Component 1: Lesson Planning				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Teacher does not incorporate UDL principles into lesson planning.	• Teacher incorporates UDL principles into lesson planning less than 50% of the time.	• Teacher incorporates UDL principles into lesson planning greater than 50% of the time. • Teacher does not incorporate UDL principles and options based on student need.	• Teacher incorporates UDL principles and options into *all* lesson planning based on student need.	• Teacher incorporates UDL principles and options into *all* lesson planning based on student need. • *Barriers to the curriculum and to the learning environment are identified and addressed on a continuous basis.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 2: Multiple Means of Representation				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Multiple means of representation are not offered.	• Multiple means of representation are offered less than 50% of the time. • Content and skills are presented without scaffolding.	• Multiple means of representation are offered greater than 50% of the time. • Content and skills are presented without scaffolding.	• Teacher provides all students multiple formats to perceive and comprehend information in all subject areas (including mathematical expression and symbols). • Content and skills are presented with scaffolding.	• Teacher provides all students multiple formats to perceive and comprehend information in all subject areas (including mathematical expression and symbols). • *Teacher evaluates the effectiveness of the chosen means of representation and changes practice to meet the needs of students.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 3: Multiple Means of Action and Expression				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Students are not provided opportunities to express knowledge.	• Students are provided opportunities to express knowledge less than 50% of the time.	• Students are provided opportunities to express knowledge greater than 50% of the time with options for physical action and multiple means of communication.	• All students are provided opportunities to express knowledge with options for physical action and multiple means of communication. • Teacher provides multiple strategies for supporting executive functioning. (e.g. goal setting, self-supervising).	• All students are provided opportunities to express knowledge with options for physical action and multiple means of communication. • *The teacher evaluates the effectiveness of the chosen means of action and expression and changes practice to meet the needs of students.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 4: Multiple Means of Engagement				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Strategies to increase student engagement are not present in lesson plans.	• Strategies to increase student engagement are present less than 50% of the time in lesson plans.	• Strategies to increase student engagement are present more than 50% of the time in lesson plans. • Teacher is not using any strategies to sustain student effort (i.e. incorporating student interests).	• Teacher provides all students multiple opportunities for engagement including options for recruiting interest, options for sustaining effort and persistence, and options for self-regulation. • Learning opportunities for engagement are relevant and meaningful to the students.	• Teacher purposefully provides all students multiple opportunities for engagement including options for recruiting interest, options for sustaining effort and persistence, and options for self-regulation. • Students are engaged in *authentic,* relevant, and meaningful learning opportunities. • *The teacher evaluates the effectiveness of the chosen means of engagement and changes practice to meet the needs of students.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.

Component 5: Professional Development				RATING:
None **0**	**Exploring** **1**	**Partial** **2**	**Adequate** **3**	**Best** **4**
• Teacher has not participated in any professional development activities for Universal Design for Learning.	• Teacher has participated in one professional development activity, but has not accessed materials on Universal Design for Learning.	• Teacher has participated in one professional development activity and has accessed materials on Universal Design for Learning.	• Teacher has participated in multiple professional development activities and has accessed materials on Universal Design for Learning. • Teacher applies the knowledge gained into lesson planning.	• Teacher has participated in multiple professional development activities and has accessed materials on Universal Design for Learning. • The teacher applies the knowledge gained into all lesson planning. • *Teacher works collaboratively to implement new initiatives related to Universal Design for Learning into lesson planning.*

Comments/Documentation:

Adequate and Best Practice ratings require a) observable/measureable evidence and b) documentation of consistent use.