

<b>SHADLE PARK UDL FRAMEWORK</b>		
<b>LESSON GOAL</b>	<b>Goal(s)/Standard(s):</b> <input type="checkbox"/> content standard <input type="checkbox"/> methods standard	<u><b>Questions to Think About</b></u> <ul style="list-style-type: none"> <li>• Is my goal clear and specific?</li> <li>• Does my learning target use a measurable verb (analyze, explain, describe, evaluate, etc.)?</li> </ul>
	<b>Learning Targets</b> (students will be able to...)	<u><b>Potential Barriers</b></u> What are barriers do you anticipate? Where do you predict students may struggle?
<b>ASSESSMENTS</b>	How will I assess students throughout the lesson ( <b>formative assessment</b> )?	<u><b>Questions to Think About</b></u> <ul style="list-style-type: none"> <li>• What are different ways you could approach the assessment of the standards/learning targets?</li> <li>• How can you assess if students have met or exceeded the standard in a way that is meaningful to them?</li> </ul>
	How will I assess students at the end of the lesson ( <b>summative assessment</b> )?	<u><b>Potential Barriers</b></u> What are barriers do you anticipate? Where do you predict students may struggle?
<b>Lesson</b>		
<b>ENGAGEMENT</b>	How are you going to engage and motivate your students?:	<u><b>Questions to think about</b></u> <ul style="list-style-type: none"> <li>• How are you going to engage and motivate your students? How do you assess or review prior knowledge and introduce the topic?</li> <li>• What do you anticipate the range of student interest and effort will be for this part of the lesson?</li> </ul>

<b>During the Lesson</b>			
<b>INSTRUCTIONAL ACTIVITIES</b>	<p><b><u>Representation</u></b>  <b>the “WHAT” of learning</b>            How will you present information to students?</p>	<p><b><u>Action and Expression</u></b>  <b>the “HOW” of learning</b>            How will students express their knowledge back to you?</p>	<p><b><u>Questions to think about</u></b></p> <ul style="list-style-type: none"> <li>• What students have an IEP or 504?</li> <li>• What modifications need to be made to materials or methods?</li> </ul> <p><b><u>Representation Examples</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b><u>Action &amp; Expression Examples</u></b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>After the Lesson</b>			
<b>REFLECTION</b>			<p>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?</p>