**USD/DLT Lesson Plan Template**

**Universal Design for Learning (UDL)**

2021

Name:

**Class Analysis**

Grade Level: Subject:

[Consider your whole class, who your students are, their assets (interests, strengths, goals) and learning needs. How will their assets and needs inform your lesson?]

**California Content Standard** (include number and text for each standard):

**Language Support:**

* Language Standard (include number and text)-
* Academic Vocabulary (key vocabulary and/or text structure vocabulary)-

**Instructional Resources and Materials Needed** (e.g., reading materials, graphic organizers, slides, support documents, educational technology).

**Learning Objective** (what do you expect students to learn from this lesson?):

* Students will be able to (insert specific expectations)\_\_\_\_\_\_\_ by (insert assessment tool to measure meeting expectation)\_\_\_\_\_\_\_\_\_\_\_.

**Assessments** (how will you know whether students have met or exceeded the learning objective?):

* Informal (Formative):
* Student self-assessment
* Formal (Summative):

**Universal Design for Learning Activities** (Consider what you will do in this lesson to ensure activities are engaging, accessible, and challenging. Refer to [UDL Guidelines](https://udlguidelines.cast.org/) for ways to implement multiple means of engagement, representation, and expression).

* **Anticipatory Set** (How do you create a positive and safe environment? How will you activate your learners’ prior knowledge and establish expectations for content-specific learning? How will you engage them in the topic? Consider [multiple means of engagement](https://udlguidelines.cast.org/engagement)):
* **Instruction** (How will you teach information and/or skills? Consider [multiple means of representation](https://udlguidelines.cast.org/representation)):
* **Guided Practice** (How will you model the lesson-visual, auditory, hands-on?):
* **Closure** (How will you ask students to demonstrate their learning? How will you clarify next steps for learning the content? How will you provide feedback? Consider [multiple means of action and expression](https://udlguidelines.cast.org/action-expression).):
* **Independent Practice** (How will your students express that they have obtained the information you taught? Again, consider [multiple means of action and expression](https://udlguidelines.cast.org/action-expression).):

**Inclusive Practice Self-Check** (What have I done to support my students’ learning differences that may be associated with learning English, needs identified in IEPs, 504s, and GATE plans, and needs expressed through behavior or through family communication?)

**Re-teaching** For those students who did not meet the content-specific learning goal(s), what new approach to instruction could support their progress?

**Extension:** If students met or exceeded the content specific learning goal(s), how could you connect instruction to develop new learning by building on what students demonstrate during this lesson?

**Teacher reflection:** Describe how successful you were in using student assets and learning needs to plan an appropriate, relevant, and rigorous content-specific lesson for your whole class.

\*This template was created with guidance and language from the [CAlTPA Performance Assessment Overview](http://www.ctcexams.nesinc.com/Content/Docs/CalTPA_Assessment_Overview.pdf).