



UNIVERSAL LESSON PLAN TUTORIAL

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Hello and welcome to the Universal Lesson Plan Tutorial. The Universal Lesson Plan, or the LP, was created to assist candidates in the planning, implementation, and assessment of rigorous, engaging, and universally-designed lessons. The LP was designed to provide embedded resources, prompts, and directions to facilitate thorough planning.

WHAT WHY HOW WHERE

TEACHER NAME: _____	SETTING: _____	DATE: _____
UNIT: _____		
LESSON TITLE: _____		
_____ WHOLE GROUP _____	SMALL GROUP _____	INDIVIDUAL (1:1) _____ OTHER: <i>explain</i> _____

UNIVERSAL LESSON PLAN

You will notice that the LP is divided into four sections. **WHAT, WHY, HOW, and WHERE.** Each section includes question prompts, and is outlined with lesson components and directions for completion. This tutorial will further explore the components within each section of the LP. But before we dive into the template, I would like to point out the heading. When submitting an LP to your University Supervisor, please be sure to complete the information in the heading. The heading will clone to each page of your LP.

WHAT

What is being taught?

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What is being taught?

LEARNING GOAL: [SMART Goal](#) - [ABCD Formula Goal Development](#) - included in the lesson introduction, reviewed in the lesson closure, and evaluated during assessment.

[COMMON CORE STATE STANDARDS – ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE & TECHNICAL SUBJECTS](#)
[COMMON CORE STATE STANDARDS – MATHEMATICS](#)
[NEXT GENERATION SCIENCE STANDARDS](#)
[ENGLISH LANGUAGE DEVELOPMENT STANDARDS](#)

Note. Not a comprehensive list of standards – visit <https://www.cde.ca.gov/ht/ht/ss/index.asp> for a comprehensive list of CA Content Standards for Career Technical Education, Computer Science, Health Education, History-Social Science, Physical Education, Visual and Performing Arts, and World Languages. Please work with your University Supervisor or Mentor Teacher to include standards specific to your curriculum.

STANDARD(S):

IEP GOAL(S): list applicable IEP goals as they apply to the lesson.

The **WHAT** section of the LP answers the question, what is being taught? Components of this section include the learning goal, California (CA) content standards, and relevant IEP goals. We will break each of these components down to learn more about the expectations when preparing a lesson.

- **LEARNING GOAL** - Every lesson requires a learning goal. A learning goal describes exactly what you want students to know or be able to do, and to what degree they will be considered proficient or achieve mastery. A learning goal, if written correctly, shapes assessment. Effective learning goals are SMART, they are specific, measurable, actionable, realistic, and timely. The LP template includes a fun and short video that describes how to craft a SMART goal. When developing SMART learning goals, it is helpful to use the ABCD formula. A - audience, B - behavior, C - condition, and D degree or demonstration. Not only can the ABCD formula be applied to learning, but it can also be applied when crafting behavioral and IEP goals. The LP template includes a link to a guide that further explains the ABCD formula, and this guide includes color-coded examples of both learning and behavioral goals. *Setting and articulating a learning goal at the start of every lesson aligns to several UDL checkpoints including 8.1, heighten the salience of goals and objectives, and 6.1, guide appropriate goal-setting. These checkpoints activate the affective and strategic networks of the brain which support engagement and expression of learning.*
- **CA CONTENT STANDARDS** - It is expected that every lesson align to at least one grade-level CA content standard. The most popular of these standards include Common Core State Standards in ELA and Mathematics, the Next Generation Science Standards, and the English Language Development Standards. The LP template contains links to common CA content standards for your convenience. All CA content standards are available on the [California Department of Education](#) website.
- **IEP GOAL(S)** - When planning lessons, it is important to be aware of the IEP goals of your

- students who receive special education services. When applicable to the lesson, please list relevant IEP goals. Data from lessons that align to IEP goals can be used to describe present levels of performance or support progress monitoring.

WHY

Why is this lesson being taught?

WHY

Why is this lesson being taught?

RELEVANCE: *prepare a student-friendly explanation of how the lesson applies to real-world contexts - included in the lesson introduction and reviewed during the lesson closure to support generalization.*

RATIONALE - PRIOR KNOWLEDGE: *describe how previous lessons, learning, and/or background knowledge relate to this lesson - included in the lesson introduction to activate prior knowledge.*

The **WHY** section of the lesson plan answers the question, why is this lesson being taught? Components of this section include relevance and rationale. Let's break each of these components down to learn more about planning with purpose.

