



## Equity Instructional Planning Look Fors

Big Ideas	Teacher Look Fors	Student Supports
<p><b>Content Standards</b></p>	<p>This lesson aligns to the Georgia Standards of Excellence.</p> <p>This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).</p>	<p><b>All</b> our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence.</p> <p>Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. <i>Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEDAR-GA Project website. Use the following link to access that information: <a href="#">Georgia Department of Education</a></i></p>
<p><b>Multiple Modalities</b></p>	<p>This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.</p>	<p>Present materials in multiple ways. <i>This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.</i></p> <p>The students should be able to show their knowledge in multiple formats. <i>Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.</i></p>
<p><b>Coherent Instruction</b></p>	<p>This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.</p>	<p>Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below:</p> <ul style="list-style-type: none"> <li>• Add some time for students to process material.</li> <li>• Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors.</li> <li>• Chunking the material.</li> <li>• Repetition may be required for some students.</li> <li>• Provide visual representations.</li> </ul>
<p><b>Individualized Education Program</b></p>	<p>This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.</p>	<p>The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom.</p> <p>Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link <a href="#">Georgia Department of Education</a>.</p>