1”). Ask them to reflect on the importance of Step 2, Activity 1: “Why does this level of preparation matter with respect to your particular student-teaching assignment?”
- Distribute printouts of the rubrics for Task 1, Step 2, Activity 1, with room for annotations (**see Appendix C**). Encourage teacher candidates to focus on using the rubrics to develop strong responses to the guiding prompts (and thus to connect more strongly with their assigned students) rather than on earning desired scores. Divide teacher candidates into groups and assign one of the two rubrics for this activity to each group. Direct groups to examine how language changes across the score points of the rubric, to imagine the characteristics of work at each level, and to record their thoughts on the rubric under the heading for imagined qualities.
- Circulate a set of exemplars of written responses to Task 1, Step 2, Activity 1, among the groups. Ask group members to focus on the portion of each exemplar that pertains to their rubric, and provide time for them to read the exemplars. Direct group members to analyze the exemplars and pinpoint why each was assigned the score it received. Tell the teacher candidates to note specifics in each response that illustrate the score-point language (for example, “incomplete,” “limited,” “effective,” “insightful”) and to record their findings on the rubric under the heading for actual qualities. Allow group members to report out by describing the quality of the evidence and reflection that support each score point of their rubric. Invite them to share how what they imagined a response of a certain score might look like compares with what an exemplar of that score actually looks like. After class, provide all teacher candidates with a full set of the annotated rubrics.
- Facilitate a whole-class discussion using the following questions: What do level-4 responses do that level-3 responses do not? What evidence is included or excluded at each level? How does the quality of the evidence differ? What other differences do you observe? How might these differences translate into impacts on teaching and on student learning? (Repeat these questions for level 3 versus level 2 and for level 2 versus level 1.)
- Working individually, teacher candidates should brainstorm resources that would be useful in their student-teaching context. For each resource, ask them to reflect on how they see the resources supporting and enhancing student learning.

### **Directions for Task 1, Step 2, Activity 1**

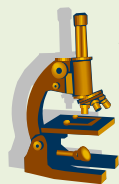
The following directions are taken from the Task 1 requirements but are broken into smaller steps in the guidance that follows.

#### **Activity: Complete the Instructional and Support Resources Chart**

This chart will allow you to identify available resources and explain how they could be used to enhance your instruction.

1. **Brainstorm.** Print the chart that follows (or set up similar columns on paper, in a notebook, or in a word-processing document) so that you can brainstorm potential sources of information about instructional and support resources that are available in your student-teaching context.

## **The Student Teacher**



### ***Focusing Your Thinking***

Before you begin, think about the resources that could be used to support the curriculum and learning goals of your assigned students.

- Where in the community, district, or school might you find these or similar resources to support your teaching and your students' learning?
- Where can you go, and whom can you ask for input?

While the Internet may help you find some useful resources that are available in the community (for example, a community theater, Web sites that describe local historic sites or water resources), you will likely have to consult school and district personnel to learn about many of the resources available in the district and school. For example, you might consider having a conversation with the school technology coordinator or media specialist. If the district has campus-based resources, such as a television or radio station, a teacher-advisor might be the one to tell you about them.

Some staff, experts, and hobbyists may have skills, knowledge, and talents that can be brought right into the classroom.

1. Start out thinking broadly. Do not limit yourself.
2. Get input from others—especially your cooperating teacher—on the kinds of resources that are most likely to be relevant to your students and to your student-teaching assignment.
3. Prioritize the order in which you learn about these resources.



### ***Teacher Candidate Tip***

A good understanding of your students' curriculum and learning goals can help with this activity.

## **Task 1, Step 2, Activity 1: Brainstorming About Instructional and Support Resources**

<b>Resource</b>	<b>Examples and Their Locations</b>
<b>Community</b>	
<b>Building/District Policies</b>	
<b>Support Staff</b>	
<b>Instructional Materials</b>	
<b>Curricular Programs</b>	
<b>Instructional Technology</b>	
<b>Student Data</b>	
<b>Access/Recording</b>	

## The Cooperating Teacher

*You may be able to help the teacher candidate by doing the following.*

- Pointing to community, district, and school resources that you use to support your students' learning, and explaining why you use them
- Helping the teacher candidate understand why some resources matter more than others do (based on the curriculum or the developmental needs and interests of the students in the learning environment)
- Helping the teacher candidate assess which of the information sources on the brainstorming chart are most likely to help him or her locate appropriate resources
- Acting as an information source about resources in your community, district, and school
- Discussing a potential resource you are interested in using with your students but have not yet, and working with the student teacher to plan and co-teach a lesson around that resource
- Introducing the teacher candidate to key district and school personnel (for example, the school business administrator, a curriculum supervisor, an ELL specialist, members of the Child Study Team) and to colleagues (for example, other teachers who support your students and other teachers of the same grade level) who can act as information sources about community, district, and school resources
- Asking high-level questions that deepen the teacher candidate's thinking and reflection about how resources can be used to support specific students' learning needs
  - Why do you think the \_\_\_ activity was so engaging to (student name)?
  - Why do you think (student name) struggled so much with the \_\_\_ activity?
  - Why do you think (student name) provided richer written responses than oral ones?
  - What do we know about (student name) that might help us select resources that make this learning more engaging or achievable?
- Helping the teacher candidate manage time and stay on schedule



### **Teacher Candidate Tip**

The information you collect in the Instructional and Support Resources Chart for Task 1, Step 2, Activity 1, should serve you well while student teaching, as it is directly relevant to the work you are doing in your assigned classroom. As you gather information for the chart, you may start seeing ways to use what you have learned to plan effective and engaging instruction for your students around specific resources. Even if you do not use these ideas to respond to the MoPTA guiding prompts, jot them down in a notebook, word-processing document, or note-taking application. They may come in handy when you plan lessons with your cooperating teacher.



## Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

*Facilitating Peer Feedback on Teacher Candidates' Brainstorming Charts for Task 1, Step 2, Activity 1*

### **When: Before Teacher Candidates Start Researching Instructional and Support Resources**

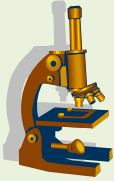
You can use teacher candidates' completed brainstorming charts to facilitate informal peer feedback. Pair teacher candidates and direct them to share and discuss their charts to broaden their ideas about where to find potential resources. As they do this, you can review teacher candidates' charts to (a) informally assess their initial progress toward Task 1, Step 2, Activity 1, and (b) to recommend additional sources they might consult.

2. Prepare to share. Once you have brainstormed the sources where you expect to find the best resources for the Instructional and Support Resources Chart, make copies to share with your cooperating teacher, EPP instructor, and peers in the EPP supervisory seminar.
3. Get feedback. Share your completed brainstorming chart. The feedback you receive may inspire you to add or delete sources from your chart. Be prepared to explain why you included each potential source on the chart by answering the following question: what resources do you hope to find to support student engagement and learning in your assigned classroom?
4. Refine. Use the feedback you received to refine your selections to a manageable number of promising sources; then prioritize the order in which you will consult them. If you consult the most promising ones first, you may not need to refer to all of them right away. On the other hand, if some sources do not pan out as you expect they will, you can continue to pursue the others.
5. Research. When you are done brainstorming, getting feedback, and prioritizing potential sources for the Instructional and Support Resources Chart, it is time to do the research. As you consult these sources for potential resources, decide how to collect what you learn:
  - Electronically—using the Microsoft Word® version of the Instructional and Support Resources Chart that you downloaded earlier or a plain word-processing document
  - With pen and paper—using a printout of the PDF version of the Instructional and Support Resources Chart that you downloaded earlier or a notebook
  - Orally—using a tape or digital recorder (which is a good way to collect information from interviews or to record your ideas orally)

Some other things to keep in mind:

- Keep track of which source each piece of information comes from. For instance, whenever you begin recording information from a different source, you can create a heading with the name of the source (and if applicable, a link). Then include the information you took from that source below the heading. When you change sources, create a new heading and repeat.

- Be sure to place quotes around information you take word for word from a source. (You can paraphrase the information for purposes of the chart later. For now, you just need a way to remember whose words are whose.)



## The Student Teacher

### *Focusing Your Thinking*

As you research information for the Instructional and Support Resources Chart, you may ask the following questions.

- How much information is enough?
- What should I include, and what should I leave out?

The Instructional and Support Resources Chart only requires you to include one resource for each category on the chart, but it is the quality of that resource that matters. To give yourself options for responding to the guiding prompts, collect information about a breadth of resources that are relevant to your students' curriculum and learning goals and that connect with the students' developmental needs, backgrounds, learning preferences, and interests.

Theoretically, you can stop when you have located one resource for each row that (a) suggests a way to meaningfully support your students' achievement of a learning goal and (b) enables you to generate a response that is reflective of the language of level 4 of the rubric. However, keep in mind that this knowledge supports more than your work on Task 1 of the MoPTA: information about additional relevant resources should prove useful to your work as a student teacher.



### **Teacher Candidate Tip**

At this point in the activity, you should include more information than you need. Reflection and feedback can help you winnow these choices later.

6. **Review and reflect.** To determine whether you have collected an appropriate amount of usable information, you should review what you learned and reflect on the following questions.
  - How do the resources I learned about for each category of the Instructional and Support Resources Chart connect with my students' curriculum and learning goals?
  - How do the resources I learned about for each category of the Instructional and Support Resources Chart connect with my students' developmental needs, backgrounds, learning preferences, and interests?
  - How could I use the resources I learned about for each category of the chart to support my students' learning? What are the advantages of this instructional approach over other instructional approaches?
  - Have I located at least one appropriate resource for each category of the chart? What additional support or instructional resources would I like to learn about? Where might I find that information? Who could I ask?



## The Student Teacher

### *An Opportunity for Reflection*

Before determining which resource you will include in each row of the Instructional and Support Resources Chart, you should identify the resources you wish to use as a basis for responding to the two guiding prompts for Task 1, Step 2, Activity 1. Is the information you gathered strong enough to support robust responses? The language of each prompt points to a possible test of the resources you are thinking about using.

#### **Guiding Prompt A**

- Select *two resources*. Describe how you would use each of these in *your classroom* to support your *students' learning*.

To paraphrase with a focus on the italicized words, Guiding Prompt A requires you to state what you know about *your students* that justifies the use of an available resource to *support* their unique *learning needs*. You must do this for two resources, but it is up to you whether you use the resources together or separately. Either way, at issue is your ability to show how you would use available resources in combination with what you know about your students to support their attainment of a learning target.

#### **Guiding Prompt B**

- Now select any *one resource*. Also, *from your Contextual Factors Chart*, select a particular characteristic that you listed under Knowledge of Students. Describe how this resource could help support the chosen characteristic to *enhance* student learning.

Guiding Prompt B differs from Guiding Prompt A in three ways: First, the knowledge-of-students characteristic you identify to support your use of a resource must be something you identified on the Contextual Factors Chart in Task 1, Step 1. Second, you must show how you would use a resource to enhance, rather than support, student learning—such as by making the learning more engaging or interesting (which in the end should also support students' progress toward the learning goal). Third, you must do this for only one resource.

Print the two charts that follow in this handbook to explore different options for responding to the guiding prompts (the charts will also serve as a tool for eliciting feedback on your thinking). For each resource you enter in column 1, state in column 2 what you know about your students that makes the resource an appropriate choice. Next, identify in column 3 the learning goal you intend for the resource to support or enhance. Finally, describe how you would use the resource to achieve this end. To weigh the merits of the options you entered, reflect on the following questions.

- For each set of options across the two charts, how effectively would this plan support or enhance the intended learning? Why?
- In each case, what does the resource itself contribute to your strategy? How?
- Which sets of options are strongest? Why?

## Task 1, Step 2, Activity 1: Making Connections (Guiding Prompt A)

<b>Available Resource</b>	<b>Knowledge of Students</b> <i>Something you know about your students that connects in a meaningful way with a resource in column 1</i>	<b>Learning Goal</b> <i>A learning goal students must achieve that would be supported or enhanced by the resource in column 1</i>	<b>Instructional Strategy</b> <i>A description of how you would use the resource in column 1 and your knowledge of students (column 2) to support student learning (column 3)</i>
Community	a.	a.	a.
Building/District Policies	b.	b.	b.
Support Staff	c.	c.	c.
Instructional Materials	d.	d.	d.
Curricular Programs	e.	e.	e.
Instructional Technology	f.	f.	f.
Student Data	g.	g.	g.
Access/Recording	h.	h.	h.



## Task 1, Step 2, Activity 1: Making Connections (Guiding Prompt B)

<b>Available Resource</b>	<b>Knowledge of Students</b> <i>A characteristic from your Contextual Factors Chart that connects meaningfully with the resource in column 1</i>	<b>Learning Goal</b> <i>A learning goal students must achieve that would be supported or enhanced by the resource in column 1</i>	<b>Instructional Strategy</b> <i>How you would use the resource in column 1 and your knowledge of students (column 2) to enhance student learning (column 3)</i>
Community	a.	a.	a.
Building/District Policies	b.	b.	b.
Support Staff	c.	c.	c.
Instructional Materials	d.	d.	d.
Curricular Programs	e.	e.	e.
Instructional Technology	f.	f.	f.
Student Data	g.	g.	g.
Access/Recording	h.	h.	h.

7. **Complete.** When you are satisfied that the information you collected for each row of the Instructional and Support Resources Chart provides a sound basis for responding to the guiding prompts, draft your entries in column 2 of the chart using sentences and paragraphs. By this time, you may have a good idea of which resources you will use to respond to the guiding prompts, but first, seek some feedback on those ideas.
8. **Prepare to share.** Print copies of your draft of the Instructional and Support Resources Chart and of your completed Making Connections charts to share with your cooperating teacher, EPP instructor, and pre-service peers in the EPP supervisory seminar.
9. **Get feedback.** Share your draft of the Instructional and Support Resources Chart and your completed Making Connections chart. The feedback you receive may inspire you to add or delete information from the Instructional and Support Resources Chart, or may point to connections you had not considered. Be prepared to explain why you included the resources on the chart by answering the following question: how do you see yourself using these resources to support or enhance your students' learning?

## The Cooperating Teacher

*You may be able to help the teacher candidate by doing the following.*

As a person who works in the same classroom context as the teacher candidate, you are in the best position to help the student teacher understand how appropriate and engaging resources can contribute to student learning, to offer feedback on his or her draft of the Instructional and Support Resources Chart, and to suggest options for responding to the guiding prompts. The teacher candidate's completed Making Connections charts should provide an effective way to communicate about the options for responding to the guiding prompts, but you may want to provide that feedback after the student teacher engages in peer feedback. After that point, the teacher candidate's work may be more refined. When you are ready, consider the following options.