- **RELEVANCE** - Students are much more likely to engage in learning when concepts or ideas are interesting and apply to a student's culture, environment, or experiences. Relevance is important and should be included in the lesson introduction to spark interest and reviewed in the lesson closure to support generalization. For this component, candidates should prepare a student-friendly explanation of how the lesson applies to real-world contexts. This explanation will be incorporated into the lesson sequence, specifically the lesson introduction and the lesson closure. *Including a statement of relevance at the beginning of each lesson aligns to UDL checkpoint 7.2 optimize relevance, value, and authenticity. This checkpoint activates the affective networks of the brain which support engagement.*
- **RATIONALE - PRIOR KNOWLEDGE** - A rationale provides a foundation for your lesson. For this component, candidates should describe how previous lessons, learning and/or background knowledge relate to this lesson. The rationale is included in the structure of the lesson introduction to assist students in activating prior knowledge. The LP template includes a resource in the lesson sequence that will guide the development of an [Anticipatory Set Activity](#) to prime students to connect their prior knowledge to the new information they will learn during the lesson. *Designing activities to activate students' prior knowledge aligns to UDL checkpoint 3.1, activate or supply background knowledge and engages the recognition networks of the brain which support comprehension.*

HOW

How is this lesson being taught and assessed?

HOW

How is this lesson being taught and assessed?
BEHAVIORAL EXPECTATIONS: *bullet behavioral expectations - prepare a student-friendly description of behavioral expectations to review at the start of the lesson.*

- behavioral expectation
- behavioral expectation
- behavioral expectation

Student-friendly description of behavioral expectations.

ACADEMIC LANGUAGE: *bullet and define lesson vocabulary - included in the lesson sequence.*

- vocabulary word and definition
- vocabulary word and definition
- vocabulary word and definition

MATERIALS: *list materials required for the lesson.*

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ACCOMMODATIONS, MODIFICATIONS & UDL CONSIDERATIONS: *list applicable IEP accommodations and modifications - identify any UDL checkpoints considered in the planning, delivery, or assessment of this lesson.*

CO-TEACHING AND/OR PARAPROFESSIONAL SUPPORT (IF APPLICABLE): *describe co-teaching strategies and/or the roles and responsibilities of paraprofessionals during the lesson.*

The **HOW** section of the LP answers the question, how is this lesson being taught and assessed? The first page of the HOW section serves as a template to guide your planning and includes the following components; behavioral expectations, academic language, materials, accommodations, modifications, and UDL considerations, co-teaching and/or paraprofessional support. Let's take a look at these components, break them down, and learn more about planning for lesson implementation.

- **BEHAVIORAL EXPECTATIONS** - Be proactive in your approach to classroom management and set behavioral expectations prior to each lesson - students will benefit from a brief reminder of what their behavior should look and sound like during activities and transitions. For this component, candidates should bullet behavioral expectations and prepare a student-friendly description of these expectations to review with students prior to the lesson. *Setting and reviewing behavioral expectations prior to the lesson aligns to UDL checkpoint 7.3, minimize threats and distractions and activates the affective networks of the brain which support engagement.*
- **ACADEMIC LANGUAGE** - Every lesson should include relevant academic language instruction or review. For this component, candidates should bullet and define vocabulary relevant to the lesson. Academic language instruction or review should be included in every lesson sequence! *The systematic inclusion of academic language aligns to UDL checkpoints 2.1, clarify vocabulary and symbols, and 2.4, promote understanding across languages. These checkpoints activate the recognition networks of the brain which support comprehension.*
- **MATERIALS** - Ensure that your lesson runs smoothly by having all lesson materials prepared and ready for student access. For this component, candidates should list materials required for the lesson. This component will assist you in the preparation and setup of lesson activities.
- **ACCOMMODATIONS, MODIFICATIONS AND UDL CONSIDERATIONS** - Students are diverse and require different supports to be successful. When developing a lesson, it is important to

