

UDL Lesson Design Guide

How to Use: Use this graphic organizer to plan and think through the design, redesign and teaching of a lesson. The organizer scaffolds design thinking through the lens of Universal Design for Learning (UDL). With use, the reflection questions it asks will become design “habits of mind”.

[Version 1](#) of the Lesson Design Guide offers a straightforward description of each step and prompt questions to match. Choose what works best for you. In subsequent versions, you will see space to record your notes either in response to the description ([version 2](#)) or the questions ([version 3](#)). While using the tool, focus on the prompts and questions that feel most relevant to you, those you are currently working on. If you want more direction on where to start, try [version 4](#) which has fewer questions to start with.

Version 1 - All the Details

Set Your Goal

UDL teachers enter a lesson wanting to learn something about their practice. They plan lessons to investigate how the design of the lesson impacts learners. Set your own goal for what you want to learn from designing a lesson with this UDL lesson planning guide.

- What do you want to learn about yourself as a designer?
- What do you want to learn about this lesson design?
- What do you want to learn about your learners?
- What do you want to learn about UDL through this process?

Framing the Lesson

1. Set a clear goal

UDL goals are clear and have flexible means. Relevance is highlighted to learners. They are shared in multiple ways, revisited and reflected on during learning. Learners have opportunities to create and monitor their own learning goals.

- *Is the goal clear?*
- *Does the goal allow for flexible means?*
- *How can the relevance of the goal be highlighted?*
- How will the goal be communicated to learners in multiple ways?
- How will learners revisit the goal while learning?
- How will learners create and monitor their own goals?
- *How will learners co-construct the goal or develop goals of their own?*

2. Draft an assessment plan.

UDL assessments are aligned to the goals and offer flexible ways for learners to express understanding. They are ongoing and include mastery-oriented feedback from the teacher and peers. Students have opportunities to reflect on their own learning process and monitor their progress towards the goals. Teachers minimize potential barriers in assessments.

- *How are the assessments aligned with the goal?*
- *What are the flexible ways for learners to express understanding?*
- *Where are there ongoing opportunities to assess progress and offer feedback to learners?*
- *How will learners reflect on the process of learning?*
- *How are learners supported to monitor their own progress and assess their own learning?*
- *What additional barriers might assessment options introduce?*

Planning Multiple Means

3. Identify or create materials and resources.

Lesson materials are made accessible to all learners. They offer flexible ways for students to engage in the content. There are multiple representations of the content. Learners have various materials that allow them to take action and express what they know. Scaffolds are provided that help learners build independence and deeper levels of thinking. They have options to communicate their understanding.

- Are the learning materials accessible to all learners?
- How do the materials provide ways for all students to **engage** in the lesson?
- How do the materials support learners with **multiple representations of the content**?
- How do the materials provide multiple ways for students to **take action** in the learning environment and **express** their learning?

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| | <ul style="list-style-type: none"> • What are the possible scaffolds so that all students can build independence? • What barriers might be embedded in the materials and resources? • How do the materials support all learners to become expert learners? |
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4. Outline instructional methods.

Teachers instructional methods support the facilitation of the flexible learning materials. They promote expectations that value all learners' voices and communicate expectations that all learners can achieve at high levels. To sustain engagement, they scaffold the choice process for learners, foster collaboration, feedback and self-reflection. To build towards comprehension, they share models, build connections and support inquiry. To support executive functions they help learners create a learning plan. The teacher considers potential barriers in methods.

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| <p>Teachers instructional methods support the facilitation of the flexible learning materials. They promote expectations that value all learners' voices and communicate expectations that all learners can achieve at high levels. To sustain engagement, they scaffold the choice process for learners, foster collaboration, feedback and self-reflection. To build towards comprehension, they share models, build connections and support inquiry. To support executive functions they help learners create a learning plan. The teacher considers potential barriers in methods.</p> | <ul style="list-style-type: none"> • How do the instructional strategies design for learner variability and demonstrate that every voice matters? • How do the instructional methods facilitate learners to engage with the flexible materials, by scaffolding choice, fostering collaboration, offering feedback, and promoting reflection? • How do the instructional methods facilitate learners to use multiple representations to build comprehension, by modeling, building connections, and supporting inquiry? • How do the instructional methods facilitate learners to use the flexible materials in creating their own plan for learning? • How will the instructional methods support learners to become expert learners? |
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- Based on your experience with this content and what you know of your students, what barriers might you anticipate?

