**Lesson Plan/Objective:**

**Date:**

**Use this graphic organizer to ensure your upcoming lesson is intentionally designed to integrate UDL principles and guidelines** (the text boxes will expand as you type).

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| **Step 1: Analyze the lesson** | What is the clear, specific goal students will focus on? | What content will students need to understand to be successful in this lesson? | What skills are needed for students to complete the activities or tasks, including group work? |
| **Step 2: Proactively Design for Engagement, Representation, and**  **Action & Expression**  **\***use the embedded hyperlinks to review strategies | What is the variability in students’ interest and likely effort for this lesson? | What barriers to students’ engagement might exist for this lesson? | [Identify 1-2 strategies you might consider to address barriers and increase engagement](https://udlguidelines.cast.org/engagement).\* |
| What is the variability (strengths and weaknesses) in students’ prior knowledge/experience, vocabulary, and/or their perceptions of this lesson? | What barriers to students’ comprehension might exist for this lesson? | [Identify 1-2 strategies you might consider to address barriers and increase representation.](https://udlguidelines.cast.org/representation)\* |
| What is the variability (strengths and weaknesses) in students’ ability to demonstrate, communicate or show what they know for this lesson? | What barriers to students’ demonstrating what they know might exist for this lesson? | [Identify 1-2 strategies you might consider to address barriers and increase action and expression.](https://udlguidelines.cast.org/action-expression)\* |
| **Step 3: Implement Lesson** | Did all students make progress towards the goal? How do you know? | How did students use the options, resources, and tools that were provided? | What do you need to reteach or enrich? |
| **Step 4: Reflect & Redesign** | How did the lesson go? Consider how well the additional design strategies supported the learning goal and reduced barriers. | How did students respond to the options, resources, and tools that were provided? | What would you do the same and differently next time? |

[**CAST, Inc. Universal Design for Learning Principles, Guidelines & Checkpoints Overview**](https://udlguidelines.cast.org/)

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| |  | | --- | | **Multiple Means of Representation**    **1 – Provide options for perception**   * 1.1 – Offer ways of customizing the display of information * 1.2 – Offer alternatives for auditory information * 1.3 – Offer alternatives for visual information   **2 – Provide options for language, mathematical expressions, & symbols**   * 2.1 – Clarify vocabulary and symbols * 2.2 – Clarify syntax and structure * 2.3 – Support decoding of text, mathematical notation, & symbols * 2.4 – Promote understanding across languages * 2.5 – Illustrate through multiple media   **3 – Provide options for comprehension**   * 3.1 – Activate or supply background knowledge * 3.2 – Highlight patterns, critical features, big ideas, & relationships * 3.3 – Guide information processing, visualization, & manipulation * 3.4 – Maximize transfer & generalization | | |  | | --- | | **Multiple Means of Action/Expression**  **4 – Provide options for physical action**   * 4.1 – Vary the methods for response & navigation * 4.2 – Optimize access to tools and assistive technologies   **5 – Provide options for expression and communication**   * 5.1 – Use multiple media for communication * 5.2 – Use multiple tools for construction & composition * 5.3 – Build fluencies with graduated levels of support for practice & performance   **6 – Provide options for executive functions**   * 6.1 – Guide appropriate goal setting * 6.2 – Support planning & strategy development * 6.3 – Facilitate managing information & resources * 6.4 – Enhance capacity for monitoring progress | | |  | | --- | | **Multiple Means of Engagement**  **7 – Provide options for recruiting interest**   * 7.1 – Optimize individual choice & autonomy * 7.2 – Optimize relevance, value & authenticity * 7.3 – Minimize threats & distractions   **8 – Provide options for sustaining effort & persistence**   * 8.1 – Heighten salience of goals/objectives * 8.2 – Vary demands & resources to optimize challenges * 8.3 – Foster collaboration & community * 8.4 – Increase mastery-oriented feedback   **9 – Provide options for self-regulation**   * 9.1 – Promote expectations & beliefs that optimize motivation * 9.2 – Facilitate personal coping skills & strategies * 9.3 – Develop self-assessment & reflection | |