

Universal Design for Learning (UDL) Classroom Observation Data Collection  
For Observing Content Area Instruction

<b>School</b> _____	<b>Lesson Focus</b> _____	<b>Date of Observation</b> _____	
<b>Class/Content</b> _____	<b>Grade</b> _____		
Look Fors		Y/N	Observation/Notes
<b>1. Student Choices:</b> Students are provided choices in how they gain information and show what they know <i>to support and challenge diverse learning styles.</i>			
a. <i>Products</i> - students are provided <u>choices for responding and products</u> that demonstrate their skill & knowledge (e.g. verbal, written, drawing, physical demonstration, technology)			
b. <i>Tools</i> – students are provided <u>choices for types of tools</u> to generate products that demonstrate their skill and knowledge (e.g. paper-pencil, computer, Promethean Board alternatives to handwriting, calculator)			
c. <i>Stations/centers/groups</i> - providing <u>variety or choices in methods to learn information that tap into diverse learning styles</u> (e.g. technology, readings at varied levels)			
d. <i>Routines</i> - students demonstrate familiarity and reasonable independence with expectations, procedures and routines related to choice and options in learning tools, materials and methods (e.g. transition to stations, use of technology)			
<b>2. Flexibility in Teacher Presentations:</b> Teacher presents information using multiple methods to complement text and verbal presentations <i>in order to support and challenge diverse learning styles.</i>			
a. <i>Curriculum materials</i> - presented in <i>additional formats</i> beyond viewable text and a teacher speaking (e.g., text in digital files that could be read aloud, online resources, audio, video, pictures, charts)			
b. <i>Explanatory devices</i> - teacher uses <i>multiple types</i> (e.g., concept maps, graphic organizers, demonstration, pictures, audio/video, written, diagrams, chart, models, manipulatives)			
c. <i>Drawings or images</i> - used in paper handouts, digital materials and presentations to complement text and a teacher speaking			

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.

*Format adapted from MCPS ESOL/Bilingual Programs document "English Language Learners (ELL) Observation Protocol Form" from 5/08.*