5. Design learning environment

The learning environment is designed with predictable options to support the goals of this lesson. Students access the tools and spaces for collaboration, feedback and self-regulation. Student access supports for language, symbols, and comprehension. Students access scaffolds to support their learning plans. The teacher considers the barriers to all students accessing the learning environment.

- *How might the learning environment support the goals of a particular lesson?*
- *How can the learning environment reinforce a collaborative culture, focused on supporting mastery of learning goals, and the development of learning expertise?*
- *What predictable options in the environment can support representing content by supporting language or symbols, and themes or big ideas in the curriculum?*
- *What predictable options in the environment can support students to take action and express their understanding, by using scaffolds to support their learning plan?*
- *What barriers might there be to accessing the learning environment or what barriers might the environment embed to the learning goal?*
- *How might learners shape the learning environment to support their learning process and become expert learners?*

6. Reflect

Teachers reflect on formative assessments from the lesson.	• Who mastered the goal? Who didn't? • What were unanticipated barriers to learning? • How might you remove these barriers so that all learners master the goal?
Teachers reflect on their personal goals for the lesson.	• What did you learn about yourself as a designer? • What did you learn about your learners? • What did you learn about UDL through this process? • What do you want to learn next?

Version 2 - Statements

Set Your Goal

UDL teachers enter a lesson wanting to learn something about their practice. They plan lessons to investigate how the design of the lesson impacts learners. Set your own goal for what you want to learn from designing a lesson with this UDL lesson planning guide.

Choose what to focus on and brainstorm here:

Framing the Lesson

1. Set a clear goal

UDL goals are clear and have flexible means. Relevance is highlighted to learners. They are shared in multiple ways, revisited and reflected on during learning. Learners have opportunities to create and monitor their own learning goals.

Choose what to focus on and brainstorm here:

2. Draft an assessment plan.

UDL assessments are aligned to the goals and offer flexible ways for learners to express understanding. They are ongoing and include mastery-oriented feedback from the teacher and peers. Students have opportunities to reflect

Choose what to focus on and brainstorm here:

on their own learning process and monitor their progress towards the goals. Teachers minimize potential barriers in assessments.

3. Identify or create materials and resources.

Lesson materials are made accessible to all learners. They offer flexible ways for students to engage in the content. There are multiple representations of the content. Learners have various materials that allow them to take action and express what they know. Scaffolds are provided that help learners build independence and deeper levels of thinking. They have options to communicate their understanding.

Choose what to focus on and brainstorm here:

4. Outline instructional methods.

Teachers instructional methods support the facilitation of the flexible learning materials. They promote expectations that value all learners' voices and communicate expectations that all learners can achieve at high levels. To sustain engagement, they scaffold the choice process for learners, foster collaboration, feedback and self-reflection. To build towards comprehension, they share models, build connections and support inquiry. To support executive functions they help learners create a learning plan. The teacher considers potential barriers in methods.

Choose what to focus on and brainstorm here:

5. Design learning environment

The learning environment is designed with predictable options to support the goals of this lesson. Students access the tools and spaces for collaboration, feedback and self-regulation.

Choose what to focus on and brainstorm here:

Student access supports language, symbols, and comprehension. Students access scaffolds to support their learning plans. The teacher considers the barriers to all students accessing the learning environment.	
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6. Reflect

Reflect on the progress learners made toward the learning goal.	Choose what to focus on and brainstorm here:
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Reflect on how this lesson has changed you as a designer.	Choose what to focus on and brainstorm here:
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Version 3 - Questions

Set Your Goal

- What do you want to learn about yourself as a designer?
- What do you want to learn about this lesson design?
- What do you want to learn about your learners?
- What do you want to learn about UDL through this process?

Choose what to focus on and brainstorm here:

Framing the Lesson

1. Set a clear goal

- *Is the goal clear?*
- *Does the goal allow for flexible means?*
- *How can the relevance of the goal be highlighted?*
- How will the goal be communicated to learners in multiple ways?
- How will learners revisit the goal while learning?
- How will learners create and monitor their own goals?
- *How will learners co-construct the goal or develop goals of their own?*

Choose what to focus on and brainstorm here:

2. Draft an assessment plan.

- How are the assessments aligned with the goal?
- What are the flexible ways for learners to express understanding?
- Where are there ongoing opportunities to assess progress and offer feedback to learners?
- How will learners reflect on the process of learning?
- How are learners supported to monitor their own progress and assess their own learning?
- What additional barriers might assessment options introduce?

Choose what to focus on and brainstorm here:

3. Identify or create materials and resources.

- Are the learning materials accessible to all learners?
- How do the materials provide ways for all students to **engage** in the lesson?
- How do the materials support learners with **multiple representations of the content**?
- How do the materials provide multiple ways for students to **take action** in the learning environment and **express** their learning?

