

Lesson Study Guide
Integrating Instruction in a Multi-Tiered System of Supports

I. Meeting Preparation

- 1. Have all providers of instruction and related services been invited to attend the lesson study/planning meeting for the grade level/subject area?**
 - a. General Education**
 - b. Remedial Education (e.g., Title 1)**
 - c. Special Education**
 - d. Instructional Support Staff (e.g., Speech/Language, OT/PT, Student Services—as appropriate)**
- 2. Has the Learning Goal (s)/Progression Level/Standard that is the focus of the lesson planning been identified and provided to staff ahead of time?**
- 3. What are staff expected to do to prepare ahead of time for this meeting?**
- 4. Has the desired outcome of this meeting been communicated**
 - a. E.g., “the purpose of this planning meeting is to ensure that the instructional strategies and student engagement expectations for Tier 1 are identified and that the instruction/supports provided by all individuals are aligned and integrated.”**

II. Meeting Activities- Tier 1

- 1. The instructional goal is re-stated and all in attendance understand the goal**
- 2. General education staff identifies the instructional strategies and pacing to attain the instructional goal.**
 - a. A helpful practice is to provide everyone in attendance with the actual lesson plan calendar for the next week or two.**
- 3. Student performance expectations (engagement strategies) are identified explicitly**
 - a. E.g., “students must work in a group, evaluate a data set, determine the most appropriate graphing format, complete a graph and present it as a group to the class”**
- 4. Staff identifies students for whom the performance expectations will be a problem and which specific expected behaviors are a problem.**

5. **Entire staff discusses strategies to reduce or eliminate the barriers to student performance for students at risk.**
 - a. **This may involve assignment of tasks consistent with current skills, direct instruction of expected behaviors, support for instruction of expected behavior from Tier 2/3 providers, etc.**
 - b. **Instructional strategies that are evidence-based *both* for typical and students at risk (e.g., Strategic Instruction Model-SIM www.sim.kuceri.org; Collaborative Strategic Reading <https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL20114001.pdf>)**
 - c. **The use of technology (e.g., text to speech, speech to text) to overcome barriers to “access skills” (e.g., reading fluency, written language) necessary for higher order thinking/standards (e.g., reading comprehension).**

6. **The team reviews the plan and discusses the pacing guide. In subsequent meetings, the Tier 2/3/Specially Designed and support providers articulate what they are doing and how it aligns with Tier 1. In addition, successful strategies used in Tier 2/3 are shared with Tier 1 staff.**

Meeting Follow-Up— Tier 2/3/Specially Designed, Instructional Support

1. **Group reviews information from initial planning meeting**
2. **Group identifies current instructional goals and strategies. Identifies any modification to those goals/strategies to align with Tier 1 scope/sequence and pacing**
3. **Group identifies specific strategies to ensure that the adverse effects of skill deficits (e.g., reading fluency) can be reduced.**
 - a. **e.g., using pre-teach, review, re-teach, strategic vocabulary instruction (focusing on vocabulary necessary to comprehend content in Tier 1)**
 - b. **e.g., direct instruction for at-risk students to attain fluency in the use of technology (e.g., text to speech) needed to support access to grade-level standards.**
4. **Tier 2/3/Specially Designed providers coordinate their instructional priorities and strategies to maximize impact of Tier 2/3/Specially Designed instruction combined on Tier 1.**
5. **Group identifies how they will incorporate any Tier 1 instructional strategies, materials, assessment formats to maximize transfer of**

student performance/skills from Tier 2/3/Specially Designed to Tier 1.

- 6. Group identifies who will coordinate effective Tier 2/3/Specially Designed strategies with Tier 1 providers and observe student(s) performance in Tier 1**
- 7. Student engagement needs are identified and strategies/personnel to improve engagement skills are identified (e.g., use of student support services, mentor, parents/care givers).**
- 8. Tier 1 classroom observation opportunities are identified and calendared to determine the degree to which at-risk students receiving Tier 2/Tier 3/Specially Designed Instruction are successful in the Tier 1 setting.**
- 9. Information from the Tier 1 observation opportunities are used to modify Tier 2/Tier 3/Specially Designed Instruction and coordination/collaboration with Tier 1 teachers.**

NOTE: The goal is to (the greatest extent possible) ensure that the student perceives instruction across tiers to be seamless and aligned to increase success in Tier 1. One strategy to assess this is to ask the student(s) directly do Tier 2/3/Specially Designed and support services make Tier 1 more successful and why—or why not.