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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? |
|  | **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. |
|  | 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? |