

Looking for UDL

An **observation protocol** for learning about the big ideas of Universal Design for Learning

GOALS

Think: *How is the goal of the learning segment clear, relevant, and rigorous for all learners?*

Consider

- How do you know that the goal is clear?
- How do you know the goal is relevant?
- How do you know the goal is rigorous?
- What do you see and/or hear to indicate that all learners understand the goal?

What is the stated goal:

Observations about the goal:

OPTIONS

Think

Are there options for Engagement, Representation, and Action & Expression? If so, how do they support *all* students to achieve the goal?

Consider:

- Do the options directly address the anticipated barrier?
- Are the options of equal rigor?
- Do the options support the achievement of the goal?

Observations about options:

BARRIERS

Think

What unintentional barriers do you notice that prevent (or might prevent) learners from achieving the goal?

Consider

- How might the [UDL Guidelines](#) be used to reduce/remove these barriers?

Observations about barriers:

What barrier do you anticipate or see in the curriculum (goals, methods, materials, assessment & environment)?	Which of the UDL guidelines should be employed to address the barrier? <i>“Provide options for...”</i>	Which specific option (checkpoint) could be provided to reduce/remove this barrier? <i>e.g. “optimize individual choice and autonomy”</i>

EXPERT LEARNING

Think

What evidence suggests the learning environment is promoting the development of expert learning for all?

Consider

- In what way are learners supported to be: purposeful & motivated; resourceful & knowledgeable; strategic and goal-directed?

Observations about the promotion of expert learning: