

UDL Lesson Look Fors

Use this tool to reflect on the variability in the learning environment

Standard
Goal

Materials

Materials encompass the media used to present learning content and the tools and media used by students while learning and to demonstrate knowledge.

- Textbooks
- Workbooks
- Posters
- Worksheets
- Newspapers
- Magazines
- Photos
- Line Drawings
- Timelines
- Graphics

- Charts
- Tables
- Maps
- Videos
- Audio
- Screencasts
- Art
- Music
- Manipulatives
- Other: _____

Questions to consider when designing (pre, before, etc)?

- What informs my choice of this material/media?
- How do the materials/media align to the goal?

Questions to consider for reflection and redesigning (post, after etc)?

- Why did I intentionally choose the these materials/media?
- How did students respond to the materials/media?
- How were students able to access the materials/media?
- Were there barriers that were observed that prevented learning from happening?

Methods

Instructional methods include the decisions, approaches, procedures, and routines that teachers use to accelerate or enhance learning.

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| <ul style="list-style-type: none"> <input type="checkbox"/> White Board <input type="checkbox"/> Explicit Instruction <input type="checkbox"/> Lecture <input type="checkbox"/> Printed notes <input type="checkbox"/> Handouts <input type="checkbox"/> Collaboration <input type="checkbox"/> Small Group discussion <input type="checkbox"/> Large Group discussion <input type="checkbox"/> Lecture <input type="checkbox"/> Independent <input type="checkbox"/> 1:1 instruction <input type="checkbox"/> Hands-on Activities | <ul style="list-style-type: none"> <input type="checkbox"/> In-class assignments <input type="checkbox"/> Homework <input type="checkbox"/> Group projects <input type="checkbox"/> Oral Presentations <input type="checkbox"/> 3-D Projects <input type="checkbox"/> Oral Readings <input type="checkbox"/> Library Research <input type="checkbox"/> Online Research <input type="checkbox"/> Data Collection <input type="checkbox"/> Labs <input type="checkbox"/> Interviewing <input type="checkbox"/> Other: _____ |
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Questions to consider when designing (pre, before, etc)?

- What informs my choice of this method?
- How do the methods align to the goal?

Questions to consider for reflection and redesigning (post, after etc)?

- Why did I intentionally choose these methods?
- How did students respond to the method?
- How do you know (Evidence/Student output) that students are able to take in the information and access it? Were there barriers that were observed that prevented learning from happening?
- What evidence is shown that students are understanding....?

Assessment

The UDL model favors formative assessments that are planned and intentionally part of instruction - assessment by design. Formative assessment gives teachers a concrete and visible means of getting the data they need to inform their instructional decision-making. Assessment should offer more than one means of response.

- Informal questions during learning
- Questions at end of assignment
- Survey
- Reflection
- Check-ins
- Check for understanding
- Rubrics
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- Written Feedback
- Verbal Feedback
- Scaffolds
- Personal goal writing
- Success criteria
- Mastery-oriented feedback
- Conferences
- Other: _____

Questions to consider when designing (pre, before, etc)?

- Why did I intentionally choose the assessment?
- What informed my choice of this assessment?
- How does the assessment align to the goal?
- How often is progress monitoring going to take place in the lesson?

Questions to consider for reflection and redesigning (post, after etc)?

- How did students respond to the assessment?
- What evidence is shown that students are understanding....?
- How did students communicating their understanding to indicate mastery? Is it sufficient?
- How often was formative assessment used?
- How effective is the progress monitoring?