



DESIGNING INSTRUCTION

PPAT
TASK 3

PURPOSE

In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning.

REQUIREMENTS

1. Written Commentary of a maximum of 25,500 characters (approximately eight typed pages) 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



2. Identification of two Focus Students who reflect different learning needs



3. Six different artifacts (maximum of seven pages)

Artifacts for Task 3

Include the following:

Artifact	Maximum Number of Pages	Textbox Location
representative pages of a lesson plan for the whole class that includes the use of technology*	2	3.1.1
representative page of a differentiated lesson plan for Focus Student 1	1	3.2.1
representative page of a differentiated lesson plan for Focus Student 2	1	3.2.1
a work sample from any class member other than the two Focus Students	1	3.3.1
a work sample from Focus Student 1	1	3.3.2
a work sample from Focus Student 2	1	3.3.2

* A sample template is provided, but teacher candidates may submit a form of their own (maximum of two pages).

HOW TO SUBMIT YOUR EVIDENCE

Upload

- Upload your artifacts into your Library of Artifacts.

Refer

- Refer to the artifacts in your Written Commentary.

Link

- Link the artifacts to your Written Commentary within the appropriate textbox.

COMPOSING WRITTEN COMMENTARY



Step 1: Planning the Lesson



Step 2: The Focus Students



Step 3: Analyzing the instruction



Step 4: Reflecting

CONTEXTUAL INFORMATION

PROVIDE A
DESCRIPTION OF
YOUR CLASS TO
ENABLE THE READER
TO BETTER
UNDERSTAND YOUR
INSTRUCTION AND
DECISION-MAKING
SKILLS

CONTEXTUAL INFORMATION- GUIDING PROMPTS

A)

Describe your classroom

- Grade level, content area, subject matter, and number of students
- Relevant information about students with special needs

B)

Describe any physical, social, behavioral, or developmental factors that may impact instruction and learning.

- Linguistic, cultural, health consideration

C)

Describe any factors related to the school and surrounding community that may impact teaching and learning.

STEP 1: PLANNING THE LESSON

THIS STEP ALLOWS
YOU TO
DEMONSTRATE
YOUR ABILITY TO
DEVELOP AN
EFFECTIVE LESSON
PLAN THAT
FACILITATES
STUDENT LEARNING.

3.1.1 STANDARDS AND LEARNING GOALS

Activity

- Develop a lesson plan while considering the following:
 - Fostering student interactions
 - Using technology
 - Gathering evidence of student learning
- Use template provided (optional)
- Explain your planning process based on guiding prompts

3.1.1 STANDARD S AND LEARNING GOALS

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

3.1.1:
STANDARDS
AND
LEARNING
GOALS -
ARTIFACT

Representative pages of your lesson plan for the whole class (maximum of two pages).

Make sure your lesson plan includes the use of technology.

3.1.2 INSTRUCTIONAL STRATEGIES

- Guiding Prompts
 - 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.
 - How do the instructional strategies connect to the learning goal(s) to facilitate student learning?
 - What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

3.1.3 LEARNING ACTIVITIES

- Guiding Prompts
 - What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.
 - How will these learning activities address students' strengths and needs?
 - How did your class demographics inform the design of the learning activities you chose?

3.1.4 MATERIALS, RESOURCES, AND TECHNOLOG Y

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

STEP 2: THE FOCUS STUDENTS

THIS STEP ALLOWS
YOU TO
DEMONSTRATE
YOUR ABILITY TO
DIFFERENTIATE
INSTRUCTION FOR
INDIVIDUAL
STUDENTS.

3.2.1 DIFFERENTIATING INSTRUCTION

Activity

- From the whole class, select two students who reflect different learning needs. Refer to them as Focus Student 1 and Focus Student 2. Then respond to the guiding prompts.

3.2.1 MATERIALS, RESOURCES, AND TECHNOLOG Y

- Guiding Prompts
 - Focus Student 1
 - Identify Focus Student 1's learning strengths and challenges related to the learning goal(s) of the lesson.
 - 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.
 - What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?
 - Repeat for Focus Student 2

3.2.1:
DIFFERENTIATING INSTRUCTION -
ARTIFACTS

A differentiated lesson plan for Focus Student 1 (maximum of 1 page)

A differentiated lesson plan for Focus Student 2 (maximum of 1 page)

STEP 3: ANALYZING THE INSTRUCTION

THIS STEP ALLOWS
YOU TO
DEMONSTRATE
YOUR ABILITY TO
ANALYZE A LESSON
AND EVIDENCE OF
STUDENT
LEARNING.

