



Backward Design Lesson Planning

How do I accommodate my lesson instruction for all students?

Introduction

- Because your students don't all learn the same way, teachers have to make adjustments and accommodations in their instruction for those differences. At any one time in your career, you may have several students with learning challenges, behavioral or emotional issues, physical challenges, various cultural and ethnic backgrounds, and students with limited English proficiency. How is it possible to deal with everyone's diversity in your classroom at once? Isn't that impossible?
- The answer is not making adaptations for a particular student in your instruction, but having instruction that will naturally make adaptations for your students regardless of their background.
- If you use instructional strategies to reach your lesson objectives that are "teacher-centered" – meaning that the you do the action (e.g., lecture) or the activity has a closed response (e.g., worksheets), then yes you would have to adjust for every student because there is only one way to do the lesson.
- If you use instructional strategies to reach your lesson objectives that are "student-centered" – meaning that the students do the action (e.g., hands-on) or the activity has an open response (e.g., problem-based or project-based), then the student naturally makes adjustments to their own actions because there are many ways to do the lesson.
 - For example, a CTE instructor that lectures about diagnosing and fixing engines and then provides a worksheet for students to list the repair steps for a common engine problem may need to adjust the lesson for folks that have vision issues, reading issues, and behavioral issues.
 - A CTE instructor that provides a hands-on opportunity for students to diagnose and repair an interesting engine problem, places them in collaborative groups with clear roles so that everyone is accountable, and provides them with resources, models, and guidance to facilitate the groups' efforts, will find that all students learn because they can choose how they want to complete the task and at the academic level that they are comfortable with.
- It turns out that instruction that is student-centered, meaningful, teacher modeled, and provides opportunities for students to talk, think, choose, and collaborate using new academic language will allow everyone, regardless of their particular challenge, a chance to learn to their potential. (Sound familiar? CREDE anyone from last section?)

- So, why do many teachers choose to lecture and give out worksheets? Because it is much easier to control a classroom with everyone doing the same thing. Student-centered instruction can be messy and requires a great deal of set-up and preparation. However, it is the student-centered approaches that students remember long after they graduate and what makes a difference in their lives. If you are like most teachers that come into this profession wanting to make an impact upon all your students, then it is these type of approaches that you should be striving for throughout your career!

Types of Accommodations

- There are 3 main groups that you should review your lesson plan for to make sure that these learners have the opportunity to reach their potential. As was just discussed, if the lesson instruction is teacher-centered, then you would describe how you plan to adjust and accommodate your instruction for each group below. If the lesson is student-centered, then you would identify aspects of the lesson that naturally accommodate for the groups below.
- SPECIAL NEEDS (Includes Gifted & Talented)
- ENGLISH LANGUAGE LEARNERS (ELL)
- CULTURE & DIVERSITY (SES, RACE/ETHNICITY, LGBT)

READY TO CREATE YOUR LESSON?

- [Click here for a blank lesson plan template \(Word\)](#)
- [Click here for a blank lesson plan template \(pdf\)](#)