

## UDL Reflection Tool

### **How does the Reflection Tool relate to the UDL Look Fors?**

The UDL Look Fors represent categories of practices that guide an examination of what UDL is and what it might look like in a classroom. The UDL Look Fors can be used to guide observation of classrooms to help the observer use a UDL Lense when observing specific components of the lesson and lesson materials. The UDL Reflection Tool is designed to help educators analyze the components of the look fors and provides a continuum of practice that represents increasing depth of practice.

### **The UDL Reflection Tool is designed to:**

- Support a study of the various ways a UDL Look for might be implemented
- Guide an evaluation of a lesson plan
- Reflect on your own teacher practices

### **Examples of ways that you might use the tool:**

- Choose a Look For to study in your PLC group and use the various scales related to that Look For as a basis for critical thinking and discussion about teaching practices
- Choose 3-5 of the items to guide analysis of a team planning and determine some upgrades to add
- Use as a personal reflection on a regular basis to determine personal short-term and long-term goals

### **The UDL Lens**

In many ways, UDL strategies overlap with other frameworks of effective teaching, such as Differentiated Instruction, Critical Thinking, and Equitable Practices. UDL does not purport to replace any existing practices of effective teaching. Instead, we speak of using a UDL lens to make the curriculum materials and teaching practices accessible to ALL students. As you can see from both the UDL Look Fors and the UDL Reflection Tool, the key components of the UDL lens are

- Examining barriers to learning
- Providing flexible methods of engagement, presentation, and expression to eliminate barriers
- Coaching students to become experts in their own learning by helping them plan for choice-making and reflect on those choices

2a. Curriculum materials - presented in additional formats beyond viewable text and a teacher speaking						
2b. Explanatory devices in teacher presentations						
2c. Drawings or images to complement text or teacher speaking						
REFLECTIVE QUESTIONS	MATERIALS					NOTES
<i>How flexible are my presentation materials?</i> (FlipCharts, PowerPoints, anything projected or displayed on the board as part of a lesson)	Displays are mostly text	Displays sometimes include additional formats beyond text	Displays often include additional formats beyond text	Displays routinely include additional formats beyond text		Additional formats may include: video, demonstration, diagrams, charts, models, and manipulatives or interactives.
<i>How flexible are my handouts?</i> (anything that is given to students or parents in hard copy)	Most handouts are a linear presentation of text	Handouts sometimes include additional scaffolds	Handouts often include additional scaffolds	Handouts routinely include additional scaffolds		Scaffolds may include: Pictures to support comprehension or vocabulary, diagrams, concept maps, rich and effective use of text features to enhance comprehension.
<i>How accessible are the materials I provide to students?</i> (including graphic organizers, charts, diagrams, reading passages, books, worksheets, descriptions of assignments and long-term projects)	Most handouts are paper only	Some handouts are digitally accessible so that students can use computers to have them read	Some handouts are digitally accessible and student can respond using the computer	Most handouts are digital and accessible and available for home use	All handouts are digital and accessible and available for home use	For digital materials to be accessible, they must have selectable text.

1.b. Students are provided choices for types of tools					
REFLECTIVE QUESTIONS	TOOLS			NOTES	
<p><i>Do I provide students with choices for tools for responding?</i></p> <p>(e.g. text to speech, typing instead of writing, software supports for reading or writing, manipulatives, digital drawing options, alternatives to written or spoken output)</p>	Everyone is required to use the same tools	Students are provided the tools for a given activity according to need	Use of tools is not restricted to identified students, but availability or feasibility of using them is limited	A variety of tools are available to all students	<p>Examples of tools:</p> <p>Tools for reading: text to speech</p> <p>Tools for writing: keyboarding, software supports, digital drawing, audio recording, speech to text</p> <p>Tools for speaking: picture boards, word banks, typing</p>
<p><i>Do I have effective routines related to choices for tools?</i></p>	Students need to be told which tools to use to complete an activity	Several routines and structures for choosing tools are established	Students understand and utilize routines for choosing tools independently		

1c. Stations/centers/groups						
REFLECTIVE QUESTIONS	STATIONS / CENTERS / GROUPS					NOTES
<i>How much of my instruction is whole group vs. small group?</i>	100% whole group	Mostly whole group	50/50	Mostly small group	100% small group	
<i>How do I choose activities for students to do in small groups?</i>	Variety of activities is determined by what is most feasible	Activities are determined to support a variety of interests and learning needs	Activities are determined by the unique needs of the class (no child left out)	Students choose the activities which will best help them achieve the learning objective		
<i>Do I have effective routines related to small group work?</i>	Students require much direction-giving and reminders in order to work effectively in small groups	A variety of structures for small group work are established to meet a variety of instructional purposes	Structures are so well established that the class can move into and out of small group work spontaneously without loss of instructional time			

1a. Products - students are provided choices for responding and products					
REFLECTIVE QUESTIONS	PRODUCTS				NOTES
<i>Do I provide options for homework and in-class assignments?</i>	Everyone completes the same assignments in the same way – with accommodations for those who require them	Assignments are differentiated based on student need	Options are provided to all students for some assignments Options are sometimes designed to eliminate barriers	Options are designed to eliminate barriers and are routinely provided to <u>all</u> students	Options could include: drawing, manipulating objects in a flipchart, a photograph
<i>Do I provide options in the products resulting from projects?</i> (multi-step assignments or long-term projects, or any task with multiple products)	Projects are completed in the same way by everyone	I provide two or more choices for products in projects	I use make sure there is a product option that eliminates barriers for most students	Product choices are developed by the students and allow options for all students to demonstrate learning	
<i>Do I provide options for students to respond to questions posed in class?</i>	A verbal or written response is always required	I sometimes build in options for other types of responses	There are routinely a variety of options for answering questions in my class		Options could include: drawing, demonstrating, manipulating objects, anonymous response mode, speaking to a peer
<i>Do I provide scaffolds for students to respond to questions posed in class?</i>	I don't call on students who can't respond	I scaffold responses for targeted students	I scaffold some questions to meet the needs of the group	I routinely scaffold questions	Scaffolds could include: asking a simpler question, multiple choice response, posing the question with more visual support

2d. Reflection on Choices – materials or presentations provide a method for students to reflect				
REFLECTIVE QUESTIONS	REFLECTION ON CHOICES			NOTES
<i>How well can I determine which tools and methods work best for my students?</i>	I don't know what works best for my kids	I have a hunch as to what will work best for each of my students	I have a system for documenting / determining the tools and methods that work best for my students	
<i>How do I scaffold student learning about which choices work for them?</i>	The experience of making choices on a regular basis will eventually translate into students understanding their own needs	I ask kids to reflect on how the choices they made worked for them	I routinely create tools for students to use to evaluate their choices based on how well they helped them achieve an objective	
<i>How well do my students understand the choices available to them?</i>	Students make choices based on what seems most "fun" or "easiest"	Students can state some reasons explaining which choices work best for them	Students can articulate their learning styles and their reasons for doing best with a particular choice	
1d. Routines - students demonstrate familiarity and reasonable independence with choices and tools				
<i>Do I have effective routines related to making choices?</i>	Options need to be explained in depth to students prior to allowing them to choose	Several routines and structures for making choices are established in the classroom	Students understand and utilize routines for making meaningful choices in the classroom independently	