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

If you are a candidate to teach at the elementary level (at least the four major subjects of mathematics, English/language arts, social studies, and science), you MUST select Mathematics as your content focus for Task 3.

**For this Task, you must submit:**

***Written Commentary of a maximum of 25,500 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

***Identification of two Focus Students who reflect different learning needs***

***A maximum of seven artifacts including***

• representative pages of your lesson plan (maximum of two pages);

• a plan for differentiation for Focus Student 1 (maximum of one page);

• a plan for differentiation for Focus Student 2 (maximum of one page);

• a teacher instructional artifact (maximum of one page);

• a work sample from a student other than the two Focus Students (maximum of one page);

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

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

***How to compose your Written Commentary***

This task has four 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.

• Step 1: Planning the Lesson

• Step 2: The Focus Students

• Step 3: Analyzing the Lesson

• Step 4: Reflecting

***Please read the entire task before responding to any guiding prompts*.** Type your responses in the appropriate text box. The boxes will expand to meet your needs.

The template with the written commentary and artifacts must be submitted on Blackboard by Thursday, March 12 at 11:59 PM.

The template with the written commentary ONLY must be submitted on Foliotek by Thursday, March 12 at 11:59 PM.

**Contextual Information**

**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).

***Guiding Prompts***

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.

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| 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 the Lesson**

**xtb1.1: Standards and Learning Goals and Student Background Information**

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| Textbox 3.1.1: Standards and Learning Goals and Student Background Information  **Activity: Planning for Instruction**  Develop a lesson plan that you will use for your students in this task. Then respond to the guiding prompts below. Upload two representative pages of the lesson plan to Blackboard.  ***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?   This lesson uses collaborative learning. In collaborative learning, two or more people learn something together. The students are working together and are able to use each other when they don’t understand a concept. The students will be making their own graph by choosing a topic, conducting a survey, recording the information, and graphing the information.  b. What learning goal(s) and standards, both Missouri and national, did you identify for the lesson (provide the number and title of each standard that you list)? How will they guide the planned learning activities?  1.MD.C.4 – Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  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?  The lesson focus is graphing. The students’ previous experience with word problems and drawing “pictures” to help solve the problems give them the background knowledge to separate data necessary to solve a problem.  d. What are some difficulties students might encounter with the content? How do you plan to address these difficulties?  Students may struggle with how to create a graph using correct labels. I will address this by showing them several examples of different types of graphs to use as a guide. |

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| 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.  First, we will go over the vocabulary for graphing. This is a new concept to them, so they will need to know what the different types of graphs are and the parts of a graph. Next, we will use a find, tally, graph packet to learn how to find information we are looking for and count using tallies, then converting the tallies to a graph. I will model the first one as we do it together, then the students will work with a partner to complete the next packet. Finally, students will create their own graph by choosing the data they want to collect, surveying the class, and recording the information on the graph of their choice.  b. How do the instructional strategies connect to the learning goal(s) to facilitate student learning?  While students are with a partner, they are required to do and record their own work. This holds them accountable and insures that when they begin their independent work, they will understand how to create and use their own selected data. Partner work also supports collaborative learning.  c. What informed your decisions to use individual, small-group, and/or whole-group instruction to facilitate student learning?  Most of the assignments done in math require students to work individually. This activity gives the students the ability to work collaboratively. I worked with a small group first, and then paired those students with others who were struggling with the graphing concept. Many students are familiar with tallies because we use them as part of our behavior chart, but converting tally marks to graphs is harder for some. |

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| Table 3.1.3: Learning Activities  ***Guiding Prompts***  a. What learning activities do you plan to implement in this lesson? Provide a rationale for your choices.  We used an M&M sort. Kids love M&Ms and it makes the content more fun. (I also used M&Ms because one of our students has a gluten allergy, so we couldn’t use the colored goldfish crackers.) I gave each student 20 M&Ms, a tally sheet, and a graph. First, they had to sort them by color, tally their colors on their tally sheet, and record the information on the graph.  b. How will these learning activities address student strengths and needs?  This activity addresses student visual and kinesthetic strengths and needs. The colors and graphs appeal to visual learners, and sorting and recording information appeal to kinesthetic learners.  c. How did your classroom demographics inform the design of the learning activities you chose?  I have an energetic classroom. They perceive activities, such as this, as a “game” which keeps them engaged. Any time I can involve them in their learning, it seems to go much more smoothly and they are excited to complete the task correctly. |

