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|  | **SHADLE PARK UDL FRAMEWORK** |  |
| **LESSON GOAL** | **Goal(s)/Standard(s):** content standard methods standard**Learning Targets** (students will be able to…) | **Questions to Think About*** Is my goal clear and specific?
* Does my learning target use a measurable verb (analyze, explain, describe, evaluate, etc.)?

**Potential Barriers**What are barriers do you anticipate? Where do you predict students may struggle?  |
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| **ASSESSMENTS** | How will I assess students throughout the lesson (**formative assessment**)?How will I assess students at the end of the lesson (**summative assessment**)? | **Questions to Think About*** What are different ways you could approach the assessment of the standards/learning targets?
* How can you assess if students have met or exceeded the standard in a way that is meaningful to them?

**Potential Barriers**What are barriers do you anticipate? Where do you predict students may struggle?  |
|  | **Lesson** |  |
| **ENGAGEMENT** | How are you going to engage and motivate your students?: | **Questions to think about*** How are you going to engage and motivate your students? How do you assess or review prior knowledge and introduce the topic?
* What do you anticipate the range of student interest and effort will be for this part of the lesson?
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|  | **During the Lesson** |  |
| **INSTRUCTIONAL ACTIVITES** | **Representation****the “WHAT” of learning**How will you present information to students? | **Action and Expression****the “HOW” of learning**How will students express their knowledge back to you?  | **Questions to think about*** What students have an IEP or 504?
* What modifications need to be made to materials or methods?

**Representation Examples*** Provide digital copies, when lecturing: provide visuals and hard copies, provide audio and visuals to supplement readings, point out text structures and model reading strategies, provide work exemplars, rubrics, explicit directions, and scaffolds.

**Action & Expression Examples*** give students the option of composing with different media (writing, typing, speech recognition software, etc.). Instead of writing, they could make a poster or PowerPoint. Frequently check-in and give feedback to students.
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|  | After the Lesson |  |
| **REFLECTION** |  | How did the lesson go? Why did it go that way? What are some changes you would make next time? Did your lesson design anticipate variability? |