

PPAT Task 3 Designing Instruction for Student Learning

In this task, you will demonstrate your ability to develop instruction, including the use of technology, to facilitate student learning. **Make sure your lesson plan includes the use of technology appropriate to your discipline.** Maximum Character count: 25,500

Overview: Many factors can affect teaching and learning; these could include the community, the school district, and/or individual school/classroom/student factors. Contextual factors can be condensed from previous Tasks. The information you gather about your teaching and learning context and about your individual students will help provide perspective to the reader who will be scoring your submissions. This part of your submission will not be scored, but the information you include should have implications regarding your instructional choices. Your response must be limited to 1,500 characters (approximately **one-half typed page**). No artifacts can be attached to the Contextual Information textbox.

Contextual Information Textbox:

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

Step 1: Planning the Lesson This step allows you to demonstrate your ability to develop an effective lesson plan that facilitates student learning.

Textbox 3.1.1: Standards and Learning Goals Activity: Planning for Instruction. Develop a lesson plan that you will use with your students in this task. (You may use the template provided.) As you plan, keep in mind such things as fostering student interactions, using technology, and gathering evidence of student learning. Explain your planning process as you respond to the guiding prompts below. **Guiding Prompts**

- a. What learning theory/method will guide your planning process? Provide a brief description of the theory/method. How will you make use of it?
- b. 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?
- c. What is the content focus of the lesson? What related content that the students have previously encountered will support the learning in this lesson?
- d. What are some difficulties students might encounter with the content? How will you address the difficulties?

Required artifact for this textbox:

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

Textbox 3.1.2: Instructional Strategies **Guiding Prompts**

- a. 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.
- b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?

- c. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?

Textbox 3.1.3: Learning Activities Guiding Prompts

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

Textbox 3.1.4: Materials, Resources, and Technology Guiding Prompts

- a. What materials and resources will you use to support your instruction and student learning? Provide a rationale to support your choices.
- b. What types of technology do you plan to use in your instruction?
- c. 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.

Textbox 3.2.1: Understanding Each of the Two Focus Students (F ST) and Differentiating Instruction Activity: Differentiating Instruction From the whole class, select two students who reflect different learning needs. Refer to them as Focus Student 1 and Focus Student 2. **Guiding Prompts:**

F ST 1:

- a. Identify F ST 1's learning strengths and challenges related to the learning goal(s) of the lesson.
- b. Describe how you will differentiate specific parts of your lesson plan to help F ST 1 meet the learning goal(s) of the lesson. Provide a rationale.
- c. What evidence will you collect to show the progress F ST 1 makes toward the learning goal(s)?

Repeat for F ST 2

Required artifacts for this textbox:

- a differentiated lesson plan for F ST 1 (maximum of one page)
- a differentiated lesson plan for F ST 2 (maximum of one page)

Step 3: Analyzing the Instruction This step allows you to demonstrate your ability to analyze a lesson and evidence of student learning.

Textbox 3.3.1: Analyzing the Instruction for the Whole Class Activity Guiding Prompts

- a. 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?
- b. 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
- c. 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.

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

Required artifact for this textbox:

- a student work sample from any member of the class other than the two F ST's (maximum of one page)

Textbox 3.3.2: Analyzing the Differentiated Instruction, *Each* of Two F ST's **Guiding Prompts**

- a. To what extent did *each* of the two F ST's achieve the learning goal(s) of the lesson? Cite examples to support your analysis.
- b. How did your differentiation of specific parts of the lesson help *each* of the two F ST's meet the learning goal(s)? Cite examples to support your analysis.

Required artifact for this textbox:

- a student work sample from F ST 1 (maximum of one page)
- a student work sample from F ST 2 (maximum of one 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.

Textbox 3.4.1: Reflecting on the Lesson for the Whole Class Activity: Reflecting After Instruction Think about your lesson plan, the lesson you taught, and evidence of student learning. Then respond to the **guiding prompts** below.

- a. 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).
- b. 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.

Textbox 3.4.2: Reflecting on the Differentiated Instruction for Each of Two F ST's **Prompts**

- a. 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 F ST's? Provide specific examples.