

Universal Design for Learning Instructional Practice Observation Protocol (UDL-IPOP)

Before Class (To be completed before class session starts and is not interval-based)

1. Briefly describe the classroom and mark the location of the whiteboard(s), front of classroom (if applicable), chairs, technology, and other relevant classroom features.
2. Classroom is set up for: traditional lecture, group work, laboratory, other _____.

Questions for faculty:

1. Do you use a learning management system (LMS)?
2. Do you allow or promote preferential seating in your class?
3. Do you record your class sessions? Are these recordings available to students?

During Class

Which instructional type was employed during the interval? Lecture, group work, laboratory, discussion, or other (describe in comment box).

1. Did the instructor provide or not provide options for perception?
 - a. If yes, select all that applied:
 - i. Customize display of information
 1. Information was available digitally
 2. Visual presentation allowed for customization
 - ii. Alternatives for auditory information
 1. Used visual aids as alternative to auditory information
 2. Closed captions for videos and discussion
 - iii. Alternatives for visual information
 1. Material was described verbally
 2. Alternative text was provided for visual information
 - iv. Other instructional practice
2. Did the instructor provide or not provide options for language, mathematical expressions, and symbols?
 - a. If yes, select all that applied:
 - i. Clarify vocabulary and symbols
 1. Symbols were named and described
 2. Provided descriptions of vocabulary
 - ii. Clarify syntax and structure
 1. Explained how equations and concepts connect
 2. Discussed purpose of equation and how its parts interact
 - iii. Support decoding of text, mathematical notation, and symbols
 1. Recommended resources to decode content
 - iv. Promote understanding across languages
 1. Provided access to information in non-dominant language

- 2. Allowed students to discuss in non-dominant language
 - v. Illustrate through multiple media
 - 1. Instructor used multiple means to represent content
 - vi. Other instructional practice
- 3. Did the instructor provide or not provide options for comprehension?
 - a. If yes, select all that applied:
 - i. Activate or supply background knowledge
 - 1. Clicker questions cover previous content
 - 2. Think/pair/share
 - 3. Asked for predictions
 - ii. Highlight patterns, critical features, big ideas, and relationships
 - 1. Provided outline of big concepts
 - 2. Provided agenda for class period
 - 3. Formatting highlighted key information
 - iii. Guide information processing, visualization, and manipulation
 - 1. Questions that apply new concepts
 - 2. Check-ins for students to assess their understanding
 - 3. Provided graphic organizers
 - 4. Provided list of problem-solving steps
 - 5. Modeled metacognitive behaviors for problem solving
 - iv. Maximize transfer and generalization
 - 1. Provided analogies
 - 2. Showed real-world situations where content occurs
 - 3. Scaffolded learning new content
 - v. Other instructional practice
- 4. Did the instructor provide or not provide options for physical action?
 - a. If yes, select all that applied:
 - i. Vary the methods for response and navigation
 - 1. Provided options for submission mechanism
 - 2. Provided options for hands-on activities
 - 3. Allowed variety of roles/tasks within groups
 - ii. Optimize access to tools and assistive technologies
 - 1. Discussed assistive technologies
 - iii. Other instructional practice
- 5. Did the instructor provide options or not provide for expression and communication?
 - a. If yes, select all that applied:
 - i. Use multiple media for communication
 - 1. Provided options of how to present understandings
 - ii. Use multiple tools for construction and composition
 - 1. Variety of lab equipment available
 - 2. Provided options for analytic tools
 - iii. Build fluencies with graduated levels of support for practice and performance

1. Provided variety of means of evaluation
 2. Modeled different approaches to solve problems
 - iv. Other instructional practice
6. Did the instructor provide or not provide options for executive functions?
 - a. If yes, select all that applied:
 - i. Guide appropriate goal setting
 1. Provided examples of the process and product of goalsetting
 2. Posted objectives in an obvious place
 - ii. Support planning and strategy development
 1. Supported students' choice in engaging with course
 2. Embedded prompts to explain your reasoning
 3. Modeled productive thought processes
 - iii. Facilitate managing information and resources
 - iv. Enhance capacity for monitoring progress
 1. Students required to answer questions covering new content
 2. Provided checkpoints to assess progress
 - v. Other instructional practice
7. Did the instructor provide or not provide options for recruiting interest?
 - a. If yes, select all that applied:
 - i. Optimize individual choice and autonomy
 1. Provided flexibility in how to complete task
 2. Provided tasks that have few restrictions
 3. Provide a choice of which problems to solve
 - ii. Optimize relevance, value, and authenticity
 1. Discussed how concept relates to everyday life
 2. Provided multiple solutions to solve problems
 - iii. Minimize threats and distractions
 1. Restricted the use of cellphones in class
 2. Set norms of pronoun usage in class
 3. Made encouraging statements to class
 4. Normalized error
 5. Provided breaks during class
 - iv. Other instructional practice
8. Did the instructor provide or not provide options for sustaining effort and persistence?
 - a. If yes, select all that applied:
 - i. Heighten salience of goals and objectives
 1. Provided questions targeted at specific learning objectives
 2. Encouraged division of long-term goals into short-term objectives
 - ii. Varied demands and resources to optimize challenge
 1. Provided problems with a range of complexity
 - iii. Foster collaboration and community
 1. Provided opportunities for group work
 2. Provided opportunities for discussion of results with peers

3. Set norms of appropriate group interactions
4. Physical space supported group work
- iv. Increase mastery-oriented feedback
 1. Provided real-time feedback via clicker questions
 2. Tailored instruction to responses
 3. Provided feedback focused on improvement
- v. Other instructional practice
9. Did the instructor provide or not provide options for self-regulation?
 - a. If yes, select all that applied:
 - i. Promote expectations and beliefs that optimize motivation
 1. Emphasized progress over intelligence
 2. Promoted healthy processing of negative emotions
 - ii. Facilitate personal coping skills and strategies
 1. Set conversational norms
 2. Emphasized course performance doesn't equate to personal value
 - iii. Develop self-assessment and reflection
 1. Provided rubric for assignments
 2. Questions and/or problems were not used or solved
 - iv. Other instructional practice
10. Did the class session not involve the following?
 - a. If yes, select all that applied:
 - i. Videos were not used
 - ii. Equations were not used
 - iii. Questions and problems were not used
 - iv. Group work was not used
 - v. No student response or submission
 - vi. No labs or hands-on activities
 - vii. No feedback or evaluation

After Class

Written/digital materials: After collect all materials (print or digital) that were used during class, respond to the following:

1. What materials did you collect?
2. Where these materials: digital, print, or mix?
3. How was each material used during class?

Faculty survey

1. Do you have a class schedule? How is the schedule shared with students?
2. How do you support students with disabilities in your class?
3. Do you structure group work? If so, how? What roles do students play during group work?