**PPAT Task 4:**

**Implementing and Analyzing Instruction to Promote Student Learning**

**Textbox: 4.0: Contextual Information**

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

1. 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.
2. Describe any physical, social, behavioral, or developmental factors that may impact the instruction that occurs in your classroom. Mention any linguistic, cultural, or health considerations that may also impact teaching and learning in your classroom.
3. 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.

**Type your response here.**

**Creating a Plan**

**Textbox 4.1.1: Goals and Students Background**

Guiding Prompts:

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

Required artifacts for this textbox:

* Representative pages of your lesson plan (maximum of two pages)
* Representative pages of the baseline data (maximum of two pages)
* Enter your response in the textbox below.

**Type your response here.**

**Textbox 4.1.2: Instructional Strategies**

Guiding Prompts:

1. How do you plan to use academic content language to advance the understanding of the concept being taught in this lesson? Provide a rationale.
2. How do you plan to **engage students in critical thinking** to promote student learning? Provide a rationale.
3. How do you plan to **use questioning skills** to promote student learning? Provide a rationale.
4. How do you plan to **integrate literacy into the content** you will teach to promote student learning? Provide a rationale.

Enter your response in the textbox below.

**Type your response here.**

**Textbox 4.1.3: Learning Activities**

Guiding Prompts:

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

Enter your response in the textbox below.

**Type your response here.**

**Implementing the Plan**

**Textbox 4.2.1: Instructional Strategies**

Teach the lesson based on your lesson plan and provide a fifteen-minute video from that lesson. Then respond to the prompts below.

Guiding Prompts:

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

Enter your response in the textbox below.

**Type your response here.**

**Textbox 4.2.2: Interacting with the Students**

Guiding Prompts:

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

Enter your response in the textbox below.

**Type your response here.**

**Textbox 4.2.3: Classroom Management**

Guiding Prompts:

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

Enter your response in the textbox below.

**Type your response here.**

**Understanding the Two Focus Students**

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

Plan to collect evidence of learning as seen in the baseline data and the student work samples.

Guiding Prompts:

Focus Student 1-

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

Focus Student 2-

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

Required artifacts for this textbox:

* The baseline data for Focus Student 1 (Maximum of one page)
* The baseline data for Focus Student 2 (Maximum of one page)

Enter your response in the textbox below.

**Type your response here.**

**Reflecting**

**Textbox 4.4.1: Reflecting on the Whole Class**

Guiding Prompts:

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

Enter your response in the textbox below.

**Type your response here.**

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

Guiding Prompts:

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

Required artifacts for this textbox:

* A representative work sample for Focus Student 1 (maximum of two pages)
* A representative work sample for Focus Student 2 (maximum of two pages)

Enter your response in the textbox below.

**Type your response here.**

**Uploading the Video**

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

Only one video may be uploaded.

**Upload your video here.**