Instructional Design Tool

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| Students who Require  Instructional Supports: | Instructional  Accommodations? | Curricular  Modifications? | In-Class  Support | Differentiated  Assessment? | Per IEP  (√) |
| 1. |  |  |  |  |  |
| 2. |  |  |  |  |  |
| 3. |  |  |  |  |  |
| 4. |  |  |  |  |  |

Learner Objective/ Unit Objective (What am I teaching?)

Pre-Assessment Tool /Information: (What do the students know about this learning objective? Their interests? Motivations?)

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| --- | --- | --- | --- | --- | --- | --- |
| **As Designed** | **Instructional Strategies /Activities** | **Grouping** | | | | **Assessment/Product** |
|  |  | **Whole Group** | **Individual** | **Partner** | **Small Group** |  |
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**Accommodation:** A change made to teaching or testing procedures in order to increase the student’s access to information and to create and equal opportunity to demonstrate knowledge and skills. It is “how” instructions is delivered and/or learning is assessed.

**Modification**: A change in what the student is expected to learn and/or demonstrate. It is “ what” the student is expected to learn.

In-Class Supports include the use of peer assistants/tutors, paraprofessionals, support facilitators, or co-teachers.

Additional Instructional Decisions:

If needed, determine instructional supports for individual students.

If needed, proceed to this section.