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| Textbox 3.1.4: Materials, Resources, and Technology  ***Guiding Prompts***  a. What materials and resources will you use to support your instruction? Provide a rationale to support your choices.  I used the vocabulary terms that comes with the math curriculum. I also used the lessons provided in the book. I used these because they are aligned with the CCSS and it is part of our curriculum. I used the graphing activities to reinforce the lessons taught from the curriculum because it gives students an opportunity to work collaboratively on a concept. The M&M activity allows the students to sort, tally, and graph individually for checking their understanding on graphing.  b. What types of technology do you plan to use for this lesson?  The only technology we have in the classroom is the smart board. We use the interactive lessons that are supported through our math curriculum.  c. How will your chosen technology enhance your instruction and student learning in this lesson?  Using the smart board for modeling/demonstrating allows the whole class to see what I am doing. It also gives them a chance to practice what they will be doing on their own in the activities. |

**The Focus Students**

Select two students from the whole class who provide different instructional challenges. Please refer to them as Focus Student 1 and Focus Student 2.

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| Textbox 3.2.1: Understanding the Two Focus Students  Select two students from the whole class who reflect different learning needs. Please refer to them as Focus Student 1 and Focus Student 2. Then respond to the guiding prompts below.  ***Guiding Prompts***  **Focus Student 1:**  a. Identify Focus Student 1’s learning strengths and challenges related to the learning goal(s) of the lesson.  Focus student 1 has been referred for the gifted program. He nearly always scores 100% on math assignments and is always quick to comprehend new material.  b. What evidence will you collect to show the progress Focus Student 1 makes toward the learning goal(s)?  I will keep records of scores on his assignments and activities during this unit to show comprehension. We will also have enrichment activities such as creating his own survey, and using that information to create a tally sheet and graph.  **Focus Student 2:**  a. Identify Focus Student 2’s learning strengths and challenges related to the learning goal(s) of the lesson.  Focus student 2 has just been placed in the enrichment math group. He does very well on his assignments and common assessments. I believe he will be able to work with this group easily.  b. What evidence will you collect to show the progress Focus Student 2 makes toward the learning goal(s)?  As stated for Focus Student 1, I will keep records of scores on his assignments and activities during this unit to show comprehension. We will also have enrichment activities such as creating his own survey, and using that information to create a tally sheet and graph. |

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| Textbox 3.2.2: Differentiating Instruction for the Two Focus Students  ***Guiding Prompts***  a. How will you adapt the learning goal(s) to engage each Focus Student and facilitate his or her learning? Provide a rationale.  I am adapting the learning goals by having the focus students take graphing a step further and create their own graphs. These are students who are bored because they comprehend math strategies and concepts easily. To challenge these students, we are completing enrichment activities that allow them to develop skills they need to create their own graphs.  b. Describe how you will differentiate your instructional strategies **and** learning activities to engage each of the two Focus Students and facilitate their learning. Provide a rationale.  I will use the same learning activities with all the students, but instead of working with homogeneous partners, the enrichment group will be paired with a heterogeneous partner for a peer teaching opportunity. Having students of different ability levels benefits both students. Having to explain a concept to another is an extension of a student’s own learning and gives them an opportunity to comprehend the concept being studied. It also encourages struggling students because they are not listening to a lecture from the teacher, but working with a classmate who has mastered a concept. It also gives them more confidence to ask questions and realize they can succeed.  c. What materials, resources, and technology will you add or adapt to engage each Focus Student and facilitate his or her learning? Provide a rationale.  I used the vocabulary terms that comes with the math curriculum. I also used the lessons provided in the book. I used these because they are aligned with the CCSS and it is part of our curriculum. I used the graphing activities to reinforce the lessons taught from the curriculum because it gives students an opportunity to work collaboratively on a concept. The M&M activity allows the students to sort, tally, and graph individually for checking their understanding on graphing.  d. How will you and each Focus Student know that he or she achieved the learning goal(s) for the lesson?  The focus students and I will know they have achieved the learning goal when they are able to complete their own graph using the data they chose, surveyed, recorded, and graphed.  Upload a one-page modification/adaptation plan for each of the two Focus Students. (two pages total). Do not include student names. |

