



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.

Next to each planning statement indicate if it is always (A), sometimes (S), or never (N) present in a lesson designed within a UDL framework.

- _____ Thinking about and planning for diversity in learners proactively
- _____ Designing lessons which use inquiry
- _____ Planning around one resource material
- _____ Designing lessons which use direct instruction
- _____ Using a proactive approach to designing instruction based on varied learning styles, interests, and readiness levels
- _____ Planning to use one mode of assessment for all learners
- _____ Providing choices
- _____ Planning around research-based strategies that meet the needs of students with difficulties as well as typical learners
- _____ Planning a stimulating 30 minute lecture over a current topic
- _____ Creating pathways that vary the ways in which information is represented, is engaged in by students, and/or is evaluated for student learning
- _____ Planning one route to a learning outcome



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_____ Planning an assignment which requires all students to complete the same worksheet or end of chapter questions

_____ Planning a lesson which allows students to use library materials, websites, interviews, and/or class notes to prepare for a presentation

_____ Planning a unit which allows students to choose between a poster presentation, persuasive speech, or written report

_____ Planning one way of presenting information

_____ Planning an assignment which requires all students to read Chapter 14 in preparation for a group discussion

_____ Designing a cumulative exam to determine students' grades

_____ Planning a lesson where students are assigned to one of four activities with the same evaluation criteria/rubric applied to each