- include any relevant IEP accommodations or modifications to support students who are receiving special education services. While components of the LP template are aligned to UDL, it can also be helpful to include additional UDL checkpoints throughout the lesson. The LP template includes a link to the interactive [UDL Guidelines and Checkpoints](#) for your creative exploration. Consider setting a goal to implement one additional UDL checkpoint in each of your lessons. For this component, candidates should list any applicable IEP accommodations and modifications that must be provided during the lesson or assessment, and identify any additional UDL checkpoints considered in the planning, delivery, or assessment of instruction.
- **CO-TEACHING AND/OR PARAPROFESSIONAL SUPPORT** - There are many classroom staffing models that can vary across programs, schools, and districts. Regardless of model, all adults assigned to the classroom should engage in the lesson. The LP template includes a link to a [Co-Teaching Pamphlet](#) that can assist teachers in developing lessons that include all members of the classroom team. For this component, candidates should describe any co-teaching strategies or responsibilities of paraprofessionals during the lesson.

HOW

How is this lesson being taught and assessed?

LESSON SEQUENCE: sequentially list lesson implementation steps – describe how students will engage throughout the lesson. REVIEW BEHAVIORAL EXPECTATIONS PRIOR TO LESSON!				
INTRODUCTION	<i>Learning Goal.</i> <i>Relevance.</i> <i>Rationale - Activate Prior Knowledge - Check out the Anticipatory Set Activity Guide for ideas and tips on developing activities that activate and prepare the brain for learning.</i>	TIME		
INSTRUCTIONAL SEQUENCE	<i>Academic Language - detail how vocabulary will be taught or reviewed with students.</i> <i>Procedure - sequentially list lesson implementation steps. Instructional Strategies & SDAP Strategies.</i>	TIME		
	<table border="1"><thead><tr><th>WHAT WILL THE TEACHER DO?</th><th>WHAT WILL THE STUDENTS DO?</th></tr></thead><tbody><tr><td> </td><td> </td></tr></tbody></table>		WHAT WILL THE TEACHER DO?	WHAT WILL THE STUDENTS DO?
WHAT WILL THE TEACHER DO?	WHAT WILL THE STUDENTS DO?			
	<i>Supports.</i>			
CLOSURE	<i>Learning Goal - Assessment.</i> <i>Relevance.</i> <i>Lesson Summary.</i>	TIME		

The next page of the **HOW** section includes the lesson sequence. The lesson sequence serves as a guide for lesson delivery and includes the lesson introduction, instructional sequence, and lesson closure. You will notice that the lesson introduction and closure are structured with many of the components previously outlined in the **WHAT & WHY** sections. This structure provides for a thorough introduction and a closure that supports generalization. Let's explore each component of the lesson sequence to understand how this section serves as a guide for lesson delivery.

- **LESSON INTRODUCTION** - The lesson introduction includes a learning goal, relevance, and an anticipatory set activity designed to activate prior knowledge. For this component, candidates should review previously outlined components, specifically the **learning goal, relevance, and rationale**, to prepare the following; a scripted introduction of the learning goal; a scripted, student-friendly statement of relevance; and an anticipatory set activity designed to include previous learning outlined in the rationale. *Teacher Tip – consider the UDL guidelines in the access row when planning your lesson introduction and anticipatory set activity. Be imaginative - the lesson Introduction should spark interest and excitement within your students!*
- **INSTRUCTIONAL SEQUENCE** - After engaging students in the lesson introduction, effective educators execute a seamless transition into the instructional sequence. For this component, candidates should note how academic language will be taught or reviewed, and sequentially list lesson implementation steps by outlining what the teacher will do and what the students are expected to do. The instructional sequence should be designed to encourage student interaction throughout the lesson. Effective teachers provide opportunities for students to practice their skills, reflect, and persevere in their learning by including prompts, activities, or tasks within their lessons that allow students to explore what they are being taught. The possibilities for the design of these prompts, activities, and tasks are endless – some of my

- favorite strategies include flexible grouping, think-pair-share, jigsaw activities, interactive reflection, etc. The LP template includes links in the instructional sequence for you to browse instructional strategies as well as *Specially Designed Academic Instruction for English (SDAIE)* strategies that specifically support students who are emergent bilingual. Be sure to outline how students will interact and engage throughout the lesson and detail any supports you plan to provide. *Teacher tip - consider the UDL guidelines in the build row when planning your instructional sequence.*
- **LESSON CLOSURE** - The lesson closure is structured to include the learning goal and relevance - this is purposeful as thoughtful review of the learning goal and relevance during the closure facilitates internalization and generalization of learning. For this component, candidates should devote time towards the end of the lesson to review the learning goal and the student-friendly statement of relevance. End your lesson with a bang by encouraging students to summarize what they learned and why that learning is important - this will allow you to formatively assess their learning and form decisions for future lessons. Be creative - make the lesson closure fun!

