UDL Look Fors

| **School** |  | **Lesson Focus** |  | **Date of Observation** |  |
| --- | --- | --- | --- | --- | --- |
| **Class/Content** |  | **Grade** |  |  |  |
|  |  |  |  |
| **Look Fors** | **Observation/Notes** |
| **1.** | ***Student Choices*:** Students are provided choices in how they gain information and show what they know *to support and challenge diverse learning styles*. |
| a. | *Products -* students are provided choices for responding and products that demonstrate their skill & knowledge (e.g. verbal, written, drawing, physical demonstration, technology) |  |
| b. | *Tools –* students are provided choices for types of toolsto generate products that demonstrate their skill and knowledge (e.g. paper-pencil, computer, Promethean Board alternatives to handwriting, calculator)  |  |
| c. | *Stations/centers/groups -* providing *variety or choices* in methods to learn information *that tap into diverse learning styles* (e.g. technology, readings at varied levels) |  |
| d. | *Routines -* students demonstrate familiarity and reasonable independence with expectations, procedures and routines related to choice and options in learning tools, materials and methods (e.g. transition to stations, use of technology) |  |
| **2.** | ***Flexibility in Teacher Presentations*:** Teacher presents information using multiple methods to complement text and verbal presentations *in order to support and challenge diverse learning styles.* |
| a. | *Curriculum materials* - presented in *additional formats* beyond viewable text and a teacher speaking (e.g., text in digital files that could be read aloud, online resources, audio, video, pictures, charts) |  |
| b. | *Explanatory devices* - teacher uses *multiple* types (e.g., concept maps, graphic organizers, demonstration, pictures, audio/video, written, diagrams, chart, models, manipulatives) |  |
| c. | *Drawings or images* - used in paper handouts, digital materials and presentations to complement text and a teacher speaking |  |
| d. | *Reflection on Choices* – materials or presentations provide a method for students to reflect on and/or plan for effective choices in learning and demonstrating knowledge |  |

These UDL Look Fors can be used to measure school, department or team trends related to UDL implementation that could be observed if one walks into a lesson. They are intended to complement other look fors schools may use (e.g. Skillful Teaching) and are not intended to be a comprehensive list of effective instructional practices. This is not meant to suggest that all these should or could be observed in the same lesson.