



Growing
Inclusivity for
Vibrant
Engagement

CHECKLIST: PLANNING AND FACILITATING AN INCLUSIVE LESSON

This lesson planning checklist can support you in building a lesson that is inclusive and engaging for all students. If you're not sure your lesson achieves one of the items listed or if you want to strengthen a skill you already have, click on the link to explore a resource related to the topic. Not every lesson will check every box, and that's ok. This checklist is designed to support you in continuing to grow your teaching practice in Integrated Co-Teaching (ICT) settings.

If you want to learn more about any of these concepts, visit TeachWithGIVE.org.

Is my lesson planned with Universal Design for Learning (UDL) in mind?

- Have I designed activities to support students in achieving the goals co-created with students and the goals co-created with the classroom professionals?
- Do I have multiple entry points for students to make choices, self-regulate, and bring in their interests?
- Have I incorporated multiple modes of sharing information (i.e. visual, text, movement, etc.)?

Have I pre-planned accommodations to best support students?

- Does the lesson plan use structures and strategies to support students' individual abilities and needs?
- Have I planned to incorporate common ICT classroom tools or technology that will set my students up for success (i.e. mood meter, visual agenda, timer, etc.)?
- Have I planned inclusive language and directions?

Am I planning to effectively engage all the adults in the room?

- Have I created a plan to engage the Classroom Teacher(s), Paraprofessionals, and other adults in the room)?
- Do I understand the roles of Paraprofessionals in the classroom?
- If applicable, have my co-Teaching Artist and I planned our TA team teaching model or strategy?



Growing
Inclusivity for
Vibrant
Engagement

CHECKLIST: PLANNING AND FACILITATING AN INCLUSIVE LESSON

Have I structured my lesson to set my students up for success?

- Do I have strategies to support students with disabilities?
- Have I taken time to create a stigma free classroom?
- Have I structured clear transitions with ample time?
- Have I planned to vary strategically between individual, small, and large group work?
- Have I incorporated behavior management strategies and classroom management practices to help students stay on track?
- Do I have a plan for how to navigate challenging situations that may arise?
- Have I created a plan for preventing sensory overwhelm?
- Have I thought of how to arrange students in the space for success?

Have I created opportunities for reflection and assessment (for students and myself)?

- Have I built in multiple ways to reflect throughout the lesson plan?
- Do I have a plan for my own self-reflection/assessment after the lesson?
- If I'm working in a residency model, do I have a plan for a mid-residency reflection/assessment and end of residency reflection/assessment for myself and my partner if applicable?

Have I intentionally grounded my teaching practice in intersectional anti-ableist approaches?

- Have I designed my curriculum to be inclusive and representative?
- Have I taken time to create a stigma free classroom and to consider the intersectionality of my students' identities?
- Am I being inclusive and respectful in my language?
- Do I have a basic understanding of the history of disability rights and education in the United States?



Growing
Inclusivity for
Vibrant
Engagement

CHECKLIST: PLANNING AND FACILITATING AN INCLUSIVE LESSON

In addition to the above suggestions, have I adapted my lesson plan for successful remote teaching and learning if necessary?

- Have I gathered key information during the planning meeting like what platform the class will meet on and who will send out links to sign in?
- Am I ready with tools and strategies to support students' online access needs?
- Have I set up clear expectations for how students should engage online?
- Have I created a plan for preventing sensory overwhelm during remote learning?
- Have I created roles for the Classroom Teacher(s), Paraprofessionals, and other adults in the virtual room like modeling an activity or monitoring the chat?
- For longer classes, have I included breaks from screen time or other ways to shake up student energy?
- If my lesson includes asynchronous videos, have I checked that the videos are recorded and edited to meet diverse needs?
- Have I included moments of Mindfulness or other rituals to support students' social and emotional well-being?