- Review the completed Instructional and Support Resources Chart. If you learn something new from the chart, let the teacher candidate know in a congratulatory way. If you feel that a resource the teacher candidate has suggested is inappropriate or weak, ask him or her, "How do you see yourself using this resource to support our students' learning?" or "What do you know about our students and curriculum that tells you this resource would be a good fit for them?" To encourage deeper thinking, make a thoughtful suggestion, such as "I'd like to see you locate a resource for this category that \_\_\_\_."
- Review the teacher candidate's completed Making Connections charts. Use questioning to help the teacher candidate articulate a rationale for each potential set of options (for each resource, the student teacher should be able to explain what he or she knows about your students that makes the resource an appropriate tool for enhancing or supporting their learning). Questioning may also help prompt the teacher candidate to see ways to strengthen an option.
- If you see strong potential in one of the options provided in the Making Connections charts, consider helping the teacher candidate develop it. You may want to work with the teacher candidate to implement the lesson at some point during the student-teaching experience. Delivering a lesson that allows the teacher candidate to see firsthand how appropriate resources support and enhance student learning and engagement is likely to foster learning for all involved.

## The EPP Instructor



### *Peers Supporting Peers*

Activities that engage teacher candidates in learning from one another

Facilitating Peer Feedback on the Task 1, Step 2, Instructional and Support Resources Chart

#### **When: Before Teacher Candidates Respond to the Guiding Prompts for Task 1, Step 2, Activity 1**

The activities described below are intended for use in the sequence shown and should take about one class meeting to implement. Expect teacher candidates to spend about a third of a 50-minute meeting on their drafts of the Instructional and Support Resources Chart and two-thirds of the meeting on their choices for responding to the guiding prompts. If after completing the sequence you think teacher candidates would benefit from additional peer feedback, have them pair with a different partner and repeat the activity during the next meeting.

- Direct teacher candidates to bring a copy of their draft Instructional and Support Resources Chart and of their completed Making Connections charts to this meeting.
- Group teacher candidates in pairs and instruct them to review and discuss each other's draft Instructional and Support Resources Chart. Partners should briefly explain to each other why they chose each resource on their charts. To make feedback manageable, suggest that peers use the "Two Stars and a Wish Strategy" to offer two things their partner did well and one thing their partner could improve.
- Focusing on one row of their Instructional and Support Resources Chart at a time, teacher candidates should take turns sharing what they know about their students and sharing why that knowledge supports each resource as an appropriate tool for enhancing or supporting the identified learning goal.
- Next, direct pairs to indicate to each other the options they are thinking of using to respond to the respective guiding prompts. Teacher candidates should justify their choices by explaining how strongly their plans for using each resource support or enhance the intended learning. Teacher candidates should ask each other the following questions.
  - Do you agree that this option is a strong choice for supporting or enhancing student learning? Is it an option you would choose? Why, or why not?
  - What is one way I might strengthen my argument?
- Circulating during the meeting and offering probing questions may drive teacher candidates to think more deeply about each other's work. If you observe strong options or suggestions for responding to the prompts being shared, ask individual teacher candidates to share their thinking with the whole group.
- Since feedback only becomes formative when it is used to improve the original work, consider assigning the following questions for structured, at-home reflection.
  - What did I learn about my choices or thinking today that I was unaware of before?
  - How can I use what I learned to improve my Instructional and Support Resources Chart?
  - How can I use what I learned to strengthen my choices for responding to the prompts?


10. **Revise.** Make the feedback you received formative by revising your Instructional and Support Resources Chart and strengthening your options for responding to the guiding prompts for Task 1, Step 2, Activity 1. Finalize which options you will use for each prompt.

### **Guiding Prompts for Task 1, Step 2, Textbox 1.2.1**

After completing the Instructional and Support Resources Chart, respond to the following.

- a) Select two resources. Describe how you would use each of these in your classroom to support your students' learning.
- b) Now select any one resource. Also, from your Contextual Factors Chart, select a particular characteristic that you listed under Knowledge of Students. Describe how this resource could help support the chosen characteristic to enhance student learning.

11. **Write.** Use the content and arguments you developed earlier to draft your responses to the guiding prompts for Task 1, Step 2, Activity 1. Stop when you are satisfied that each response clearly states the rationale you developed (in other words, stop when the response explains why something you know about your students makes a particular resource an appropriate choice for enhancing or supporting an identified learning goal).

 If you are drafting your responses directly on the MoPTA system, make sure you enter your responses to both guiding prompts associated with Task 1, Step 2, Activity 1, in Textbox 1.2.1.

12. **Prepare to share.** Print two copies of your completed Instructional and Support Resources Chart and two copies of your draft responses to the two guiding prompts for Task 1, Step 2, Textbox 1.2.1. One set of copies is for sharing with your EPP instructor and one set of copies is for sharing with your peers in the EPP supervisory seminar.

## The EPP Instructor



### Peers Supporting Peers

Activities that engage teacher candidates in learning from one another

#### ***Facilitating Peer Feedback and Teacher Candidate Reflection on the Responses to the Guiding Prompts for Task 1, Step 2, Activity 1***

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 1**

A good time to facilitate formative feedback and self-reflection is when teacher candidates complete first drafts of both their Instructional and Support Resources Chart and their responses to the guiding prompts for Task 1, Step 2, Activity 1. At this time, they can still use this feedback to improve their drafts. The activities described below suggest a way to facilitate peer feedback and self-reflection on Task 1, Step 2, Activity 1. The activities are intended for use in the sequence shown and can take one or two class meetings to implement depending on your teacher candidates' needs.

- Direct teacher candidates to bring one copy of their draft of the Instructional and Support Resources Chart and one copy of their draft responses to the guiding prompts for Task 1, Step 2, Activity 1, to this class meeting. They should also bring a set of the annotated rubrics the class created at the beginning of Task 1, Step 2, Activity 1.
- Group the teacher candidates in pairs and direct them to share their drafts. Give them time to read the drafts. (Since teacher candidates have already shared feedback on the charts, the charts should serve only as a reference during the activity.) For each response to a guiding prompt, instruct the partner who is giving feedback to paraphrase the written response for the peer who is receiving feedback. The teacher candidate should explain how a particular resource is an appropriate choice for enhancing or supporting an identified learning goal based on what the writer knows about his or her students. If the paraphrasing is not accurate, the writer should clarify the response, and partners should briefly discuss how the response could communicate the writer's ideas more effectively. Partners should then switch roles for this same guiding prompt. They should repeat these steps for the remaining guiding prompt.
- If you think teacher candidates would benefit from additional peer feedback, have the teacher candidates work with a different partner to repeat the step above.
- After the activity, direct the teacher candidates to reflect individually about how to improve their responses. To structure the reflection, you should instruct the teacher candidates to review the annotated rubrics they brought to class. For each prompt, teacher candidates should use the corresponding annotated rubric to self-assess their response and to identify at least one way to strengthen it. When teacher candidates finish doing this, they should reflect in writing on the following questions.
  - For each response, how does what I learned from the respective annotated rubric connect with the peer feedback I received?
  - How can I use what I learned from both sources to strengthen my responses to the guiding prompts for Task 1, Step 2, Activity 1?

## The EPP Instructor

### ***Providing Feedback on the Responses to the Guiding Prompts for Task 1, Step 2, Activity 1***

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 1**

Because this is a critical juncture in the completion of MoPTA Task 1, it is also a good time for you to provide teacher candidates with formative feedback on their first drafts. This way, they will have multiple sources of feedback and reflection to use to improve their drafts. The activities described below suggest a structured way to provide formative feedback and facilitate self-reflection on Task 1, Step 2, Activity 1. They are intended for use in the sequence shown, and your conferences with teacher candidates can take place during the class meetings in which the teacher candidates give one another feedback.

- Direct teacher candidates to provide you with copies of their drafts of the Instructional and Support Resources Chart and their draft responses to the guiding prompts for Task 1, Step 2, Activity 1, a few days in advance of when you plan to meet with them.
- Before the meeting, mark each teacher candidate's drafts using a simple method, such as circling things you would like to see the teacher candidate strengthen in the draft or think about further. The objective of the "Circling Errors Strategy" is to motivate learners to determine on their own what needs to be improved. If you feel it would be helpful, you could also include a brief comment about the draft overall that is linked to the things you circled (known as the "Comment Only Strategy"). This way, the circles and comment can work together to help focus teacher candidates' thinking.
- While teacher candidates work in pairs on the peer activity presented on the previous page, you should confer with them individually. Explain to each teacher candidate how you provided feedback and what you expect him or her to do with the feedback. Because the peer activity will be running concurrently, direct the teacher candidates to focus on your feedback for homework rather than during the seminar. Provide them with a printout of instructions to follow for revising their work, or tell them where to find such instructions on your Web site. Give teacher candidates a chance to ask questions, to briefly report on their student-teaching experiences, and to schedule any additional conference time they may need with you.
- For a homework activity, teacher candidates should reflect on the feedback they received by responding to the following questions in writing.
  - Based on what you learned from your peers and from reflecting on the annotated rubrics for Task 1, Step 2, Activity 1, what improvements can you make to the circled areas on your draft?
  - In what way does the feedback you received from all sources point to similar potential improvements?
  - How will you use the feedback you received and your reflecting on the annotated rubrics to strengthen your responses to the guiding prompts for Task 1, Step 2, Activity 1?

13. **Revise.** Make the feedback you received on your responses to the guiding prompts for Task 1, Step 2, Activity 1, formative by revising your work. If your revisions are extensive, consider getting follow-up feedback from your EPP instructor.


## The Student Teacher

### *Tips for Strengthening Your Writing*

An important step in writing, regardless of the skill or experience of the writer, is reviewing the written work with an objective eye. Even professional writers sometimes forget to include information that readers need to know. MoPTA raters will evaluate your responses for Tasks 2–4 on the strength of your evidence, not on your writing. In fact, they are trained to read your responses *supportively*, which means they read responses with the expectation that they will earn a good score. Nonetheless, the following tips may help you improve the clarity of your written responses.

- Put your work aside for a day or two to distance yourself from the work and cultivate objectivity.
- When you read with fresh eyes, think about the following questions.
  - Did you include all critical details?
  - Is more information, description, or analysis needed? Where?
  - Is something unclear?
  - Are stronger or more precise transitions needed?
- Also reflect on the sequencing of what you say: does the order in which you explain things support clear understanding, or does it cause confusion in places?
- Always do a final read through that is focused on word choice, spelling, and grammar.

14. **Save.** When you are satisfied with your responses, mark and save the draft as final. When you complete Task 1, you will submit all your responses using the MoPTA Web site. Whether you enter the responses on the Web site now or later is up to you. If you think you will have time between now and the due date for Task 1 to revise your responses for Task 1, Step 2, Activity 1, with fresh eyes, you can do that as well.

 A checklist for submitting all of the associated MoPTA Task 1 documents is provided at the end of Part 2 of this handbook.

### **Task 1, Step 2, Activity 2**

**Task 1, Step 2, Activity 2** requires teacher candidates to choose and implement a Student Interest Inventory and to respond to two guiding prompts by analyzing how information about student interests and learning preferences could be used to influence the teacher candidate's instructional decisions or to promote an individual student's engagement and learning.

### **Guiding Prompts for Task 1, Step 2, Textbox 1.2.2**

- a) Based on the compilation of information from the whole-class inventory, provide one example of how the information would influence an instructional decision you make in your classroom.
- b) Select one completed student interest inventory from this class. Analyze how one item from this inventory can be used to promote his or her engagement and learning.

## **The Student Teacher**

### **Managing Task 1: The Best Approach for Task 1, Step 2, Activity 2**

As was true for Task 1, Step 2, Activity 1, one approach to completing this activity offers important advantages over other possible approaches:

- A. Select, implement, and analyze the findings from a student interest inventory; then respond to the two guiding prompts.
  - Guiding Prompt A depends on the results of the whole-class inventory.
    - Potential benefit: Collecting and reviewing all completed surveys before attempting to respond to this prompt should put you in the best position to develop a well-rounded response.
  - Guiding Prompt B asks the teacher candidate to choose one student's survey from all of the completed surveys as a basis for responding.
    - Potential benefit: Collecting and reviewing all completed surveys before attempting to respond to this prompt should provide you with a range of options for developing your written commentary.

To suit your schedule and work style, you can chunk this activity by researching and selecting a student interest inventory, implementing it, analyzing the students' responses, and finally, responding to each of the guiding prompts in turn.



## Rubrics for Task 1, Step 2, Activity 2

### Textbox 1.2.2 Student Interest Inventory

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an <i>incomplete</i> description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p> <p>The teacher candidate provides <i>minimal</i> description of how the results of one student's survey can be used to promote that student's engagement and learning.</p>	<p>The teacher candidate provides a <i>partial</i> description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p> <p>The teacher candidate provides a <i>partial</i> description of how the results of one student's survey can be used to promote that student's engagement and learning.</p>	<p>The teacher candidate provides an <i>accurate</i> explanation of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p> <p>The teacher candidate provides an <i>effective</i> explanation of how the results of one student's survey can be used to promote that student's engagement and learning.</p>	<p>The teacher candidate provides a <i>thorough</i> analysis of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p> <p>The teacher candidate provides a <i>thorough</i> analysis of how the results of one student's survey can be used to promote that student's engagement and learning.</p>

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### **Facilitating Peer Discussion and Teacher Candidate Reflection on the Rubrics for Task 1, Step 2, Activity 2**

#### **When: Before Teacher Candidates Start Task 1, Step 2, Activity 2**

The activities described below are intended for use in the sequence shown but may be split across a few meetings. The activities are scaffolded to help teacher candidates apply their knowledge of the rubrics to the work they do in the classroom and on Task 1, Step 2, Activity 2. Each time teacher candidates repeat this activity, the gap between imagined and actual characteristics should narrow.

- Give teacher candidates a few minutes to review Task 1, Step 2, Activity 2. Allow the class to review the crosswalk chart prepared earlier that shows which teacher standards Task 1, Step 2, Activity 2, addresses (the chart should be labeled “Task 1, Step 2, Activity 2”). Ask them to reflect on the importance of Step 2, Activity 2: “Why does this level of preparation matter with respect to your particular student-teaching assignment?”
- Distribute printouts of the rubrics for Task 1, Step 2, Activity 2, with room for annotations (**see Appendix C**). Encourage teacher candidates to focus on using the rubrics to develop strong responses to the guiding prompts (and thus to connect more strongly with their assigned students) rather than on earning desired scores. Divide teacher candidates into groups and assign one of the two rubrics for the activity to each group. Direct group members to examine how language changes across the score points of the rubric, to imagine the characteristics of work at each level, and to record their thoughts about the rubric under the heading for imagined qualities.
- Circulate a set of Task 1, Step 2, Activity 2, exemplars among the groups. Ask group members to focus on the portion of each exemplar that pertains to the group’s rubric, and provide time for them to read the exemplars. Direct group members to analyze the exemplars and pinpoint why each was assigned the scores it received. Tell the teacher candidates to note specifics in each response that illustrate the score-point language (for example, “minimal,” “partial,” “effective,” or “thorough”) and to record their findings on the rubric under the heading for actual qualities. Allow group members to report out by describing the quality of evidence and reflection that support each score point of their rubric. Invite the group members to share how what they imagined a response of a certain score might look like compares with what an exemplar of that score actually looks like. After class, provide all teacher candidates with a full set of the annotated rubrics.
- Facilitate a whole-class discussion using the following questions: What do level-4 responses do that level-3 responses do not? What evidence is included or excluded at each level? How does the quality of the evidence differ? What other differences do you observe? How might these differences translate into impacts on teaching and on student learning? (Repeat these questions for level 3 versus level 2 and for level 2 versus level 1.)
- Working individually, teacher candidates should begin brainstorming student interests and learning preferences that they want their inventories to capture. Ask them to reflect on how these things might influence their instructional choices and promote student engagement and learning.

