

Here's What I See - The UDL Implementation Guide Lesson and Learning Environment Observation

The goal of this observation guide is to provide a base for future debrief and discussion about UDL implementation. Each person should choose a specific aspect (e.g., strategy, method, or use of a material) of the lesson or environment and pay attention to that rather than attempt to write everything down about the environment or lesson.

This guide is organized according to the UDL Guidelines instead of by materials and strategies. Observers look for how materials and strategies are used during the lesson in relationship to engagement, representation, and action & expression. For example, there is no prompt about the materials used during the lesson in this guide. Instead, the user is asked to reflect on the purpose and use of the materials (e.g., Were the small group discussions intended to engage? To represent information? For students to show what they know? How did that activity do those things?) and add those notes under the appropriate principle.

Teacher: _____ **Grade:** _____ **School:** _____

Date: _____

Description of the physical environment (e.g., placement of furniture, learning supports, student gathering areas, learning centers, student supplies):

The goal of the lesson:

Your focus (aspect in the lesson or environment):

Initiation of the lesson:

Evidence of/nuances of design using engagement:

Evidence of/nuances of using representation:

Evidence of/nuances of using action & expression:



Body of the lesson:

Evidence of/nuances of design using engagement:

Evidence of/nuances of using representation:

Evidence of/nuances of using action & expression:

Conclusion of the lesson:

Evidence of/nuances of design using engagement:

Evidence of/nuances of using representation:

Evidence of/nuances of using action & expression:

Formative and/or summative assessment examples:

Other notes:



Follow-up De-brief
(groups of 3-4 people for 15-20-minute discussions)

Homogeneous – observers are grouped based on the aspect similarity they observed in the lesson or the environment. For example, if several people observed how students used the calming corner, they are grouped together. If you have individuals who observed aspects that are different from others, they can join the most similar group, or these individuals can create their own group.

Heterogeneous – observers are grouped based on the aspect differences they observed in the lesson or environment. For example, a person who observed the calming corner is grouped with three other individuals. One observed the hand clapping strategy used to quiet students, another observed the way the supplies in the room are organized, and the third observed the rules followed during group discussions.

Homogeneous to heterogeneous – observers are first grouped based on the similarity of the aspect of the lesson or environment they observed. After discussion, they move into heterogeneous groups and share both their original thoughts and take-aways they gained during their initial group discussions.

Conversation starters:

- In what ways is the aspect (e.g., strategy, method, or use of a material) you're discussing aligned with the goal?
- How did your aspect affect or impact the formative and/or summative assessment?
- How did the formative and/or summative assessment align with the goal?
- Why did this aspect capture your attention?
- Have you used this aspect before/what is your background knowledge of this aspect?
- What alignment to the UDL framework did you see?
- What do you assume was the intentionality behind the design (why do you think the teacher chose that aspect and chose to deliver it in that way)?
- How did the aspect lower barriers?
- How was learning improved by the aspect? What evidence did you see?
- If there were learning barriers, what were they?
- In what ways did students differ in relationship to the aspect?

