PD Support Materials

Conducting Research

Directions for Using the Overview Slideshow

Each Instructional Strategy Guide contains an overview slideshow that sets the context for the evidence-based practices that are presented in Teach with Tech and illustrated in the Lesson in Action. It also identifies ways to differentiate instruction based on the Universal Design for Learning (UDL) principles. Discussion questions are embedded in each slideshow.

- ▶ PD Goals
    - To set a context for delving into Teach with Tech and the Lesson in Action
    - To elicit prior knowledge and build background knowledge
- ▶ PD Materials
    - The slideshow within the Instructional Strategy Guide
    - Discussion questions (embedded within the slideshow and provided as a handout below)
- ▶ PD Activity
    - Ask teachers to review the slideshow (either before or during the session)
    - Elicit conversation using discussion questions
    - As a follow up, share key ideas

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Discussion Questions for the Conducting Research Slideshow

DISCUSSION QUESTIONS

1. What challenges do your students face in conducting research?

2. What choices do you give students in selecting research topics?

3. What types of strategies do your students use to gather information?

DISCUSSION QUESTIONS

1. How can you take advantage of a student's interests and abilities in motivating them to identify a research question?

2. How does the information gathering process support differentiated instruction?

3. What are the multiple means of representation students can use to present their research?

DISCUSSION QUESTIONS

1. What technology tools are your students using to carry out the research process?

2. What strategies do you use to help students analyze the information they gather?

3. How do you use formative assessment strategies to strengthen your students' inquiry process?

Directions for Using Teach With Tech

Each Instructional Strategy Guide contains a Teach with Tech section, which offers suggestions for differentiating evidence-based practices and personalizing instruction using a range of technology tools.

PD Goals

▶ To examine and discuss evidence-based practices in terms of:

- What they are and how they can be used to differentiate instruction

- How technology tools can be integrated to further meet the needs of struggling students

▶ To generate additional instructional strategies based on the needs of your students and the technology tools that are available in your school

PD Materials

▶ Teach with Tech (which is located within the Instructional Strategy Guide). This can be:

- Distributed as a handout

- Projected onto a large screen

- Viewed on laptops, tablets, and other devices

▶ A companion chart (below), titled *Differentiate the Strategy*. The chart is divided into three columns:

- The left-hand column, "Evidence-Based Practices," which is divided into three sections (one for each of the three evidence-based practice headings)

- The middle column, "PowerUp Suggested Strategies," which lists the strategies presented within PowerUp

- The right-hand column, "Differentiating Instruction with Technology," which has been left blank so that it can be used to record ideas brainstormed by the group of teachers in your school

PD Activity

▶ Review Teach with Tech (contained within the Instructional Strategy Guide)

- Review the strategies under each of the three evidence-based practice headings

    • Discuss how relevant they are to your students' needs
    • Compare them with current classroom practices
    • Identify new ideas that could be implemented

- Discuss the accompanying Quick Views

- Explore and discuss the identified UDL Guidelines

▶ Introduce the companion chart titled *Differentiate the Strategy*

- Collaboratively (in small groups or pairs) brainstorm ideas to include in the right hand column ("Differentiating Instruction with Technology") by:

    • Exploring possible technology tools available in the school
    • Sharing ideas
    • Identify what it would take to implement these ideas in the classroom

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Differentiate the Strategy: Conducting Research

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Direct Instruction	Explain that the research process is an iterative, inquiry-based process that involves selecting a topic to explore, gathering information, analyzing the information, and sharing what is learned.	
	Explicitly show students how to appropriately select and use digital tools to gather, organize, and analyze information.	
	Demonstrate different ways to share research results (e.g., written report, multimedia presentation, podcast, website, and visual display).	
Help Students Conduct Research for a Variety of Purposes	Guide students through a process that allows them to begin by broadly exploring varied topics, selecting an area of focus, and then identifying a specific research question.	
	Help students assess the validity of online sources based on their purpose and topic of research.	
	Based on the focus of their research, help students use appropriate technology-supported information gathering strategies.	
Engage Students in Ongoing Assessment	Have students elicit peer feedback to evaluate each phase of the research process.	
	Assess whether students are using effective strategies to critically evaluate online information.	
	Have students write or record short summaries of what they are learning using blogs, mini-podcasts, the class wiki, or websites.	

Directions for Using the Lesson in Action

Every Instructional Strategy Guide includes one or more Lessons in Action. Each lesson provides a classroom example of the relevant evidence-based practice. The example illustrates how a teacher aligns instruction with the Common Core State Standards, differentiates instruction to meet the needs of her diverse students, uses technology to personalize learning, and engages in formative assessment.

PD Goals

- ▶ To analyze the Lesson in Action and reflect on current teaching practice
- ▶ To provide teachers with a foundation for their own lesson planning

PD Materials

- ▶ The Lesson in Action you selected from the Instructional Strategy Guide, which can be:
  - ▪ Distributed as a handout
  - ▪ Projected onto a large screen
  - ▪ Viewed on laptops, tablets, and other devices
- ▶ The companion handout (titled ***Scavenger Hunt***), which can also be distributed as a handout, projected onto a large screen, or viewed on devices

PD Activities

- ▶ Analyze and discuss the Lesson in Action
- ▶ Use the ***Scavenger Hunt*** handout to discuss how the teacher is:
  - ▪ Aligning the lesson with the Common Core State Standardards
  - ▪ Employing the strategies suggested in Teach with Tech
  - ▪ Using technology to support struggling students
  - ▪ Personalizing instruction through differentiation
  - ▪ Translating UDL principles into action
- ▶ Compare the Lesson in Action with current practice in your school and classrooms
- ▶ Identify the new ideas the Lesson in Action offers for using:
  - ▪ Evidence-based practices
  - ▪ Differentiated instruction and UDL
  - ▪ Technology tools
- ▶ Use the Lesson at a Glance for lesson planning:
  - ▪ Discuss the sequence of the instructional steps: What? Why? How?
  - ▪ Discuss how the instructional steps can be used as a basis for lesson planning
  - ▪ Create a modified lesson plan to meet student needs by working individually or in collaboration

See the PD Facilitator Guide for related activities to support ongoing professional learning.

Scavenger Hunt

Within the Lesson in Action, can you find an example of how the teacher...

1. Aligns instruction to meet the Common Core State Standards?

2. Uses one of the Teach with Tech suggested practices?

3. Uses technology to support struggling students?

4. Personalizes instruction through differentiation?

5. Translates UDL principles into action?

If you can't find an example, what would you have done?