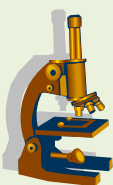
## **Directions for Task 1, Step 2, Activity 2**

The following directions are taken from the Task 1 requirements but are broken into smaller steps in the guidance that follows.

### **Activity: Administer and Analyze a Student Interest Inventory**

Administer the inventory to your whole class to gather information relevant to your students' interests and learning.

1. **Brainstorm.** Print the chart that follows (or set up similar columns on paper, in a notebook, or in a word-processing document), and brainstorm questions for your student interest inventory in column 1. In column 2, identify how you want to use the information, as this can help you later determine which of the questions to include.



## **The Student Teacher**

### ***Focusing Your Thinking***

Before you begin, decide which student interests and learning preferences you want to learn about and how you want to use them to support your students' curriculum and learning goals. Your goal should be to find, develop, or adapt a student interest inventory that asks your students about these things in a developmentally appropriate manner. To determine whether an inventory is appropriate, you will need to consider the following.

- The number of questions and the questions' reading level
- The kind of thinking required to formulate responses to the questions
- How students are expected to record their responses to the questions

Another consideration may be whether the cooperating teacher already administered a survey like this to these students, as that could impact their engagement with your survey. If so, you can review the information collected by the cooperating teacher's instrument and design your inventory to supplement the earlier one.

Finally, try to limit the questions you include to those that are most relevant to your students' learning. A manageable focus could help elicit deeper student responses.



### ***Teacher Candidate Tip***

The information you collect with a student interest inventory for Task 1, Step 2, Activity 2, should serve you well while student teaching, as it can help you make learning more engaging, relevant, and achievable for the students in your assigned classroom. For this reason, it is good to solicit information that can be used to support a range of different learning activities. A good understanding of your students' curriculum and learning goals can help with this activity.

## **Task 1, Step 2, Activity 2: Brainstorming Content for a Student Interest Inventory**

What I Want to Know	Why I Want to Know it

2. **Locate and evaluate.** Examine different student interest inventories to decide whether one meets your needs, whether one can be adapted to meet your needs, or whether you will develop one from scratch to use with your students. Print the surveys you are considering and the evaluation tool on the next page to help as you analyze these options.



### **Teacher Candidate Tip**

You can find publicly available student interest inventories on the Internet, but you should also ask your cooperating teacher, EPP instructor, and colleagues in the student-teaching context to share instruments they use. Be sure to ask them what they like about the surveys they recommend and what kinds of interests and preferences most influence the learning of the students in their classrooms.

## **The Cooperating Teacher**

***You may be able to help the teacher candidate by doing the following.***

- Pointing to student interest inventories that you use to support your students' learning and explaining why you use them
- Helping the teacher candidate understand the role that students' interests and learning preferences play in fostering student engagement
- Describing how you use information about students' interests and learning preferences to differentiate instruction and to plan instructional interventions
- Introducing the teacher candidate to key personnel (for example, a member of the Child Study Team) and colleagues (for example, resource staff or a special education teacher) who may help broaden the student teacher's understanding of ways to use differentiation to support student learning
- Helping the teacher candidate assess which of the questions on the brainstorming chart are most likely to yield information that can be used to support the learning goals and developmental needs of the students in the learning environment
- Recommending additions to the teacher candidate's brainstorming chart and helping the teacher candidate evaluate, select, adapt, or develop a potential survey instrument
- Discussing an idea you have for using student interests or learning preferences to develop a lesson and inviting the student teacher to plan the lesson with you
- Asking high-level questions that deepen the teacher candidate's thinking and reflection about how to use students' interests and learning preferences to support specific students' learning needs
  - Why do you think the \_\_\_ activity was so engaging to (student name)?
  - Why do you think (student name) struggled so much with the \_\_\_ activity?
  - Why do you think (student name) provided richer written responses than oral ones?
  - What do we know about (student name) that might help us select resources that make this learning more engaging or achievable?
  - Helping the teacher candidate manage time and stay on schedule

## Task 1, Step 2, Activity 2, Evaluation Tool I: Instrument Choices

<b>Name or Source of Student Interest Inventory</b>	<b>Content</b> <i>To what extent does the survey elicit the information you identified as important?</i>	<b>Developmental Appropriateness</b> <i>How appropriate is the format for your students' developmental levels?</i>	<b>Need for Modifications</b> <i>What questions, if any, would you have to add, remove, or adapt to meet your needs?</i>

3. **Get feedback.** Share the student interest inventories you located and your completed brainstorming chart and evaluation tool with your cooperating teacher, EPP instructor, and peers in the EPP seminar, and elicit their feedback on your choice of potential instruments.



## Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### **Facilitating Peer Feedback on Choosing a Student Interest Inventory**

#### **When: Before Teacher Candidates Administer Their Student Interest Inventories**

You can use teacher candidates' completed brainstorming charts and survey evaluation tools to facilitate informal peer feedback on the choice of a student interest inventory. Pair teacher candidates, and direct them to share and discuss their charts and their thinking to help each other zero in on an appropriate instrument. Encourage the teacher candidates to share and discuss any feedback provided by their cooperating teachers. A key focus of teacher candidates' decision making should be their ideas for using the information they collect with the survey to support instruction. Once teacher candidates decide on a student interest inventory, feedback partners can also help one another decide which questions to include and to craft any needed modifications.

As teacher candidates engage in decision making, you can review their charts to (a) informally assess their initial progress toward Task 1, Step 2, Activity 2, and (b) make recommendations to individual teacher candidates. If while monitoring their discussions you observe teacher candidates who are approaching the task in an innovative manner, invite them to share their ideas and thinking with the whole group.

4. **Select.** If you have not already done so, use your analysis and any feedback you received from your cooperating teacher, EPP instructor, and peers in the EPP seminar to decide how you will approach the student interest inventory. Will you use one you located? Will you adapt one to suit your needs? Or will you develop one from scratch? If you plan to modify a student interest inventory or develop one from scratch, be sure to seek additional feedback on the finished product.
5. **Prepare to share.** Make any needed changes to your student interest inventory and do whatever is necessary to distribute it to your students (that is, printing it or posting it in an electronic format).



### **Teacher Candidate Tip**

As you prepare your survey, you may start thinking of more ways to use the information to effectively support your students' learning. Do not lose these good ideas! Even if you do not use them to respond to MoPTA activities, jot them down in a notebook, word-processing document, or note-taking application. They may come in handy when you and your cooperating teacher differentiate instruction or plan instructional interventions.

6. **Collate and reflect.** After you administer your student interest inventory, you will need a way to collate and analyze your findings. A blank survey is a good way to collate responses that depend on the selection of options, such as responses marked A, B, or C; responses marked yes or no; or responses marked on a scale from 1–5. But you also need a way to collate and analyze your students' open-ended responses.

Print the simple evaluation tool on the next page to analyze and extract information from the surveys so that you can use the information to support instruction. To complete the evaluation tool, note students' first names as well as specific interests and learning preferences that they share or that are unique to individuals. You do not have to transfer all of the information from the surveys to the chart—for now, focus on information that suggests both trends and anomalies.

When you finish, reflect on the following questions to analyze how you can use what you learned to support and enhance your students' learning.

- In what ways do my findings about students' interests and learning preferences align with what I already knew or expected? Why? In what ways are the findings surprising? Why?
- What does the way students' interests and learning preferences cluster on the evaluation tool imply about potentially productive ways to group students during lessons?
- What do students' unique interests and learning preferences suggest about potential ways to engage individual students more fully in learning activities? Do these responses suggest any useful instructional strategies, materials, resources, technologies, or assessment strategies?
- In what ways do my findings about students' interests and learning preferences explain or illuminate individual student behavior or achievement that I have observed? Whose? Why?
- What do the students' names that stand alone on my completed evaluation tool suggest about individual needs I may not have noticed? Whose needs? Why?
- What did I learn about a particular student that I can use to support his or her learning? Who? How? Why?
- What do my findings say about students' attitudes toward school or learning?

## **The Cooperating Teacher**

The need will soon arise for you to give the teacher candidate feedback on how he or she plans to use the completed student interest inventories to respond to the guiding prompts for Task 1, Step 2, Activity 2. But before then, the teacher candidate might benefit from an informal opportunity to share his or her findings from the above analysis and reflection with you. At this early stage, you are the mentor most likely to appreciate his or her responses to what the surveys indicate about your students' interests and learning preferences. Try to keep this conversation simple. Depending on what the teacher candidate shares, you can use questioning to deepen his or her thinking, to provide an additional focus for reflection, or to direct the teacher candidate toward important connections you see but he or she does not. This preliminary intervention could help the teacher candidate strengthen the survey analysis and ultimately develop stronger options for responding to the guiding prompts.



## Task 1, Step 2, Activity 2, Evaluation Tool II: Student Responses

<b>Students' Interests</b> <i>What interests do multiple students share?</i>	<b>Students' Interests</b> <i>What interests are unique to one or a few students?</i>
<b>Learning Preferences</b> <i>What learning preferences do multiple students share?</i>	<b>Learning Preferences</b> <i>What learning preferences are unique to one or a few students?</i>

7. **Apply.** After you collate, analyze, and reflect on the findings from your completed student interest inventories, it is time to direct your thinking in two purposeful directions by doing the following.
  - Discussing potential ways to use the information when you and your cooperating teacher are planning instruction
  - Exploring how to use the findings in your written responses to Task 1, Step 2, Activity 2



## The Student Teacher

### *An Opportunity for Reflection*

To decide how you will use the findings from your completed student interest inventories to develop your written commentary for Task 1, Step 2, Activity 2, look closely at the language and requirements of the two guiding prompts.

#### **Guiding Prompt A**

- Based on the *compilation of information* from the whole-class inventory, provide one example of how the information would *influence an instructional decision* you make *in your classroom*.

To paraphrase with a focus on the italicized words, Guiding Prompt A requires you to state how you would use a finding from your collated surveys *to customize instruction* so that it supports the learning taking place in *your unique context*. At issue is your ability to show how you would use what you learned about your students from the survey to design instruction that helps all of them achieve a learning goal.

#### **Guiding Prompt B**

- Select one completed student interest inventory from this class. Analyze how one item from this inventory can be used to promote his or her engagement and learning.

Guiding Prompt B differs from Guiding Prompt A in two ways: first, by asking you to focus on what you learned from a single student interest inventory, and second, by saying how you would use that information to help that student (him or her) achieve a learning goal.

Print the two charts that follow in the handbook to explore different options for responding to the guiding prompts (the charts will also serve as a device for eliciting feedback on your thinking). For each finding you enter in column 1, enter a learning goal in column 2 that you intend the finding to support. Finally, describe how you would use the finding to achieve this end. To weigh the merits of the options you listed for each prompt, reflect on the following questions.

- For each set of options across the two charts, how effectively would each instructional choice support your students' learning (Guiding Prompt A) or promote the engagement/learning of the single student you identified (Guiding Prompt B)?
- In each case, what does the survey finding contribute to your plan?
- For each chart, which sets of options are strongest? Why?

## Task 1, Step 2, Activity 2: Making Connections (Guiding Prompt A)

<b>Survey Finding</b> <i>Something you learned about your students from your compiled student interest inventories</i>	<b>Learning Goal</b> <i>A learning goal students must achieve that could be supported or enhanced by the finding in column 1</i>	<b>Instructional Decision</b> <i>How you would apply this knowledge of students (column 1) to help students learn (column 2)</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

## Task 1, Step 2, Activity 2: Making Connections (Guiding Prompt B)

<p><b>Survey Finding</b>  <i>Something you learned about a student from a single student interest inventory</i></p>	<p><b>Learning Goal</b>  <i>A learning goal students must achieve that could be supported or enhanced by the finding (column 1)</i></p>	<p><b>Instructional Decision</b>  <i>How you would apply this knowledge (column 1) to help this student learn (column 2)</i></p>
a.	a.	a.
b.	b.	b.
c.	c.	c.

8. **Prepare to share.** Make copies of the blank survey you used to collate your students' survey responses, of the evaluation tool you used to analyze their interests and learning preferences, and of your completed Making Connections charts to share with your cooperating teacher, EPP instructor, and peers in the EPP seminar.
9. **Get feedback.** Share your findings and analysis with your cooperating teacher, EPP instructor, and peers, and elicit their feedback and insights about your choices for responding to the guiding prompts for Task 1, Step 2, Activity 2.

## The Cooperating Teacher

As a person who works in the same classroom context as the teacher candidate, you are in the best position to help him or her see the value of the survey findings, to offer feedback on his or her survey analysis, and to suggest options for responding to the guiding prompts. The teacher candidate's completed Making Connections charts should provide an effective way to communicate about options for responding to the guiding prompts, but you may want to provide that feedback after the student teacher engages in peer feedback on these items. After that point, the work may be in a more refined state. When you are ready, consider the options that follow.

- If you have not already done this, ask the student teacher to take you through his or her survey findings using the collated survey and the evaluation tool that he or she used to analyze students' interests and learning preferences. If you learn something new from the teacher candidate's findings and explanation, congratulations may be in order. Use questioning to encourage the teacher candidate to evaluate any findings you think he or she missed or misinterpreted. For select findings, ask the student teacher, "How do you see yourself using this information to support our students' learning?" Use follow-up questions to tease out deeper thinking about implementing these ideas.
- Ask the teacher candidate to use specific findings to plan adaptations for an upcoming learning activity. Discuss the potential value of the planned adaptations prior to and after implementing them. Ask the teacher candidate how the adaptations could be improved the next time.
- Review the teacher candidate's completed Making Connections charts. Use questioning to help the teacher candidate articulate a rationale for each potential set of options (for each finding, the student teacher should be able to explain how and why he or she would use a particular finding to help all students or one student reach a learning target). Questioning may also help prompt the teacher candidate to see ways to strengthen an option. To encourage a connection to deeper student learning, try making a thoughtful suggestion such as "I'd like to see you select a learning goal that \_\_\_\_."
- If you see strong potential in one of the options provided in the Making Connections charts or if one of the survey findings inspires you to think of a way to enrich and support your students' learning, consider helping the teacher candidate develop and implement this lesson. Depending on how strong the teacher candidate's skills are at this point, you may also choose to work together to cooperatively plan and co-teach the lesson. The more excitement these Task 1 opportunities generate, the more your students are likely to benefit.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

#### **Facilitating Peer Feedback on Teacher Candidates' Analysis of Their Student Interest Inventory**

#### **When: Before Teacher Candidates Respond to the Guiding Prompts for Task 1, Step 2, Activity 2**

The activities described below are intended for use in the sequence shown and should take about one class meeting to implement. Expect teacher candidates to spend about a third of a 50-minute meeting sharing their survey findings and analysis and to spend two-thirds of the meeting discussing their choices for responding to the guiding prompts. If after completing the sequence you think teacher candidates would benefit from additional peer feedback, simply pair them differently and repeat the activity during the next meeting.