HOW

How is this lesson being taught and assessed?

DEMONSTRATION OF LEARNING: *describe how students will demonstrate their learning - outline how student learning will be assessed against the learning goal and describe how students will receive and review feedback.*

- **STUDENT EXPRESSION OF KNOWLEDGE** (ALIGNED TO LEARNING GOAL);
- **ASSESSMENT OF STUDENT KNOWLEDGE** (ALIGNED TO LEARNING GOAL);
- **ASSESSMENT FEEDBACK & REVIEW**

The **HOW** section continued.

- **DEMONSTRATION OF LEARNING** - We know it is important that students are provided opportunities to demonstrate their learning and there is no shortage of ways for students to show what they know through **assignments, projects, demonstrations, presentations, tasks, activities, artifacts, creations**) - the possibilities are endless! The learning goal should serve as a measure for assessment meaning that the ways in which students demonstrate their knowledge should align to the learning goal. It is also important to support student progression by providing relevant and meaningful feedback. For this component, candidates should describe how students will demonstrate their learning, outline how student learning will be assessed against the learning goal (e.g., **rubric, checklist, test, formative assessment** etc), and describe how students will receive and review feedback on their progress towards the learning goal. *Teacher tip - consider the UDL guidelines in the internalize row when planning how students will demonstrate their learning.*

WHERE

Where does the lesson go
from here?

UNIVERSAL LESSON REFLECTION

WHERE

Where does the lesson go from here?

ASSESSMENT RESULTS: summarize student data - describe trends that highlight student learning and trends that identify areas to target for improvement.

- What did the students learn - what data supports this?
- What do students need to learn or practice - what data supports this?

DATA-BASED DECISIONS FOR FUTURE LESSONS: outline future lesson topics based on student data - describe how the data influenced your decisions on lesson progression.

The **WHERE** section of the LP answers the question, where does the lesson go from here? Components of this section include assessment results and data-based decisions for future lessons. This section serves as part of the lesson reflection, but is completed upon review of assessment data. Let's take a deeper dive into the components so that we can understand the expectation.

- **ASSESSMENT RESULTS** - It is important to review and reflect on student data. Effective teachers are able to describe trends in student learning and identify areas to target for improvement. For this component, reflect on what your students learned and think about what they will need to learn or practice to grow their knowledge. Be sure to reference any data that supports your reflections.
- **DATA-BASED DECISIONS FOR FUTURE LESSONS** - When planning for future lessons, it is important to consider student learning! Once learning trends and target areas for improvement are identified, begin planning future lesson topics that build on student knowledge. For this component, outline future lesson topics and describe how data influenced your decisions on lesson progression. This doesn't have to be a long narrative paragraph - it can just be some notes on what you might want to teach next.

REFLECT

How did the lesson go?

UNIVERSAL LESSON REFLECTION

Directions: Reflect on your lesson planning, delivery, and assessment using the prompts below to guide your thinking. Prepare a response for each prompt to discuss with your mentor teacher and university supervisor.

GLOW: What went well in the lesson? Why?

GROW: What within the lesson could be improved? How?

Were students engaged in the lesson? Explain.

Did you accomplish the learning goal? YES NO

If YES, what data supports your answer? If NO, what strategies, ideas, or supports can be implemented to maximize student learning?

Notes.

It is important to reflect on the delivery of your lesson. Prompts to guide your reflection are included to aid you in thinking about your planning, delivery, and assessment. At the conclusion of each observation, candidates are encouraged to prepare a short response to these prompts to discuss with your mentor teacher and university supervisor. These prompts include a glow - something that went well, and a grow - something that you would like to improve. Reflect on your lesson and ask yourself, "Were students engaged in the lesson and was the learning goal accomplished?" Note your ideas and reflections.

And there it is folks, the Universal Lesson Plan. Should you have any questions or need any support, please feel free to reach out to your University Supervisors, Mentor Teachers, or you can reach out to me, Jamie Gunderson at jlgunderson@CSUchico.edu.

Thank you for learning alongside me!