

UNIT: _____

CO-TEACHING UDL LESSON PLAN TEMPLATE

SUBJECT:	LESSON TOPIC:
INSTRUCTOR(S):	PERIOD:
DATE(S) OF PLANNING SESSION:	DATES OF IMPLEMENTATION:
CONTENT STANDARD(S):	LITERACY STANDARD(S):

DAY ____ DATE:	GENERAL ED TEACHER TASKS	SPECIAL ED TEACHER TASKS	UDL TASKS
OPENING:			
ESSENTIAL QUESTION(S) OR LEARNING TARGET(S): <input type="checkbox"/> STANDARDS WALL POSTED/REVIEWED <input type="checkbox"/> VOCABULARY CLARIFIED <input type="checkbox"/> FORMATIVE ASSESSMENT (pre-assess and/or self-assess)			Clarify vocabulary & symbols (2.1) Clarify syntax & structure (2.2) Guide appropriate goal-setting (6.1)
ACTIVATOR/ANTICIPATORY SET: <input type="checkbox"/> LINKS TO PRIOR KNOWLEDGE			Activate or supply background knowledge (3.1) Highlight patterns, critical features, big ideas, & relationships (3.2)
MINI-LESSON:			
<input type="checkbox"/> MODEL OF STRATEGIES/SKILLS - Gradual Release: I do, We do, You do <input type="checkbox"/> NONLINGUISTIC REPRESENTATION OF CONTENT <input type="checkbox"/> SCAFFOLDS PROVIDED/CREATED <input type="checkbox"/> STUDENT ACCOMMODATIONS <input type="checkbox"/> STUDENT SUMMARIZATION <input type="checkbox"/> DIRECTIONS CLEARLY ARTICULATED FOR SWP			Customize display of information Offer alternatives for auditory presentation of information Support text decoding, mathematical notations, & symbols (2.3) Illustrate thru multi-media (2.5) Optimize access to tools & assistive technology (4.2)
FORMATIVE ASSESSMENT STRATEGY/USE: <input type="checkbox"/> EVIDENCE OF LEARNING (% AT MASTERY) <input type="checkbox"/> PRE-ASSESSMENT			Support planning and strategy-development (6.2) Facilitate managing information & resources (6.3) Build student capacity for monitoring progress (6.4)



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<input type="checkbox"/> SELF ASSESSMENT <input type="checkbox"/> FORMATION OF GROUPS			Optimize visual choice & autonomy (7.1)
STUDENT WORK PERIOD (STUDENT DIRECTED LEARNING)			
<input type="checkbox"/> GROUP PRACTICE <input type="checkbox"/> SCAFFOLDS <input type="checkbox"/> ACCOMMODATIONS <input type="checkbox"/> DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> READINESS <input type="checkbox"/> LEARNING PROFILE <input type="checkbox"/> INTEREST <input type="checkbox"/> WORK DIFFERENTIATED BY <ul style="list-style-type: none"> <input type="checkbox"/> CONTENT <input type="checkbox"/> PROCESS <input type="checkbox"/> PRODUCT <input type="checkbox"/> SUMMARIZATION OF LEARNING <input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK ON LEARNING <input type="checkbox"/> INDEPENDENT PRACTICE			Guide information processing, visualization, & manipulation (3.3) Vary methods for response & content navigation (4.1) Allow use of multimedia for communication (5.1) Allow multiple tools for construction & composition (5.2) Build fluencies with graduated levels of supports (5.3) Optimize relevance, value, & authenticity of tasks (7.2) Develop self-assessment & reflection (9.3)
CLOSING			
<input type="checkbox"/> FORMATIVE ASSESSMENT STRATEGY/USE <input type="checkbox"/> FEEDBACK <input type="checkbox"/> SUMMARIZATION/CLARIFICATION OF THE LEARNING TARGET <input type="checkbox"/> ACCOMMODATIONS			Maximize transfer & generalization (3.4)