



UDL Lesson Planning Guide

This lesson planning guide offers three levels of support – Foundational, Enhanced, and Transformative – to help educators review their lesson plans and ensure **access for all students**. Starting with the **Foundational** level, consider how to increase opportunities for engagement, offer a variety of ways to perceive material, and provide diverse options for students to express their learning. Remember, **each level of implementation has value**, and even small changes can make a big difference in creating more **inclusive** learning experiences. Begin at the **Foundational** level, then progress to the **Enhanced** and **Transformative** levels to further refine your lessons and proactively address potential barriers for all learners.

Lesson Section	Foundational	Enhanced	Transformative
Goals and Expectations	Does the lesson have a clear learning goal that is shared with students?	Is the learning goal presented in student-friendly language? Are the criteria for success clearly defined and communicated to students?	Are students involved in setting their own learning goals for this lesson? Does the lesson connect the learning goals to students' lives and interests?
Activating Prior Knowledge	Does the lesson include an opportunity for students to activate prior knowledge before learning new content?	Does the lesson explicitly connect new content to students' existing knowledge and experiences? Does the lesson provide opportunities for students to share their prior knowledge with each other?	Does the lesson connect to students' cultural backgrounds?
Presenting Information	Are there multiple ways for students to access the information (e.g., visual, auditory, hands-on)? (This can be done through choice)	What tools are available to support student learning? Are key terms and concepts clearly defined and accessible to all learners?	Does the lesson content reflect a diversity of perspectives, cultures, and experiences in an authentic way? Does the lesson challenge biases in the use of language and symbols?

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	or through variety throughout a lesson)	Are there supports in place to address barriers in text complexity, mathematical notation or symbols?	
Student Engagement and Practice	Do students have time to practice the skill being taught?	Are students given choices in how they engage with the material and complete tasks? Are there scaffolds in place to support students as they develop fluency and independence in their expression?	Does the lesson provide opportunities for collaboration, peer feedback, or group work? Does the lesson incorporate elements of fun, curiosity, or creativity?
Assessment and Expression	Do students have a choice in how they demonstrate their learning?	Are students able to use a variety of tools to complete tasks? Is feedback provided on student work that is specific, timely, and actionable?	Does the lesson design avoid penalizing students for using different modes of expression or communication? Are assistive technologies available and accessible to students who need them?
Reflection and Closure	Is there time for students to reflect on their learning at the end of the lesson?	Are students given specific prompts/sentence starters to guide their reflection?	Does the lesson provide opportunities for students to cultivate empathy and build community?