

## Lesson Design and Integration Template

<b>GRADE:</b>		<b>SUBJECT:</b>	
<b>STANDARD:</b> <i>(Example: determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.)</i>			
<b>SKILLS: What students should DO</b>		<b>CONCEPTS: What students should KNOW</b>	
<b>VERBS</b>		<b>NOUNS</b>	
<p><i>Note: Please refer to the Lesson Design and Implementation Guide to complete the following tasks.</i></p> <p><b>Tier 1 Teachers Lead This Discussion:</b></p> <ol style="list-style-type: none"><li><b>1. Tier 1 staff identifies the instructional strategies and pacing to attain the instructional goal. Discussion of strategies that engage students occurs. UDL Principle 1 UDL Principle 3</b></li><li><b>2. Student performance expectations (how to demonstrate learning) are identified explicitly. UDL Principle 2</b></li><li><b>3. Staff identifies students for whom the performance expectations will be a problem and which specific expected behaviors are a problem.</b></li><li><b>4. Entire staff discusses strategies to reduce or eliminate the barriers to student performance for students at risk.</b></li></ol>			

5. The team reviews the plan and discusses the pacing guide. The Tier 2/3/SDI and support providers articulate what they are doing and how it aligns with Tier 1. In addition, successful strategies used in Tier 2/3/SDI are shared with Tier 1 staff.
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**Meeting Activities: Tier 2/Tier 3/Specially Designed Instruction Staff Follow-Up Meeting**

1. Group reviews information from initial planning meeting
2. Group identifies current instructional goals and strategies. Identifies any modification to those goals/strategies to align with Tier 1 scope/sequence and pacing
3. Group identifies specific strategies to ensure that the adverse effects of skill deficits (e.g., reading fluency) can be reduced.
4. Tier 2/3/Specially Designed providers coordinate their instructional priorities and strategies to maximize impact of Tier 2/3/Specially Designed instruction combined on Tier 1.
5. Group identifies how they will incorporate any Tier 1 instructional strategies, materials, assessment formats to maximize transfer of student performance/skills from Tier 2/3/Specially Designed to Tier 1.
6. Group identifies who will coordinate effective Tier 2/3/Specially Designed strategies with Tier 1 providers and observe student(s) performance in Tier 1
7. Student engagement needs are identified and strategies/personnel to improve engagement skills are identified.
8. Tier 1 classroom observation opportunities are identified and calendared to determine the degree to which at-risk students receiving Tier 2/Tier 3/Specially Designed Instruction are successful in the Tier 1 setting.
9. Information from the Tier 1 observation opportunities are used to modify Tier 2/Tier 3/Specially Designed Instruction and coordination/collaboration with Tier 1 teachers.

*Integrity Checklist*

<b>Critical Component</b>	<b>Rating</b> 4= Strongly Agree 3= Agree 2=Disagree 1=Strongly Disagree								
Everyone clearly understands the instructional goal(s) and scope, sequence and pacing in Tier 1	<table border="0"> <tr> <td><b>4</b></td> <td><b>3</b></td> <td><b>2</b></td> <td><b>1</b></td> </tr> <tr> <td colspan="4"><b>Comments</b></td> </tr> </table>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>			
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Tier 1 staff have considered instruction that is evidence-based for diverse learners.	<table border="0"> <tr> <td><b>4</b></td> <td><b>3</b></td> <td><b>2</b></td> <td><b>1</b></td> </tr> <tr> <td colspan="4"><b>Comments</b></td> </tr> </table>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>			
<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>						
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Tier 1 staff have identified technology to support instruction with at-risk students	<table border="0"> <tr> <td><b>4</b></td> <td><b>3</b></td> <td><b>2</b></td> <td><b>1</b></td> </tr> <tr> <td colspan="4"><b>Comments</b></td> </tr> </table>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>			
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Tier 2/3/Specially Designed staff identified instructional strategies to align their content and pacing with Tier 1	<table border="0"> <tr> <td><b>4</b></td> <td><b>3</b></td> <td><b>2</b></td> <td><b>1</b></td> </tr> <tr> <td colspan="4"><b>Comments</b></td> </tr> </table>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>			
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Tier 2/3/Specially Designed staff have identified instructional strategies that Tier 1 providers can incorporate into their instruction.	<table border="0"> <tr> <td><b>4</b></td> <td><b>3</b></td> <td><b>2</b></td> <td><b>1</b></td> </tr> <tr> <td colspan="4"><b>Comments</b></td> </tr> </table>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>			
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Tier 2/3/Specially Designed staff have conducted Tier 1 classroom observations to document the effectiveness of the integrated instructional planning on performance of at-risk students	<table border="0"> <tr> <td><b>4</b></td> <td><b>3</b></td> <td><b>2</b></td> <td><b>1</b></td> </tr> <tr> <td colspan="4"><b>Comments</b></td> </tr> </table>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>			
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<b>Comments</b>									

**a. What accommodations will be required for students who do not possess the access skills (e.g., fluency)?**

**b. What instructional strategies are likely to result in “universal instruction” for all/most students? (UDL Principle 1)**

**c. What Tier 2/3 services are available to support development of access skills and pacing supports (e.g., pre-teaching, use of classroom materials)?**

**d. How will students be expected to participate and demonstrate their learning (e.g., verbal, written, graphic, technology)? (UDL Principle 2). What Tier 2/3 services can support more accurate student performance?**

**e. What instructional behavior support strategies will be used to engage students who require additional supports (e.g., OTR, Instructional Choice, High Probability Response)?**

**f. What Tier 2/3 services are available to support development of student engagement skills (e.g., social skills training, trauma informed supports)?**

