Novak UDL Look-Fors at a Glance

This summary offers a streamlined view of what strong Universal Design for Learning (UDL) practice looks like in action. Each focus area reflects the *Proficient* descriptors from the UDL Focus Areas V2, helping teams reflect on inclusive, flexible, and student-centered learning environments.

Focus Area	Look-Fors
Design Multiple Means of Engagement	
Learning Objectives	Objectives are visible, clearly aligned to grade-level standards, consistently referenced throughout instruction, and explicitly connected to activities, materials, assessments, and success criteria.
Classroom Culture & Belonging	The teacher consistently models respectful and inclusive language and behavior during lessons, collaborative work, and transitions. Classroom expectations are posted visibly, referred to during class, and used for positive redirection and praise. The teacher uses real-time examples to reinforce these expectations and engages students in reflecting on how their actions align with class norms. Instruction visibly incorporates prompts, examples, materials, or discussions that affirm diverse backgrounds, cultures, languages, and identities.
Emotional Literacy	The teacher consistently embeds strategies that support students in recognizing and managing their emotional states (e.g., offering choices for task pacing, encouraging breaks, and prompting self-advocacy for learning needs). Students use classroom tools or routines (e.g., brain breaks, calming corners, pacing choices) to strengthen their focus, perseverance, and well-being.
Collaboration & Community	Collaborative opportunities are intentionally structured using scaffolds, such as sentence stems, group norms, and protocols, to move learners toward explanatory "how/why" thinking (DOK 2), multi-step analysis and reasoning (DOK 3), and authentic products or solutions that require synthesis and transfer (DOK 4).
Self-Reflection	Students regularly engage in structured self-reflection using tools such as rubrics, exemplars, goal-setting prompts, or progress trackers. Reflection is clearly connected to learning objectives and success criteria, and students use feedback from teachers or peers to assess their progress and refine their strategies.
Design Multiple Means of Representation	
Flexible Methods & Materials	Students are regularly provided with flexible pathways for accessing information (e.g., varied text types, listen/read options, manipulatives, and accessible technology tools) and for processing and making meaning of new concepts. Students are encouraged to select approaches, tools, and resources that support their learning needs, preferences, and strategies.
Design Multiple Means of Action and Expression	
Flexible Assessments -	Assessment tasks are clearly aligned with grade-level content and method standards and are accompanied by clear rubrics or checklists that outline success criteria. Students are provided flexible, construct-relevant options for demonstrating understanding. Flexibility reflects the type of standard: content standards allow choice in products, while method

	standards scaffold the process (e.g., typing vs. writing an argument). Teachers use formative assessments to provide actionable feedback, adjust instruction in real-time, and flexibly group students for targeted support.
Student Voice	Student talk outweighs teacher talk. Students regularly share their thinking, explain what they are learning, and ask questions during the lesson. Students are invited to reflect aloud on their progress and suggest strategies or approaches that support their learning.