- Direct teacher candidates to bring printouts of their collated survey responses, the evaluation tool they used to analyze their students' interests and learning preferences, and their completed Making Connections charts to this meeting.
- Group teacher candidates in pairs, and instruct partners to take turns sharing and discussing one another's survey findings and analyses using the collated surveys and evaluation tools. The listening partner should question the presenting partner to get a better grasp of the findings and should suggest one observation about the findings that the presenter did not mention.
- Focusing on one row of the Making Connections charts at a time, ask the teacher candidates to take turns sharing how and why they would use a given finding to help all students or one student reach a learning target. Listening partners may point to alternate findings that could be developed into options, and together both teacher candidates may then discuss the merits of doing so.
- Direct pairs to indicate to each other the options they are thinking of using to respond to the respective guiding prompts. Teacher candidates should justify their choices by explaining why they think they are the strongest options on the two charts for helping students reach a learning target. Teacher candidates should ask each other the following questions.
  - Do you agree that these options are strong choices for helping students achieve a learning goal? Are they the options you would choose? Why, or why not?
  - What is one way I might strengthen my arguments?
- Circulating during the meeting and offering probing questions may drive teacher candidates to think more deeply about each other's work. If you observe strong options for responding to the prompts, ask individual teacher candidates to share their thinking with the whole group.
- Since feedback only becomes formative when it is used to improve the original work, consider assigning the following questions for structured, at-home reflection.
  - What did I learn about my choices or thinking today that I was unaware of before?
  - How can I use what I learned to improve my survey analysis?
  - How can I use what I learned to strengthen my choices for responding to the prompts?

10. **Revise.** Make the feedback you received formative by rethinking your survey analysis and strengthening your options for responding to the guiding prompts for Task 1, Step 2, Activity 2. Finalize which options you will use for each prompt.

### **Guiding Prompts for Task 1, Step 2, Textbox 1.2.2**

- a) Based on the compilation of information from the whole-class inventory, provide one example of how this information would influence an instructional decision you make in your classroom.
- b) Select one completed student interest inventory from this class. Analyze how one item from this inventory can be used to promote his or her engagement and learning.

11. **Write.** Use the content and arguments you developed earlier to draft your responses to the guiding prompts for Task 1, Step 2, Activity 2. Stop when you are satisfied that each response clearly states the rationale you developed (in other words, when it explains how and why you would use a particular survey finding to help all students or one student reach a specific learning target).



If you are drafting your responses directly on the MoPTA system, make sure you enter your responses to both guiding prompts associated with Task 1, Step 2, Activity 2, in Textbox 1.2.2.

12. **Prepare to share.** Print two copies of your draft responses to the guiding prompts for Task 1, Step 2, Activity 2, and two copies of the completed student interest inventory you used to respond to Guiding Prompt B. One set of copies is for sharing with your EPP instructor and one set is for sharing with your peers in the EPP supervisory seminar. When it is time to share feedback with your peers, you should also have on hand the survey you used to collate your students' survey responses and the evaluation tool you used to analyze their interests and learning preferences. You or a partner in the EPP supervisory seminar may need to refer to these when discussing your draft responses.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

#### **Facilitating Peer Feedback and Teacher Candidate Reflection on the Guiding Prompts for Task 1, Step 2, Activity 2**

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 2**

A good time to facilitate formative feedback and self-reflection is when teacher candidates complete first drafts of their responses to the guiding prompts for Task 1, Step 2, Activity 2. This way, they can use this feedback to improve their drafts. The activities described below suggest a way to facilitate peer feedback and self-reflection on Task 1, Step 2, Activity 2. They are intended for use in the sequence shown and can take one or two class meetings to implement depending on your teacher candidates' needs.

- Direct teacher candidates to bring to this class meeting one copy of each of the following: (1) their draft responses to the guiding prompts for Task 1, Step 2, Activity 2, (2) the completed student interest inventory they used to respond to Guiding Prompt B, (3) the survey they used to collate their students' survey responses, and (4) the evaluation tool they used to analyze their students' interests and learning preferences. They should also bring a set of the annotated rubrics the class created at the beginning of Task 1, Step 2, Activity 2.
- Group the teacher candidates in pairs, and direct them to share their draft responses to the guiding prompts and the completed student interest inventory they used to respond to Guiding Prompt B. Give them time to read these. (The other documents that they were instructed to bring are only for reference during this activity.) For the first response, instruct the peer who is giving feedback to paraphrase the response of the peer who is receiving feedback by explaining how and why the writer would use a survey finding to help all students or one student reach a specific learning target. If the writer believes the paraphrasing is not accurate, the writer should clarify the response, and partners should briefly discuss how the response could communicate the writer's ideas more effectively (for example, by adding information from the other documents or strengthening the rationale). Afterward, partners should switch roles for this same prompt and then repeat the steps for the remaining prompt.
- If you think teacher candidates would benefit from additional peer feedback, have the teacher candidates repeat the step above with a different partner.
- When pairs finish, direct the teacher candidates to reflect individually on how to improve their responses. To structure the reflection, instruct the teacher candidates to review the annotated rubrics they brought to class. For each prompt, teacher candidates should use the corresponding annotated rubric to self-assess their response and identify at least one way to strengthen it. When teacher candidates finish doing this, they should reflect in writing on the following questions.

For each response, how does what I learned from the respective annotated rubric connect with the peer feedback I received?

How can I use what I learned from both sources to strengthen my responses to the guiding prompts for Task 1, Step 2, Activity 2?



## **The EPP Instructor**

### ***Providing Feedback on the Guiding Prompts for Task 1, Step 2, Activity 2***

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 2**

This critical juncture in the completion of MoPTA Task 1 presents another opportunity for you to provide teacher candidates with formative feedback on their first drafts so that they will have multiple sources of feedback and reflection to use to improve their drafts. The activities described below suggest a structured way to provide formative feedback and facilitate self-reflection on Task 1, Step 2, Activity 2. The activities are intended for use in the sequence shown, and your conferences with teacher candidates can occur during the class meetings in which peers are giving one another feedback.

- Direct teacher candidates to submit copies of their draft responses to the guiding prompts for Task 1, Step 2, Activity 2, and the completed student interest inventory they used to respond to Guiding Prompt B a few days in advance of this meeting.
- Before the meeting, mark each teacher candidate's drafts using a simple method, such as circling things you would like to see the teacher candidate strengthen or think about further. The objective of the "Circling Errors Strategy" is to motivate learners to determine on their own what needs to be improved. If you feel it would be helpful, you could also include a brief comment on the overall draft that is linked to the things you circled (known as the "Comment Only Strategy"). This way, the circles and the comment can work together to help focus the teacher candidates' thinking.
- While teacher candidates work in pairs on the peer activity presented on the previous page, you should confer with them individually. Explain to each teacher candidate how you provided feedback and what you expect them to do with this feedback. Because the peer activity is running concurrently, direct the teacher candidates to focus on your feedback for homework rather than during the seminar. Provide them with a printout of instructions to follow for revising their work, or tell them where to find such instructions on your Web site. Give the teacher candidates a chance to ask questions, to briefly report on their student-teaching experiences, and to schedule any additional conference time they may need with you.
- For a homework activity, teacher candidates should reflect on the feedback they received by responding to the following questions in writing.
  - Based on what you learned from your peers and from reflecting on the annotated rubrics for Task 1, Step 2, Activity 2, what potential improvements can be made to the circled areas of your drafts?
  - In what ways does the feedback received from all sources point to similar potential improvements?
  - How will you use the feedback you received and what you learned from reflecting on the annotated rubrics to strengthen your responses to the guiding prompts for Task 1, Step 2, Activity 2?

13. **Revise.** Make the feedback you received on your responses to the guiding prompts for Task 1, Step 2, Activity 2, formative by revising your responses. If your revisions are extensive, consider getting follow-up feedback from your EPP instructor.


## The Student Teacher

### *Tips for Strengthening Your Writing*

An important step in writing, regardless of the skill or experience of the writer, is reviewing the written work with an objective eye. Even professional writers sometimes forget to include information that readers need to know. MoPTA raters will evaluate your responses in Tasks 2–4 on the strength of your evidence, not on your writing. In fact, raters are trained to read your responses *supportively*, which means that they read responses with the expectation that they will earn a good score. Nonetheless, the following tips may help you improve the clarity of your written responses.

- Put your work aside for a day or two to distance yourself from the work and to cultivate objectivity.
- When you read with fresh eyes, think about the following questions.
  - Did you include all critical details?
  - Is more information, description, or analysis needed? Where?
  - Is something unclear? What?
  - Are stronger or more precise transitions needed? Where?
- Also reflect on the sequencing of what you say: does the order in which you explain things support clear understanding, or does it cause confusion in places?
- Always do a final read through that is focused on word choice, spelling, and grammar.

14. **Save.** When you are satisfied with your responses, mark and save the draft as final. When you complete Task 1, you will submit all your responses using the MoPTA Web site. Whether you enter the responses on the Web site now or later is up to you. If you think you will have time between now and the due date for Task 1 to revise your responses for Task 1, Step 2, Activity 2, with fresh eyes, you can do that as well.

 A checklist for submitting all of the associated MoPTA Task 1 documents is provided at the end of Part 2 of this handbook.

### **Task 1, Step 2, Activity 3**

**Task 1, Step 2, Activity 3** requires teacher candidates to develop a means of introducing themselves to students and their families and to respond to two guiding prompts that ask how the chosen method of introduction demonstrates the teacher candidate's awareness of demographic differences in the classroom and fosters interactive communication with students and their families.

#### **Guiding Prompts for Task 1, Step 2, Textbox 1.2.3**

- a) Describe how your introductory communication addresses your awareness of the demographic differences in the classroom.
- b) How does this form of communication foster interactive communication among you, your students, and their families?

### **The Student Teacher**

#### **Managing Task 1: The Best Approach for Task 1, Step 2, Activity 3**

There is one approach to completing Task 1, Step 2, Activity 3, that offers important advantages over all others:

- A. Develop a means of introducing yourself to your students and their families; then respond to the two guiding prompts.
  - Potential benefit: Developing a means of introduction before attempting to respond to the guiding prompts should put you in the best position to develop well-rounded responses.

To suit your schedule and work style, you can chunk this activity by first focusing on the means of introduction and then responding to each of the guiding prompts in turn. However, one thing to note is that the guiding prompts for Task 1, Step 2, Activity 3, do not depend on what you learn from *implementing* your form of introduction. Thus, if you find that the thinking and analysis involved in responding to the prompts point to ways you can improve the introduction, you can back up a step to make those changes and then return to the prompts when you finish.

## Task 1, Step 2, Activity 3 Rubrics

### Textbox 1.2.3 Communicating with Students and Families

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an <i>ineffective</i> introductory form of communication to students and families that <i>ineffectively</i> addresses demographic differences in the classroom.</p>	<p>The teacher candidate provides a <i>partial</i> introductory form of communication to students and families that <i>partially</i> addresses demographic differences in the classroom.</p>	<p>The teacher candidate provides an <i>appropriate</i> introductory form of communication to students and families that <i>appropriately</i> addresses demographic differences in the classroom.</p>	<p>The teacher candidate provides a <i>thoroughly connected</i> introductory form of communication to students and families that <i>thoroughly</i> addresses demographic differences in the classroom.</p>
<p>The teacher candidate provides an <i>ineffective</i> use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>	<p>The teacher candidate provides a <i>partial</i> use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>	<p>The teacher candidate provides an <i>effective</i> use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>	<p>The teacher candidate provides a <i>highly effective</i> use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>

## The EPP Instructor



### Peers Supporting Peers

Activities that engage teacher candidates in learning from one another

#### ***Facilitating Peer Discussion and Teacher Candidate Reflection on the Rubrics for Task 1, Step 2, Activity 3***

#### **When: Before Teacher Candidates Start Task 1, Step 2, Activity 3**

The activities described below are intended for use in the sequence shown but may be split across a few meetings. The activities are scaffolded to help teacher candidates apply their knowledge of the rubrics to the work they do in the classroom and on Task 1, Step 2, Activity 3. Each time teacher candidates repeat this activity, the gap between imagined and actual characteristics should narrow.

- Give teacher candidates a few minutes to review Task 1, Step 2, Activity 3. Allow the class to review the crosswalk chart prepared earlier that shows which teacher standards Task 1, Step 2, Activity 3 addresses (the chart should be labeled “Task 1, Step 2, Activity 3”). Ask them to reflect on the importance of Step 2, Activity 3: “Why does this level of preparation matter with respect to your particular student-teaching assignment?”
- Distribute printouts of the rubrics for Task 1, Step 2, Activity 3, with room for annotations (**see Appendix C**). Encourage teacher candidates to focus on using the rubrics to develop strong responses to the guiding prompts (and thus encourage them to connect more strongly with their assigned students) rather than on earning desired scores. Divide teacher candidates into groups and assign one of the two rubrics for the activity to each group. Direct group members to examine how language changes across the score points of the rubric, to imagine the characteristics of work at each level, and to record their thoughts on the rubric under the heading for imagined qualities.
- Circulate a set of exemplars of responses to Task 1, Step 2, Activity 3, among the groups. Ask group members to focus on the portion of each exemplar that pertains to their rubric, and provide time for them to read the exemplars. Direct the groups to analyze the exemplars and pinpoint why each was assigned the scores it received. Tell the teacher candidates to note specifics in each response that illustrate the score-point language (for example, “ineffective,” “partial,” “appropriate,” “thoroughly connected”) and to record their findings on the rubric under the heading for actual qualities. Allow group members to report out by describing the quality of evidence and reflection that support each score point of their rubric. Invite them to share how what they imagined a response of a certain score might look like compares with what an exemplar of that score actually looks like. After class, provide all teacher candidates with a full set of annotated rubrics.
- Facilitate a whole-class discussion using the following questions: What do level-4 responses do that level-3 responses do not? What evidence is included or excluded at each level? How does the quality of the evidence differ? What other differences do you observe? How might these differences translate into impacts on teaching and student learning? (Repeat these questions for level 3 versus level 2 and for level 2 versus level 1.)

- Working individually, teacher candidates should brainstorm qualities of an introduction that students' families might find welcoming and inviting. Ask the teacher candidates to reflect on how each idea shows awareness of the classroom demographics or fosters interactive communication.

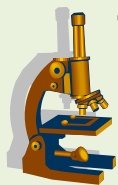
### **Directions for Task 1, Step 2, Activity 3**

The following directions are taken from the Task 1 requirements but are broken into smaller steps in the guidance that follows.

