

Differentiated Instruction/Universal Design for Learning Lesson/Unit Plan Template

Lesson/Unit Topic		
Related Common Core Learning Standards/Co-Teaching Model		
Differentiation of Lesson Content: Every student is an individual, having strengths and challenges, therefore learning target areas change for each student's subjects depending on their learning profile		
<u>Essential Learning Targets</u>	<u>Expected Learning Targets</u>	<u>Enrichment Learning Targets</u>
What ALL students will learn:	What MOST students will learn:	What SOME students will learn:
Differentiation of Assessment		
<u>Essential Assessment Targets</u>	<u>Expected Assessment Targets</u>	<u>Enrichment Assessment Targets</u>
What ALL students will demonstrate:	What MOST students will demonstrate:	What SOME students will demonstrate:
Student Feedback and How Progress will be Recorded:		
How will you provide feedback for your students? How will you record progress or needs? How will you use this information?		
<i>Elements of Universal Design</i>		
Multiple Means of Representation:		
How are you going to present your content so that it meets the needs of all students? Is the information represented in different ways? For example, offering audio and visual options at all times, utilizing guided notes and graphic organizers during a lecture/review or having several books that represent different reading and understanding levels helps to meet the learning needs of all.		
Multiple Means of Engagement:		
How are you going to provide multiple pathways for students to actually learn the material presented and make it interesting? How will you engage all learners? Embracing student interests in the classroom, inquiry, investigative learning, active/mental/physical engagement is required by students to make real learning happen. Are choices given to students for how they can do their work? Options may include - working independently, pair learning, small group learning, at a desk, table, floor, using technology, inside the classroom, or outside the classroom. How will feedback be given to keep students motivated? Some students will need to write, others will need to talk through ideas before they understand, while others may need to physically or graphically represent what they are learning.		
Multiple Means of Expression:		
How will students demonstrate what they have learned? The creation of many paths is the key. Some students are good test-takers, while others are not. Projects, tiered assignments, oral exams, building a model, making a film or creating a portfolio are examples of alternatives to traditional paper/pencil tests.		
Materials		
What materials do you need for this lesson? Make sure you have all of your materials collected and organized so your lesson will flow smoothly. If you are presenting this lesson collaboratively, make sure you know who is responsible for what.		
Technology (Computer and/or Assistive) to Support Learning		
Lesson/Unit Procedures	Individual Accommodations Needed for Participation	
<p>These will be different for each lesson but should generally include the following</p> <ul style="list-style-type: none"> • Anticipatory Set: (How are you going to motivate your students, assess or review prior knowledge and introduce your topic?) • Teaching Act: (How will you provide access?) • Guided Practice or other applications: • Closure: 		

Schwarz, P. (2013) *From Possibility to Success: Achieving Positive Student Outcomes in Inclusive Classrooms*. New Hampshire: Heinemann.

Owen, Schwarz, Wakefield & Grace (2012)*

*This lesson plan was originally developed through work by Dr. Valerie Owen with the Chicago International Charter Schools and was based on the work of others, including Mager (1987), Schumm, Vaughn & Harris (1997), and Wiggins and Mctighe (1998), as well as concepts of UDL from CAST and concepts of differentiation from Carol Tomlinson. Dr. Patrick Schwarz, Dr. Donna Wakefield and Dr. Elizabeth Grace all made additions that appear in this template.