Your UDL Lesson Planner

The Step-by-Step Guide
for Teaching All Learners

by

Patti Kelly Ralabate, Ed.D.
Williamsburg, Virginia

·P A U L·H·
BROOKES
PUBLISHING C⁰ ®

Baltimore • London • Sydney

Contents

About the Author

Patti Kelly Ralabate, Ed.D., universal design for learning (UDL) implementation expert and independent consultant, served as Director of Implementation for CAST and Director of the National Center on Universal Design for Learning. She was a UDL leadership fellow at Boston College, and the National Education Association's key expert on special and gifted education in the Education Policy and Practice Department. She has authored, coauthored, or edited numerous guides and policy documents that serve as excellent resources for school personnel. Dr. Ralabate received a bachelor of science in education degree from the SUNY at Fredonia, New York, a master of arts in speech-language pathology from the University of Massachusetts, and a doctorate in special education from The George Washington University in Washington, DC. She teaches as a part-time faculty member at The George Washington University.

WHAT'S SO SMART ABOUT SMART GOALS?

Effective learning goals should pass the SMART test. In case this is the first time you've heard about SMART goal design, here is a brief explanation. The SMART acronym, which George Doran originally presented to business managers in 1981, has recently found its way into education circles. Various districts and state departments of education have adopted the concept behind the acronym and are offering professional learning on how to write SMART goals. Sometimes different words are used to define a few of the acronym's letters, but the following descriptions are most often used by educators:

S—specific to a student-based outcome: The learning goal should clearly state what you expect students to know or be able to do as the outcome of the lesson. As outlined earlier in this chapter, goals that describe completing an activity or that use vague verbs are not specific.

M—measureable by providing timely evidence: In most cases, the assessment should be defined in the learning goal statement, and it should provide you with ongoing data or evidence that learning is improving. Goals that are tied to end-of-year assessments or standardized tests do not provide ongoing evidence that learners are achieving the learning targets, so it's best to use rubrics and formative assessments for measuring goal achievement. Chapter 4 will expand on this idea.

A—attainable by all students within a reasonable time frame: Learning goals need to consider the readiness of all learners to move forward. If students cannot achieve learning goals within the time frame of the lesson, those who are struggling can be overlooked. Here's where scaffolding can help you develop goals that all the learners in your classroom or learning environment can achieve. Also, if your goals hold students to unrealistic, absolute levels of achievement or do not account for learner variability, they may prove to be demotivating to you and your students. Chapter 3 will expand on this concept.

R—results oriented, yielding student-based learning: Learning goals need to be learner focused. Learning goals that define what the teacher will do during the lesson do not result in student outcomes.

T—time bound and regularly measured: You should define learning goals for accomplishment within a specific time frame and assess them via regular observation and checks for understanding. Moreover, the needs of your learners—not artificial or tangential constraints, such as scripted curriculum or administrative pacing decisions—should drive time for accomplishment.

Table 2.4 illustrates examples of flexible, SMART goals.

Table 2.4.   Examples of flexible, SMART learning goals

Content and grade level	Flexible, SMART goals (italics indicate core learning goal statement)
Preschool (0–5)	With prompting as needed, *students will recall key details from a familiar nursery rhyme to answer four out of five who and what questions* (based on 2013 New Jersey State Department of Education Preschool Teaching and Learning Standards, RL.PK.1).
English language arts elementary (K–5)	After the teacher shares/reads [name of book] with/to the class, *students will describe at least two main characters, the setting, and at least three major story events* either using a graphic organizer or via report to a peer partner (based on CCSS.RL.1.3).
	Students will compose a first-draft opinion piece on [topic] supporting a point of view with at least two reasons (based on CCSS.W.3.1).
English language arts middle school (6–8)	*Students will analyze how Longfellow's poem "Paul Revere's Ride" uses descriptive words and phrases to create a theme of urgency and speed in Revere's ride and express their conclusions* (at least at a proficient level as measured by a presentation rubric) *in a short (3-minute) presentation using media* (e.g., slides, video, paper) *of their choosing* (based on CCSS.ELA-Literacy.RL.6.5).
English language arts high school (9–12)	Given a checklist and choice of topics, *students will conduct searches and gather relevant information from at least three authoritative print and digital sources* [in preparation for producing a written assignment comparing and contrasting the differences between fictional and nonfictional books focused on the same topic] (based on CCSS.ELA-Literacy.WHST.9–10.8).
Mathematics (K–5)	*Students will determine whether a group of objects (up to 20) has an even number of members, devise an equation to express the even number as a sum of two equal addends, and show their answers,* using a provided worksheet or digital format, with 80% accuracy (based on CCSS.Math.Content.2.OA.C3).
Mathematics (6–8)	Given story examples involving tipping at a restaurant, *students will use proportional relationships to solve 10 multistep word problems on percents and report their responses* to peer work partners to add to the class gratuity scale representation (based on CCSS.Math.Content.7.RP.A.3).
Mathematics (9–12)	*Students will use data from a student survey to estimate the mean for at least 10 selected questions and report their answers* via the class wiki with at least 90% accuracy (based on CCSS.Math.Content.HSS.IC.B.4).
World language	Using a [insert language, such as Spanish or Japanese] conversation guide, *students will engage in 10-minute proficient or higher level small-group discussions related to shopping at a grocery store for elements of a dinner meal* as measured by the spoken language rubic (based on National Standards for Foreign Language Education, Standard 1.2).
Science	Given examples of how the surface of the earth changes due to slow processes, such as erosion and weathering, and rapid processes, such as landslides, volcanic eruptions, and earthquakes, *students will correctly respond to at least 8 out of 10 exit ticket questions* (based on Next Generation Science Standards, 4-ESS3-2).

(continued)

Table 2.4.   *(continued)*

Content and grade level	Flexible, SMART goals (italics indicate core learning goal statement)
Social studies	Using information from our text and secondary sources, *students will record data on world maps to track the spread of the black death (bubonic plague) as it was carried westward from Asia to Africa and Europe* at a proficient or higher level, as measured by a rubric on mapping skills (based on New York State 9–12 Social Studies Framework, 2013).
Physical education	Given verbal and visual examples, *students will identify with 90% accuracy at least five physical and psychological changes that result from participation in a variety of physical activities* (based on National Physical Education Standard 5).
Music	*Students will sing with expression and good breath control throughout their singing ranges in small ensembles* at a proficient or higher level, as measured by a singing rubric, over three class periods (based on National Association for Music Education Performance Standards, Grades 5–8, Standard 1).
Art	With prompting and encouragement, *students will create an individual work of art using modeling clay* at a proficient or higher level, as measured by an observational checklist, over two class periods (based on National Arts Standards, VA:Cr2.1.7a).
Library	*Students will seek information using a variety of formats to answer a list of questions generated based on a personal interest,* as measured by a student self-assessment checklist (based on American Library Association Standards for the 21st-Century Learner, 4.2.2).
Career tech	*Students will apply the principles of* [name career technical skill] *at a proficient or higher level to solve problems presented in a workplace situation as measured by a teacher observation scale* (based on the Common Career Technical Core by NASDCTEc, 2012).