

Specially Designed Instruction Planning Template



Section 1: Collaborative Instructional Design

Week of: (Add Date)	Teacher(s): <input type="checkbox"/> Special Educator: (Add Name) <input type="checkbox"/> General Educator: (Add Name)	Class Period (s):
General Education Planning Information		
Subject: <i>What subject will be taught?</i>	Grade-aligned Standard: <i>What is the anchor standard for this lesson?</i>	
General Education Curriculum: <i>What curriculum is used, and does the curriculum have differentiated materials already developed?</i>	Learning Objective: <i>What do you want students to know and be able to do after this lesson?</i>	
Unit Information: <i>What is the name of the unit, and how many weeks does it take?</i>	Essential Skill(s): <i>State the exact skill every student should learn.</i>	
Specially Designed Instruction Planning Information <i>How will you use the time during this class period to deliver SDI?</i>		
Push-in Services: <i>List which students will receive push-in services.</i> Learning barriers addressed: <i>List any learning barriers addressed.</i> Accommodations used: <i>List IEP accommodations that match the learning barriers and their level of independence.</i>		

SDI Evidence-Based Instructional Strategies: *Which EBP(s) will be taught and used during instruction to promote metacognition and student independence?*

Staff support: *Who will help each student, depending on their independence level?*

Service Delivery Planning

Review the documented IEP services and determine how to deliver them. Consider if any students are being pulled out of general education instruction for related services and how this impacts their access to the general education curriculum.

Specially Designed Instruction:

The special and general educators review and add the information listed below.

Group Size:

- Individual Session
- Small Group

Instructional Strategy: (List here)

IEP Accommodations:

Skill(s): (add what skill(s) will be taught)

Conditions:

Assessment Type:

Provider Title

Location

Frequency

Section 2: Collaborative Instructional Delivery Templates

Collaborative Lesson Delivery - Review Part 1 of your planning document. Select how you will collaboratively deliver each lesson component by circling/highlighting the method of delivery

	Warm-up/ Set-Up Lesson	Teach New Skills	Practice Skills	Reflect/ Internalize	Assessment
	What teachers do: <i>capture student attention, activate prior knowledge, and/or set a student goal</i>	What teachers do: <i>introduce new material, model skill, explicit instruction</i>	What teachers do: <i>Provide students opportunities for safe practice, repetition, additional scaffolding and support</i>	What teachers do: <i>Give students time to reflect, think about what they learned and connect learning to self</i>	What teachers do: <i>Determine if all students mastered the lesson objective</i>
Select HOW instruction will be delivered during each lesson segment.					
Monday (add date)	Co-Teaching Model <ul style="list-style-type: none">- Station Teaching- Parallel Teaching- Alternative Teaching- Team Teaching- Lead and Support	Co-Teaching Model <ul style="list-style-type: none">- Station Teaching- Parallel Teaching- Alternative Teaching- Team Teaching- Lead and Support	Co-Teaching Model <ul style="list-style-type: none">- Station Teaching- Parallel Teaching- Alternative Teaching- Team Teaching- Lead and Support	Co-Teaching Model <ul style="list-style-type: none">- Station Teaching- Parallel Teaching- Alternative Teaching- Team Teaching- Lead and Support	Co-Teaching Model <ul style="list-style-type: none">- Station Teaching- Parallel Teaching- Alternative Teaching- Team Teaching- Lead and Support
ADD ROWS for Tues, Wed, etc.	Flexible Groups <ul style="list-style-type: none">- Heterogenous- Homogenous				
	Whole Group				
	Notes:	Notes:	Notes:	Notes:	Notes:

Educators may also use a simplified grid organized by period.

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
Period 3					
Period 4					
Period 5					

Section 3: SDI Instructional Design Checklist

Review these guiding questions for designing SDI as a checklist when co-planning. This checklist can be printed and used as just-in-time support when planning.

- Is the instruction different from the typical general education practices of Universal Design for Learning (UDL) or Differentiated Instruction (DI)?
- Is it explicit instruction rather than a tool or accommodation?
- Does it address the student's unique learning needs as indicated in the IEP?
- Does the instruction enable access to and progress toward grade-level standards?
- Is the instruction directly related to an IEP goal, and is data being collected for progress monitoring?
- Is it growing a skill that will be transferrable or generalizable?
- Is it designed to build independence?

Questions are from the following source: [MSDE Success For All Students in the General Education Classroom](#) (2024).