

## Essential Components for Instruction (C-2)

**DIRECTIONS:** With your support provider, discuss and record information to ensure all essential components for instruction are considered when designing your lesson series.

☞ Clear Education Specialist candidates in non-traditional educational settings consider the areas of need as identified in the Individual Transition Plan or the Individual Family Service Plan.

Participating Teacher:	Support Provider:
Content Area:	Beginning Date:
Grade/Period:	Ending Date:
<b>1.</b> Copy the academic content standard being addressed.	<b>2.</b> What are the learning objectives?
How will students be helped to connect the content to real life applications?	How will the learning objectives be communicated to the students? Families?
<b>3.</b> Describe the entry-level assessment that will be used to measure the learning objective in the content area.	
What method/criteria (e.g., scoring guides, rubrics, etc.) will be used to interpret the results of the entry-level assessment?	
<b>4.</b> Describe the summative assessment that will be used to measure the learning objective in the content area.	
What method/criteria (e.g., scoring guides, rubrics, etc.) will be used to interpret the results of the summative assessment?	
<b>5.</b> Based on the entry-level assessment, what knowledge, vocabulary, and/or skills are needed to ensure student learning during this lesson series?	<b>6.</b> Based on the entry-level assessment results, what progress-monitoring assessments will be used during this lesson series?

## Essential Components for Instruction (C-2) continued

7. How might key understandings from the Action Plan (IIP Cells 5-8) be applied to this lesson series?	8. What materials will be needed for this lesson series?
9. How will students' use technology to advance their learning? What technology will be used to enhance instruction?	10. How will you engage your students considering your instructional environment?
11. What instructional strategies will be used in this lesson series? How might they assist in reaching all learners?	
12. What accommodations or modifications are required during this lesson series for students on an IEP, 504 or other learning plan? (Consider students not selected as Focus Students)	13. In order for students to be successful, what language development data (ELD proficiency level data and ELD standards) has been considered?
14. Other considerations:	