#### **Activity: Introduction to Your Students and Their Families**

Based on the demographics of your classroom and knowledge of families and community, construct one form of communication that introduces you to your students and their families. This form of communication could be, but is not limited to, the use of a Web site, e-mail, school function/activity, or a letter.

1. **Brainstorm.** Print the Brainstorming Content for My Introduction chart that follows (or set up similar columns on paper, in a notebook, or in a word-processing document) to brainstorm content for your introduction. State what you want to share in column 1, and explain why you want to share it in column 2. Put a check in the A column if an item reflects an audience consideration, and put a check in the P column if it reflects your purpose.



### **The Student Teacher**

#### ***Focusing Your Thinking***

Before you begin, give some thought to three important considerations related to crafting an introduction: audience, purpose, and length. Thinking about all of these things can help you approach your introduction purposefully.

When Guiding Prompt A asks how your introduction addresses “your awareness of the demographic differences in the classroom,” it is pointing to the audience for your message—your students’ families. What do you know about this potentially diverse audience? Review what you learned about them in Task 1, Step 1. To go deeper, you may question your cooperating teacher and/or your students’ former teachers. Audience awareness plays a role in what you say in your introduction and in your selection of a method for making the introduction.

When Guiding Prompt B asks how your introduction “fosters interactive communication among you, your students, and their families,” it is alluding to your purpose—which is to establish ongoing three-way information sharing in support of your students. This relates to your grasp of the role of family involvement in student learning. How can families support learners at home? What should they know about the curriculum? How can they act as resources in the classroom? What role do students play in this communication? The first step is to establish a form of communication that helps you function as a team.

An additional consideration is that an introduction is by definition brief. To achieve your purpose, you must state your purpose concisely in terms that are designed to engage your audience. For MoPTA purposes, your introduction cannot exceed one page in length.



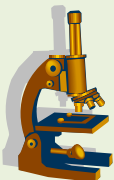
#### ***Teacher Candidate Tip***

A good understanding of the curriculum and learning goals can help with this activity.

## Task 1, Step 2, Activity 3: Brainstorming Content for My Introduction

What I Want to Share	Why I Want to Share It	A	P

2. **Explore.** It is important to choose a medium for your introduction *before* you craft your message because your choice of format will impact how you put your message together. Print the chart that follows (or set up similar columns on paper, in a notebook, or in a word-processing document) to explore different forms of communicating with families. List an available option in column 1 and then explore the pros and cons of using that form in columns 2 and 3.



## **The Student Teacher**

### ***Focusing Your Thinking***

As the Task 1, Step 2, Activity 3, instructions suggest, we live in an era that for many of us places a wide range of communication choices at our fingertips. Here are some examples of options for introducing yourself to students' families.

- A printed letter that is delivered by each student or by mail carrier
- A letter that is delivered by e-mail
- A guest post on your cooperating teacher's Web site or blog
- A guest article in your cooperating teacher's printed or electronic newsletter
- A short video posted on your cooperating teacher's Web site or blog
- A short audio message posted on your cooperating teacher's Web site or blog
- A brief presentation delivered at back-to-school night or at another school or classroom event

Many certified teachers take advantage of multiple forms of communication because doing so helps them reach a larger portion of their audience. In addition, schools often introduce new teachers to the community using district press releases, newsletters, Web sites, LISTSERV® notices, and Facebook® pages.

For purposes of the MoPTA, your medium and your message must be appropriate in terms of your audience—students' families. The forms you suggest that families use for communicating with you should also be appropriate in terms of those families. These qualities of your introduction will serve as evidence that you know how to (a) tailor your communication to the needs of a specific audience and (b) elicit three-way communication in support of your students. Your investment in these considerations should also prepare you for drafting written responses to the two guiding prompts for Task 1, Step 3, Activity 3.



### ***Teacher Candidate Tip***

Choosing a form of communication is a matter of considering your audience. To put it simply, if you do not deliver your message in a way that is comfortable for your audience, your message may not be received. And if it is not received, your attempt to engage families in mutual support of your students could fall flat. As you explore possible forms of communication using the chart that follows, focus your pros and cons on the advantages and disadvantages each choice poses for your students' families.



## Task 1, Step 2, Activity 3, Evaluation Tool: Forms of Communication

For Your Introduction

Form	Pros	Cons

For Families to Communicate with You

Form	Pros	Cons

3. **Get feedback.** Share your completed brainstorming chart and evaluation tool with your cooperating teacher, EPP instructor, and peers in the EPP seminar, and elicit their feedback on the choices you are considering for both the content and the forms of communication.

## The Cooperating Teacher

You may be able to help the teacher candidate by doing the following.

- Sharing district and school policies for communicating with students' families
- Introducing the student teacher to any communication tools that are embedded in the district's student-information system
- Explaining your strategies for communicating with families and describing when that communication is most effective and essential
- Sharing examples of how your students benefit from your communication with their families
- Helping the teacher candidate understand how your students' families prefer to communicate and what they value about school and classroom communications
- Creating opportunities for the student teacher to communicate with students' families
- Helping the teacher candidate achieve a tone in his or her communication with families that is sensitive and respectful
- Helping the teacher candidate understand how communication that is too frequent, too complicated, or too trivial can negatively impact ongoing dialogue with families
- Pointing out any families with whom you have had difficulty establishing communication and strategizing together about how to address this situation
- Introducing the student teacher to school personnel who are available or willing to help teachers communicate with families by acting as translators
- Helping the teacher candidate design student learning activities, questions, and assignments that are sensitive to family composition as well as cultural and ethnic diversity
- Asking high-level questions that deepen the teacher candidate's thinking and reflection about how to communicate with families to support students' learning needs
  - What could (student name)'s parents or guardians do at home to help with \_\_\_?
  - At what point would you alert (student name)'s parents or guardians to the fact that (he or she) is struggling with \_\_\_? How would you approach this subject?
  - How could we involve (student name)'s parents or guardians in a classroom activity to help (student name) understand how important (his or her) learning is?
  - How can we involve *students* in our communications with families (for example, student letters home or family conferences) to emphasize how important the students' individual decisions, actions, and thinking are to their learning?
  - Helping the teacher candidate manage time and stay on schedule



## Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### **Facilitating Peer Feedback on the Potential Content and Delivery of Their Introductions**

#### **When: Before Teacher Candidates Craft Their Introductions to Students' Families**

You can use teacher candidates' completed brainstorming charts and evaluation tools to facilitate informal peer feedback on their tentative plans for introducing themselves to students' families. Pair teacher candidates, and direct them to share and discuss their charts and their thinking to help each other zero in on appropriate content and formats. Encourage the teacher candidates to share and discuss any feedback provided by their cooperating teachers. A key focus of teacher candidates' decision making should be their purpose for communicating (that is, **to encourage ongoing interactive communication with students and their families**) and the need to engage a specific audience by showing awareness of demographic differences in the classroom.

As teacher candidates refine their planning, you can review their charts to (a) informally assess their initial progress toward Task 1, Step 2, Activity 3, and (b) make recommendations to individual teacher candidates. If while monitoring their discussions you observe teacher candidates who are approaching the task innovatively, invite them to share their ideas and thinking with the whole group.

4. **Revise.** Make the feedback you received formative by rethinking the content you plan to include in your introduction, the form you will use to make the introduction, and the forms you will suggest families use to communicate with you. As you make changes, the questions that follow may help you stay focused on your audience and your purpose.
  - How does the content I plan to include encourage ongoing three-way communication with my students and their families?
  - In what ways is this content sensitive to demographic differences in my classroom?
  - How does my planned form of communicating encourage ongoing three-way communication with my students and their families?
  - In what ways is this choice sensitive to demographic differences in my classroom?
5. **Write.** Use the content you brainstormed, evaluated, and revised to draft your introduction. Stop when you are satisfied that it achieves your purpose (e.g., fosters ongoing, interactive communication with your students and their families to support students' learning) in terms that are sensitive to your audience (e.g., show your awareness of demographic differences in the classroom).



### **Teacher Candidate Tip**

If ideas about other ways to engage students' families start to form as you draft your introduction, save them in a notebook, word-processing document, or note-taking application to use later, but do not let them complicate your message. Keep your focus on your current writing and its audience, purpose, and length.

6. **Reflect and plan.** The thinking you did about purpose and audience while crafting your introduction should serve you well as you plan how to respond to the two guiding prompts for Task 1, Step 2, Activity 3. This activity can help you plan your responses.



## The Student Teacher

### *An Opportunity for Reflection*

Before you develop your responses to Task 1, Step 2, Activity 3, look closely at the language and requirements of the two guiding prompts.

#### **Guiding Prompt A**

- Describe how your introductory communication addresses *your awareness* of the *demographic differences in the classroom*.

To paraphrase with a focus on the italicized words, Guiding Prompt A requires you to select a choice you made when crafting your introduction that shows that *you understand* the importance of connecting sensitively with your audience—students' families. The statement implies that *doing this matters*, and provides an opportunity for you to say why. At issue is your understanding of how sensitivity to these demographics can enhance communication with families and, ultimately, student learning.

#### **Guiding Prompt B**

- How does this form of communication foster interactive communication among you, your students and their families?

Guiding Prompt B asks you to explain how your introduction achieves your purpose—that is, how it encourages ongoing three-way communication with students and their families. Like Guiding Prompt A, Guiding Prompt B offers you the chance to show something you know about engaging families in support of student learning. At issue is how your knowledge of students can influence what you say to invite information sharing, the medium you use to make this introduction, and the forms you suggest families use to communicate with you in return. Also relevant is why this communication matters in terms of student learning. In contrast to Guiding Prompt A, Guiding Prompt B does not limit you to one example.

Print the two charts that follow in this handbook to explore different options for responding to the guiding prompts (the charts will also serve as a device for eliciting feedback on your thinking). For the knowledge of students you enter in column 1, say how you applied that understanding in column 2. In column 3, explain why. To weigh the merits of the options for each prompt, reflect on the following questions.

- For Guiding Prompt A, how effectively does each option illustrate your awareness of the role of demographics in your communications with families and, ultimately, in student learning? Which option is strongest? Why?
- For Guiding Prompt B, how effectively does each option illustrate your grasp of ways to foster ongoing three-way communication with students' families in support of student learning? Which option is strongest? Why?

## Task 1, Step 2, Activity 3: Making Connections (Guiding Prompt A)

<b>Knowledge of Students</b> <i>Something you know about demographic differences in the classroom that you took into account when crafting your introduction</i>	<b>Your Introduction</b> <i>How you applied what you know (column 1) about these classroom demographics when crafting your introduction</i>	<b>Rationale</b> <i>Why applying this knowledge (column 1) this way (column 2) matters and how it should enhance communication and student learning</i>
a.	a.	a.
b.	b.	b.
c.	c.	c.

## Task 1, Step 2, Activity 3: Making Connections (Guiding Prompt B)

<p><b>Knowledge of Students</b>  <i>What you know about students' families that influenced how you initiated ongoing three-way communication with them</i></p>	<p><b>Your Introduction</b>  <i>How you applied what you know (column 1) when crafting your introduction to foster this communication (describe all ways that apply)</i></p>	<p><b>Rationale</b>  <i>Why applying this knowledge (column 1) this way (column 2) matters and how it should enhance communication and student learning</i></p>
a.	a.	a.
b.	b.	b.
c.	c.	c.

7. **Prepare to share.** Print your draft introduction and your completed Making Connections charts to share with your cooperating teacher, EPP instructor, and peers in the EPP seminar.
8. **Get feedback.** Share your draft introduction and your completed charts with your cooperating teacher, EPP instructor, and peers, and elicit their feedback and insights on your choices for responding to the guiding prompts for Task 1, Step 2, Activity 3.

## The Cooperating Teacher

As a person who works in the same classroom context as the teacher candidate, you are in the best position to help your student teacher see the value of ongoing three-way communication that is sensitive to students' families, to offer feedback on his or her draft introduction, and to suggest options for responding to the guiding prompts. The teacher candidate's completed Making Connections charts should provide an effective way to communicate about options for responding to the guiding prompts, but you may want to provide that feedback after the student teacher engages in peer feedback. After that point, the work may be in a more refined state. When you are ready, consider the options that follow.

- Allow the teacher candidate to walk you through the draft introduction by explaining what he or she knows about students' families that influenced the content, the method intended for making the introduction, and the forms used to invite families to share information. State what you appreciate about the introduction as well as suggestions for strengthening it. Is the tone professional? Is the introduction respectful of family demographics? How effective are the teacher candidate's choices for fostering ongoing three-way communication? Use questioning to determine if the teacher candidate did not consider any classroom demographics.
- Review the teacher candidate's completed Making Connections charts and use questioning to help the teacher candidate articulate a rationale for each set of options. For Guiding Prompt A, the student teacher should be able to explain how each option illustrates his or her awareness of the role of classroom demographics in communicating with families and, ultimately, in student learning. For Guiding Prompt B, the teacher candidate should be able to say how each option will foster ongoing three-way communication with families in support of student learning. Questioning may also help prompt the teacher candidate to see ways to strengthen an option and/or the introduction itself.
- As you and the student teacher discuss the Making Connections charts, consider whether the introduction clearly delivers the benefits that the teacher candidate sees. If you do not agree that the evidence is as strong as the teacher candidate thinks, you may be able to point to ways to strengthen it and thus strengthen the connection between the evidence and each rationale.
- Consider supporting the teacher candidate's learning about the roles families play in student learning by encouraging him or her to help develop and implement a learning activity that involves families. Depending on how strong the teacher candidate's skills are at this point, you may instead work together with the teacher candidate to cooperatively plan and co-teach this lesson. Seeing the impact of family involvement on student learning firsthand may better prepare the teacher candidate for involving families in the learning of future students.

## The EPP Instructor



### Peers Supporting Peers

Activities that engage teacher candidates in learning from one another

#### ***Facilitating Peer Feedback on Teacher Candidates' Introductions and Planned Responses***

#### **When: Before Teacher Candidates Respond to the Guiding Prompts for Task 1, Step 2, Activity 3**

The activities described below are intended for use in the sequence shown and should take about one class meeting to implement. Expect teacher candidates to spend about a third of a 50-minute meeting sharing their introductions, and about two-thirds of the meeting discussing their choices for responding to the guiding prompts. If after completing the sequence you think teacher candidates would benefit from additional peer feedback, have them repeat the activity with a different partner during the next meeting.

