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

**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.

**Textbox 3.1.1: Standards and Learning Goals**

 Guiding Prompts:

1. What learning theory/method will guide your planning process? Please provide a brief description of the theory/method. How will you make use of it?
2. What learning goal(s) and content standards, both state and national standards, did you identify for the lesson? How will they guide the planned learning activities?
3. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
4. What are some difficulties students might encounter with the content? How will you address the difficulties?

 Enter your response in the textbox below.

* Link the representative pages of your lesson plan for the whole class (maximum of two pages) from your Library of Artifacts to the first sentence of your response. Make sure your lesson plan includes the use of technology.

**Type your response here.**

**Textbox 3.1.2: Instructional Strategies**

 Guiding Prompts:

1. What different instructional strategies do you plan to use to engage students in the lesson and to enhance their learning? Provide a rationale for your choice of each strategy.
2. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
3. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

 Enter your response in the textbox below.

**Type your response here.**

**Textbox 3.1.3: Learning Activities**

 Guiding Prompts:

1. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
2. How do these learning activities address students’ strengths and needs?
3. How did your class demographics inform the design of the learning activities you chose?

 Enter your response in the textbox below.

**Type your response here.**

**Textbox 3.1.4: Materials, Resources, and Technology**

 Guiding Prompts:

1. What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
2. What types of technology do you plan to use in your instruction?
3. How will your chosen technology enhance your instruction and student learning in the lesson?

 Enter your response in the textbox below.

**Type your response here.**

**Textbox 3.2.1: Understanding Each of the Two Focus Students and Differentiating Instruction**

 Guiding Prompts:

 Focus Student 1-

1. Identify Focus Student 1’s learning strengths and challenges related to the learning goal(s) of the lesson.
2. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 1 meet the learning goal(s) of the lesson. Provide a rationale.
3. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?

 Focus Student 2-

1. Identify Focus Student 2’s learning strengths and challenges related to the learning goal(s) of the lesson.
2. Describe how you will differentiate specific parts of your lesson plan to help Focus Student 2 meet the learning goal(s) of the lesson. Provide a rationale.
3. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?

 Enter your response in the textbox below.

* Link a differentiated lesson plan for Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
* Link a differentiated lesson plan for Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

**Type your response here.**

**Textbox 3.3.1: Analyzing the Instruction for the Whole Class**

 Guiding Prompts:

1. To what extent did the lesson including instructional strategies, learning activities, materials, resources, and technology help to facilitate student learning? How does the evidence you collected support this finding?
2. How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from student work to support your analysis.
3. While you were teaching, what adjustments to the lesson did you implement for the whole class to better support student engagement and learning? Provide examples to support your decisions.
4. What steps did you take to foster teacher-to-student **and** student-to-student interactions? How did they impact student engagement and learning?
5. What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

 Enter your response in the textbox below.

* Link a student work sample from any member of the class other than the two Focus Students (maximum of one page) from your Library of Artifacts to the first sentence discussing the student work sample.

**Type your response here.**

**Textbox 3.3.2: Analyzing the Differentiated Instruction for Each of the Two Focus Students**

 Guiding Prompts:

1. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
2. How did your differentiation of specific parts of the lesson help each of the two Focus Students meet the learning goal(s)? Cite examples to support your analysis.

 Enter your response in the textbox below.

* Link a student work sample from Focus Student 1 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 1.
* Link a student work sample from Focus Student 2 (maximum of one page) from your Library of Artifacts to the first sentence discussing Focus Student 2.

**Type your response here.**

**Textbox 3.4.1: Reflecting on the Lesson for the Whole Class**

 Guiding Prompts

1. What specific instructional strategies, learning activities, materials, resources, and technology will you use to help students who did not achieve the learning goal(s)? Describe how these lesson components will help the students achieve the learning goal(s).
2. How will you use your analysis of the lesson and the evidence of student learning to guide your planning of future lessons for the whole class?

Enter your response in the textbox below.

**Type your response here.**

**Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of the Two Focus Students**

 Guiding Prompts:

1. How will you use your analysis of this lesson and the evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Consider specific instructional strategies, learning activities, materials, resources, and technology you will use. Provide specific examples.

Enter your response in the textbox below.

**Type your response here.**