**Teacher’s Name:**

**Title of the Lesson:**

**In your own words briefly describe what this lesson about?**

Assess and support the teacher on UNIVERSAL DESIGN FOR LEARNING GUIDELINES

**1.** How did the teacher provide Multiple Means of Representation (the “what” of learning)?

Learners differ in the ways that they perceive and comprehend information that is presented to them. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through visual or auditory means rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because it allows students to make connections within, as well as between, concepts. In short, there is not one means of representation that will be optimal for all learners; providing options for representation is essential.

What might you suggest this teacher add or adjust to their lesson to provide Multiple Means of Representation?

2. How did the teacher provide Multiple Means of Action and Expression (the “how” of learning)

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), those who have language barriers, and so forth approach learning tasks very differently. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ. In reality, there is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential

What might you suggest this teacher add or adjust to their lesson to provide Multiple Means of Action and Expression?

3. How did the teacher provide Multiple Means of Engagement (the “why” of learning)?

Learners differ in markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened by those aspects, preferring strict routine.

What might this teacher do to provide further Multiple Means of Engagement?