#### **Tip:** **In addition to the tips throughout the template, remember to thoroughly review the UDL Lesson Plan Description and Rubric (see syllabus).**

#### **Tip: Use the rubric as a checklist and review past students’ examples!**

**About This Lesson**

**DESCRIPTION**

#### **Tip:** Include a description of the classroom and lesson that includes all of the following components: age and grade level and available technology.

#### **Tip:** In separated paragraphs include all case study information (e.g., strengths and weaknesses) for your selected students. Remember that you need 4 student ‘types’ (i.e., student with LI, HI, GT, ELL)

#### **Tip:** See the graphic organizer following this lesson plan template to help you identify, describe, and address the needs of your students throughout the lesson plan.

**PREREQUISITES**

#### **Tip:** List the information, skills, or resources students would need in place in order to successfully approach the lesson. Be as specific as possible.

#### 

**ESTIMATED TIME**

#### **Tip:** How much time is typically allotted for this content area?

**Potential Use**

**PURPOSE:**

#### **Tip:** Options include: Classroom Instruction, Small Group, Coaching, School/District Implementation, Professional Development, Other

**GRADE:**

#### **Tip:** Select one grade level from Pre-K to 12

**CONTENT AREAS:**

#### **Tip:** Options include: English/Language Arts, Math, Science, Social Studies, Other

**COMMON CORE:**

#### **Tip:** Go to: <http://mdk12.msde.maryland.gov/instruction/commoncore/>

**Goal**

**INSTRUCTIONAL GOAL**

#### **Tip:** Restate the portion of the MCCRS that you will focus on in the lesson.

#### **Tip:** Be sure to emphasize the outcomes, not the means of achieving them (i.e., multiple paths/options for achievement). This revised focus allows for greater flexibility in the ways students meet objectives and captures the strengths of a wider range of students.

#### **Tip:** There should be no more than one goal for a lesson.

**OBJECTIVE(S)**

#### **Tip:** Create objectives that are concrete, specific, measurable steps that lead students toward accomplishing the instructional goal. Be sure your objectives are written using student friendly language.

#### **Tip:** Your objective should still be flexible and allow for adjustments and options (i.e., emphasize the outcomes, not the means of achieving them).

**VARIABILITY**

Part 1: Variability for All:

#### **Tip:** In this first part, take advantage of the variability in the classroom. Identify flexible options that are in place in your environment. These are proactive strategies aligned to the UDL principles, guidelines and/or checkpoints that are available to ALL learners.

#### **Tip:** Be VERY detailed in this section and remember that these options should be then INCLUDED in your Instructional Methods Section.

#### **Tip:** In brackets, identify the UDL Checkpoints for each variability option.

Options to Support Engagement:

Options to Support Representation:

Options to Support Action and Expression:

Part 2: Accommodations/Modifications for Specific Students:

#### **Tip:** In this section, discuss how you will ensure that any students with IEPs will receive their required accommodations and/or modifications. If they are being addressed through UDL, explain how that is being accomplished. For example, if all students have access to digital graphic organizers, and this is an accommodation listed for a student with an IEP, be sure to clearly articulate this as an accommodation for the specific student.

#### **Tip:** Refer back to MD Online IEP for accommodations/modifications options for a student with an IEP.

**Assessments**

**FORMATIVE ASSESSMENTS**

#### **Tip:** Include again your lesson objective(s) to make sure you are assessing them throughout your lesson.

#### **Tip:** A clear assessment plan includes all of the following:

#### Formative assessments (questioning, checklists, observations, etc. – see table below) are used as measurable opportunities for learners to practice and for the teacher to gauge students’ levels of engagement throughout the lesson.

