

**APPENDIX D**

Sample UDL Observation Tool shared by Clark County Schools, KY and created by Dr. Michael Abell, Director of Center for Innovation and Instruction for Diverse Learners (CIIDL) at University of Louisville, KY

Instructional Walk-through Observation (UDL emphasis)  
(Please answer each item with a check mark in the appropriate space)

Teacher Name:				Date:		
Subject:				Grade Level:		
<b>CURRICULUM MATERIALS</b>	<b>RESPONSES</b>					<b>COMMENTS (optional)</b>
Materials are available outside of class time (website, school server, etc.)	Yes	No				
Are presented visually with technology (e.g., LCD projector, computer, etc.).	Yes	No				
Instruction uses accessible curriculum materials in various formats (audio, text, video, digital images)	Yes	No				
Are presented in digital format	None	Some	All			
Offer multiple examples	Never	Sometimes	Always			
Significant points highlighted or in graphic (organizer) form	Never	Sometimes	Always			
Digital materials are readily available for student use	1 (Not at all)	2	3	4	5 (Always)	
<b>STRATEGIC ENGAGEMENT</b>	<b>RESPONSES</b>					<b>COMMENTS (optional)</b>
Group work is utilized as appropriate	Yes	No				
Inquiry / lab based learning is utilized	Yes	No				
Manipulatives used	Yes	No				
Student learning most closely resembles:	90% teacher (direct instruction)	50% teacher/ 50% student	90% student (independent work)			
Level of teacher student conferencing and feedback	1 (None)	2	3	4	5 (Extensive)	
<b>AFFECTIVE EXPRESSION</b>	<b>RESPONSES</b>					<b>COMMENTS (optional)</b>
Instruction offers choices of content & tools	Yes	No				
Students can alter or customize digital learning	Yes	No				

resources						
Variable level of challenge	1 (No Variation)	2	3	4	5 (Great Variation)	
Choices for learning in framework (visual, auditory, etc.)	None	Some	Many			
<b>ENVIRONMENT</b>	<b>RESPONSES</b>					<b>COMMENTS (optional)</b>
Teacher establishes positive tone	1 (Not at all)	2	3	4	5 (Very positive)	
Classroom is technology rich	1 (Not at all)	2	3	4	5 (Extensively)	
Virtual supports for learners?	Yes	No				
Current student work displayed	Yes	No				
Students are engaged	No	Somewhat	Yes			
Classroom is print rich	1 (Not at all)	2	3	4	5 (Extensively)	
<b>ASSESSMENT</b>	<b>RESPONSES</b>					<b>COMMENTS (optional)</b>
Students demonstrate skill & knowledge in multiple ways	1 (Not at all)	2	3	4	5 (Extensively)	
Assessment of student work/understanding present in class	1 (Not at all)	2	3	4	5 (Extensively)	
Assessment is part of teaching	Yes	No				
Teacher uses various types of assessments & supports (e.g., online, demonstration, presentation, paper/pencil, text to speech)	No	Somewhat	Yes			
<b>TECHNOLOGY</b>	<b>RESPONSES</b>					<b>COMMENTS (optional)</b>
Available in class	Yes	No				
On and ready for student-teacher use	Yes	No				
Students using technology to engage w/ curriculum	No	Somewhat	Yes			
Read & Write Gold software installed and running	No	Yes, with problems	Yes, without problems			
Classroom organized to maximize technology use	1 (Not at all)	2	3	4	5 (Fully)	

Final Date/Signatures: Observer \_\_\_\_\_ Teacher: \_\_\_\_\_

**APPENDIX E**

Sample UDL Rubric shared by Bartholomew Consolidated School Corporation, IN. The rubric is adapted from information available in Rose, D.H., Meyer, A., & Hitchcock, C. (2005). *The Universally Designed Classroom: Accessible Curriculum and Digital Technologies*. Boston, MA: Harvard Education Press.

**IMPLEMENTATION OF UNIVERSAL DESIGN FOR LEARNING (UDL)**

School	Date							
	Not Yet Evident		Emerging		Intermediate		Advanced	
	Teacher Self-Assessment	Principal Walk-Throughs	Teacher Self-Assessment	Principal Walk-Throughs	Teacher Self-Assessment	Principal Walk-Throughs	Teacher Self-Assessment	Principal Walk-Throughs
<b>Goals</b>								
<b>Multiple Means of Representation</b>								
<b>Multiple Means of Engagement</b>								
<b>Multiple Means of Expression</b>								

	<b>Not Yet Evident</b>	<b>Emerging</b>	<b>Intermediate</b>	<b>Advanced</b>
Individual Goals	No students are clear on the overall goal and all students are expected have the same objectives.	Few students are clear on the overall goal for the lesson and their learning objectives.	Some students are clear on the overall goal for the lesson and their learning objectives.	Every student is clear on the overall goal for the lesson and their learning objectives.

<b>UDL Principle</b>	<b>UDL Teaching Method</b>	<b>Not Yet Evident</b>	<b>Emerging</b>	<b>Intermediate</b>	<b>Advanced</b>
<i>Multiple means of representation</i>	Provide multiple examples	Students are only given one example of skills needed to complete the assignment.	In preparation for a lesson, the teacher has few examples that identify skills and concepts needed to complete the assignment.	In preparation for a lesson, the teacher creates some examples to find and identify skills and concepts needed to complete the assignment.	In preparation for a lesson, the <b>teacher and students</b> create multiple examples of finding and identifying skills and concepts needed to complete the assignment.
<i>Multiple means of representation</i>	Highlight critical features	Teacher provides critical information for the lesson through only one modality.	Teacher provides critical information for the lesson through only two modalities.	The teacher provides critical information for the lesson through oral and visual presentation and highlights critical features in written and visual form, then monitors students to check their focus on important features of the lesson.	The teacher provides critical information for the lesson through oral and visual presentation and highlights critical features in written and visual form, then monitors students to check their focus on important features of the lesson. Additionally, by having texts available in digital format, the teacher or students could literally highlight critical features of the text while preparing the lesson assignments.

