Universal Design for Learning in Action – Classroom Walkthrough

Principles of Universal Design for Learning Engagement -Action and Expression- Representation	Evidence of UDL to Look-for in the Classroom *Check all that apply.* *Consider teacher actions, student actions in the classroom environment, instructional materials, posted student work, bulletin board displays, student interviews, and student work samples.*	Notes (Note areas of strength/need)
Classroom Aspects - Engagement	**Specific Examples of Evidence Observed in the Classroom**	
Students have an opportunity to ***use materials and content that recruit interest.*** They are given choices of materials and/or media. Students are provided ***options to reflect on their learning***. Presentations provide a method for students to reflect and/or plan for effective choices in learning and demonstrating knowledge. Students are ***taught and practice routines***. Students are given strategies to minimize threats and distractions in learning, and are ***provided options to self-regulate time and actions***. Students are provided opportunities for varied levels of teacher support to ***sustain effort and optimize challenging content*** knowledge. The ***physical environment is accessible*** to all students and all styles of learning.	□ The learning goal or objective is posted in student-friendly language. □ Students can articulate the learning goal. □ There are books, textbooks, and other written resources available in the classroom that are linked to the learning objectives and are written at a variety of reading levels. □ All students are engaged: actively listening to the teacher or a peer, writing, using a computer or other technology or are engaged in a project or activity alone or with a peer. □ Students demonstrate reasonable independence in gathering and using available materials for evaluation of work. □ Routines are in place and there is evidence of student familiarity with them. □ Teachers utilize modeling and provide opportunities to practice skills being taught. □ Students are given opportunities for reflection. □ A variety of forms of assessment (e.g., exit tickets) are referenced and evident. □ The teacher gives constructive feedback. □ Students exhibit various coping skills (e.g., schedules, checklists). □ The teacher uses varied levels and types of supports with students. □ The classroom is organized to facilitate whole group and small group instruction and activities. □ Students use a variety of media to record work (e.g., notebooks, digital devices, math logs, and journals). □ Students use tools or strategies to organize work (e.g., schedules, checklists, project planner, and alarm).	
Classroom Aspects - Representation	**Specific Examples of Evidence Observed in the Classroom**	
Students are presented with lesson content in a ***variety of formats***. Students are provided ***options for methods to acquire knowledge and skills*** that tap into diverse learning styles. The teacher uses ***options for supplementary materials*** to complement texts or whole group instructional activities to assist with comprehension. Teachers activate or supply opportunities to build ***background knowledge***.	□ The teacher uses multiple media to present the content of the lesson (e.g., video clips, online resources, audio/visual files, manipulatives, and interactive white board). □ The teacher makes available a variety of materials related to the content (e.g., text books, magazines, articles, literature, and online content). □ The teacher integrates technology to help students visualize, learn, and practice concepts being taught. □ The teacher uses concept maps, graphic organizers, diagrams, charts, and models in the classroom. □ The teacher uses graphics (drawing or images) in paper handouts, digital materials, and presentations to complement text and whole group instruction. □ The teacher makes available for students a variety of support materials (e.g., word walls, additional texts or workbooks, pictures, KWL charts, and concept maps) at various levels and in various languages. □ The teacher provides all students with choices of materials and/or technology to learn concepts/skills.	

Date of Classroom Visit_____   Observer _____

Classroom Aspects - Action and Expression	Specific Examples of Evidence Observed in the Classroom	
Students are provided *options for communicating* what they know. Students have *options to construct, compose and share their learning with peers*, in small groups and/or with the whole class. Students have *options for physical action and response* as a way to communicate their learning. Students are provided *equitable access to various learning tools*. Students have the *opportunity to extend their knowledge* beyond the scope of the initial lesson.	□ Various student products are present in the classroom (e.g., portfolios with a variety of student work samples, written work samples, collages, posters). □ Multiple forms of assessment are observed or evident. □ Rubrics are referenced and or/posted in the classroom. □ The teacher provides choices to students for instructional activities including physical manipulatives, choral response, movement, and options such as choice board assessments. □ Instructional activities include physical manipulatives, choral response, and movement. □ The teacher provides alternative methods for interacting with instructional materials (e.g., joy stick, adaptive keyboard, and switch etc.). □ The teacher's schedule (posted or in the plan) includes small and whole group activities. □ Students use multiple media to construct and compose (e.g. spellcheckers, grammar checkers, speech-to-text software, translators, sentence starters, web applications such as wikis, and animation).	

Classroom Notes

Teacher_____ Grade Level_____   Lesson_____

Classroom Layout   Notes:

Date of Visit_____   Observer Initials_____

Date of Classroom Visit_____   Observer _____