- Direct teacher candidates to bring printouts of their introductions and their completed Making Connections charts to this meeting.
- Group teacher candidates in pairs and instruct pairs to take turns sharing and discussing their introductions and planned forms of communication. The listening partner can question the presenting partner to get a better grasp of the intent behind the introduction and the choice of form. To make feedback manageable, suggest that peers use the “Two Stars and a Wish Strategy” to offer two things their partner did well and one thing their partner could improve.
- Focusing on one row of the Making Connections charts at a time, teacher candidates should take turns sharing how and why they believe each option is a good choice for responding to the guiding prompt. If necessary, listening partners can use questioning to help presenting partners clarify how their rationales connect with the evidence in their introductions.
- Direct the teacher candidates to indicate to each other the option they plan to use to respond to each prompt. Presenters should justify their choices by explaining why they think each one most strongly illustrates (a) their awareness of the role of demographics in communicating with families and ultimately student learning and (b) their ability to foster interactive communication with students and families in support of student learning. For each response, teacher candidates should ask the following questions.
  - Do you agree that this is a strong choice? Is it the option you would choose? Why, or why not?
  - What is one way I might strengthen my rationale?
- Circulating during the meeting and offering probing questions may drive teacher candidates to think more deeply about each other’s work. If you observe strong introductions or planned responses, ask individual teacher candidates to share their thinking with the whole group.
- Since feedback only becomes formative when it is used to improve the original work, consider assigning the following questions for structured, at-home reflection.
  - What did I learn about my choices or thinking today that I was unaware of before?
  - How can I use what I learned to strengthen my introduction and my choices for responding to the two guiding prompts?



9. **Revise.** Make the feedback you received formative by revising your introduction and strengthening your options for responding to the guiding prompts for Task 1, Step 2, Activity 3. Finalize which option you will use for each prompt.



### **Teacher Candidate Tip**

As you revise your introduction, keep the adage about the importance of first impressions in mind. How well does your introduction convey your intent? Could any language be misread or misinterpreted by someone with a different cultural perspective? How effectively does your introduction address demographic differences in your classroom? How well does it foster ongoing three-way communication with your students and their families? Finally, for purposes of Task 1 of the MoPTA, does it provide strong evidence that supports the rationales you planned for your responses to the guiding prompts?

### **Task 1, Step 2, Textbox 1.2.3 Guiding Prompts**

- a) Describe how your introductory communication addresses your awareness of demographic differences in the classroom.
  - b) How does this form of communication foster interactive communication among you, your students, and their families?
10. **Write.** Use the content and arguments you developed earlier to draft your responses to the guiding prompts for Task 1, Step 2, Activity 3. Stop when you are satisfied that each response clearly states the rationale you developed. For Guiding Prompt A, your response should illustrate your awareness of the role of demographics in your communications with families and, ultimately, its role in student learning. For Guiding Prompt B, your response should convey your grasp of ways to foster ongoing three-way communication with students and their families to support student learning.



If you are drafting your responses directly on the MoPTA system, make sure you enter your responses to both guiding prompts associated with Task 1, Step 2, Activity 3, in Textbox 1.2.3.

11. **Prepare to share.** Print two copies of your revised introduction and two copies of your draft responses to the guiding prompts for Task 1, Step 2, Activity 3. One set of copies is for sharing with your EPP instructor and one set is for sharing with your peers in the EPP supervisory seminar.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

### **Facilitating Peer Feedback and Teacher Candidate Reflection on the Guiding Prompts for Task 1, Step 2, Activity 3**

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 3**

A good time to facilitate formative feedback and self-reflection is when teacher candidates complete first drafts of their responses to the guiding prompts for Task 1, Step 2, Activity 3. They can use this feedback to improve their drafts. The activities described below suggest a way to facilitate peer feedback and self-reflection on Task 1, Step 2, Activity 3. The activities are intended for use in the sequence shown and can take one or two class meetings to implement, depending on your teacher candidates' needs.

- Direct teacher candidates to bring to this class meeting one copy of each of the following: (1) their revised introductions, (2) their draft responses to the guiding prompts for Task 1, Step 2, Activity 3; and (3) a set of the annotated rubrics the class created at the beginning of Task 1, Step 2, Activity 3.
- Group teacher candidates in pairs and direct them to share their draft responses to the guiding prompts. Give them time to read these. (Since teacher candidates already shared feedback on their introductions, these should serve only as a reference during the activity.) For the first response, instruct the peer who is giving feedback to paraphrase the response of the peer who is receiving feedback by explaining how the introduction illustrates either awareness of the role of demographics in communicating with families and ultimately student learning, or how the introduction demonstrates the ability to foster interactive communication with students and their families in support of student learning (depending on the prompt). If the writer believes the paraphrasing is not accurate, the writer should clarify the response, and partners should briefly discuss how the response could communicate the writer's ideas more effectively. Afterward, partners should switch roles for this same prompt and then repeat the steps for the remaining prompt.
- If you think teacher candidates would benefit from additional peer feedback, repeat the step described above with different pairings.
- When pairs finish, direct them to reflect individually on how to improve their responses. To structure the reflection, instruct them to review the annotated rubrics they brought to class. For each prompt, teacher candidates should use the corresponding annotated rubric to self-assess their response and identify at least one way to strengthen it. When teacher candidates finish doing this, they should reflect in writing on the following questions.
  - For each response, how does what I learned from the respective annotated rubric connect with the peer feedback I received?
  - How can I use what I learned from both sources to strengthen my responses to the guiding prompts for Task 1, Step 2, Activity 3?

## **The EPP Instructor**

*Providing Feedback on the Guiding Prompts for Task 1, Step 2, Activity 3*

**When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 3**

This critical juncture in the completion of Task 1 of the MoPTA presents another opportunity for you to provide teacher candidates with formative feedback on their work so that they will have multiple sources of feedback and reflection to use to improve their drafts. The activities described below suggest a structured way to provide formative feedback and facilitate self-reflection on Task 1, Step 2, Activity 3. The activities are intended for use in the sequence shown, and your conferences with teacher candidates can take place during the class meetings in which peers are giving one another feedback.

- Direct teacher candidates to submit copies of their revised introductions and draft responses to the guiding prompts for Task 1, Step 2, Activity 3, a few days in advance of the meeting.
- Before the meeting, mark each teacher candidate's drafts using a simple method, such as circling things you would like to see the teacher candidate strengthen in the draft or think about further. The objective of the "Circling Errors Strategy" is to motivate learners to determine on their own what needs to be improved. If you feel it would be helpful, you could also include a brief comment on the introduction or on the draft responses that is linked to the things you circled (known as the "Comment Only Strategy"). This way, the circles and comment can work together to help focus teacher candidates' thinking.
- While teacher candidates work in pairs on the peer activity presented on the previous page, confer with them individually. Explain to each teacher candidate how you provided feedback and what you expect him or her to do with this feedback. Because the peer activity will be running concurrently, direct the teacher candidates to focus on your feedback for homework rather than during the seminar. Provide the teacher candidates with a printout of instructions to follow for revising their work, or tell them where to find such instructions on your Web site. Give the teacher candidates a chance to ask questions, to briefly report on their student-teaching experiences, and to schedule any additional conference time they may need with you.
- For a homework activity, teacher candidates should reflect on the feedback they received by responding to the following questions in writing.
  - Based on what you learned from your peers and from reflecting on the annotated rubrics for Task 1, Step 2, Activity 3, what potential improvements can you make to the circled areas on your drafts?
  - In what ways does the feedback you received from all sources point to similar potential improvements?
  - How will you use the feedback you received and what you learned from reflecting on the annotated rubrics to strengthen your introduction and your responses to the guiding prompts for Task 1, Step 2, Activity 3?

12. **Revise.** Make the feedback you received on your responses to the guiding prompts for Task 1, Step 2, Activity 3 formative by revising your responses. Also strengthen your introduction based on your EPP instructor's feedback. As you make changes to both your introduction and your responses, remember to consider the connection between these two documents. Your introduction should stand as evidence of what you say in your written commentary. If your revisions are extensive, consider getting follow-up feedback from your EPP instructor.


## The Student Teacher

### *Tips for Strengthening Your Writing*

An important step in writing, regardless of the skill or experience of the writer, is reviewing the written work with an objective eye. Even professional writers sometimes forget to include information that readers need to know. MoPTA raters will evaluate your responses for Tasks 2–4 on the strength of your evidence, not on your writing. In fact, they are trained to read your responses *supportively*, which means they read responses with the expectation that they will earn a good score. Nonetheless, the following tips may help you improve the clarity of your written responses.

- Put your work aside for a day or two to distance yourself from the work and to cultivate objectivity.
- When you read with fresh eyes, think about the following questions.
  - Did you include all critical details?
  - Is more information, description, or analysis needed? Where?
  - Is something unclear? What?
  - Are stronger or more precise transitions needed? Where?
- Also reflect on the sequencing of what you say: does the order in which you explain things support clear understanding, or does it cause confusion in places?
- Always do a final read through that is focused on word choice, spelling, and grammar.

13. **Save.** When you are satisfied with your responses, mark and save the draft as final. When you complete Task 1, you will submit all your responses using the MoPTA Web site. Whether you enter the responses on the Web site now or later is up to you. If you think you will have time between now and the due date for Task 1 to revise your responses for Task 1, Step 2, Activity 3, with fresh eyes, you can do that as well.

 A checklist for submitting all of the associated MoPTA Task 1 documents is provided at the end of Part 2 of this handbook.

## **Task 1, Step 2, Activity 4**

**Task 1, Step 2, Activity 4** requires teacher candidates to investigate the rules and procedures that apply to their student-teaching contexts and to respond to two guiding prompts by analyzing the implications of those rules and procedures for facilitating instruction, enhancing student learning, or impacting the learning environment.

### **Guiding Prompts for Task 1, Step 2, Textbox 1.2.4**

- a) Describe one example of a *classroom rule or procedure*. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, **or** impacting the learning environment.
- b) Describe one example of a *technology rule or procedure*. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, **or** impacting the learning environment.

## **The Student Teacher**

### **Managing Task 1: Choose How to Approach Task 1, Step 2, Activity 4**

Choose an approach to Task 1, Step 2, Activity 4 that makes sense based on your schedule and work style:

- A. Learn about both categories of rules and procedures that apply to your student-teaching context (the classroom or technology); then respond to the two guiding prompts in turn.
  - Potential benefit: This approach may help you understand how different types of rules or procedures work together to facilitate instruction, enhance student learning, or impact the learning environment before you respond to the guiding prompts.
- B. Learn about one category of rules and procedures that applies to your student-teaching context (the classroom or technology); then respond to the guiding prompt that applies to that category. Repeat for the remaining category and prompt.
  - Potential benefit: This approach may help you maintain focus if your schedule only allows short bursts of time to work.

## Rubrics for Task 1, Step 2, Activity 4

### Textbox 1.2.4 Rules and Procedures

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides minimal description of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The teacher candidate provides minimal description of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p>	<p>The teacher candidate provides a vague description of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The teacher candidate provides a vague description of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p>	<p>The teacher candidate provides a targeted explanation of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The teacher candidate provides an effective explanation of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p>	<p>The teacher candidate provides an insightful explanation of the effects of a classroom rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p> <p>The teacher candidate provides an insightful explanation of the effects of a technology rule or procedure for facilitating instruction, enhancing student learning, or impacting the learning environment.</p>

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

#### **Facilitating Peer Discussion and Teacher Candidate Reflection on the Rubrics for Task 1, Step 2, Activity 4**

##### **When: Before Teacher Candidates Start Task 1, Step 2, Activity 4**

The activities described below are intended for use in the sequence shown but may be split across a few meetings. The activities are scaffolded to help teacher candidates apply their knowledge of the rubrics to the work they do in the classroom and on Task 1, Step 2, Activity 4. Each time teacher candidates repeat this activity, the gap between imagined and actual characteristics should narrow.

- Give teacher candidates a few minutes to review Task 1, Step 2, Activity 4. Allow the class to review the crosswalk chart prepared earlier that shows which teacher standards Task 1, Step 2, Activity 4, addresses (the chart should be labeled “Task 1, Step 2, Activity 4”). Ask them to reflect on the importance of Step 2, Activity 4: “Why does this level of preparation matter with respect to your particular student-teaching assignment?”
- Distribute printouts of the rubrics for Task 1, Step 2, Activity 4, with room for annotations (**see Appendix C**). Encourage teacher candidates to focus on using the rubrics to develop strong responses to the guiding prompts (and thus to connect more strongly with their assigned students) rather than on earning desired scores. Divide teacher candidates into groups and assign one of the two rubrics for this activity to each group. Direct groups to examine how language changes across the score points of the rubric, to imagine the characteristics of work at each level, and to record their thoughts about the rubric under the heading for imagined qualities.
- Circulate a set of exemplars of responses for Task 1, Step 2, Activity 4, among the groups. Ask group members to focus on the portion of each exemplar that pertains to their rubric, and provide time for them to read the exemplars. Direct group members to analyze the exemplars and pinpoint why each was assigned the score it received. Tell the teacher candidates to note specifics in each response that illustrate the score-point language (for example, “minimal,” “vague,” “effective,” “insightful”) and to record their findings on the rubric under the heading for actual qualities. Allow group members to report out by describing the quality of evidence and reflection that support each score point of their rubric. Invite them to share how what they imagined a response of a certain score might look like compares with what an exemplar of that score actually looks like. After class, provide all teacher candidates with a full set of annotated rubrics.
- Facilitate a whole-class discussion using the following questions: What do level-4 responses do that level-3 responses do not? What evidence is included or excluded at each level? How does the quality of the evidence differ? What other differences do you observe? How might these differences translate into impacts on teaching and on student learning? (Repeat these questions for level 3 versus level 2 and for level 2 versus level 1.)
- Working individually, teacher candidates should brainstorm rules and procedures they think are important in their student-teaching context. Ask them to reflect on how they see each of these facilitating instruction, enhancing student learning, or impacting the learning environment.

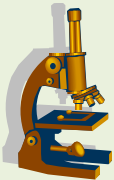
### **Directions for Task 1, Step 2, Activity 4**

The following directions are taken from the Task 1 requirements but are broken into smaller steps in the guidance that follows. This guidance takes approach A, described earlier, but teacher candidates can complete the steps twice if they prefer to focus on one set of rules at a time.

#### **Activity: Rules and Procedures**

Access and review the rules and procedures for the classroom to which you are assigned.

1. **Locate.** Consult with your cooperating teacher to locate the classroom rules and procedures for (a) the classroom and (b) technology.
2. **Learn.** Review the classroom rules and procedures for (a) the classroom and (b) technology.



## **The Student Teacher**

### ***Focusing Your Thinking***

Before you review the rules and procedures that govern your student-teaching classroom, focus for a moment on the requirements of the two guiding prompts for Task 1, Step 2, Activity 4. While the individual prompts both address different categories of rules and procedures—Guiding Prompt A addresses rules and procedures for the classroom, and Guiding Prompt B addresses rules and procedures for technology—the language of the prompts is essentially the same:

- Describe *one example* of a \_\_\_\_\_ rule or procedure. Analyze the *implications* of this rule or procedure for *facilitating instruction, enhancing student learning, or impacting the learning environment*.

Both guiding prompts require you to focus on just *one example* from each category, but some rules and procedures have more powerful implications for instruction, student learning, and the learning environment than others do. In order to develop a meaningful response to the prompts, you will first have to think about the potential *implications* various rules and procedures pose for *facilitating instruction, enhancing student learning, and impacting the learning environment*. Reflection and feedback about these can help you choose a rule to focus on within each category.



