



Essential Components for an Instructional Series

DIRECTIONS: With your support provider discuss and record the information below to ensure all essential components are included in your *instructional series*.

★ Applies to participating teachers authorized by RIMS-BTSA for the Clear Education Specialist Induction Program.

Participating Teacher:	Support Provider:
Content Area: Grade/Subject: Period: ★ Specialty Area:	Beginning Date: Ending Date: Anticipated number of lessons in series:
(1) Content Standard(s) being addressed: (View California Content Standards at: www.cde.ca.gov)	(2) Student Learning Goals: ★ Connect to IEP goals as appropriate.
a) What is the exact wording of the content standard(s)?	a) Describe the student learning goals:
b) How will I help students make real life applications?	b) How will the learning goals be <i>communicated</i> to your students? To their families/care providers?
(3) Select the one entry-level assessment used to measure the understanding of the content standard:	
a) Select assessment used (select only one):	
<input type="checkbox"/> Publisher-created assessment <input type="checkbox"/> Diagnostic assessment <input type="checkbox"/> Observation <input type="checkbox"/> District- or site-created assessment <input type="checkbox"/> Project or performance <input type="checkbox"/> Other (please describe): <input type="checkbox"/> Teacher- created assessment <input type="checkbox"/> Special Education assessment	
b) What method/criteria will be used to interpret the results? (i.e., quantitative data, district/agency grading criteria, scoring guide, rubrics, IEP goals/benchmarks, etc.)	
(4) Describe the summative assessment used to measure the understanding of the content standard:	
a) Will you use the <u>exact same</u> assessment as the entry-level assessment? <input type="radio"/> Yes <input type="radio"/> No (If “Yes” move to question 5. If “No”, please answer question b below.)	
b) Will you use an assessment that covers the <u>exact same standards</u> but with minor changes in language or format? <input type="radio"/> Yes <input type="radio"/> No (If “Yes” move to question 5. If “No”, please answer questions c1 and c2 below.)	
c1) If “No”, please select the type of assessment you will use (select only one):	
<input type="checkbox"/> Publisher-created assessment <input type="checkbox"/> Diagnostic assessment <input type="checkbox"/> Observation <input type="checkbox"/> District- or site-created assessment <input type="checkbox"/> Project or performance <input type="checkbox"/> Other (please describe): <input type="checkbox"/> Teacher- created assessment <input type="checkbox"/> Special Education assessment	
c2) What method/criteria will be used to interpret the results? (i.e., quantitative data, district/agency grading criteria, scoring guide, rubrics, IEP goals/benchmarks, etc.)	
(5) Identify prior knowledge, vocabulary and skills:	(6) What progress monitoring assessments will be used during the lesson series?
a) What prior knowledge, vocabulary and skills do your students need in order to meet the measurable outcomes specified in Cell 4 of your <i>IIP</i> ?	
b) How will you address those needs through your lesson series?	



Essential Components for an Instructional Series (Continued)

(7) How might you apply key understandings from your Action Plan (<i>IIP</i> Cells 5-8) to this lesson series?	(8) What materials will be needed for this lesson series?
(9) Describe technology applications:	(10) Plan instructional strategies for delivering the lesson series:
a) How will students use technology to advance their learning? b) What technologies will you use to enhance instruction?	a) What instructional strategies will be used in this lesson series? b) How will these strategies assist in reaching all learners?
(11) What classroom environment elements need consideration for the lesson series to ensure student engagement?	
(12) What accommodations or modifications are required during this lesson series for students on an IEP or accommodations for students on a 504 Plan? (Consider students not selected as Focus Students.) Check the accommodations/ modifications you plan to use:	(13) What English language development proficiency level data and/or ELD standards must be considered for students to be successful in this lesson series? Check the ELD data and/or ELD standards you plan to use:
<input type="checkbox"/> Adapt instructional materials <input type="checkbox"/> Simplify student responses <input type="checkbox"/> Grouping strategies <input type="checkbox"/> Shorten tasks/assignments	<input type="checkbox"/> Modify content/curriculum (i.e., chunk it into smaller parts) <input type="checkbox"/> Choice of task/assignment that still targets learning goal <input type="checkbox"/> Other (please describe):
<input type="checkbox"/> CELDT Scores <input type="checkbox"/> ELD Reading Standards <input type="checkbox"/> ELD Writing Standards <input type="checkbox"/> ELD Listening Standards	<input type="checkbox"/> ELD Speaking Standards <input type="checkbox"/> Language Development Standard addressed based upon CELDT scores <input type="checkbox"/> Other (please describe):
(14) Other important considerations:	