**UDL Lesson Plan Template**

Designed by:

Supervisor: Cooperating Teacher:

**Class Analysis**

**Grade Level:** **Subject:** Date:

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| **Learners (sample; use initials)** | **Academic Levels (ex. Lexile level and grade level equivalent)** | **Interests/Strengths/Assets/Funds of Knowledge** | **Needs: SST/504/IEP goals, EL Levels and Supports, Challenges in Life** |
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**ELA:** [ELA and Literacy in Social Studies and Science CCSS](http://www.corestandards.org/ELA-Literacy/)

**Science**: [Next Generation Science Standards (NGSS)](https://www.nextgenscience.org/standards/standards)

**History/Social Studies**: [History-Social Science Framework (2016)](https://www.cde.ca.gov/ci/hs/cf/hssframework.asp)

**Math**: [Mathematics standards and Standards for Mathematical Practice](http://www.corestandards.org/Math/)

**College & Career Readiness**: [College and Career Readiness Anchor Standards](https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp)

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| **Content Standard(s):** *Include number and text for each standard being addressed*. |

**ELD**: <https://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>

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| **Literacy Focus & Language Supports:** *Based on the standard, what literacy skill(s) (reading, writing, listening, and speaking) need to be supported and scaffolded so that the standard can be achieved for all learners*? |

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| **Academic Vocabulary**: *Based on the standards and literacy focus, what key vocabulary and/or text structure vocabulary is necessary for academic writing and dialogue*? |

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| **Unit Summary:** *How does this lesson fit into the unit you are teaching (briefly describe the unit)*? |

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| **Learning Objective:** *Based on the standards and literacy focus, what do you expect students to learn after completing this lesson*? |

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| **Assessments:** *How will you measure whether students have met or exceeded the learning objectives*?   * **Pre (Diagnostic)**: * **Informal (Formative)**: * **Formal (Summative)**: * **Self (Student)**: |

**Structure of the Universal Design for Learning Activities** (What will you do in this lesson to ensure activities are engaging, accessible, and challenging? Remember lessons should have multiple means of engagement, representation, and expression).

* **Support People:**
* **Technology:**
* **List Materials/Supplemental items/Resources in order as needed**:

1. Column 1: list the sequence of steps for each part of the lesson including the UDL aspects of your design (**multiple means of engagement, representation, and expression)** and
2. Column 2: list the specific strategies you are using **to support the diverse learners you identified in the class analysis.** Be sure to include the initials of those students the inclusive practices specifically target.

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| **Anticipatory Set/Hook**: *How will you activate your learners’ prior knowledge, connect them to their funds of knowledge, and engage them in the lesson’s topic*?  Transition: | **Inclusive Practices to support all learners** |

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| **Instruction:** *How will you facilitate academic rigor, vocabulary development, and application of knowledge with a focus on literacy? How will this instruction occur*?  Transition: | **Inclusive Practices to support all learners** |

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| **Guided Practice:** *Modeling, Gradual Release of Responsibility, “Chunk and Chew*”  Transition: | **Inclusive Practices to support all learners** |

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| **Assessment & Closure:** *How will you assess student learning (formative)? What needs to be supported further through additional scaffolding, re-teaching, additional examples? How will you explicitly demonstrate the connection between this lesson and next steps in the unit*?  Transition: | **Inclusive Practices to support all learners** |

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| **Independent Practice:** *How will your students demonstrate that they are approaching or have mastered the day’s objective*? | **Inclusive Practices to support all learners** |

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| **Teaching Performance Expectations (**[**Universal TPE**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0)**s and** [**SpEd TPE**](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_26)**s) addressed in this lesson:** |

**Reflection (after the lesson is taught or you have received feedback on a written lesson plan)**:

* What went well?
* What will you do differently next time?
* Explain any changes you will need to make to the next lesson based on formal and informal student assessments during and after this lesson?
* Which components of the TPE you focused on were met? Which were not? Why?