



Universal Design for Learning Self-Reflection Matrix

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Name & link of resource being modified: [Birds’ Beaks and Their Functions Accessibility Hyperdoc](#)

Checkpoints	Engagement: “The Why”	Representation: “The What”	Action & Expression: “The How”
Access	Provide options for Recruiting Interest: - Teacher will lead a brief discussion to review the Unit 2 Guiding Question, helping students reference their prior learning. Teacher will also introduce the Lesson Targets to help students understand the purpose of the current lesson. Minimize threats and distractions (7.3): Recommendation(s) - Students will sit on the rug near the Smartboard in close proximity to the teacher. - Students will be engaged in the day’s lesson about birds’ beaks and their functions with a brief video called Weird Beak Shapes. Optimize relevance, value, and authenticity (7.2): Recommendation(s) - Adjust video setting to begin at the section that discusses <i>new</i> birds relevant to the current lesson. - Students will recall types of birds’ beaks from the video and describe their functions. Optimize individual choice and autonomy (7.1): Recommendation(s) - Students will be given a choice of the bird they would like to reflect on and will solicit additional feedback from their peers.	Provide options for Perception: - The teacher will have students share their completed notecatchers with the class. The “table captain” from each cooperative group will act as the spokesperson for the group, sharing and discussing the group’s Google slide. Offer alternatives for auditory information (1.2): Recommendation(s) - The teacher could have the spokesperson for the group use a pointer when discussing the slide to help students in the audience make better connections to the presented material. The teacher could also include captions on the bird pictures to help students make connections between the birds and their names. - As students share their completed work the teacher could employ the use of the following alternatives to help students better understand the visual information. Offer alternatives for visual information (1.3): Recommendation(s) - The teacher could record the students as they present and show the video on the Smartboard with closed-captioning or post it in Google Classroom for asynchronous learning. - When students have finished sharing their information, the teacher could do the following to customize the display of information. Offer ways of customizing the display of information (1.1): Recommendation(s) - The teacher could use the poster maker to create anchor charts of the groups’ slides to display throughout the classroom for future reference.	Provide options for Physical Action: - During the engage portion of the lesson in which students are watching a video and participating in a discussion, the teacher could vary methods of response and navigation. Vary the methods for response and navigation (4.1) Recommendation(s) - The teacher could use the touch screen capabilities on the Smartboard to navigate the video and/or the Google slideshow. The teacher could also use the “air mouse” to control the video and/or presentation while circulating around the classroom. - During the apply section of the lesson in which students are sorting information and pictures into their notecatcher graphic organizers, the teacher can provide access to tools and assistive technologies. Optimize access to tools and assistive technologies (4.2) Recommendation(s) - The teacher could use the Immersive Reader Google Chrome extension to help with decoding complex scientific text and the built-in accessibility features (multi-use accessibility tool) on their Chromebooks. In addition, the teacher could provide access to a Chromebook mouse for students that struggle to use the touchpad to navigate. - During the share section of the lesson, while students are presenting their work, the teacher could do the following. Optimize access to tools and assistive technologies (4.2) Recommendation(s) - The teacher could allow the student spokesperson to wear the Flexmike when presenting.
Build	Provide options for Sustaining Effort & Persistence: - Students will explore their notecatchers from the previous lessons related to this topic, and will describe the previously researched birds’ beaks and their functions. Increase mastery-oriented feedback (8.4): Recommendation(s) - The teacher can make the notecatchers interactive by adding links to the birds shown. Students could click the links to see the birds using their beaks in the wild. - Students will listen to the informational nonfiction text Beaks followed by a teacher-led discussion of the birds in the book and ways they used their beaks for survival. Foster collaboration and community (8.3): Recommendation(s) - The discussion could be changed from teacher-led to student-led by allowing students to use the Wheel of Names app to call on their classmates. Students can use “accountable talk” to share their take-aways from the text while the teacher acts as the facilitator. - Students will then use their Day 4 notecatchers to sort the information discussed in the informational text into the correct categories. Heighten salience of goals and objectives (8.1): Recommendation(s) - The teacher could have students restate the goal and record it on a personal goal chart. The goal/objective(s) could also be displayed on the Smartboard along with the timer to	Provide options for Language & Symbols: - As students listen to the informational nonfiction text Beaks and participate in the book discussion, the teacher could do the following. Clarify vocabulary and symbols (2.1): Recommendation(s) - The teacher could highlight vocabulary from the text either in the book or by creating a Google slide to clarify the meaning of the words and to provide images representing the meaning of each word. The teacher could even use a matching game format in which students could click- and-drag words and images to match them. - As students apply their knowledge to complete their Day 4 notecatchers with their groups, the teacher could support their decoding of the text by doing the following. Support decoding of text, mathematical notation, and symbols (2.3) Recommendation(s) - The teacher can enable the Immersive Reader Google Chrome extension on students’ Chromebooks to assist them with decoding the complex scientific text and vocabulary. This will offer support to ELL students, as well as those students with ADHD and Speech/Language deficits. - As students watch the video called Weird Beak Shapes the teacher could do the following to help illustrate through multiple media. Illustrate through multiple media (2.5) Recommendation(s) - The teacher could point out birds from the day’s informational text Beaks, other trade books from previous lessons, and anchor charts placed around the room while watching the video to help students make connections between media.	Provide options for Expression & Communication: - Throughout the engage (video & discussion), explore (notecatcher review), explain (read-aloud & discussion), apply (create a notecatcher), and share (notecatcher presentation) sections of the lesson multiple media for communication is used. Some additional recommendations are listed as follows. Use multiple media for communication (5.1) Recommendation(s) - The teacher could use text-to-speech software or a screen reader to help students decipher unfamiliar text. The teacher could also use the live-feed video from the Cornell Lab to get live communication from bird experts. - Throughout the lesson, the teacher and students use the Smartboard and Chromebooks to construct and compose content. Additional recommendations are below. Use multiple tools for construction and composition (5.2) Recommendation(s) - The teacher could have students refer to their Backyard Birds Field Guide from the previous week’s lessons to look up the meaning of scientific vocabulary to help with the construction of their finished products. Students that have trouble clicking-and-dragging on their Chromebooks can be provided a paper copy of the notecatcher to complete as needed. - When allowing students to complete their graphic organizers, the teacher

