

Using Lesson Planning to Align Instruction Across the Tiers

Drivers:

1. Unless all instruction is standards aligned, student performance on standards-based assessment will be poor.
2. Strong evidence exists that the impact of supplemental, intensive and specially designed instruction is strongly related to the performance of students in Tier 1.

Purpose:

1. Method to integrate academic and behavior instruction/intervention into a single system that is aligned with state grade-level Standards
2. Integrate learning goals, instructional strategies, student engagement factors and performance criteria into the lesson planning

Process: All Instructional Staff (Grade Level or Subject Area PLC)

1. All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
2. The Learning Goal/Standard/Progression levels is/are identified explicitly
3. Planning guided by 3 principles of UDL
 - **Principle I: Provide Multiple Means of Representation (the “what” of learning)**
 - Perceptions, Language expressions and symbols and Comprehension
 - **Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)**
 - Physical action, Expression and communication and Executive function
 - **Principle III: Provide Multiple Means of Engagement (the “why” of learning)**
 - Recruiting Interest, Sustaining effort and persistence and Self-regulation
4. Instructional strategies (evidence-based) for the goal/level and student skill levels are identified
5. The explicit student performance behaviors necessary to engage the instruction are identified

Process: Tier 2, 3 and Specially-Designed Instruction Staff (Planning)

1. Tier 2/3 providers meet separately to lesson plan their instruction within the context of the Tier 1 lesson study meeting
2. Instructional strategies, engagement behaviors, instructional materials that support student success in Tier 1 are identified
3. Alignment with the scope and sequence/pacing chart for Tier 1 is always a priority when identifying the focus of instruction on a weekly basis
4. This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in “just in time” readiness for students to integrate what they have learned into Tier 1

Assessments

1. Assessments in Tier 2/3 incorporate characteristics of assessments in Tier 1

2. Progress monitoring and benchmark assessments should be monitored for end-of-year accuracy.
3. The goal here is to engage students in their assessment data not only to ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Tiers 2/3 relates to their work in Tier 1

Process: Cross Tier Collaboration

1. Tier 2/3 providers observe their students in the Tier 1 environment to ensure alignment of instruction across Tiers
2. Tier 2/3 providers increasingly take an active role in the Tier 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Tier 1 Lesson Study meetings