

# Look-Fors: UDL-PLC Series

## LEARN

In this module, you will examine 2 examples of UDL “Look-Fors” which describe what observers can expect to see in a UDL classroom. The UDL Look-Fors represent categories of practices that guide an examination of what UDL is and what it might look like in a classroom. These Look-Fors represent major components of the UDL framework but do not represent the full UDL Guidelines. The UDL Look-Fors can also be used to guide observations of classrooms to help the observer use a UDL lens when observing specific components of the lesson and lesson materials. The UDL Look-Fors are used as part of [UDL Learning Walks](#) to facilitate conversations about UDL between teachers and participant observers.

Additionally, as part of this module, you will use the UDL Reflection Tool to reflect on how UDL Look-Fors support good teaching and how they intersect with other pedagogies. The UDL Reflection Tool is designed to help educators analyze the components of the Look-Fors and increase depth of practice. The UDL Reflection Tool is designed to:

- Guide an evaluation of a lesson plan
- Reflect on teacher practices

Click here to go to the [HIAT web page that lists UDL PLanners and Checklists](#). Download the following 3 tools:

- UDL Look-Fors: Early Stage of Implementation (doc)
- UDL Look-Fors: Later Stages of Implementation (doc)
- UDL Self-Reflection Tool (pdf)

1. View the following 2 videos of a middle school science teacher who employs UDL regularly in her classroom and use the Look Fors as an observation tool while viewing the videos.

1. [UDL Lesson Spotlight: Providing choices and modeling metacognition](#)
2. [UDL Lesson Spotlight: Providing options for students to demonstrate understanding](#)

2. Review both versions of UDL Looks. Reflect on the following:

- In what ways might these Look-Fors facilitate conversation and bridge the gap between theory to practice?
- What do you think the rationale is for having two versions of the Look-Fors?

3. Review the UDL Self-Reflection Tool

- How do the UDL Look-Fors support good teaching?
- How do they intersect with other pedagogies?

## Examples of other ways that you might use the tools:

- Choose a Look For to study in your PLC group and use the various scales related to that Look For as a basis for critical thinking and discussion about teaching practices
- Choose 3 of the items to guide analysis of a team planning and determine some upgrades to add to lesson plans
- Use the Look-Fors as an observation tool in a classroom
- Use as a personal reflection on a regular basis to determine personal short-term and long-term goals

## DISCUSS

### Reflection And Discussion

1. Do you think the UDL Look-Fors enhance or detract from the elements of good teaching?
2. Examine the intersection of UDL Look-Fors with strategies for one of the following:
  - Differentiated Instruction
  - Personalized learning
  - Response to Intervention/ MTSS
3. Respond to at least one other colleague. In your responses to colleagues, build on their answer to take the discussion deeper.