	keep students on task and to remind them of what they are learning.		could do the following to help provide additional support. Build fluencies with graduated levels of support for practice and performance (5.3) Recommendation(s) - The teacher could assign students differentiated versions of the notecatcher in Google Classroom to better meet their individual needs and ability levels.
Internalize	Provide options for Self Regulation: - Small modifications can be made as students build on their learning by exploring their notecatchers from the previous lessons, listen to the informational nonfiction text, and participate in the discussion of how the birds used their beaks for survival. Promote expectations and beliefs that optimize motivation (9.1): Recommendation(s) - The teacher could reiterate the learning targets/expectations and provide positive feedback verbally and through the use of GIFs displayed throughout the slideshow to encourage participation and sustain engagement. The teacher could also provide “brain breaks” as needed. - Small modifications can be made as students create their own Day 4 notecatchers with their cooperative groups using their Chromebooks. Develop self-assessment and reflection (9.3) Recommendation(s) - The teacher could have students use finger signals to indicate their level of understanding while working. (Ex: thumb up, thumb sideways, thumb down) Students could also be provided a Self-Reflection exit ticket to reflect on their learning and confidence in their acquisition of the lesson content. (Ex: smiley face, straight face, sad face) - If students struggle with creating their Day 4 notecatchers while working in cooperative groups the teacher could employ the use of the following strategies. Facilitate personal coping skills and strategy. (9.2): Recommendation(s) - The teacher can make sure that cooperative learning groups are heterogeneously mixed in ability (high, average, low) to provide extra support to struggling students. Higher students can serve as the “experts” to provide support within the groups.	Provide options for Comprehension: - During the teacher-led discussion at the start of the lesson to review the Unit 2 Guiding Question and the daily learning targets, the teacher could do the following to help activate or supply background knowledge. Activate or supply background knowledge (3.1): Recommendation(s) - The teacher could have students echo-read the learning targets after her and have volunteers explain them to the class in their own words, making connections to previous learning from Unit 2. The teacher could also assign content from the extend section of the lesson plan as homework prior to the start of the lesson to help strengthen students’ background knowledge. - Both at the start and at the end of the lesson, the teacher could do the following to highlight patterns and big ideas connected to this lesson. Highlight patterns, critical features, big ideas, and relationships (3.2) Recommendation(s) - The teacher could create a Bubble Map anchor chart either on chart paper or on a Google slide with the Unit 2 Guiding Question to allow students to reflect and comment on how the lesson for the day connects to the big idea of the entire unit/module. - When students are exploring their notecatchers from the previous lessons and describing the previously researched birds’ beaks and their functions, the teacher could take the opportunity to guide their information processing and visualization by doing the following. Guide information processing and visualization (3.3): Recommendation(s) - The teacher could make sure that students understand that their notecatchers are a form of graphic organizer. She could point out the categories on the notecatcher and ensure that students can process and visualize where the collected information should be placed.	Provide options for Executive Functions: - During the reflection portion of the lesson, as students reflect on their learning and set new goals the teacher could guide their goal-setting through the following approaches. Guide appropriate goal-setting (6.1) Recommendation(s) - The teacher could have students compile their completed work in a digital portfolio like SeeSaw for future reference or write their goals down on a learning plan reflection checklist, having them check off goals they have already achieved. - To help students easily access any assistive technologies and other support tools, the teacher will do the following. Support planning and strategy development (6.2) Recommendation(s) - The teacher will create a reference document via Google slides to act as a digital library of assistive tech tools for students to use on future assignments. The digital library can also be posted in Google Classroom or via Classtag for parent access as needed. - In order to monitor the students’ progress on these skills, the teacher will try the following recommendations. Enhance capacity for monitoring progress (6.4) Recommendation(s) - The teacher will track students’ progress through the aforementioned digital portfolio, in Google Classroom, and in their digital/written notecatchers. During the lesson, the teacher could use the GoGuardian website to actively monitor students’ activities and progress in real-time. The teacher could also administer a pre/post test to gauge students’ attainment of skills and overall understanding.
Goal	Expert learners who are...		
	Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed