

Differentiated Writing Instruction: Growing Successful Writers
COABE Conference, April 2016
Session Facilitator: Mary Ann Corley, Ph.D.

PPT 2. Objectives

By the end of this session, participants will be able to...

- A. Define the principles of differentiated instruction (DI) and of Universal Design for Learning (UDL)
- B. Identify the benefits of incorporating DI and UDL principles into writing instruction
- C. Describe strategies for differentiating content, process, and product in teaching writing and for helping students meet with success in writing

PPT 3. Can All Students Learn?

PPT 4. The BIG Idea: Research-based best practice supports designing instruction based on the assumption that all students can learn, although they may learn in different ways and at different rates.

PPT 5. In the past, we typically planned lessons based on the average student's needs...

And we often taught as though all students had the same needs...

PPT 6. But...We now know that the way each of us learns is as unique as our fingerprints.

PPT 7. Brain imaging shows individual differences among three different people learning the same finger tapping task.

PPT 8. "When a flower doesn't bloom, you fix the environment in which it grows, not the flower." -Alexander Den Heijer

PPT 9. Turn and Talk: When a student in your class doesn't seem to be learning, what do you usually do?

PPT 10. Super Sleuth: Work with an elbow partner to answer these questions:

What is your definition of differentiated instruction?	Give an example of when you have used DI?	What is something you would like to learn about DI?
When do you use small group instruction?	Differentiation means as many lesson plans as you have students. Do you Agree?	How do you discover how your students learn?
What are some ways that you form student groups in your classroom?	Name some quick assessments in your class (e.g., ways you check for understanding)	Are DI and assessment related?

PPTs 11 & 12. Differentiated instruction:

Meeting the Needs of ALL Students; Making Learning Accessible to ALL Students

- A flexible system of instruction that meets individual student needs, guided by a common goal;
- A process in which teachers enhance learning by matching student characteristics to instruction and assessment.
- Allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students' needs. (Hall, Strangman, & Meyer, 2003)
- Not a single strategy, but rather an approach to instruction that incorporates a variety of strategies.
- Involves creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn.

PPT 13. Definition: "...differentiating instruction means ... that students have multiple options for

- taking in information,
- making sense of ideas, and
- expressing what they learn.

In other words, a differentiated classroom provides different avenues

- to acquiring content,
- to processing or making sense of ideas, and
- to developing products so that each student can learn effectively." (Carol Ann Tomlinson, 2001)

PPTs 14-16. (from *The Differentiated Classroom: Responding to the Needs of All Learners*, Tomlinson, 1999)

Teachers can differentiate

Content What is being taught; Reflects CCR standards

Process How the student makes sense of/understands the information, ideas, and skills being taught

Product How the student shows what he/she has learned

According to Students'

Readiness Skill level and background knowledge of the student

Interest Students' likes and preferences

Learning profile VAKT: Visual, Auditory, Kinesthetic, Tactile

Grouping Preferences: Individual, small group, large group

PPTs 17 & 18. Traditional v. Differentiated Classrooms

	Traditional Classroom	Differentiated Classroom
Student Differences	Addressed when they become a problem	Are the basis for planning and instruction
Assessment	Tends to be summative	Diagnostic and formative
Student Interests/ Learning Preferences	Interests rarely inform or guide instruction	Instruction based on ways in which students learn
Instruction	Mostly whole class instruction	Many instructional groupings used
Assignments	All students usually given the same assignment	Multi-option or multi-choice assignments are used
Factors Guiding Instruction	A single curriculum guide or text often used	Guides and standards are used but are supplemented by various materials

PPT 19. Why Differentiate?

- One size does not fit all.
- No two students are alike.
- They learn at various paces and in different ways.
- They need multiple paths to reach the same goals.
- Differentiation makes the curriculum more accessible to all students

PPT 20.

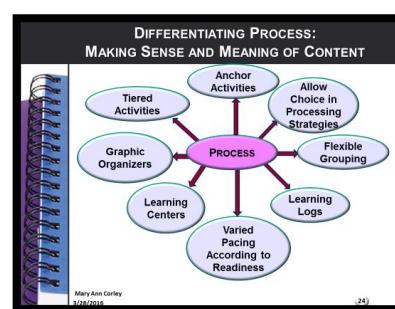
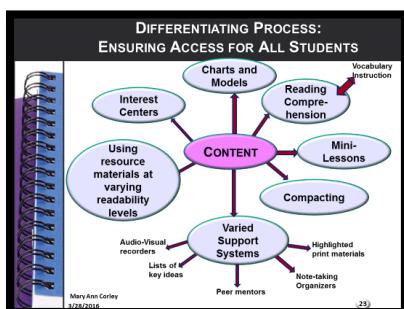
Differentiation IS NOT	Differentiation IS
<ul style="list-style-type: none"> ▪ Tracking ▪ Just homogeneous grouping ▪ A new strategy ▪ Teaching to the middle ▪ A series of activities ▪ Lowering the bar ▪ 20 different lesson plans for one class 	<ul style="list-style-type: none"> ▪ A way of thinking and planning ▪ Flexible grouping ▪ Student centered ▪ Rigorous/Relevant ▪ For <u>all</u> learners ▪ Based on academic and personal needs ▪ Fosters relationships and reflection

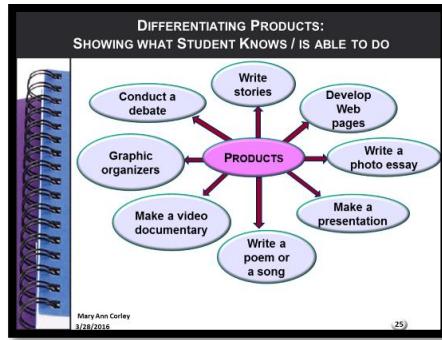
PPT 21. Self-Reflection: What do you currently do to differentiate writing instruction in your classes?

PPT 22. What can be differentiated?

- Time
- Teaching Strategies
- Learning Strategies
- Classroom Assessments
- Materials and Resources
- Grouping
- Expectations

PPTs 23 – 25.





PPT 26. Products

Advance organizer	Comic strip	Graphic organizer	Oral history	Research report
Advertisement	Computer game	Greeting card	Oral report	Scrapbook
Animation	Computer program	Haiku	Outline	Short story
Annotated bibliography	Critique	Hypothesis	Painting	Simulation
Argument	Debate	Illustrated story	Pamphlet	Skit
Audiotape	Diagram	Interview	Pantomime	Small-scale model
Biography	Diary	Invention	Paragraph	Social action plan
Blueprint	Dictionary	Investment portfolio	Photo essay	Song
Board game	Display	Journal	Photo journal	Sonnet
Book jacket	Dramatic monologue	Learning profile	Play	Summary
Bulletin board	Drawing	Lecture	Picture dictionary	Survey
Bulleted list	Economic forecast	Lesson	Picture book	Table
CD disc	Editorial	Letter	Poem	Timeline
Calendar	Elegy	Limerick	Portfolio	Theory
Campaign	Essay	Line drawing	Poster	Topographical map
Card game	Etching	List	PowerPoint slides	TV documentary
Census	Experiment	Magazine article	Prediction	TV newscast
Character sketch	Fable	Map	Protocol	Video
Charcoal sketch	Fact file	Memoir	Proposal	Video game
Chart	Family tree	Movie	Questions	Vocabulary list
Choral reading	Filmstrip	Musical composition	Radio show	Weather
Chronology	Glossary	Newspaper	Relief map	instrument/log
Collage	Graph	Notes	Reflection	Web page
		Observation log	Reflective essay	Worksheet

PPT 27. Now let's talk about Universal Design—Started with architecture...Designed for individuals with disabilities but allows access to everyone.

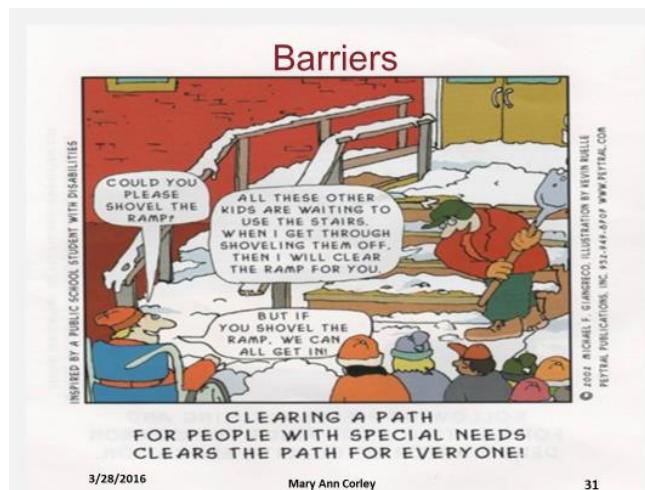
PPT 28. Civil Rights Legacy and UD

- No longer one-size-fits-all; Must offer alternatives
- Must reduce barriers
- Access is not an afterthought; Must consider needs of the broadest range of users, and must design full access from the outset, not add features on later
- More cost-effective to plan ahead to accommodate diversity rather than retrofit for individual needs
- Result: Increased access opportunities for everyone

PPT 29. UD Solutions: Ramps/Curb cuts/Electric doors/Support bars in bathrooms/Closed-captioning/Easy-grip tools

PPTs 30 & 31. One Simple UD Example: Automated Door -- Who benefits?

- People carrying things
- People in wheelchairs
- People with service animals
- Everyone!



3/28/2016

Mary Ann Corley

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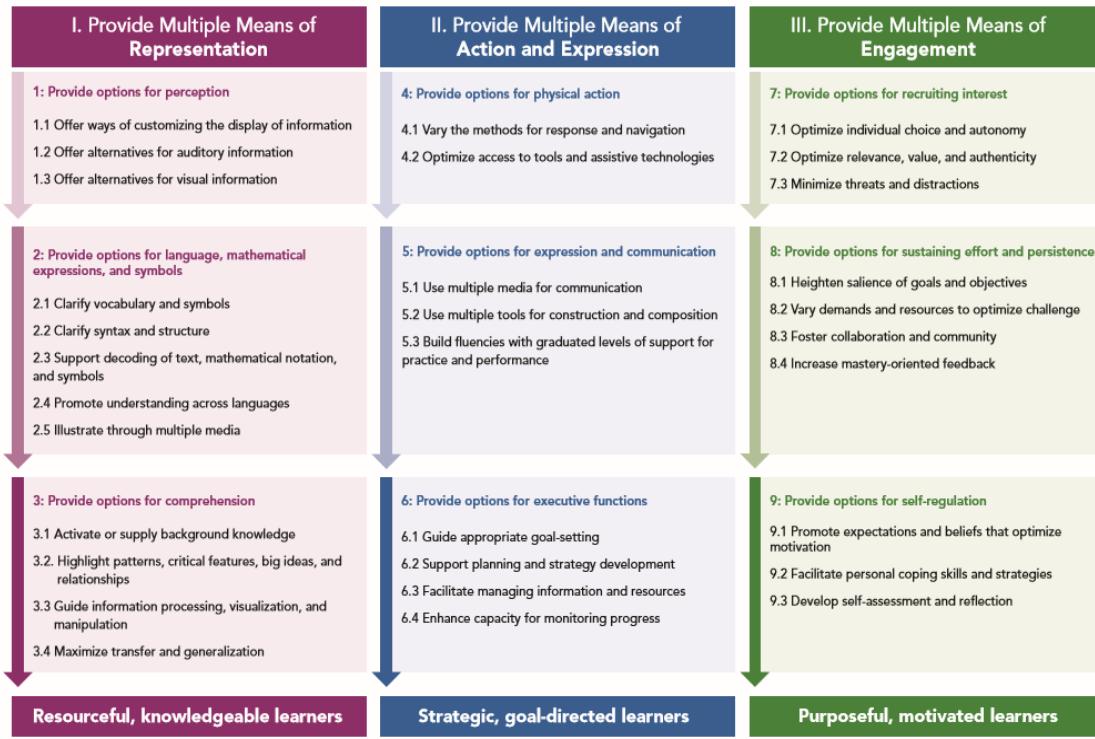
PPTs 32 & 33. Three Principles of UDL: Multiple Means of...

