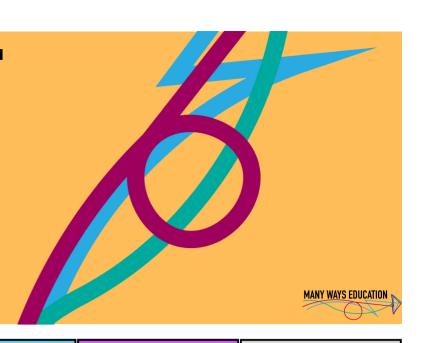
6 EXAMPLES OF UDL LESSON PLANNING PROCESSES



Clear Goal Anticipate Variability an		d Barriers Assessment		Flexible I	Methods and Materials	Teacher Reflection	Other
Step	UDL Tips for Designing Learning Experiences (CAST, 2020) UDL Instructional Planning Process (Learning Designed, 2011)		Pro	sson-Planning cess k, 2016)	UDL Lesson Review Template (Posey & Novak, 2020	The UDL Design Cycle (Torres & Rao, 2019)	Six Steps of UDL Lesson Planning (Ralabate, 2016)
	Clear Goal Use everyday language so learners can perceive and understand it. Use 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.		ings and I to n the	ne standard.	Goals Clear learning goal based on the stanc (include a verb that promotes multip means).		
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 t the outcome. Consider strengths/weaknesses, requi background, language, culture and to access.	o access Consider why the king the standard are reserved.	nowledge and skills in Ilevant or valuable to dents.	Anticipate Variability Anticipate variability of learners in engagement, representation and action expression.	Develop Goals and Develop specific and flexible goal from standard.	Take a Variability Perspective Consider the brain networks: get attention, make it accessible, make it relevant, make it meaningful, 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 Asse Plan Consider how learning is going measured by providing multiple v options based on previous lesso student needs.	Consider how can st to be apply their learn vays and valuat	udents be assessed or ing in authentic or ble ways.	Methods Provide multiple ways students can le through choice of methods.	Develop Assessment Create formative and summative assess related to the goal using the UDL Guidel	
	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 o barriers and monitor learning w support of the UDL Guideline	After sharing the students to set own ith the persist when learning	goal and assess, ask goals and how they will ng becomes difficult.	Materials Provide flexible materials to support stu to achieve the goal.	Develop Flexible Methods and Mater dents Implement supports and scaffolds usin, UDL Guidelines.	Consider methods, materials and media
5	Expert Learning Develop disciplinary skills and habits of mind and create robust pathways for all learners.	Reflection and New Understai Reflect on how successful studer against the outcome and consid instruction supported all students successful or not.	its were Identify what studer in order to be succe	nts need to know or do ssful – provide options.	Assessment Consider how to gather information at student success through choice.	Teach	Teach
6				ll monitor learning and feedback.		Reflect and Revise Reflect on what worked and didn't and in the needs to be revised.	Reflect on Expertise what Reflect on lesson goal and use UDL Guidelines to analyse lesson effectiveness.
7			from the students	will collect feedback s to improve future ons.		Repeat cycle	
	https://www.cast.org/binaries/content/ass ets/common/publications/downloads/cast udltipsfordesigninglearningexperiences- 20200920-a11y.pdf	: https://www.learningdesigned.org. udl-instructional-planning-pro	resource/	IDL Now! A teacher's universal design for classroom. <u>CAST, Inc.</u>	Posey, A., & Novak, K. (2020). Unlearn Changing Your Beliefs and Your Classr with UDL. <u>CAST, Inc.</u>		wage https://www.learningdesigned.org/sites/def ault/files/Ralabate_2016.pdf



