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

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

**For this task, you must:**

Write a commentary of a maximum of 28,500 characters that

• responds to all parts of the guiding prompts;

• references your artifacts to support your written evidence; and

• describes, analyzes, and reflects on the evidence

Identify two Focus Students who reflect different learning needs.

Upload a maximum of four artifacts including

• one fifteen-minute video (mandatory), which may be a full fifteen minutes (unedited) or may be separated into three five-minute segments (each unedited) combined into one file;

• two representative pages of your standards-based lesson plan (maximum of two pages) (a sample template is provided, but candidates may submit a form of their own)

• a student work sample from Focus Student 1 (maximum of one page); and

• a student work sample from Focus Student 2 (maximum of one page)

Note: You will need to submit Task 4 on an external drive that will not be returned to you (i.e. disk or a jump drive).

**How to compose your Written Commentary**

This task has five steps with guiding prompts to help you provide evidence that supports the rubric. Your response needs to address all parts of each of the guiding prompts. Type your responses in the appropriate text box. The boxes will expand to meet your needs.

The template with written commentary and artifacts must be submitted on Blackboard by Thursday, April 16 at 11:59 PM.

The template with written commentary ONLY must be submitted on Foliotek by Thursday, April 16 at 11:59 PM.

**Overview**

Many factors can affect teaching and learning; these include community, district, and/or individual school/classroom/student factors. The information you gather about your teaching and learning context and about your individual students will help give a perspective to the rater who will be scoring your submissions. **This part of your submission will not be scored**, but the information you include should reflect implications regarding your instructional choices. Your response must be limited to 1,500 characters (approximately one-half typed page).

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

b. Describe any physical, social, behavioral, and developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, and health considerations that may also impact teaching and learning.

c. Describe any factors related to the school and surrounding community that may impact the teaching and learning that occurs in your classroom.

Enter your response in the textbox below.

|  |
| --- |
| a) My first grade classroom consists of 23 students. Most of our instruction is focused on reading, writing, and math, but we do have a small amount of time each day for social studies/science.  b) One student has an IEP. Four students are most likely ADHD, but have not been diagnosed. Of those 4, 2 also show signs of ODD. There are also 4 students that will be referred for gifted testing.  c) The school and surrounding community is a rural district/area. Approximately 50% of the students are on free/reduced lunch. We have many students who participate in the Backpack Program that sends food home with students so they have something to eat on the weekends. |

**Planning**

Produce a standards-based lesson plan that addresses student needs, includes instructional strategies to engage students in higher-order thinking skills, and incorporates assessment techniques to gauge student learning. The lesson plan needs to provide for a fifteen-minute video and work from two Focus Students. Before teaching the lesson, respond to the following prompts:

|  |
| --- |
| Textbox 4.1.1: Goals and Student Background  ***Guiding Prompts***  a. What are the Missouri and national standards and learning goal(s) for your lesson? Provide the number and title of each standard that you list.  L.1.2b. Use end punctuation for sentences.  b. Explain how the selected standards and learning goal(s) are appropriate for your students. Include in your response how you used students’ prior knowledge **and** background information to influence the planning process (e.g., assessment data, diversity, and prior experiences.  My students are preparing for second grade. This lesson was planned to reinforce different types of end punctuation. After evaluating their writing over the last few weeks, I believe they needed some extra instruction. Many of the students only use a period when writing. A few either have a run on sentence and only use a punctuation at the end of the page, while others use a period at the end of every line, whether the sentence has ended or not.  Upload a two-page representative sample of the lesson plan to Blackboard. |
|  |

