

**Step 1: Academic Content Selection and Learning about Students**

**Directions:**

*An important step in planning instruction is to learn about your students. Select one class, content area, and the state-adopted academic content standards for students to work with at this time. Respond to the prompts below about the class, unit of study, and how you learn about the students.*

**A. ACADEMIC CONTENT SECTION**

**Grade Level:**

**Content area:**

**Subject matter:**

1. List the state-adopted academic content standards for students that you will cover at this time.

2. Describe the unit of study that addresses those standards.

3. What is (are) the academic learning goal(s) for this unit of study?

<b>Class Information</b>	
Age range of students:	Number of male students:
Total number of students:	Number of female students:

**B. STUDENT CHARACTERISTICS**

**Linguistic Background**

1. What information that may influence instruction, do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

**Academic Language Abilities, Content Knowledge, and Skills**

1. What information that may influence instruction, do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

**Physical, Social and Emotional Development**

1. What information that may influence instruction, do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

**Cultural and Health Considerations**

1. What information that may influence instruction, do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

**Interests and Aspirations**

1. What information that may influence instruction, do you want to learn about your students?

2. How will you learn about your students? Describe the methods you will use and why you have chosen to use those particular methods.

3. How will you use this information in planning academic instruction in your selected content area?

## Step 2: Learning about Two Focus Students

**Directions:**

Select two focus students from the class you identified in Step 1. Select one student who is an English learner and one student who presents a different instructional challenge. Use some of the methods you described in Step 1 to learn about these two students.

Consider your selected content areas and subject matter when describing what you learned about the two focus students. Complete the section below. In each box include:

- a description of what you learned for each of the students, and
- an explanation of how the information will influence your academic instructional planning.

### Student 1: An English learner

**Gender:**

**Age:**

**1. Why did you select this student?**

**2. What did you learn about this student's linguistic background?**

**3. What did you learn about this student's academic language abilities in relation to this academic content area?**

**4. What did you learn about this student's content knowledge and skills in this subject matter?**

**5. What did you learn about this student's physical, social and emotional development relevant to this academic content area?**

**6. What did you learn about this student's cultural background including family and home relevant to this academic content area?**

7. What did you learn about this student's special considerations, including health issues relevant to this academic content area?

8. What did you learn about this student's interest and aspirations relevant to this academic content area?

9. Describe other information relevant to this academic content area that you learned about the student, (e.g., attendance, extracurricular activities, etc.)

**Student 2: A student who presents a different instructional challenge.**

**Gender:**

**Age:**

1. Why did you select this student?

2. How is the instructional challenge that he or she presents different from that of the other student?

3. What did you learn about this student's linguistic background?

4. What did you learn about this student's academic language abilities in relation to this academic content area?

5. What did you learn about this student's content knowledge and skills in this subject matter?

6. What did you learn about this student's **physical, social and emotional development relevant to this academic content area?**

7. What did you learn about this student's **cultural background including family and home relevant to this academic content area?**

8. What did you learn about this student's **special considerations, including health issues relevant to this academic content area?**

9. What did you learn about this student's **interest and aspirations relevant to this academic content area?**

10. **Describe other information relevant to this academic content area that you learned about the student, (e.g., attendance, extracurricular activities, etc.)**

**Step 3: Planning for Academic Instruction for the Whole Class**

**Directions:**

*Consider your academic content selection in Step 1 and what would you want the students to learn? As you begin to think about a lesson that falls within the selected unit of study, respond to the prompts below about your plan for academic instruction for the whole class.*

1. **At what point in the sequence of the unit is this lesson? Put an X next to one:**  
\_\_\_ at the beginning of the unit of study  
\_\_\_ between the beginning and the end of the unit of study  
\_\_\_ at the end of the unit of study

2. **List the state-adopted academic content standard(s) for students you will address in the lesson.**

3. **What is (are) your academic learning goal(s)? What specifically do you expect students to know or be able to do as a result of the lesson?**

4. **How is (are) your academic learning goal(s) related to the state-adopted academic content standards for students?**

5. **How will the content of the lesson build on what the students already know and are able to do?**

6. **How will the content of the lesson connect to the content of preceding and subsequent lessons?**

7. **What difficulties do you anticipate students could have with the lesson content and why?**

8. What evidence will you collect during the lesson and/or at the end of the lesson that will show the extent to which the students have learned what you intended?

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9. Think about how you will sequence your instruction of the academic content to be covered in this lesson. Describe your plan for instruction in the order in which it will be implemented. Address each of the following and provide a rationale for each of your decisions:

**Communicating the academic learning goal(s) to the students**

Instruction Plan	Rationale

**Instructional strategies**

Instruction Plan	Rationale

**Student activities**

Instruction Plan	Rationale

**Student grouping**

Instruction Plan	Rationale

**Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room**

Instruction Plan	Rationale

**Progress monitoring of student learning**

Instruction Plan	Rationale

10. Given the difficulties you anticipate students could have with the content, what additional steps would you take to foster access and comprehension for all students?

- 11. How would you share the results of student academic learning with students and families?**

**Step 4: Lesson Adaptations for the Two Focus Students**

**Directions:**

Consider what you have learned about the two focus students in Step 2 and the implications for instruction that you identified for each of them. For the two students, determine what adaptations you will make to this lesson that you have planned for the whole class. Describe those adaptations for each of the two focus students. If you determine that no adaptations are needed for a part of the plan for instruction, indicate that decision. Complete the table below. In each box include:

- your decisions about lesson adaptations, and
- a rationale for those decisions.

**Student 1: An English learner**

1. **Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson.**

2. **Evidence of student learning you will collect during the lesson and/or at the end of the lesson**

3. **Communicating the academic learning goal(s) and/or expectations to the student.**

4. **Instructional strategies**

5. **Student Activities**

6. **Student grouping**

7. **Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room**

8. Progress monitoring of student learning

9. Sharing results of the student learning with the student and/or the family

**Student 2: A student who presents a different instructional challenge**

1. Academic learning goal(s) or your expectations of what the student should know or be able to do as a result of this lesson.

2. Evidence of student learning you will collect during the lesson and/or at the end of the lesson

3. Communicating the academic learning goal(s) and/or expectations to the student.

4. Instructional strategies

5. Student Activities

6. Student grouping

7. Materials, technology, and/or resources, including the use of instructional aides, parents, or other adults in the room

**8. Progress monitoring of student learning**

**9. The student and/or the family**

**Step 5: Reflection on Connecting Instructional Planning to Student Characteristics**

**Directions:**

*Read your responses to the prompts in Steps 1-4. Think about what you have learned in Task 2 about the characteristics of the two focus students, your instructional planning for the whole class, and your adaptations for the focus students. Respond to the prompts below:*

- 1. What information that you collected for the whole class and/or for the two focus students most influenced your planning for this lesson? Why?**

- 2. How will you use what you have learned in regard to connecting instructional planning to student characteristics in the future? In your response, you may address collecting student information and/or planning instruction based on student information.**