

# Universal Design for Learning Lesson Plan Template

Teacher(s): \_\_\_\_\_ Date: \_\_\_\_\_ Subject: \_\_\_\_\_

**Materials/Resources Needed:**

**Lesson Objective(s):**

**Standard/Benchmark/Indicator:** (district or state standards)

<p><b>Formative Assessments:</b></p>  <p><b>Summative Assessment:</b></p>
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<b>Procedure</b>	
<b>Before the lesson</b>	How are you going to motivate your students, assess or review prior knowledge, and introduce your topic?
<b>During the lesson</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Keeping in mind the UDL Guidelines, what will you do to teach the lesson, provide time for practice, and collect your formative and summative assessment data?</p> </div> <div style="width: 50%;"> <p style="text-align: center;"><b>UDL Guidelines</b></p> <p><b>Multiple Means of Representation:</b> How are you going to present your content so that it meets the needs of all students? Is the information represented in different ways? For example, utilizing guided notes and graphic organizers in addition to a lecture format or having several books that represent different reading levels.</p> <p><b>Multiple Means of Engagement:</b> How are you going to provide multiple pathways for students to learn the material presented? Practice, or active mental/physical engagement, is required by students to make real learning happen. For example, some students may benefit from small group learning opportunities, others may require more focused practice with precise feedback, while others might benefit from working independently. Some students will need to write, others will need to talk through ideas before they understand, while others may need to physically represent what they are learning.</p> <p><b>Multiple Means of Expression:</b> How will students demonstrate what they have learned? Again, the creation of many paths is key. Some students are good test-takers, while others are not. Tiered assignments, oral exams, building a model, making a video, using portfolio assessment are examples of alternatives to traditional paper/pencil tests.</p> </div> </div>

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<b>After the lesson</b>	How are you going to analyze the assessment data collected to prepare for the next lesson? If a summative assessment was not included in today's lesson, when and how will you be collecting that data?
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**Notes/Reflections/Adjustments for next time the lesson is taught:**