|  |
| --- |
| Textbox 4.1.2: Instructional Strategies  ***Guiding Prompts***  a. How do you plan to use academic content language to promote student learning? Provide a rationale.  To promote student learning, I will discuss sentence types and that we use all of them when we talk or write. We make statements, ask questions, and show our feelings. Each of these sentence types uses a specific punctuation mark. A sentence ending with a period makes a statement, or tells us something. We call this a telling sentence. A sentence ending with a question mark asks us something. This is called an asking sentence. An exclamation point ends sentences that express strong feelings.  b. How do you plan to engage students in critical thinking to promote student learning? Provide a rationale.  I will read the book *Frog. Frog? Frog!* This is a funny book that will grab their attention and also allow them to hear the different types of sentences read to them. After reading the book, I have prepared sentences from the book to distribute to each student. We will create an anchor chart for students to sort their sentence type.  c. How do you plan to use questioning skills to promote student learning? Provide a rationale.  At the end of the lesson, I will ask the students to tell me what type of sentence uses a period, question mark, and exclamation point. They will also have to tell me what the sentence “does.” For example, “A telling sentence uses a period because it is telling us information.” We will also review these questions during writing so the students can incorporate different types of sentences in their writing journals.  d. How do you plan to integrate reading into the content you will teach? Provide a rationale.  We are reading the book, *Frog. Frog? Frog!.* This is a book specifically written to teach the sentence types: Declarative, Imperative, Interrogative, and Exclamatory. The characters names reveal the types of sentences they use. Because I am teaching first grade, I didn’t use these terms, only the names of the characters. |

|  |
| --- |
| Textbox 4.1.3: Lesson Activities  ***Guiding Prompts***  a. Describe the learning activity that is the main focus of the lesson plan. Explain how that activity is designed to anticipate **and** address student learning needs.  We will use sentences from the book to create a classroom anchor chart. Each student will be given a sentence and then will practice them with their tablemates. I will call each group up and have each student read their sentence. They will sort it into the correct column on the anchor chart.  b. Describe how you will monitor student learning while teaching the lesson.  While students are sorting their sentences on the anchor chart, I will do random polling for which category they think the sentence read should be sorted into. I will also ask what type of punctuation mark is on their paper and what type of sentence uses that specific punctuation mark. |

**Implementing the Plan**

Teach the lesson based on your plan described above and provide a fifteen-minute video from that lesson. Respond to the following prompts based on the entire lesson, unless otherwise noted.

|  |
| --- |
| Textbox 4.2.1: Instructional Strategies  ***Guiding Prompts***  a. How did your use of academic content language promote student learning? Cite evidence from the video to support your analysis.  I started out the video by reviewing the types of punctuation we had talked about. Telling sentence, period. Asking sentence, question mark. Strong feelings, exclamation point.  b. How did your engagement of students in critical thinking promote student learning? Cite evidence from the video to support your analysis.  When the students were coming up to the front of the class and reading their sentences, I would ask the class what type of sentence they thought it was.  c. How did your use of questioning skills promote student learning? Cite evidence from the video to support your analysis.  First, the students had to listen to the way their classmate read the sentence. Did his/her voice stay even, did it go up at the end, or did it show strong emotion? Next, based on listening, they were to determine which column it should be sorted into. If it seemed the student reading the sentence wasn’t sure, I asked the class to help. The students were to raise their hand if they believed it belonged in the Telling, Asking, or Emotion column, respectively.  d. How did your integration of reading into the content you taught promote student learning? Cite evidence from any part of the lesson to support your analysis.  I read the book , *Frog. Frog? Frog!*. The students were able to hear the different types of sentences read aloud. |

|  |
| --- |
| Textbox 4.2.2: Interacting with the Students  ***Guiding Prompts***  a. How did you monitor student learning during the lesson? In what ways did the evidence of student learning guide your instructional decision making during the lesson? Cite evidence from the video to support your analysis.  I monitored their learning by asking them to help their classmate if he/she needed help sorting his/her sentence on the anchor chart. This was used to support and reinforce the skills needed to determine what telling, asking, and emotional sentences look like and sound like.  b. What individual, small-group, and/or whole-group feedback did you provide during the lesson? How did that feedback advance student learning? Cite evidence from the video to support your analysis.  When the students came up to read their sentences, some students had trouble with some words and I helped them. I also had one student who was reluctant to read his sentence. I tried to encourage him, but could see it was frustrating him, so I read it for him. If I had to do it over, I would have had him read it with me, instead of doing it for him. I also had one student who has and IEP and some learning disabilities who actually did very well with this activity. I praised him and gave him a high five.    c. What verbal **and** nonverbal communication techniques did you use during the lesson? How did these techniques foster student learning? Cite evidence from the video to support your analysis.  I had one student who was making noises while I was reading the book. I made eye contact with him until stopped what he was doing and listened to the story again. There was a student who kept getting out of her seat, so I directed her back to her chair. I used 1,2,3, Eyes on me, to get their attention after they had practiced reading their sentences, then followed that up by giving table tallies to the tables who showed they were ready to listen by looking at the speaker and sitting quietly. |

