6 EXAMPLES OF UDL LESSON PLANNING PROCESSES

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Clear Goal	Anticipate Variability and Barriers	Assessment	Flexible Methods and Materials	Teacher Reflection	Other

Step	UDL Tips for Designing Learning Experiences (CAST, 2020)	UDL Instructional Planning Process (Learning Designed, 2011)	The UDL Lesson-Planning Process (Novak, 2016)	UDL Lesson Review Template (Posey & Novak, 2020)	The UDL Design Cycle (Torres & Rao, 2019)	Six Steps of UDL Lesson Planning (Ralabate, 2016)
1	**Clear Goal** Use everyday language so learners can perceive and understand it.	**Clear Outcomes** Identify the essential understandings and performance students need to demonstrate the big ideas from the standard. Ensure all students can understand the outcome.	**Identify the standard.**	**Goals** Clear learning goal based on the standard (include a verb that promotes multiple means).	**Identify Barriers** Consider what students value and supports needed for the selected skill or content.	**Define a learning goal** Create a flexible, clearly defined, measurable goal that describes what students need to know, do or believe from the standard.
2	**Flexible Means to Achieve the Goal** Consider how students can demonstrate their learning through options that are accessible for all learners. Remember too many options can be overwhelming.	**Anticipate Learner Needs** Understand what students need to access the outcome. Consider strengths/weaknesses, required background, language, culture and barriers to access.	**Consider why the knowledge and skills in the standard are relevant or valuable to students.**	**Anticipate Variability** Anticipate variability of learners in engagement, representation and action and expression.	**Develop Goals** Develop specific and flexible goal from the standard.	**Take a Variability Perspective** Consider the brain networks: get attention, make it accessible, make it relevant, connect it, apply it, make it matter.
3	**Access to the Environment and Materials** Consider if the physical and virtual environment is accessible.	**Measurable Outcomes and Assessment Plan** Consider how learning is going to be measured by providing multiple ways and options based on previous lessons and student needs.	**Consider how can students be assessed or apply their learning in authentic or valuable ways.**	**Methods** Provide multiple ways students can learn through choice of methods.	**Develop Assessment** Create formative and summative assessment related to the goal using the UDL Guidelines.	**Make it Matter – Assessment** Create assessment that is flexible and meaningful that measures both the product and the process of learning. Include both formative and summative.
4	**Make Relevant to the Learners** Incorporate learner interests, connect to the community or explore real world applications of the goal.	**Instructional Experience** Use materials and strategies to overcome barriers and monitor learning with the support of the UDL Guidelines.	**After sharing the goal and assess, ask students to set own goals and how they will persist when learning becomes difficult.**	**Materials** Provide flexible materials to support students to achieve the goal.	**Develop Flexible Methods and Materials** Implement supports and scaffolds using the UDL Guidelines.	**Infuse UDL** Consider methods, materials and media that is flexible, relevant and a balance of assistance and challenge. UDL can be applied to any teaching method.
5	**Expert Learning** Develop disciplinary skills and habits of mind and create robust pathways for all learners.	**Reflection and New Understanding** Reflect on how successful students were against the outcome and consider what instruction supported all students in being successful or not.	**Identify what students need to know or do in order to be successful – provide options.**	**Assessment** Consider how to gather information about student success through choice.	**Teach**	**Teach**
6			**Consider how you will monitor learning and provide feedback.**		**Reflect and Revise** Reflect on what worked and didn't and what needs to be revised.	**Reflect on Expertise** Reflect on lesson goal and use UDL Guidelines to analyse lesson effectiveness.
7			**Consider how you will collect feedback from the students to improve future lessons.**		**Repeat cycle**	
	https://www.cast.org/binaries/content/assets/common/publications/downloads/cast-udltipsfordesigninglearningexperiences-20200920-a11y.pdf	https://www.learningdesigned.org/resource/udl-instructional-planning-process	Novak, K. (2016). *UDL Now! A teacher's guide to applying universal design for learning in today's classroom.* CAST, Inc.	Posey, A., & Novak, K. (2020). *Unlearning Changing Your Beliefs and Your Classroom with UDL.* CAST, Inc.	Torres, C., & Rao, K. (2019). *UDL For Language Learners.* CAST. Inc	https://www.learningdesigned.org/sites/default/files/Ralabate_2016.pdf

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