

Grounded in the Universal Design for Learning (UDL) framework, this resource provides guiding questions to support:

- Classroom teachers and special educators planning instruction, checking lessons for accessibility, and identifying adaptations where needed
- Instructional leaders (principals, assistant principals, instructional coaches) guiding classroom walkthroughs and framing coaching conversations

Each lens addresses a different dimension of the learning experience: whether students can access the content, whether they have reason to engage with it, and whether they can show what they know. The goal is developing **expert learners** who are resourceful, motivated, and goal-directed. When you plan for your most diverse learners, all learners benefit.

access lens	guiding questions	lead4ward tools*
Access to Understanding WHAT students learn <i>goal: expert learners who are knowledgeable and resourceful</i>	Delivering Content in Different Ways • How does this lesson provide instructional materials in multiple formats, such as text, audio, video, interactive resources, or web-based? • How does this lesson provide alternatives for auditory-only or text-only content? • How does this lesson offer ways for students to customize their own content, such as font, size, background color, speed, volume, captioning, or text-to-speech? Scaffolding Academic Language for Increased Understanding • How does this lesson clarify and contextualize vocabulary through meaningful interaction with and use of new words? • What are supports for decoding text, such as text-to-speech or partner reading? Clarifying Content for Students with Various Backgrounds and Abilities • How is background knowledge built and/or accessed in this lesson? • How are abstract concepts represented visually or concretely? • How does this lesson highlight patterns, relationships, and overarching ideas, so that students make connections and see relevance in the learning?	[your district/campus curriculum, academic vocabulary lists, scaffold supports, etc.]
Access to Engagement WHY students learn <i>goal: expert learners who are purposeful and motivated</i>	Fostering Student Curiosity and Interest • How does this lesson incorporate and honor diverse perspectives, abilities, cultures, and backgrounds to ensure that content is relevant and meaningful to all students? • How does this lesson provide students with choice and autonomy? • How does this lesson connect to areas of high interest and/or real life? Engaging Learners to Maintain their Attention • How does this lesson encourage collaboration and foster peer relationships? • What are opportunities for active participation, exploration, or hands-on learning? Using Challenges to Build Motivation and Persistence • How does this lesson provide safety for students to take risks with new learning? • How do students have opportunities to monitor their own progress? • How does this lesson support students in learning from their mistakes?	Instructional Strategies Playlist <i>Movement & Discourse strategies build collaboration, honor student choice, and create active participation for every learner.</i> Quickchecks <i>Flexible, low-stakes options for checking understanding in real time.</i>
Access to Demonstration HOW students learn and SHOW what they know <i>goal: expert learners who are strategic and goal-directed</i>	Promoting Student Organization and Independence • How does this lesson reduce the demands on student memory and attention? • How does this lesson help students to manage time and task requirements? • How can students review instruction at their own pace during the learning? • How does this lesson support student organization of content or ideas? Inviting Ownership over the Learning Process • How does this lesson incorporate students setting goals for their own learning? • How does this lesson support students to plan and direct their own learning? • How does this lesson provide clear expectations and feedback on progress? Supporting Student Dialogue and Discussion • What language scaffolds are needed for students to talk about this content? • How does this lesson incorporate choices for student response? Providing Options for Evidence of Learning • How does this lesson incorporate writing supports such as the use of technology? • How does this lesson provide choice for students to share what they know, such as incorporating technology, visual representations, music, video, or movement?	Instructional Strategies Playlist <i>Rehearsal & Practice and Extending Thinking strategies give students multiple pathways to demonstrate what they know.</i> Thinking Stems <i>Language scaffolds that support academic discussion, written response, and student-led dialogue.</i>

*Access the free lead4ward tools at lead4ward.com/resources

Want to make these practices “stick” on your campus? Reach out to us at info@lead4ward.com