#### **A plan for how the results will be used to inform instruction as well as to give learners timely feedback on their progress.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sample of Potential Assessment Methods** | | | |
| **Selected Response** | **Constructed** **Responses** | **Product** | **Performances** |
| Multiple-Choice | Short answer | Story/play | Oral representation |
| True/False | Diagram | Poem | Demonstration |
| Matching | Concept map | Art exhibit | Dance/movement |
| Fill in the Blank | Graph | Portfolio | Enactment |
|  | Illustration | Model | Recital |
|  | Table | Videotape | Dramatic Reading |
|  | Web | Journal | Debate |

**SUMMATIVE ASSESSMENTS**

#### **Tip:** A clear assessment plan includes all of the following:

#### Flexible summative assessment (projects, presentation, brochure, etc.) that provides an accurate picture of student skills and understanding about the targeted MCCRS

#### **A plan for how to use the summative assessment(s) to gauge how successful the lesson was at reaching the wide range of students, and to further inform refinements to the next lesson as well as overall teaching practice.**

**Instructional Methods**

#### **Tip:** In brackets, identify the UDL Checkpoints from all 3 of the Principles of UDL (i.e., representation, expression, engagement) throughout your Instructional Methods. These should directly align with what has been identified in your Part 1. Variability For All section.

#### **Tip:** Address the variability of your 4 students throughout the lesson.

#### **Tip:** Include varied materials and flexible tools to address the variability of how students take in, engage with, and act on information and includes all tools suggested in your completed SETT framework.

#### **Tip: Remember that at least 1 appropriate, high tech AT AND 1 appropriate, low tech AT must be identified and implemented throughout the lesson plan for each of the two students identified as having disabilities (HI and LI). Use the SETT Framework to help you identify these AT tools.**

#### **Tip: Make sure to address the needs of ELLs and students identified at GT throughout the lesson with the use of the principles of UDL.**

#### **Tip:** Bold sections of your Opening, During, and Closing that specifically address the needs of the students you have described in the first section of your lesson plan (i.e., Description).

**OPENING**

#### **Tip:** This part of the lesson is to “grab” the students’ attention or relate the experiences of the students to the objectives of the lesson. It should focus on:

#### Student attention on the lesson.

#### Creating an organizing framework for the ideas, principles, or information that is to follow (e.g., state and discuss the lesson objective)

#### Extending the understanding and application of abstract ideas through the use of an example or an analogy; or may be used when a different activity or new concept is being introduced.

Introduction:

Anticipatory Set:

Hook:

**DURING**

#### **Tip:** Remember to check for understanding throughout. It is important for students to understand what is to be learned before they practice it (i.e., usage of a Gradual Release Model).

#### **Tip:** Think about your questioning strategies and how ask the right questions to probe for higher levels of thinking throughout. Bloom’s Taxonomy is a valuable tool in questioning strategies. Also include possible correct and incorrect student responses to your questions.

Introduce New Knowledge:

#### **Tip:** Provide the information needed for students to gain the knowledge or skill through lecture, film, tape, video, pictures, etc.

Model New Skills and Knowledge:

#### **Tip:** Use the materials to show students’ examples of what is expected as an end product of their work.

Guided Practice

#### **Tip:** This part allows students an opportunity to demonstrate their understanding of the lesson by working through an activity or exercise under the teacher’s supervision. This is the time for the teacher to move around the room and determine the level of mastery and to provide individual remediation, if necessary.

Independent Practice:

#### **Tip:** This may include group work or individual work in class. It may also include projects or another way for students to apply what they have learned.

**CLOSING**

#### **Tip:** These are statements by a teacher or student that are designed to bring a lesson to an appropriate conclusion. Closure is the act of reviewing and clarifying the key points of a lesson. It is used to:

#### Cue students to the fact that they are at the end of the lesson.

#### Help organize student learning.

#### Help students form a clearer picture of what the lesson was all about.

#### **Tip:** Think also about routines that are in place to close a lesson, and prepare for a transition to the next lesson.

**Author’s Reflection**

#### **Tip:** On UDL Exchange, this reflection section is under the Instructional Methods part. Be sure to answer the questions identified below and NOT the questions identified on UDL Exchange.Type in your responses below each of the three questions.

