



Examples and Non-Examples of the Universal Design for Learning Framework in Practice

Below are examples of some of the ways teachers plan lessons to use in their classroom. Some of them represent ways of thinking that are *always* aligned with UDL principles, some of them are examples of planning that may *sometimes* be present in a lesson that is aligned with UDL principles, and some are *never* indicative of a UDL lesson.

Cut the planning statements along the dotted lines. Then organize them into three groups. One group should be the statements that reflect lesson planning that is always indicative of UDL principles in action, another group should be the planning statements that are sometimes indicative of UDL principles, and the third group will be planning statements that never aligned with UDL principles.



Universal Design for Learning CEM

Thinking about and planning for diversity in learners proactively	Planning a stimulating 30 minute lecture over a current topic	Designing lessons which use inquiry
Planning a unit which allows students to choose between a poster presentation, persuasive speech, or written report	Creating pathways that vary the ways in which information is represented, is engaged in by students, and/or is evaluated for student learning	Planning an assignment which requires all students to read Chapter 14 in preparation for a group discussion
Planning around one resource material	Planning one route to a learning outcome	Planning one way of presenting information
Designing lessons which use direct instruction	Planning an assignment which requires all students to complete the same worksheet or end of chapter questions	Designing a cumulative exam to determine students' grades
Using a proactive approach to designing instruction based on varied learning styles, interests, and readiness levels	Planning a lesson which allows students to use library materials, websites, interviews, and/or class notes to prepare for a presentation	Planning a lesson where students are assigned to one of four activities with the same evaluation criteria/rubric applied to each
Planning to use one mode of assessment for all learners	Planning around research-based strategies that meet the needs of students with difficulties as well as typical learners	Providing choices