UDL Look Fors Observation Tool-Revised

School: _____	Lesson Focus: _____	Date of Observation: _____
Class/Content:_____	Teacher:_____	Grade _____

Please (a) provide a rating for each item and (b) observation notes to explain your ratings. The rating categories are as follows:

N/A = Not Applicable (*lesson was effectively delivered for all students to access learning, no alternative options were necessary*)

1= Not Provided

2 = Provided with General Use (*presence of options, but were not used in a manner that addresses barriers to learning for students in the classroom*)

3 = Provided with Appropriate and Intentional Use (*presence of options that were used appropriately and intentionally to address barriers to learning for students in the classroom*)

Look Fors					
*Teacher Presentations***:** *In order to support and challenge diverse learning styles, the teacher presents information using multiple methods to complement text and verbal presentations.*					
While being aware of specific barriers, the teacher:	**Rating**				**Observation/Notes**
1. *Curriculum materials* – provided information using additional formats beyond viewable text and a teacher speaking (e.g., text in digital files that could be read aloud, online resources, audio, video, pictures, charts)	NA	1	2	3	
2. *Explanatory devices* – provided information using multiple types of explanatory devices to complement instruction (e.g., paper handouts, concept maps, graphic organizers, demonstration, pictures, audio/video, written, diagrams, chart, models, manipulatives)	NA	1	2	3	
3. *Classroom structure* – provided a flexible classroom structure to tap into diverse learning styles (e.g. technology at varied levels, readings at varied levels, flexible grouping, peer tutoring, stations/centers)	NA	1	2	3	

Format adapted from MCPS ESOL/Bilingual Programs document "English Language Learners (ELL) Observation Protocol Form" from 5/08.
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UDL Look Fors adapted version for SC Gateways project 1-29-15

Look Fors					
Student Responses: *In order to support and challenge diverse learning needs, students are provided multiple means to gain information and demonstrate what they know.*					
While being aware of specific barriers, the teacher:	**Rating**				**Observation/Notes**
1. Products – provided students with multiple means to demonstrate their skill(s) & knowledge (e.g. verbal, written, drawing, physical demonstration, technology)	NA	1	2	3	
2. Tools – provided students with multiple means to generate products that demonstrate their skill(s) and knowledge (e.g. paper-pencil, computer, interactive whiteboard, alternatives to handwriting, calculator)	NA	1	2	3	
3. Instructional Routines – students demonstrate familiarity and reasonable independence with expectations, procedures and routines (e.g. transition to stations, use of technology)	NA	1	2	3	

These UDL Look Fors can be used to measure school, department or team trends related to UDL implementation that could be observed if one walks into a lesson. They are intended to complement other look fors schools may use (e.g. Skillful Teaching) and are not intended to be a comprehensive list of effective instructional practices. This is not meant to suggest that all these should or could be observed in the same lesson.

This version, created for the SC Gateways SPDG project, is intended for use by school personnel with knowledge about the students in the teachers' classrooms.

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