UDL Principle	UDL Teaching Method	Not Yet Evident	Emerging	Intermediate	Advanced
<i>Multiple means of representation</i>	Provide multiple media formats	Students are only given one resource, such as a text book.	The teacher locates several (1-2) resources, such as books of different reading difficulty.	The teacher locates several (2-3) resources, such as books and websites of different reading difficulty. The materials are then made available digitally as well as on audio tape for flexible accessibility.	The <b>teacher and students</b> locate several (4-5) resources, such as videos and books and websites of different reading difficulty. The materials are then made available digitally as well as on audio tape for flexible accessibility.
<i>Multiple means of representation</i>	Offer adjustable levels of challenge	Students are only given one text to gather information from.	The teacher offers few texts, representing a range of difficulty levels, and different means to access these texts. This helps ensure that researching the answers to the essential questions is appropriately challenging for each student. For example, if decoding is challenging, the student could use a simpler text and/or access the information via audio or digital read-aloud.	The teacher offers some resources, representing a range of difficulty levels, and different means to access these texts. This helps ensure that researching the answers to the essential questions is appropriately challenging for each student. For example, if decoding is challenging, the student could use a simpler text and/or access the information via audio or digital read-aloud.	The <b>teacher and students</b> collaborate to identify <b>multiple</b> resources that represent a range of difficulty levels, and different means to access these texts. This helps ensure that researching the answers to the essential questions is appropriately challenging for each student. For example, if decoding is challenging, the student could use a simpler text and/or access the information via audio or digital read-aloud.

UDL Principle	UDL Teaching Method	Not Yet Evident	Emerging	Intermediate	Advanced
<i>Multiple means of engagement</i>	Support background context	Prior to the lesson or assignment, the teacher identifies no background knowledge needed by the students for the lesson.	Before the assignment, the teacher identifies background knowledge that the students will need to know in order to prepare the students for the lesson.	Several levels of preparation are designed to support background context: * Before the assignment, the teacher identifies background knowledge that the students will need to know in order to prepare the students for the lesson. *Before this assignment, students and teachers find examples of concepts and skills in real world situations that are relevant and meaningful to them.	Several levels of preparation are designed to support background context: * Before the assignment, the teacher identifies background knowledge that the students will need to know in order to prepare the students for the lesson. *Before this assignment, the <b>teacher and students</b> find examples of concepts and skills in real world situations that are relevant and meaningful to them. *Careful instruction is organized to teach students the concept of finding a book or other type of reading passage that is “just right,” helping them find a book that is challenging yet not too difficult. This helps students keep students in their “zone of proximal development” when obtaining background information for the lesson.
<i>Multiple means of expression</i>	Offer flexible opportunities for demonstrating skill	Students are offered only one way to demonstrate knowledge or skill.	The design of the lesson allows students varied approaches (2-3) throughout the lesson.	The design of the lesson allows students varied approaches (3-5) throughout the lesson.	The design of the lesson allows students to <b>choose</b> varied approaches (3-5) throughout the lesson. Students can select their best or preferred type of working situation and means of responding.

UDL Principle	UDL Teaching Method	Not Yet Evident	Emerging	Intermediate	Advanced
<i>Multiple means of expression</i>	Provide opportunities to practice with support	During independent practice, no supports are provided to the students.	During guided and independent practice portions of each lesson, the teacher provides supports by checking and prompting.	*At times, students have the option to work in selected pairs or groups as they search for answers to the essential and guiding questions. *During guided and independent practice portions of each lesson, the teacher provides supports by checking and prompting.	*On a regular basis, students have the option to work in selected pairs or groups as they search for answers to the essential and guiding questions. *During guided and independent practice portions of each lesson, the teacher provides supports by checking and prompting.
<i>Multiple means of engagement and expression</i>	Offer choice of learning contexts	Students are only given one source to gather information from and only one output for expressing information learned.	Throughout the lesson the teacher organizes few choices that help diversify the available learning contexts: *Students can select from a variety of methods to respond to the essential questions (written, scribed, recorded). *Students can opt to work independently or with a partner during the assignment completion portion of the lesson. *Students can select the “right material” based on difficulty and/or interest.	Throughout the lesson the teacher organizes some choices that help diversify the available learning contexts: *Students can select from a variety of methods to respond to the essential questions (written, scribed, recorded). *Students can opt to work independently or with a partner during the assignment completion portion of the lesson. *Students can select the “right material” based on difficulty and/or interest.	Throughout the lesson the <b>teacher and students</b> organize <b>multiple</b> choices that help diversify the available learning contexts: *Students can select from a variety of methods to respond to the essential questions (written, scribed, recorded). *Students can opt to work independently or with a partner during the assignment completion portion of the lesson. *Students can select the “right material” based on difficulty and/or interest.

UDL Principle	UDL Teaching Method	Not Yet Evident	Emerging	Intermediate	Advanced
<i>Multiple means of representation, and expression</i>	Offer choice of content and tools	Students are given no choice of content and tools.	The teacher organizes the lesson at a few points for choice of tools: *Choice of resource materials. *Choice of access (text, digital, audio). *Choice of response style.	The teacher organizes the lesson at some points for choice of tools: *Choice of resource materials. *Choice of access (text, digital, audio). *Choice of response style.	The teacher organizes the lesson at <b>multiple</b> points for choice of tools: *Choice of resource materials. *Choice of access (text, digital, audio). *Choice of response style.