Specially Designed Instruction Key Determinations Checklist

Use this checklist to help plan lessons with the lesson plan of your choice or use it after planning a lesson to make sure the lesson has incorporated the necessary specially designed instruction.

❏   **Determine the grade-level content.**

   Key Questions: What is your overall instructional goal? How does it fit in with the unit scope and sequence?

❏   **Determine the target skills.**

   Key Questions: What skills do each of your students need in order to progress with grade-level content? How might you need to consider the needs of students who require foundational skills prior to the target skills being taught?

❏   **Determine the method of pre-assessment.**

   Key Questions: How will you collect baseline information about how much students know? Can this pre-assessment method be adjusted for students with disabilities? How might it be aligned to the learning needs of the students in your classroom?

❏   **Determine the methods of instruction.**

   Key Questions: How will you get the students to learn the specific content and acquire the identified skills? Do you have options for varying the method of explanation if students are not understanding?

❏   **Determine the adaptations to the methods of instruction.**

   Key Questions: How might you provide multiple means of engagement or scaffold supports for students who need it? Can you use flexible grouping to facilitate learning? What other instructional strategies will support your diverse learners to connect and engage with content?

❏   **Determine types of assessment for checking understanding.**

   Key Questions: Have you isolated out the exact skills or knowledge you seek to assess? Can you offer choice or variation in how students demonstrate knowledge? Can you ensure that you are not assessing a student in a way that presents disability-related barriers?

❏   **Determine whether and how re-teaching is necessary.**

   Key Questions: Have you built-in time or structures to review the data and determine which students have grasped the content? For those who didn't, can you understand why and use that information to create a plan to re-teach?