

Questions to consider when designing instruction

Tool 5.5

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Purpose	Use these questions to guide instructional planning and design to meet the needs of all students in the classroom.	
Recommended time	1 hour	
Materials	Tool 5.5 • Questions to Consider When Designing Instruction, pages 10–12	
Steps	1. Coaches or teacher leaders and teacher teams review and answer the Questions to Consider When Designing Instruction to guide planning a unit or lesson.	20 minutes
	2. Team members consider carefully student learning needs, differences, and exceptionalities to be able to address them within the classroom and during instruction.	15 minutes
	3. Members make notes related to the needs of individual students during planning and about the adjustments necessary in student engagement, expression, and representation during instruction and assessment.	15 minutes
	4. Following instruction, members revisit the written notes and add comments, adjustments, or changes based on the experience of using the plan with students and the quality of their learning.	10 minutes

Questions to consider when designing instruction, continued

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Questions to consider when designing instruction

Unit title: _____ Lesson: _____

Length: _____ Materials needed: _____

Standard(s) addressed: _____

Content

- What are the essential learnings for this unit? Which standards are each associated with?

- What are authentic, real-life uses of these learnings?

- What is the level of this content? Does it introduce, reinforce, or let students master knowledge or skills?

- What student work helped and will help you determine whether this level of content is appropriate?

- How are you engaging with teammates in planning this unit?

Assessment

- How will students be assessed?

- What are the criteria for assessing learning?

Questions to consider when designing instruction, continued

- How will students be engaged in the assessment and be able to make their own assessment of their learning?

- How does the assessment provide students multiple methods for expressing their learning?

Instruction

- What are the unique learning needs of students within your classroom?

- How will you address their needs using Universal Design for Learning, Response to Intervention, or Multi-Tiered System of Support within your unit?

- What options are you providing to engage students in learning in different ways, represent learning in multiple ways, and encourage them to express their learning in different ways?

- What student groupings are appropriate for this unit? What student data are you using to determine groupings? Will students be grouped within or across classrooms?

- What levels of thinking do you want students to demonstrate during the learning process?

- How will the essential learnings be introduced to students?

Questions to consider when designing instruction, continued

- How will you represent the learning (e.g. visual, model, video, diagram, text) to students in ways that address their unique learning needs?

- What instructional strategies are appropriate for these essential learnings and the level of learning?

- What practice opportunities will students have with the learning?

- How will the strategies actively engage students in constructing understanding of the essential learnings?

- What reteaching and extension opportunities are integrated for students who need them?

After instruction

- What do student work samples tell you about student success?

- How will you use these samples to adjust subsequent lessons or units?

- What adjustments are necessary to strengthen this unit?