### **Teacher Candidate Tip**

Learning about classroom and technology rules and procedures while completing this activity should serve you well during your clinical experience. Having a strong handle on classroom rules and procedures can help you drive student learning to deeper levels. While some very simple rules and procedures may appear trivial at first glance, you may learn that they have the power to promote student thinking, learning, and sharing. It is up to you to deduce how each rule and procedure functions in your context.





3. **Explore.** Print the two charts that follow in this handbook to explore the implications of various rules and procedures for classroom learning and to decide which support relevant responses to the guiding prompts (the charts will also serve as a device for eliciting feedback on your thinking). For each rule or procedure you enter in column 1, list in column 2 any implications that the rule or the procedure has for instruction, student learning, or the learning environment. In column 3, expand on why the rule or procedure has those implications, and describe why the implications matter.



### **Teacher Candidate Tip**

As you complete the Making Connections charts, keep in mind that rules and procedures can have positive *or* negative implications. The prompt does not ask you to focus your thinking in one direction or the other, and you are not required to offer examples of both. The choice is yours. Some key words may help you analyze these implications. In your assignment, you may see rules and procedures that have positive implications for student learning: they may support, enrich, encourage, and enhance student learning, for example. You may see other rules and procedures that bring about positive ends by forestalling negative outcomes: they may prevent certain actions or protect and ensure a safe learning environment, for example. While rules and procedures are not *designed* to have negative implications, they may inadvertently produce these by conflicting with other rules and procedures, by relieving students of responsibility for their thinking, or by creating confusion, for instance. As you choose which implications to discuss, do not look specifically for implications that are desirable or undesirable. A good focus for this activity is to explore all implications for student learning, whether positive or negative, and then to decide which matter most.



### **Teacher Candidate Tip**

As you complete the Making Connections charts, note that you must focus on just one rule or procedure in both of your responses to the guiding prompts. The prompts do not limit you, however, to one implication or even to one category of implications. List as many implications as you can—just be sure to state whether each example impacts instruction, student learning, or the learning environment, and describe how these impacts come about and why they matter.



### **Teacher Candidate Tip**

If you wish, you can invite your cooperating teacher to give you input on which rules and procedures to explore in the Making Connections charts. For example, you might share how you think a rule or procedure functions in the classroom and then elicit the cooperating teacher's thoughts on the subject. You can even ask the cooperating teacher to tell you what rules or procedures he or she thinks are the most important in each category. After exploring these suggestions, however, be sure to analyze the implications of all other rules and procedures as well—both out of respect for your own thinking and to deepen your understanding about how rules and procedures can promote student learning.

## Task 1, Step 2, Activity 4: Making Connections (Guiding Prompt A)

<b>Classroom Rule or Procedure</b>	<b>Implications</b> Note whether the implications are for Instruction (I), Student Learning (SL), or the Learning Environment (LE), and say how the rule or procedure causes each impact.	<b>Rationale</b> List reasons why the implications you identified (column 2) for this rule or procedure (column 1) ultimately matter to student learning.

## Task 1, Step 2, Activity 4: Making Connections (Guiding Prompt B)

<p><b>Technology Rule or Procedure</b></p>	<p><b>Implications</b> Note whether the implications are for Instruction (I), Student Learning (SL), or the Learning Environment (LE), and say how the rule or procedure causes each impact.</p>	<p><b>Rationale</b> List reasons why the implications you identified (column 2) for this rule or procedure (column 1) ultimately matter to student learning.</p>

## The Cooperating Teacher

*You may be able to help the teacher candidate by doing the following.*

- Pointing to rules and procedures that you use to support your students' learning, and explaining why you use them
- Helping the teacher candidate assess which rules and procedures contribute most effectively to a classroom culture of learning and sharing
- Helping the teacher candidate understand why some rules and procedures matter more than others do (based on the curriculum or the developmental needs and interests of the students in this learning environment)
- Sharing examples of both positive and negative impacts of rules and procedures that you observe during classroom activities
- Pointing to situations where additional rules and procedures might help support learners
- Relating how and why you encourage students to self-monitor with regard to classroom rules and procedures as well as how this self-monitoring continues outside the classroom
- Referring the teacher candidate to a staff member who can explain the reasoning behind a school-wide technology rule or procedure that impacts learners in your classroom
- Discussing a rule or procedure you have been thinking about implementing but have not tried yet with your students, and working with the student teacher to do so
- Inviting the teacher candidate to implement a rule or procedure designed to promote student thinking and learning during the questioning and discussion phase of a specific learning activity
- Asking high-level questions that help the student teacher see connections between rules and procedures and student learning
  - How do you think the \_\_\_ rule or procedure impacted students' discussion? How might the discussion have been different if we did not impose that rule or procedure?
  - How do you think the \_\_\_ rule or procedure contributed to (student name)'s success with the \_\_\_ activity?
  - How do you think a different rule or procedure might help (student name) with \_\_\_?
- Helping the teacher candidate manage time and stay on schedule

4. **Prepare to share.** Once you have explored the implications of various classroom and technology rules and procedures for instruction, student learning, and the learning environment, make copies of your Making Connections charts to share with your cooperating teacher, EPP instructor, and peers in the EPP seminar.
5. **Get feedback.** Share your Making Connections charts with your cooperating teacher, EPP instructor, and peers. Be prepared to explain your rationale for each entry on the chart and to elicit feedback on your options for responding to the prompts.

## The EPP Instructor



### Peers Supporting Peers

*Activities that engage teacher candidates in learning from one another*

#### **Facilitating Peer Feedback on Identified Implications of Rules and Procedures**

#### **When: Before Teacher Candidates Respond to the Guiding Prompts for Task 1, Step 2, Activity 4**

The activities described below are intended for use in the sequence shown and will likely take one-and-a-half or two 50-minute class meetings to implement. Expect teacher candidates to spend about a half hour on their Making Connections chart and an additional half hour on their choices for responding to each guiding prompt. If after completing the sequence you think teacher candidates would benefit from additional peer feedback, simply pair them differently and repeat the activity during the next meeting.

- Direct teacher candidates to bring printouts of their completed Making Connections charts to this meeting.
- Group teacher candidates in pairs and instruct the teacher candidates to focus on only one row of each Making Connections chart at a time. Ask the teacher candidates to take turns explaining (a) why they chose the particular rule or procedure for the chart, (b) the implications of the rule or procedure for instruction, student learning, or the learning environment, and (c) why the implications matter to classroom learning. For each row, the teacher candidate who is presenting should ask the listening partner to share any implications he or she believes are not identified on the chart.
- When partners have fully shared one chart, direct them to indicate to each other the option they are thinking of using to respond to the respective guiding prompt. Teacher candidates should justify this choice by explaining why it is the most significant example on the chart. Teacher candidates may ask one another the following questions.
  - Do you agree that the implications of this rule or procedure matter most? Is it the option you would choose? Why, or why not?
  - What is one way I might strengthen my rationale for this choice?
- Circulating during the meeting and asking probing questions may drive teacher candidates to think more deeply about each other's work. If you observe teacher candidates sharing strong options for responding to the prompts, ask individual teacher candidates to share their thinking with the whole group.
- Since feedback only becomes formative when it is used to improve the work, consider assigning the following questions for structured, at-home reflection.
- What did I learn about my choices or thinking today that I was unaware of before?
- How can I use what I learned to strengthen my choices for responding to the guiding prompts?

## The Cooperating Teacher

As a person who works in the same classroom context as the teacher candidate, you are in the best position to give your student teacher feedback on his or her insights into the implications of various rules and procedures and to suggest choices for responding to the guiding prompts. You may want to provide this feedback after the student teacher engages in peer feedback. After that point, the work may be in a more refined state. When you are ready, consider the options that follow.

- Review the rules and procedures the teacher candidate chose for both Making Connections charts. If you think that these rules and procedures are relevant and have meaningful implications for instruction, student learning, and the learning environment, acknowledge this to the teacher candidate. If you think any of the choices are inappropriate or weak, try making a thoughtful suggestion, such as “I’d like to see you locate a rule or procedure for this category that \_\_\_\_.” Alternatively, you could present a specific rule or procedure to the student teacher as an addition to the chart or as a basis for reflection.
- Review the teacher candidate’s completed Making Connections charts. Use questioning to help the teacher candidate articulate a rationale for each potential set of options (for each rule or procedure, the student teacher should be able to explain the implications for instruction, student learning, and/or the learning environment as well as describe why these implications matter). Questioning may also help prompt the teacher candidate to see additional implications, to prioritize implications, or to strengthen a rationale.
- Consider helping the student teacher plan and implement a running activity throughout his or her stay that is supported by specific rules and procedures. Depending on the teacher candidate’s grasp of the implications of rules and procedures and on how familiar your students are with the type of rules and procedures the student teacher chooses, you may want to limit the teacher candidate to a few rules and procedures, or help the teacher candidate tier the introduction of these rules and procedures to students’ developing comfort levels. To scaffold the student teacher’s success with the planned activity, you should provide as much support as needed. You can always co-teach the activity until the student teacher is comfortable enough to continue alone.

6. **Revise.** Make the feedback you received formative by revising your Making Connections charts and strengthening your options for responding to the guiding prompts for Task 1, Step 2, Activity 4. If necessary, develop additional entries for one or more charts and gather additional feedback. When you are ready, finalize which options you will use for each prompt.




### **Teacher Candidate Tip**

After putting so much thought into rules and procedures, you may find yourself thinking about the ones you would use to set up your own classroom. While some rules and procedures are dictated by the district and school, others help teachers cultivate uniquely supportive learning environments. Jot your ideas down to support your future planning, and consider asking your cooperating teacher for feedback on your developing thoughts.

## Guiding Prompts for Task 1, Step 2, Textbox 1.2.4

- a) Describe one example of a *classroom rule or procedure*. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, **or** impacting the learning environment.
- b) Describe one example of a *technology rule or procedure*. Analyze the implications of this rule or procedure for facilitating instruction, enhancing student learning, **or** impacting the learning environment.

7. **Write.** Use the content and arguments you developed earlier to draft your responses to the guiding prompts for Task 1, Step 2, Activity 4. Stop when you are satisfied that each response clearly states the rationale you developed (in other words, when it explains the implications of a rule or procedure in terms of instruction, student learning, and/or the learning environment, and it states why these implications matter).

 If you are drafting your responses directly on the MoPTA system, make sure you enter your responses to both guiding prompts associated with Task 1, Step 2, Activity 4, in Textbox 1.2.4.

8. **Prepare to share.** Print two copies of your draft responses to the two guiding prompts for Task 1, Step 2, Activity 4. One set of copies is for sharing with your EPP instructor and one set is for sharing with your peers. When it is time to exchange feedback with your peers, you may also want to have your Making Connections charts on hand. These may help you and your partner identify ways to strengthen your draft responses.



## The EPP Instructor



### Peers Supporting Peers

Activities that engage teacher candidates in learning from one another

Facilitating Peer Feedback and Teacher Candidate Reflection on the Guiding Prompts for Task 1, Step 2, Activity 4

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 4**

A good time to facilitate formative feedback and self-reflection is when teacher candidates complete first drafts of their responses to the guiding prompts for Task 1, Step 2, Activity 4. They can use this feedback to improve their drafts. The activities described below suggest a way to do this. They are intended for use in the sequence shown and can take one or two class meetings to implement, depending on your teacher candidates' needs.

- Direct teacher candidates to bring a copy of their draft responses to the guiding prompts for Task 1, Step 2, Activity 4, to this class meeting. They should also bring their completed Making Connections charts and a set of the annotated rubrics they created at the beginning of Task 1, Step 2, Activity 4.
- Group teacher candidates in pairs and direct them to share their draft responses to the guiding prompts. Give them time to read the responses. (Since teacher candidates have already shared feedback on the Making Connections charts, these are only for reference during the activity.) For the first response, instruct the partner who is giving feedback to paraphrase the written response for the peer who is receiving feedback by explaining the implications of a particular rule or procedure for instruction, student learning, and/or the learning environment and describing why these implications matter. If the writer believes the paraphrasing is not accurate, the writer should clarify his or her response, and partners should briefly discuss how the response could communicate the writer's ideas more effectively (the Making Connections charts may help). Partners should then switch roles for this same prompt. Afterward, they should repeat these steps for the other prompt.
- If you think teacher candidates would benefit from additional peer feedback, have the teacher candidates repeat the step above with a different partner.
- When teacher candidates finish working in pairs, direct them to reflect individually on how to improve their responses. To structure the reflection, instruct them to review the annotated rubrics for Task 1, Step 2, Activity 4, that they brought to class. For each prompt, teacher candidates should use the corresponding annotated rubric to self-assess their response and identify at least one way to strengthen it. When teacher candidates finish doing this, they should reflect in writing on the following questions.
  - For each response, how does what I learned from the respective annotated rubric connect with the peer feedback I received?
  - How can I use what I learned from both sources to strengthen my responses to the guiding prompts for Task 1, Step 2, Activity 4?

## The EPP Instructor

### *Providing Feedback on the Guiding Prompts for Task 1, Step 2, Activity 4*

#### **When: Before Teacher Candidates Finalize Task 1, Step 2, Activity 4**

Because this is a critical juncture in the completion of Task 1 of the MoPTA, it is also a good time for you to provide teacher candidates with formative feedback on their first drafts so that they will have multiple sources of feedback and reflection to use to improve their drafts. The activities described below suggest a structured way to provide formative feedback and facilitate self-reflection on Task 1, Step 2, Activity 4. The activities are intended for use in the sequence shown, and your conferences with teacher candidates can occur during the class meetings in which peers give one another feedback.

- Direct teacher candidates to provide you with copies of their draft responses to the guiding prompts for Task 1, Step 2, Activity 4 a few days in advance of the meeting. If you wish, you can also request copies of their completed Making Connections charts.
- Before the meeting, mark each teacher candidate's drafts using a simple method, such as circling things you would like to see the teacher candidate strengthen. The objective of the "Circling Errors Strategy" is to motivate learners to think on their own about what needs to be improved. If you feel it would be helpful, you could also include a brief comment on the overall draft that is linked to the things you circled (known as the "Comment Only Strategy"). This way, the circles and the comment can work together to help focus the teacher candidates' thinking.
- While teacher candidates work in pairs on the peer activity presented on the previous page, you should confer with them individually. Explain to each teacher candidate how you provided feedback and what you expect him or her to do with this feedback. Because the peer activity will be running concurrently, direct the teacher candidates to focus on your feedback for homework rather than during the seminar. Provide them with a printout of instructions to follow for revising their work, or tell them where to find such instructions on your Web site. Give teacher candidates a chance to ask questions, to briefly report on their student-teaching experiences, and to schedule any additional conference time they may need with you.
- For a homework activity, have the teacher candidates reflect on the feedback provided by responding to the following questions in writing.
  - Based on what you learned from your peers and from reflecting on the annotated rubrics for Task 1, Step 2, Activity 4, what potential improvements can be made to the circled areas of your work?
  - In what ways does the feedback you received from all sources point to similar potential improvements?
  - How will you use the feedback you received and what you learned from reflecting on the annotated rubrics to strengthen your responses to the guiding prompts for Task 1, Step 2, Activity 4?