#### **Tip:** Describe how this artifact demonstrates mastery of the identified standard(s). **BE SURE TO INTEGRATE THE SPECIFIC STANDARDS INTO YOUR RESPONSE. You will find these standards on the left side of the rubric under the Components & Requirements column or the assignment description in the syllabus.**

How does applying the UDL guidelines to lesson plans allow teachers to meet the needs of a diverse group of students?

Explain why the two students with special needs in your description required additional supports and provide a rationale for how you made appropriate choices about assistive technology and augmentative and alternative communication?

How does this artifact demonstrate your ability to plan instruction for diverse learners, including English Language Learners and students who are identified as gifted and talented?

**Materials**

**MATERIALS AND SUPPLIES**

**Resources Included**

**Author’s Reflection**

#### **Tip:** On UDL Exchange, this reflection section is under the Materials part. Be sure to answer the questions identified below and NOT the questions identified on UDL Exchange.Type in your responses below each of the three questions.

#### **Tip:** Describe how the knowledge, skills, and dispositions learned from completing this artifact have a positive impact on student learning. **BE SURE TO INTEGRATE THE SPECIFIC STANDARDS INTO YOUR RESPONSE. You will find these standards on the left side of the rubric under the Components & Requirements column or the assignment description in the syllabus.**

Explain how your ability to meet the needs of diverse learners has developed.

How does this positively impact student learning?

How will you use the knowledge and skills developed in this class in your future teaching?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Tip: Use this graphic organizer to begin planning your lesson. This only for your own use and does not need to be formally submitted. | | | | | | |
| About the Lesson and Potential Use Graphic Organizer | | | | | | |
| Brief Description of Technology (hardware and software) Available in the Classroom: | | | | | | |
| **No.** | **UDL LP Requirements** | Student Name | Age and Grade Level | AT Needs*(minimum of 1 low and 1 high tech tool for each of the two students identified as having disabilities)* | Strengths | Needs |
| **1** | *Student with*  *HI disability* |  |  |  | ***Tip:*** *Color-code the case study information to identify each student’s strengths.* | ***Tip:*** *Color-code the case study information to identify each student’s needs.* |
| **2** | *Student with LI disability and Communication Need* |  |  |  |  |  |
| **3** | *Student Identified as an English Language Learner (ELL)* |  |  | **X** |  |  |
| **4** | *Student identified as Gifted and Talented (GT)* |  |  | **X** |  |  |
| **Content Area:** | | | | | | |
| **Maryland College and Career-Ready Standards:** | | | | | | |
| **Describe any Prerequisite Information, Skills, or Resources Students Would Need in Place in order to Successfully Approach the Lesson:** | | | | | | |

**The SETT Framework** Developed by Joy Zabala

#### **Tip:** **In addition to the tips throughout the template, remember to thoroughly review the UDL Lesson Plan Description and Rubric (see syllabus). Use the rubric as a checklist and review past students’ examples!**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| What we know | **Student** | **Environment** | **Task** | **Tools** |
| ***Tip:*** *Identify the name of student identified with HI Disability*  ***Tip:*** *Use the graphic organizer on the previous page to help with this section.*  **General Information/ Interests:**  **Student Strengths:**  **Student Needs:** | **Physical Environment:**  **Instructional Environment:**  **Access Issues:** | **Expectations:** | ***Tip:*** *Use the mATchup Tool to identify AT that align with the student’s need and the content area of your lesson (http://cte.jhu.edu/matchup/)*  **Low Tech AT:**  **High Tech AT:** |
| ***Tip:*** *Identify the name of student identified with LI Disability and Communication Need*  ***Tip:*** *Use the graphic organizer on the previous page to help with this section.*  **General Information/ Interests:**  **Student Strengths:**  **Student Needs:** | **Physical Environment:**  **Instructional Environment:**  **Access Issues:** | **Expectations:** | ***Tip:*** *Use the mATchup Tool to identify AT that align with the student’s need and the content area of your lesson (http://cte.jhu.edu/matchup/)*  **Low Tech AT:**  **High Tech AT:** |