|  |
| --- |
| Textbox 4.2.3: Classroom Management  ***Guiding Prompts***  a. What classroom management strategies did you use during the lesson? Cite evidence from the video to support your analysis.  We give table tallies to the tables that show they are ready to learn. This means they are sitting quietly, and listening to the speaker, whoever that may be. I used this strategy at the end of the practice time to get them ready for the next activity.    b. How did these strategies engage students and promote a positive learning environment? Cite evidence from the video to support your analysis.  This strategy does not single out what a student is doing wrong, but rewards students who are following classroom procedures. This is also a group effort because the entire table (3-4 students) has to be following procedures to receive the tally. At the end of the day, the table with the most tallies chooses a piece of gum or candy. |

**Collecting Student Work**

Identify two Focus Students who were involved in your lesson. Make sure you choose students who demonstrate different learning needs. Provide a student work sample from the lesson for each of the two Focus Students.

|  |
| --- |
| Textbox 4.3.1: Student Work  ***Guiding Prompts***  a. Describe why you chose the two Focus Students. Explain how each Focus Student reflects different learning needs.  Focus student 1 either never uses punctuation in her writing, or writes a whole page and ends it with a period.  Focus student 2 writes very well, but uses periods, even if she is telling something exciting in her story.  b. What areas of this lesson did you target for each Focus Student’s growth? Why did you choose these areas?  Students were provided with a booklet, “My Little Book of Punctuation,” where the students were able to read examples of each type of sentence and end it with the corresponding punctuation mark. Then, they were asked to write their own telling, asking, and strong emotion sentences.  c. Explain how each work sample you selected demonstrates the learning progress of each Focus Student.  Enter your response in the textbox below.  For FS1, she was able to see how the punctuation mark ended her telling thought, the question mark ended her question, and the exclamation mark ended her excitement sentence. For FS2, it gave her an opportunity to see how she can add more meaning to her stories by using different types of punctuation.  Upload a one-page work sample for each of the two Focus Students (total of two pages). Do not include student names. |

**Reflection**

Think about your lesson plan, the implementation of the lesson, and the student work. Respond to the following guiding prompts:

|  |
| --- |
| Textbox 4.4.1: Reflection  ***Guiding Prompts***  a. To what extent did your students reach the learning goal(s)? Cite evidence from the lesson plan and/or the video that supports your reflection.  Following the guided instruction by using “My Little Book of Punctuation,” each student had the opportunity to see the different types of punctuation and use the correct mark for the sentence type. They also were able to apply it by making up their own sentences using each punctuation mark.  b. Reflect on your instructional strategies, interactions with students, and classroom-management strategies. Discuss what went well and what areas you need to revise. Cite evidence from the video that supports your conclusions.  I think the lesson content was good. The students enjoyed the book, but got really bored with listening to each student come up and read their sentence. You can tell by watching the video that they are restless. It doesn’t seem as bad on the video as it did in person. I was ready to cut it off and move on, but I didn’t want to leave anyone out. I would definitely revise this part of the lesson to calling students up by small groups of each sentence type and then review them as whole group. I think it would have gone better and they wouldn’t have gotten so bored with it.  c. What revisions would you make to the lesson plan if you were to teach this lesson in the future? Why would you make the revisions? Cite evidence from the lesson plan and/or the video that would prompt the revisions.  If I was to teach this lesson again, I would still use the *Frog. Frog? Frog!* book. I think it gives great examples of the different types punctuation. What I would do differently is either give a couple of sentence examples to each table, or call students up by the small groups of each sentence type, and then review them with the whole group. |