- **Revise.** Make the feedback you received on your responses to the guiding prompts for Task 1, Step 2, Activity 4 formative by revising your responses. If your revisions are extensive, consider getting follow-up feedback from your EPP instructor.


## The Student Teacher

### *Tips for Strengthening Your Writing*

An important step in writing, regardless of the skill or experience of the writer, is reviewing the written work with an objective eye. Even professional writers sometimes forget to include information that readers need to know. MoPTA raters will evaluate your responses for Tasks 2–4 on the strength of your evidence, not on your writing. In fact, they are trained to read responses *supportively*, which means they read with the expectation that the responses will earn a good score. Nonetheless, the following tips may help you improve the clarity of your written responses.

- Put your work aside for a day or two to distance yourself from the work and to cultivate objectivity.
- When you read with fresh eyes, think about the following questions.
  - Did you include all critical details?
  - Is more information, description, or analysis needed? Where?
  - Is something unclear? What?
  - Are stronger or more precise transitions needed? Where?
- Also reflect on the sequencing of what you say: does the order in which you explain things support clear understanding, or does it cause confusion in places?
- Always do a final read through that is focused on word choice, spelling, and grammar.

- **Save.** When you are satisfied with your responses, mark and save the draft as final. When you complete Task 1, you will submit all your responses using the MoPTA Web site. Whether you enter the responses on the Web site now or later is up to you. If you think you will have time between now and the Task 1 due date to revise your responses to Task 1, Step 2, Activity 4, with fresh eyes, you can do that as well.

 A checklist for submitting all of the associated MoPTA Task 1 documents is provided at the end of Part 2 of this handbook.

## **The Student Teacher**

### ***MoPTA Task 1 Submission Checklist***

Use the checklist that follows to ensure that your Task 1 submission is complete.

- For MoPTA Task 1, Step 1, Activity 1, have you done the following?
  - Entered your responses to the guiding prompts for Task 1, Step 1, Activity 1 in Textbox 1.1.1 and labeled them A, B, and C
  - Scanned or photographed your completed Contextual Factors Chart if needed, and uploaded the image or a Microsoft Word® version of the chart to your Library of Artifacts
- The Contextual Factors Chart can be up to two pages long. Upload the entire chart to your Library of Artifacts, not just the portion that applies to Activity 1.
  - Linked your responses in Textbox 1.1.1 to the Contextual Factors Chart in your Library of Artifacts
  - Stated clearly for each guiding prompt which factor of the chart your response discusses
- For MoPTA Task 1, Step 1, Activity 2, have you done the following?
  - Entered your responses to the guiding prompts for Task 1, Step 1, Activity 2 in Textbox 1.1.2 and labeled them A and B
  - Linked your responses in Textbox 1.1.2 to the Contextual Factors Chart in your Library of Artifacts
  - Stated clearly for each guiding prompt which factor of the chart your response discusses
- For MoPTA Task 1, Step 2, Activity 1, have you done the following?
  - Entered your responses to the guiding prompts for Task 1, Step 2, Activity 1 in Textbox 1.2.1 and labeled them A and B
  - Scanned or photographed your completed Instructional and Support Resources Chart if needed, and uploaded the image or a Microsoft Word® version of the chart to your Library of Artifacts
- The Instructional and Support Resources Chart can be up to two-pages long.
  - Linked your responses in Textbox 1.2.1 to the Instructional and Support Resources Chart in your Library of Artifacts
  - Stated clearly for Guiding Prompt A the resource on the chart your response discusses
  - Stated clearly for Guiding Prompt B the resources on the Instructional and Support Resources Chart and the factor on the Contextual Factors Chart that your response discusses

*The MoPTA Task 1 Submission Checklist continues on the next page.*

**MoPTA Task 1 Submission Checklist (continued):**

- For MoPTA Task 1, Step 2, Activity 2, have you done the following?
  - Entered your responses to the guiding prompts for Task 1, Step 2, Activity 2 in Textbox 1.2.2 and labeled them A and B
  - Scanned or photographed the completed student interest inventory you used to support your response to Guiding Prompt B, and uploaded the image or a Microsoft Word® version to your Library of Artifacts
    - The student interest inventory you can be up to two-pages long.
  - Linked your response in Textbox 1.2.2 to the student interest inventory in your Library of Artifacts
  - Explained clearly for Guiding Prompt A the finding from the compiled results of your student interest inventory that your response discusses
  - Stated clearly for Guiding Prompt B which item on the linked student interest inventory your response discusses
  
- For MoPTA Task 1, Step 2, Activity 3, have you done the following?
  - Entered your responses to the guiding prompts for Task 1, Step 2, Activity 3 in Textbox 1.2.3 and labeled them A and B
  - Scanned or photographed your completed form of introduction if needed, and uploaded the image or a Microsoft Word® version of the introduction to your Library of Artifacts
    - The introduction you developed can be up to one-page long.
  - Linked your responses in Textbox 1.2.3 to the student interest inventory in your Library of Artifacts
  - Stated clearly for each guiding prompt the aspect of the introduction your response discusses
  
- For MoPTA Task 1, Step 2, Activity 4, have you done the following?
  - Entered your responses to the guiding prompts for Task 1, Step 2, Activity 4 in Textbox 1.2.4 and labeled them A and B
  - Described clearly for each guiding prompt the specific rule or procedure your response discusses



**Teacher Candidate Tip**

Before clicking ‘Submit’ for Task 1, you should ensure that you linked your responses to the correct artifacts in your Library of Artifacts. Once you submit a task, you can no longer make changes, but you will be able to view your responses in a read-only format.

After you submit your Task 1 responses and artifacts, refer to the task chart on your assessment home page. The status in column for Task 1 should read ‘Completed.’

## Appendix A: Focused Reading Guide for Task 1

### TASK # 1—Knowledge of Students and the Learning Environment

#### Focused Reading Guide (FRG)

*For each textbox, list the evidence that the teacher candidate provides in both the written commentary and the artifacts.*

***When choosing an interpretive category or word for each textbox, remember to consider the overall quality of the evidence and how well the evidence connects to the guiding prompts.***

#### Step 1: Knowledge of Students

- **Textbox 1.1.1 Community, District, and School Contextual Factors that Influence Instruction:** Record evidence provided by the teacher candidate about
  - one instructional strategy and one learning activity, based on a community factor, to further student learning (with a rationale for each choice and an explanation for the connection)
  - one instructional strategy and one learning activity, based on a district factor, to further student learning (with a rationale for each choice and an explanation for the connection)
  - one instructional strategy and one learning activity, based on a school factor, to further student learning (with a rationale for each choice and an explanation for the connection)

***When choosing an interpretive category or word, consider the quality of the selected strategies and activities to further student learning, as well as the rationales and explanations.***

- **Textbox 1.1.2 Classroom Demographics and Knowledge of Students:** Record evidence provided by the teacher candidate about
  - one instructional strategy and one learning activity, based on a classroom-demographics factor, to further student learning (with a rationale for the choices and an explanation for the connection)
  - one instructional strategy and one learning activity, based on a knowledge-of-students factor, to further student learning (with a rationale for the choices and an explanation for the connection)

***When choosing an interpretive category or word, consider the quality of the selected strategies and activities to further student learning, as well as the rationales and***

*explanations.*

## Step 2: Resources and Procedures

- **Textbox 1.2.1 Available Resources to Enhance Student Learning:** Record evidence provided by the teacher candidate about
  - how two resources can be used in supporting student learning
  - how knowledge of student characteristics and one resource can enhance student learning
  - *When choosing an interpretive category or word, consider the quality of the connections between the resources and the student learning.*
- **Textbox 1.2.2 Student Interest Inventory:** Record evidence provided by the teacher candidate about
  - how one example of information from the whole-class inventory would influence an instructional decision
  - how one item from a completed student-interest inventory could promote that student's engagement and learning
  - *When choosing an interpretive category or word, consider the quality of the connection between the results of the inventory and the teaching and learning.*
- **Textbox 1.2.3 Communicating with Your Students and Families:** Record evidence provided by the teacher candidate about
  - how the introductory communication addresses demographic differences in the classroom
  - how the form of communication fosters interactive communication among the teacher candidate, the students, and their families
  - *When choosing an interpretive category or word, consider the quality of the connection between the communication and demographic differences, and how well the form of communication fosters interactive communication among the teacher candidate, students, and families.*
- **Textbox 1.2.4 Access and Review Rules and Procedures:** Record evidence provided by the teacher candidate about
  - the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, or having an impact on the learning environment
  - the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, or having an impact on the learning environment

***When choosing an interpretive category or word, consider the quality of the analysis of the implications of the rules or procedures for facilitating instruction, enhancing student learning, or having an impact on the learning environment.***

## **Appendix B: Missouri Teacher Standards Addressed by Tasks 2–4 of the MoPTA**

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

#### **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

### **Task 3: Designing Instruction for Student Learning**

#### **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

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

#### **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



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

### **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 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

## **Appendix C: Task 1 Rubrics for Annotating Activities**

### Task 1, Step 1, Activity 1: Rubric for Annotating Activity (Community Factor)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an incomplete identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p>	<p>The teacher candidate provides a partial identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p>	<p>The teacher candidate provides an effective identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p>	<p>The teacher candidate provides a thorough identification of an instructional strategy and a learning activity that are connected to the community factor and could be used to further student learning.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 1, Activity 1: Rubric for Annotating Activity (District Factor)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides minimal identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p>	<p>The teacher candidate provides limited identification of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p>	<p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p>	<p>The teacher candidate provides an in-depth explanation of an instructional strategy and a learning activity that are connected to the district factor and could be used to further student learning.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 1, Activity 1: Rubric for Annotating Activity (School Factor)

Score of 1	Score of 2	Score of 3	Score of 4
The teacher candidate provides minimal identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.	The teacher candidate provides limited identification of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.	The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.	The teacher candidate provides an insightful explanation of an instructional strategy and a learning activity that are connected to the school factor and could be used to further student learning.
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

## Task 1, Step 1, Activity 2: Rubric for Annotating Activity (Classroom-Demographics Factor)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an ineffective description of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p>	<p>The teacher candidate provides a partial description of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p>	<p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p>	<p>The teacher candidate provides a consistent explanation of an instructional strategy and a learning activity that are connected to the classroom-demographics factor and could be used to further student learning.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Empty cell for imagined qualities	Empty cell for imagined qualities	Empty cell for imagined qualities	Empty cell for imagined qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities
Empty cell for actual qualities	Empty cell for actual qualities	Empty cell for actual qualities	Empty cell for actual qualities

### Task 1, Step 1, Activity 2: Rubric for Annotating Activity (Knowledge-of-Students Factor)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an ineffective description of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>	<p>The teacher candidate provides a partial description of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>	<p>The teacher candidate provides an effective description of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>	<p>The teacher candidate provides a consistent explanation of an instructional strategy and a learning activity that are connected to the knowledge-of-students factor and could be used to further student learning.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 1: Rubric for Annotating Activity (Available Resources, A)

Score of 1	Score of 2	Score of 3	Score of 4
The teacher candidate provides an incomplete identification of a resource to be used with students to support their learning.	The teacher candidate provides a partial identification of a resource to be used with students to support their learning.	The teacher candidate provides an accurate identification of two resources to be used with students to support their learning.	The teacher candidate provides a substantive identification of two resources to be used with students to support their learning.
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 1: Rubric for Annotating Activity (Available Resources, B)

Score of 1	Score of 2	Score of 3	Score of 4
The teacher candidate provides an <i>incomplete</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.	The teacher candidate provides a <i>limited</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.	The teacher candidate provides an <i>effective</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.	The teacher candidate provides an <i>insightful</i> selection of a resource to support the knowledge-of-students factor to enhance student learning.
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities



### Task 1, Step 2, Activity 2: Rubric for Annotating Activity (Student Interest Inventory, A)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an incomplete description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p>	<p>The teacher candidate provides a partial description of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p>	<p>The teacher candidate provides an accurate explanation of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p>	<p>The teacher candidate provides a thorough analysis of how the compilation of a whole-class student interest inventory would influence an instructional decision made in the classroom.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 2: Rubric for Annotating Activity (Student Interest Inventory, B)

Score of 1	Score of 2	Score of 3	Score of 4
The teacher candidate provides <i>minimal</i> description of how the results of one student's survey can be used to promote that student's engagement and learning.	The teacher candidate provides a <i>partial</i> description of how the results of one student's survey can be used to promote that student's engagement and learning.	The teacher candidate provides an <i>effective</i> explanation of how the results of one student's survey can be used to promote that student's engagement and learning.	The teacher candidate provides a <i>thorough</i> analysis of how the results of one student's survey can be used to promote that student's engagement and learning.
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 3: Rubric for Annotating Activity (Communication, A)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an ineffective introductory form of communication to students and families that ineffectively addresses demographic differences in the classroom.</p>	<p>The teacher candidate provides a partial introductory form of communication to students and families that partially addresses demographic differences in the classroom.</p>	<p>The teacher candidate provides an appropriate introductory form of communication to students and families that appropriately addresses demographic differences in the classroom.</p>	<p>The teacher candidate provides a thoroughly connected introductory form of communication to students and families that thoroughly addresses demographic differences in the classroom.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 3: Rubric for Annotating Activity (Communication, B)

Score of 1	Score of 2	Score of 3	Score of 4
<p>The teacher candidate provides an ineffective use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>	<p>The teacher candidate provides a partial use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>	<p>The teacher candidate provides an effective use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>	<p>The teacher candidate provides a highly effective use of the introductory form of communication to foster interactive communication among the candidate, students, and families.</p>
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 4: Rubric for Annotating Activity (Rules and Procedures, A)

Score of 1	Score of 2	Score of 3	Score of 4
The teacher candidate provides <i>minimal</i> description of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.	The teacher candidate provides a <i>vague</i> description of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.	The teacher candidate provides a <i>targeted</i> explanation of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.	The teacher candidate provides an <i>insightful</i> explanation of the implications of a classroom rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities

### Task 1, Step 2, Activity 4: Rubric for Annotating Activity (Rules and Procedures, B)

Score of 1	Score of 2	Score of 3	Score of 4
The teacher candidate provides <i>minimal</i> description of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.	The teacher candidate provides a <i>vague</i> description of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.	The teacher candidate provides an <i>effective</i> explanation of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.	The teacher candidate provides an <i>insightful</i> explanation of the implications of a technology rule or procedure for facilitating instruction, enhancing student learning, <b>or</b> impacting the learning environment.
Imagined Qualities	Imagined Qualities	Imagined Qualities	Imagined Qualities
Actual Qualities	Actual Qualities	Actual Qualities	Actual Qualities