**Analyzing the Lesson**

After you have implemented the lesson, respond to the following prompts:

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| Textbox 3.3.1: Analyzing the Lesson for the Whole Class  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?  The students really enjoy the M&M activity because they see it as a “game,” not work. It also includes all of the information we have learned for this unit. I can use their tally sheets and graphs as evidence to show that they have an understanding of the basic concepts of graphing.  b. How did the students demonstrate their understanding of the content presented? Provide specific examples from the lesson and student work to support your analysis.  The students demonstrated their understanding by successfully completing their lessons and activities using graphing vocabulary and data to create their own tally sheets and graphs.  c. While you were teaching, what adjustments to the lesson did you implement to better support student engagement and learning? Provide examples to support your decisions.  I used the M&M graphing activity to draw them in to the graphing concept. They thought it was fun and in the end, they got to eat the M&Ms!  d. What steps did you take to foster teacher-to-student **and** student-to-student interactions? How did they impact student engagement and learning?  Again, I used the M&M graphing activity for the teacher-to-student interaction. They thought it was fun and in the end, they got to eat the M&Ms! I used the Animal Find, Tally, and Graph activity to be done with a partner for student-to-student interactions. This allowed students to work together in heterogeneous pairs reinforcing the graphing concept for both students.  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.  For both activities, I walked around the room and visited with each student/pair. We talked about the data they were finding and how it related to what other students were finding. With the M&M activity, their graphs were different because not every student received the same number of each color. With the animal activity, each student was given the same data, therefore, their graphs would all be the same. I had each student share what their results were for their M&M activity. They could compare with each other too because some may have the same number of one color, but not the others.  Upload one instructional artifact and one work sample ***from a student other than one of the focus students*** to Blackboard. |

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| Textbox 3.3.2: Analyzing the Differentiation for the Two Focus Students  ***Guiding Prompts***  a. To what extent did each of the two Focus Students achieve the learning goal(s) of the lesson? Cite evidence to support your analysis.  Both of the students achieved the learning goal for this lesson. They were able to take the knowledge they gained from completing the various graphing activities and create their own tally sheets and graph using their selected data.  b. How did your differentiation of specific parts of the lesson help each Focus Student meet the learning goal(s)? Cite examples to support your analysis.  Both students were able to select a topic to survey the class by using a tally sheet. They then constructed a graph using the correct labels for the data and inserting the information into the graph from their tally sheet.  Upload a one-page-maximum student work sample for each of the Focus Students (two pages total). Do not include student names. |

**Reflection**

Think about your lesson plan, the lesson that you taught, and the student work and respond to the following guiding prompts:

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| Textbox 3.4.1: Reflecting on the Lesson for the Whole Class  ***Guiding Prompts***  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)? Provide specific examples.  To help students who did not achieve the learning goal, I will make adjustments to this activity by starting with less data for them to sort. For example, instead of all six colors of the M&Ms, only use 3 colors. I would use the same adjustment with the animal graphing activity by having those students redo the lesson with a smaller number of animals to find, sort, and graph.  b. How will you use your analysis of this lesson and the evidence of student learning to guide your planning for future lessons for the whole class?  I always use the evidence of student learning to plan for future lessons. If a few students struggle with this activity I could break it down into individual lessons on sorting, tallying, and graphing. We will do a lesson on sorting. Once they master that, we would move on to tally sheets by taking the objects they sorted and filling out the tally sheets. Once sorting and tallying have been mastered we would finally work on using the data from the tally sheets to make a graph. |

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| Textbox 3.4.2: Reflecting on the Differentiated Instruction for the Two Focus Students  ***Guiding Prompts***  a) How will you use your analysis of this lesson and the evidence of student learning to guide your planning for 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.  Neither focus student struggled with the lesson. Both completely amazed me with their speed and comprehension of this lesson. Not only did they complete the activities with ease, but they also selected a category to collect data, made their tally sheets, surveyed the class, and completed the tally sheets. They then took the data they had collected and created their own graphs. Finding things to keep them challenged, but not overwhelming will be the next step. |