Choose what to focus on and brainstorm here:

- What are the possible scaffolds so that all students can build independence?
- What barriers might be embedded in the materials and resources?
- How do the materials support all learners to become [expert learners](#)?

4. Outline instructional methods.

- How do the instructional strategies design for learner variability and demonstrate that every voice matters?
- How do the instructional methods facilitate learners to engage with the flexible materials, by scaffolding choice, fostering collaboration, offering feedback, and promoting reflection?
- How do the instructional methods facilitate learners to use multiple representations to build comprehension, by modelling, building connections, and supporting inquiry?
- How do the instructional methods facilitate learners to use the flexible materials in creating their own plan for learning?
- How will the instructional methods support learners

Choose what to focus on and brainstorm here:

to become expert learners? Based on your experience with this content and what you know of your students, what barriers might you anticipate?	
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5. Design learning environment

<i>How might the learning environment support the goals of a particular lesson?</i> <i>How can the learning environment reinforce a collaborative culture, focused on supporting mastery of learning goals, and the development of learning expertise?</i> <i>What predictable options in the environment can support representing content by supporting language or symbols, and themes or big ideas in the curriculum?</i> <i>What predictable options in the environment can support students to take action and express their understanding, by using scaffolds to support their learning plan?</i> <i>What barriers might there be to accessing the learning environment or what barriers might the environment embed to the learning goal?</i> <i>How might learners shape the learning environment to</i>	Choose what to focus on and brainstorm here:
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<i>support their learning process and become expert learners?</i>	
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6. Reflect

• Who mastered the goal? Who didn't? • What were unanticipated barriers to learning? • How might you remove these barriers so that all learners master the goal?	Choose what to focus on and brainstorm here:
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• What did you learn about yourself as a designer? • What did you learn about your learners? • What did you learn about UDL through this process? • What do you want to learn next?	Choose what to focus on and brainstorm here:
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Version 4 - Short Version

Set Your Goal

UDL teachers enter a lesson wanting to learn something about their practice and about UDL.

- What do you want to learn about yourself as a designer?
- What do you want to learn about UDL through this process?

Framing the Lesson

1. Set a clear goal

UDL goals are clear, have flexible means, and create opportunities to set and monitor their own learning goals.

- *Is the goal clear?*
- *Does the goal allow for flexible means?*
- *How will learners co-construct the goal or develop goals of their own?*

2. Draft an assessment plan.

UDL assessments are aligned to the goals and offer flexible ways for learners to express understanding. Teachers minimize potential barriers in assessments.

- How are the assessments aligned with the goal?
- What are the flexible ways for learners to express understanding?
- What additional barriers might assessment options introduce?

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3. Identify or create materials and resources.

Lesson materials are made accessible to all learners. They offer multiple representations of the content and anticipate barriers that may be embedded. They support all students to become expert learners.	• Are the learning materials accessible to all learners? • How do the materials support learners with multiple representations of the content? • What barriers might be embedded in the materials and resources? • How do the materials support all learners to become expert learners?
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4. Outline instructional methods.

Teacher’s instructional methods support the facilitation of the flexible learning materials. They promote expectations that value all learners’ voices and communicate expectations that all learners can achieve at high levels. To sustain engagement, they scaffold the choice process for learners, foster collaboration, feedback and self-reflection. To build towards comprehension, they share models, build connections and support inquiry. To support executive functions they help learners create a learning plan. The teacher considers potential barriers in methods.	• How do the instructional strategies design for learner variability and demonstrate that every voice matters? • How will the instructional methods support learners to become expert learners? • Based on your experience with this content and what you know of your students, what barriers might you anticipate?
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5. Design learning environment

The learning environment is designed with predictable options to support the goals of this lesson. Students access the tools and spaces for collaboration, feedback and self-regulation. Student access supports language, symbols, and comprehension. Students access scaffolds to support their learning plans. The teacher considers the barriers to all students accessing the learning environment.

- *How might the learning environment support the goals of a particular lesson?*
- *What barriers might there be to accessing the learning environment?*
- *How might learners shape the learning environment to support their learning process and become expert learners?*

6. Reflect

Reflect on the progress learners made toward the learning goal.

- Who mastered the goal? Who didn't?
- What were unanticipated barriers to learning?
- How might you remove these barriers so that all learners master the goal?

Reflect on how this lesson has changed you as a designer.

- What did you learn about yourself as a designer?
- What did you learn about your learners?
- What did you learn about UDL through this process?
- What do you want to learn next?