

# Teach, evaluate, and revise against the UDL guidelines

A suggestion for implementing the strategy

'How to plan using UDL' from the Guide:

[Universal Design for Learning](#)

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## **Includes:**

Teach, evaluate, revise

Approaches to reflection

Seeking feedback from students

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [How to plan using UDL](#)

Suggestion: [Teach, evaluate, and revise against the UDL guidelines](#)

Date

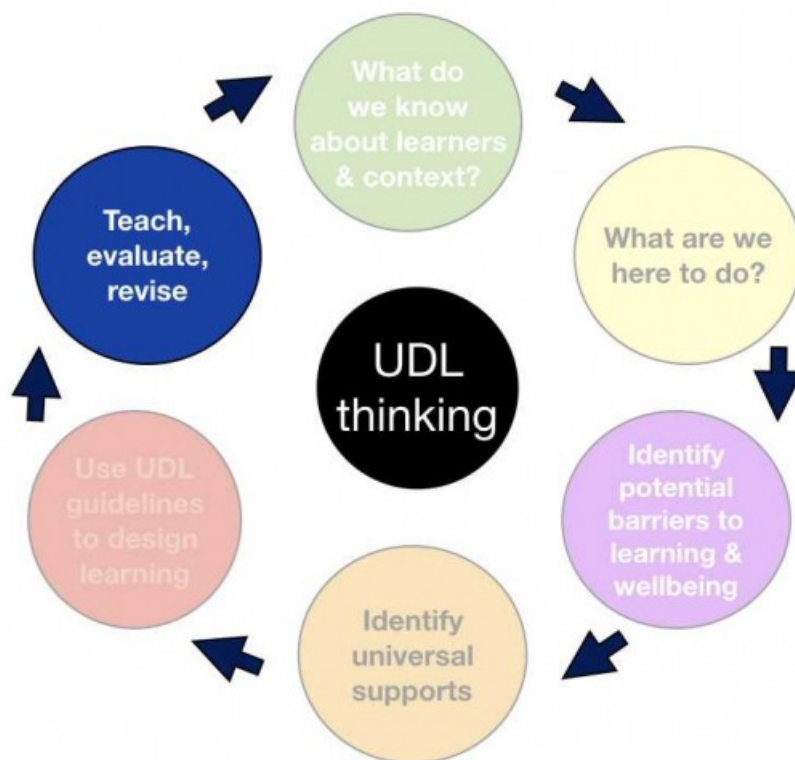
09 July 2026

Link

[inclusive.tki.org.nz/guides/universal-design-for-learning/teach-evaluate-and-revise-against-the-udl-guidelines](http://inclusive.tki.org.nz/guides/universal-design-for-learning/teach-evaluate-and-revise-against-the-udl-guidelines)

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## Teach, evaluate, revise



Chrissie Butler CORE Education Adapted from Planning for All Learners cycle CAST 2012

Source:

Chrissie Butler, CORE Education

<http://www.core-ed.org/>

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# Approaches to reflection

Engage in reflection processes that suit your context.

- ✓ Invite a colleague to observe you and meet to discuss.
- ✓ At the beginning of the lesson, let students know what you are working on and ask for their feedback at the end.
- ✓ Video yourself.
- ✓ Take photos during the lesson to prompt reflection later.
- ✓ Following teaching discuss the lesson with a colleague or mentor.
- ✓ Write a reflective blog post.
- ✓ Jot down thought or a quick sketch in a UDL-focussed journal or notebook - what am I learning/notes from the field.
- ✓ Establish a small UDL support group and reflective on practice together.

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# Seeking feedback from students

Ask students how you can improve your teaching.



Video hosted on Vimeo <http://vimeo.com/220585051>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)

<https://vimeo.com/album/2950799/sort:date/format:thumbnail>

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## Reflection questions

Following teaching, a reflective teacher considers the effectiveness of the lesson design.

How effective was the design in minimising or removing the identified barriers to learning?

Were students successful in achieving the learning goal? What contributed to this?

What would I do differently and why (aligning this reflection to the UDL guidelines)?

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## Useful resources



### UDL reflection questions 1 pager

The UDL guidelines reframed as questions.

[Download](#) PDF (210 KB)



### UDL progression rubric

Breakdown of the UDL guidelines into three levels of implementation: emerging, proficient, progressing towards expert practice.

[Visit website](#)

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