

PD Support Materials

Reviewing

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 Reviewing Writing Slideshow

DISCUSSION QUESTIONS

1. How do you explain to your students the difference between reviewing and editing?
2. What challenges do your struggling writers face?
3. What online or offline tools, templates, and rubrics help students self-assess their writing?

DISCUSSION QUESTIONS

1. What helps struggling students maintain their motivation to edit and revise their writing?
2. What choices do you give your students about how to present their final writing?
3. How do you pair students so that those who are more skilled writers can mentor those who need more support?

DISCUSSION QUESTIONS

1. How do you use technology tools to support struggling writers throughout the reviewing process?
2. What tools or strategies do you use to point out ways students can strengthen their writing through revising?
3. What factors contribute to successful peer review?

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: Modeling in Math

Evidence-based Practice	PowerUp Suggested Strategies	Differentiating Instruction with Technology
Provide Clear Explanations	Teach strategies for revising and editing using mnemonics and tool-based support.	
	Embed QR codes into student drafts with prompting questions.	
	Use podcasts, videos, and articles that illustrate and describe how published authors revise and edit so that students understand the importance of reviewing their work several times.	
Give Students Strategies and Models	Teach students to collaborate as writers through peer editing using techniques like compliments, suggestions, and corrections. Monitor conferences, and re-teach skills to students who need more practice giving and receiving positive feedback. Ask students to reflect on their progress in developing these skills.	
	Make sure students know their audience and purpose and choose the appropriate text, considering form, structure, and features (e.g., a report, poem, story, or poster).	
	On the class website or blog, keep a list of examples of strong texts that demonstrate features such as varied sentence structure, good word choice, strong dialogue, and, for non-fiction, the use of graphs, pictures, headings, and captions.	
Provide Ongoing Formative Assessment	Conference with students to help them focus on the qualities of good writing or solve a writing problem.	
	Give students a chance to share their writing with the class. Have students videotape themselves discussing their writing and show it on the whiteboard. Classmates can ask questions and give each other constructive feedback, which can be recorded using a microphone and video camera. Always model and provide sample language first.	
	Continue monitoring students' peer-conferencing skills. Have students who need more practice with feedback watch a video about peer conference mistakes. Ask students to reflect on their progress in developing these skills, using a video camera to record conversations.	

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 Activity

- ▶ 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 Standards
 - 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?