1. **Representation:** Present information in multiple ways so students have various ways to acquire information
2. **Action and Expression:** Provide multiple pathways and alternatives for students to demonstrate what they know—by performing tasks and expressing their knowledge
3. **Engagement:** Provide multiple ways to engage students by tapping into their interests and motivating them to learn

Objective: To provide students with a wide variety of options throughout the learning experience

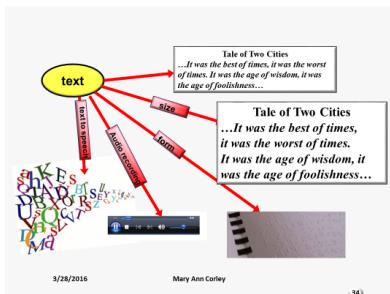
PPT 34.

Universal Design for Learning Guidelines



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PPTs 35 & 36. Multiple Means of Representation:



Examples:

- Provide opportunities for students to work collaboratively.
- Use multiple groupings and create expectations for group work (e.g., rubrics, norms)
- Encourage reciprocal teaching
- Provide feedback that is timely, specific, and informative and that emphasizes effort and improvement

PPT 37. Multiple Means of Action and Expression

Variety of tools and media

- Written response
- Verbal response
- Multimedia response
- Dramatic response

PPT 38. UDL and Technology

Principle I: Multiple Means of Representation: PowerPoint, Podcasts, Elmo, E-books, oral lectures

Principle II: Multiple Means of Action and Expression: wikis, blogs, or other online forums

Principle III: Multiple Means of Engagement: online collaboration and Webquests

PPT 39. Many Low-Prep and Low-Tech Ways to Make a Difference

- Use small group instruction
- Teach in multiple modes
- Offer options to work alone or work with a friend
- Put key materials on tape
- Provide mini-workshops to reinforce learning
- Regularly connect details to big picture of meaning
- Connect ideas to student interests
- Offer students varied ways to explore and express ideas
- Connect class work with life beyond the classroom
- Encourage students to develop personal criteria for success
- Use key reading strategies regularly (e.g., close reads, think-alouds)
- Ask for student advice on class structure

PPTs 40 & 41. How do DI and UDL compare?

UDL Principles	Differentiated Instruction
Multiple Means of Representation: Presenting, receiving, interpreting information/concepts; adapting for learner needs. The <u>what</u> of learning.	Content: <u>What</u> the teacher plans to teach.
Multiple Means of Engagement: Increasing participation, adjusting for student interests and cultural backgrounds, adjusting the environment to allow for flexible grouping and access to materials/ technology. The <u>why</u> of learning.	Process: <u>Why</u> the teacher chooses a particular method, strategy, or approach to teach content/skills to a given set of learners. (How students will participate and how all are challenged.)
Multiple Means of Expression: How students respond to information presented and express what they know. The <u>how</u> of learning.	Product: <u>How</u> the students will be assessed.

from Gargiulo, R. and Metcalf, D. (2010). *Teaching in today's classrooms: A universal design for learning approach*. Wadsworth
In short, UDL and DI provide...

- More ways to access information...
- More ways to participate in the learning environment...
- More ways to demonstrate learning...

