Lawrence Public Schools
Planning for All Learners (PAL)
Now it' time to start planning your lessons using UDL. CAST has a process which they refer to as "Planning for All Learners" (PAL). Their process builds upon two prerequisites:

1. A basic understanding of Universal Design for Learning, and
2. Commitment of participating educators to make the curriculum and learning accessible   for all learners.

The PAL process includes **four steps**, based upon the principles and concepts of UDL. This section will provide guidelines and resources for the implementation of each step of the PAL process. It is adviseable that you download and print a copy of all the forms/templates discussed.

Step 1: Set Goals
1. **Establish a context** - Provide background information regarding the content and topic for the lesson. This is usually driven by state or content standards.
2. **Align goals to standards** - . The following links may be used to assist in the goal setting process.
    http://www.doe.mass.edu/frameworks/current.html

Step 2: Analyze Current Status

Baseline information about instructional methods, assessments, and materials as well as **classroom profiles** will provide you with information to identify existing barriers in the general curriculum. The following tools will assist you in gathering this information:

The **Class Learning Profile Template** was created by CAST to support you in creating a learning profile for the students in your class. Understanding the qualities, including strengths, needs, and interests that students bring to the curriculum is an important part of building a UDL classroom.

The template has three parts:

1. **The Model Template** is an example of a class learning profile in the context of a science unit on researching different aspects of a flower. Students' strengths, needs, and preferences/interests most relevant for this curriculum unit are listed in the table to provide an overview of student characteristics.

2. **Examples of Student Qualities** offers examples of the kinds of strengths, needs, and interests or preferences that fall into the different brain networks. These are examples only, designed to help you understand what kinds of traits fall within the domain of each brain network.

3. **The Blank Template** offers structured support for creating a class profile for your students, within the context of particular curricular goals.

The Curriculum Barriers Template, created by CAST, will help you to identify the existing barriers in your curriculum that prevent access, participation and progress.

Step 3: Apply UDL to a Lesson/Unit

Identifying currently used methods, assessments, and materials, class profile, and barriers in the curriculum lays a foundation for applying UDL to your lesson/unit development. Here's the sequence:

1. Identify UDL methods, assessment and materials. CAST has developed a template to assist you which they call the **UDL Solutions Template.**
2. Write your UDL plan, using the **UDL Lesson Planning form** (created by CAST).
3. Collect and organize materials that support the UDL lesson.

Step 4: Teach the UDL Lesson/Unit

Be sure to minimize barriers, rely on effective teaching practices, and apply challenges appropriately for each learner. In this way, you will engage more students and help all students progress. Evaluate and revise the lesson/unit as needed.

1. Teach
2. Evaluate lesson/unit
3. Revise lesson/unit

Class Assignment
Step 1: This assignment will require you to rely upon the knowlege you have about one of your classes. Make a list of the students in the class you have chosen, and circle the names of the students who were challenged. Using this list, complete the **Class Learning Profile Template.**

Step 2: Complete the **The Curriculum Barriers Template.** Keep in mind that these barriers should be applied to the methods, techniques and materials that will be used during the lesson that was assigned by Howard and Levelle.
Step 3: Complete the **UDL Solutions Template.**
1. **Step 4:** Complete the **UDL Lesson Planning form.**