

Lesson Plan Worksheet UDL

As you are planning your lesson, consider the potential curriculum barriers for all students (not just students with IEPs or 504 plans). List the potential barriers in the table below. Then identify UDL strategies that could be used to eliminate or reduce the impact of the barrier and to support academic progress for all students. Some of the strategies should be in every lesson, regardless of potential barriers, such as those strategies under Representation.

Curriculum Elements	Potential Barriers
Goals and/or Learning Target	
Materials (consider all of the materials used, including texts)	
Methods (consider all instructional methods used- for example, whole class instruction, working with partners, etc.)	
Assessment (consider the different ways that the teacher evaluated student understanding- for example, talking with partners, rating confidence, etc.)	

UDL STRATEGIES

Provide Multiple Means of Representation (Recognition Network: the WHAT of learning)

Present information and content in different ways

- 1. State goals & learning targets
- 2. Activate & build prior knowledge
- 3. Provide multiple examples
- 4. Highlight important information
- 5. Present content utilizing multiple media & formats; utilize alternatives to auditory & visual information
- 6. Pre-teach and clarify vocabulary & other symbols (e.g., mathematical)
- 7. Support decoding of text & clarify text structure & syntax
- 8. Technology (indicate what technology using) _____

Provide Multiple Means for Action and Expression (Strategic Network: the HOW of learning)

Use strategies to engage and learn the information.

Provide different ways for students to show what they have learned (BUT only for content standards- not for performance standards)

- 1. Model skills in a variety of ways (flexible models of skilled performance)
- 2. Provide opportunities to practice with scaffolds & supports
- 3. Provide corrective, mastery-oriented feedback (ongoing relevant feedback that supports a growth mindset)
- 4. Allow alternative ways for students to express or demonstrate learning

If you use this strategy, be sure that the academic standard allows for this. For example, if the standard is a performance standard (e.g., Write arguments to support claims with clear reasons and relevant evidence), then this strategy is not appropriate. However, if the standard is about content (e.g., Evaluate the contributions made by women during the American Revolution), then you may consider providing alternatives)

- 5. Technology (indicate what technology using) _____

Provide Multiple Means of Engagement (Affective Network: the WHY of learning)
Present information and content in different ways

- 1. Offer choices of content & tools
- 2. Provide adjustable levels of challenge
- 3. Allow students to choose from a variety of reinforcers
- 4. Allow options for the learning environment
- 5. Minimize threats and distractions
- 5. Use flexible grouping
- 6. Technology (indicate what technology using) _____

UDL strategies adapted from *UDL Now: A Teacher's Monday Morning Guide to Implementing Common Core Standards using Universal Design for Learning*. Katie Novak (2014, CAST) and The IRIS Center. (2009). *Universal Design for Learning: Creating a learning environment that challenges and engages all students*. Retrieved from <https://iris.peabody.vanderbilt.edu/udl/>

Notes

DIFFERENTIATED INSTRUCTION

See https://www.tn.gov/content/dam/tn/education/training/access_differentiation_handbook_6-12.pdf for descriptions of different strategies.

Pre/Formative Assessment		
<p>What type(s) of assessment can I use to evaluate where students are relative to the lessons learning targets (readiness), their interest, and their learning profile?</p> <p>What will you assess for this lesson?</p> <p><input type="checkbox"/> Student Readiness <input type="checkbox"/> Interest (Motivation) <input type="checkbox"/> Learning Profile (Learning Preferences)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Entry/Exit Ticket</p> <p>Survey</p> <p>K-W-L</p> <p>Observation or Conference Notes</p> <p>Interview</p> <p>Homework Check</p> <p>Discussion</p> <p>Sticky Notes</p> <p>Hand Signals</p> <p>White Board Response</p> <p>Graphic Organizer</p> <p>In-class Activity</p> <p>Quiz or Test</p> <p>Other</p>
Differentiating Content		
<p>Student Readiness</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Model/demonstrate</p> <p>Provide access to supplemental materials at varied reading levels</p> <p>Use small group instruction to reteach</p> <p>Provide audiotaped materials</p> <p>Develop guided notes & exit slips at different levels of complexity</p> <p>Provide list of key vocabulary with visuals</p> <p>Use learning contracts</p> <p>Other</p>
<p>Interest (Motivation)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Provide materials to encourage further exploration</p> <p>Build in examples and illustrations based on student interest</p> <p>Tier content by interest</p> <p>Use learning contracts</p> <p>Other</p>
<p>Learning Profile (Learning Preferences)</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Allow students to access content by reading it, listening to it, or viewing it</p> <p>Present content whole-to-part & part-to-whole</p> <p>Use wait time for student reflection</p> <p>Use examples & illustrations form all genders & a range of cultures & communities.</p> <p>Other</p>
Differentiating Process		
<p>Student Readiness</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	<p>Increase or decrease scaffolding steps</p> <p>Use icons & visuals</p> <p>Use varied questions (see Bloom's)</p> <p>Use graphic organizers with different levels of detail/complexity</p> <p>Provide small group discussion at varied levels of complexity</p> <p>Use like-readiness and mixed-readiness work groups</p> <p>Provide readiness-based homework assignments</p>

	<input type="checkbox"/>	Other
Interest (Motivation)	<input type="checkbox"/>	Use like-interest & mixed-interest work/discussion groups
	<input type="checkbox"/>	Design tasks that require multiple interests for successful completion
	<input type="checkbox"/>	Utilize student choice
	<input type="checkbox"/>	Tier projects based on interest
	<input type="checkbox"/>	Other
Learning Profile (Learning Preferences)	<input type="checkbox"/>	Allow multiple options for how students express learning
	<input type="checkbox"/>	Allow choice of learning context (work alone or together)
	<input type="checkbox"/>	Develop activities that seek multiple perspectives on topics and issues
	<input type="checkbox"/>	Use examples & illustrations from all genders & a range of cultures & communities
	<input type="checkbox"/>	Other
Differentiating Product		
Student Readiness	<input type="checkbox"/>	Have more or fewer check-ins on longer term projects
	<input type="checkbox"/>	Provide more or fewer models/examples
	<input type="checkbox"/>	Tier products by readiness
	<input type="checkbox"/>	Create learning menus
	<input type="checkbox"/>	Use Tic-Tac-Toe boards
	<input type="checkbox"/>	Offer product choices by using RAFT (role, audience, format, topic)
	<input type="checkbox"/>	Other
Interest (Motivation)	<input type="checkbox"/>	Allow students to use a range of media or formats for their products
	<input type="checkbox"/>	Pair students with mentors to guide product development based on their interests
	<input type="checkbox"/>	Create learning menus
	<input type="checkbox"/>	Use Tic-Tac-Toe boards
	<input type="checkbox"/>	Offer product choices by using RAFT (role, audience, format, topic)
	<input type="checkbox"/>	Other
Learning Profile (Learning Preferences)	<input type="checkbox"/>	Allow students to work independently or with a partner on some product development
	<input type="checkbox"/>	Provide visual, auditory, & kinesthetic product options
	<input type="checkbox"/>	Provide analytic, creative, and practical product options
	<input type="checkbox"/>	Create learning menus
	<input type="checkbox"/>	Use Tic-Tac-Toe boards
	<input type="checkbox"/>	Other