3.2.1

DIFFERENTIATING INSTRUCTION

Activity

- After you have implemented the lesson, respond to the guiding prompts.

3.3.1

ANALYZING THE INSTRUCTION FOR THE WHOLE CLASS

- Guiding Prompts
 - 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?
 - How did the students use the content presented to demonstrate meaningful learning? Provide specific examples from the lesson and from the student work to support your analysis.

3.3.1 ANALYZING THE INSTRUCTION FOR THE WHOLE CLASS

- Guiding Prompts
 - 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.
 - What steps did you take to foster teacher-to-student and student-to-student interactions? How did they impact student engagement and learning?
 - What feedback did you provide during the lesson to facilitate student learning? What impact did the feedback have on student learning? Provide specific examples.

3.2.1:
ANALYZING THE
INSTRUCTION
FOR THE WHOLE
CLASS –
ARTIFACT

**A student work
sample from any
member of the
class other than
the two Focus
Students**

3.3.2 ANALYZING THE INSTRUCTION FOR EACH OF THE TWO FOCUS STUDENTS

- Guiding Prompts
 - To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
 - 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.

3.2.1:
ANALYZING THE
DIFFERENTIATED
INSTRUCTION
FOR EACH OF
THE TWO FOCUS
STUDENTS-
ARTIFACTS

**A student work
sample from Focus
Student 1 (Maximum
of 1 page)**

**A student work
sample from Focus
Student 2 (Maximum
of 1 page)**

STEP 4: REFLECTING

THIS STEP ALLOWS YOU TO REFLECT ON THE STRENGTHS OF YOUR LESSON AS WELL AS ON COMPONENTS OF YOUR LESSON THAT NEED IMPROVEMENT.

3.4.1 REFLECTING AFTER INSTRUCTION

Activity

- Think about your lesson plan, the lesson you taught, and evidence of student learning. Then respond to the guiding prompts.

3.4.1 REFLECTING ON THE LESSON FOR THE WHOLE CLASS

- Guiding Prompts
 - 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).
 - 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? Provide specific examples.

3.4.2 REFLECTING ON THE DIFFERENTIATE D INSTRUCTION FOR EACH OF THE TWO FOCUS STUDENTS

- Guiding Prompt
 - How will you use your analysis of the lesson and evidence of student learning to guide your planning of future lessons for each of the two Focus Students? Provide specific examples.

3.4.2

ANALYZING THE INSTRUCTION FOR EACH OF THE TWO FOCUS STUDENTS

- Guiding Prompts
 - 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).
 - 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? Provide specific examples.

REMINDERS



ARTIFACTS

Remove all identifying information (yourself, your students, your colleagues, your school, your city)

Instead, do the following:

Refer to students as "Student 1," "Student 2" and so forth

Refer to places as "my school" or "my district"

Remove identifiers from artifacts prior to uploading by crossing them out with a marker or by covering them with correction tape or fluid before scanning.

UPLOADING ARTIFACTS REMINDERS

- Upload your artifact to your Library of Artifacts in the online submission system
- Verify that the file type, size and file name meet the online submission system requirements by checking:
 - Acceptable file types: .doc, .docx, .pdf, .ppt, .pptx, .xls, .xlsx, .jpg, .jpeg, .gif, .rtf, .txt and .png
 - Maximum file size: 1 MB
 - File names: cannot contain spaces or include such characters as ! + \$ % , ` ^ * < > [] { } ? " # / ~ = @ ; %
 - File names: cannot exceed 50 character
- Artifact files should not contain links to third-party sites.
- After uploading your file, open it from the Library of Artifacts to verify that the contents can be viewed.
- Lin

LINKING ARTIFACTS

- Link the artifact to your written commentary.
- Highlight a section of that commentary and select the “Link My Artifact(s) to My Response” button to link to your artifacts.
- When linking your artifacts to your written commentary, make sure the artifacts that you link are:
 - only those that are required by the task directions
 - linked just once within your response. (Repeated attachment of the required artifacts and extra artifacts are not acceptable.)
 - linked in the designated textbox
 - not exceeding the required number of pages
- Review the [Submission System User Guide \(PDF\)](#) for more information about linking artifacts.