# Tiered Planning Template

Unit Title: Type your unit title here – color code with your unit color

Activity Plans: Type your Activity Plans title here

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## Activity Standards

Once filled in with the learning progression these can be printed, cut apart and linked to the learning for the day/week as an assessment rubric. Include full standard statements or abbreviations below – Highlight, bold, underline or italicize if only part of the standard is targeted (remember you must include the full range of extended standards-do not pick and choose).

|  |  |  |  |
| --- | --- | --- | --- |
| **Deconstructed General Standard Zone** | **OLS-E Zone** | **Building the Base Zone** | **Engagement Zone** |
| Add your general standard(s) here | Add the extended standards here | Add the base skills here | Add engagement skills here |
|  |  |  |  |

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## Instructional Outline

(This plan may span multiple days or weeks – as long as it takes to assess and teach standards outlined above)

Instructional Timeline/Outline (includes planning for direct instruction, work groups, small group instruction/guided practice, independent practice, re-teach, Tier’s I and II

### Week 1: Introduction/priming (present problem, project, vocabulary, etc.)

|  |  |
| --- | --- |
| **Day 1** | Pre-Assessment |
| **Day 2** |  |
| **Day 3** |  |
| **Day 4** |  |
| **Day 5** |  |

### Week 2: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

|  |  |
| --- | --- |
| **Day 1** |  |
| **Day 2** |  |
| **Day 3** |  |
| **Day 4** |  |
| **Day 5** |  |

### Week 3: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

|  |  |
| --- | --- |
| **Day 1** |  |
| **Day 2** |  |
| **Day 3** |  |
| **Day 4** |  |
| **Day 5** |  |

### Week 4: Formative Assessment Checkpoint (Student progress monitoring using the learning progression)

|  |  |
| --- | --- |
| **Day 1** |  |
| **Day 2** |  |
| **Day 3** |  |
| **Day 4** |  |
| **Day 5** |  |

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## Providing Access

### Designing to the Edges

Student Specific Supports and Services across the Tiers aligned to this lesson: (Should be pulled from the IEP, reading improvement plan, gifted plan, 504 Plan, behavior plan, ELL plan, diverse learner profile, etc.)

* Assistive Technology
* Instructional strategies
* Environmental adaptations
* Features (24pt font size, fuzzy tactile, 4 choices, raised surface, etc.)

|  |  |
| --- | --- |
| **Aligned IEP/RIMP goals/ objectives** | Student Initial + Goal/Objective: |

|  |  |  |  |
| --- | --- | --- | --- |
| **The items below can be students specific or level specific** | **Universal Access****Universally Accessible Features: Tools, Supports, Environments** | **Activity Specific Flexible Access/Choice****Multiple Means/Differentiated Tools** | **Student Specific Supports/ Services/AT****(Add student initial or code here to identify student specific/ individualized features or SDI)** |
| Assessment: Pre/Post* Work sample-with √ list, rubric or notes
* Captioned photo(s)
* Video tape – with data sheet Benchmark assessment
* Diagnostic measure - Specific Skill Targeted:
* Audio recording – with data sheet Test/Quiz -accessible
* √ list –task analysis
* Student Growth Measure formatted like AA
* Rubric – with Learning Progressions
* Other
 |  |  | Student Initial: |
| Teaching Materials/Instructional Materials:* Instructional Strategies
* Instructional Technologies
* Curricular Resources Evidence-based Practices
* Online materials
 |  |  | Student initial: |
| Student Materials/Participation Materials:* Links to online information/tools
* Manipulatives
* Templates/graphic organizers Visuals
* Social supports
* Executive function supports (time management, organization, etc.)
* Learning tools (microscopes, scissors, maps, books, protractors, word/sound wall, etc.)
 |  |  | Student Initial: |

### Notes

Reflections, unforeseen barriers, thoughts, ideas:

Scaffolds provided during learning:

(Add learner specific notes for review and replacement tools/teaching for independence.)

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