Plan with PHACT

Start with one upcoming lesson and one barrier. Keep the learning goal steady while you vary the supports.

Lesson / grade: _____

P / Purpose

What should students understand or be able to do? Name one barrier and the evidence that would show progress.

H / Human anchor

What does the teacher know about this class? What must students think through themselves? Make those responsibilities explicit.

A / Audience

Consider prior knowledge, language, reading, communication, access needs, and available devices. Build supports that everyone can use.

Plan with PHACT | continued

C / Components

Choose the smallest set of controls, representations, and interactions that supports the goal.

T / Tone & constraints

Specify clear language, accessible presentation, expected behavior, and limits on data and answers.

Evidence and next step

What will students explain or do on a new task? What will you look for, and how will you use that evidence?