Resulting in more equitable access to the general curriculum for ALL learners

PPT 42. Examples of Differentiating Writing Instruction

- **Content:** Teach students how to combine simple sentences into more sophisticated compound or complex sentences, depending on students' readiness and skill levels.
- **Process:** Have students access content through printed materials, versus learning centers (stations), versus the Web, depending on student interests; Have students work in pairs or small groups versus independently.
- **Product:** Have students demonstrate understanding of sentence combining by rewriting a text in compound or complex sentences versus making an oral presentation on the concept.

PPT 43. Caution: Differentiation Pitfall

“...teachers attempt to “differentiate” instruction by giving struggling learners less to do ...and by giving more advanced students more to do ... It is not helpful to struggling students to do less of what they do not grasp. Nor is it helpful to advanced students to do more of what they already understand... the “more” or “less” approach to differentiation occurs when we lack clarity about essential outcomes and thus a meaningful basis from which to differentiate.”

C.A. Tomlinson & J. McTighe (2005). *Integrating Differentiated Instruction and Understanding by Design*, ASCD (p. 41).

PPT 44. Writing: A Highly Complex Process

- Involves multiple brain functions and abilities.
- Requires the writer to
 - ✓ Formulate ideas,
 - ✓ Organize and sequence points in logical order,
 - ✓ Select vocabulary, check for grammatical correctness, spell words correctly, punctuate, and write legibly.
- Requires simultaneous and sequential integration of attention, language, long-term memory and working memory, motor skills, higher-order thinking, and metacognition.

PPT 45. Ways to build Capacity in Struggling Writers

- Experiential writing
- Dictation Pairs
- Personalized vocabulary
- Models of student writing
- Experiential writing
- Dictation Pairs
- Personalized vocabulary
- Models of student writing

PPT 46. Six Strategies for Differentiating Writing Instruction

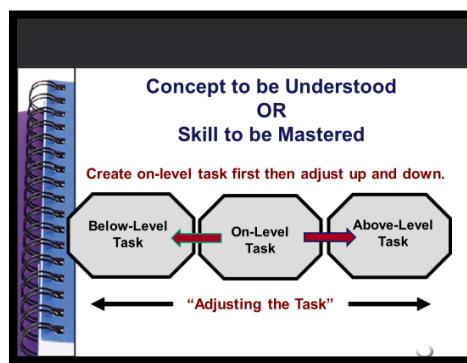
- A. Tiered Activities
- B. Choice Tasks/Parallel Tasks
- C. Compacting
- D. Flexible Grouping
- E. Multiple Entry Points
- F. Anchor Activities: Exit Cards / Tic-Tac-Toe Boards / Cubing

PPT 47. Strategy A. Use Tiered Instruction

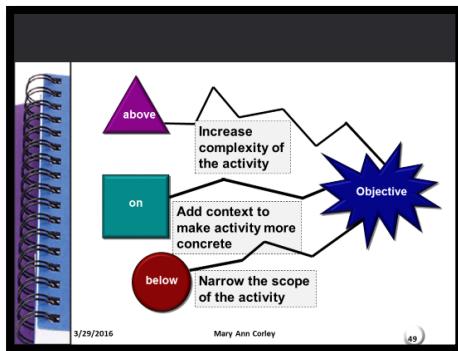
Making slight adjustments in a lesson (e.g., changing the level of complexity or amount of structure in a task or the time allowed to complete task) to meet the needs of students

- A stairwell providing access to multiple levels.
- Bottom level represents learning tasks for students with less readiness and fewer skills.
- Stairs continue through enough levels to reach the appropriate challenge for more advanced students.
- Students may not be on every stair level because students progress through tiers of learning at different rates.
- On each tier, there are multiple small-group activities presenting different ways to learn.

PPT 48. Planning Tired Assignments



PPT 49. Tiered Lessons: Start with a Whole-Class Activity



PPT 50. Example of a Tiered Writing Activity

- Ask students with moderate skills to write a short persuasive essay on a thesis and write supporting statements (thesis statement can come from you, or students can suggest a thesis statement of interest to them); e.g., *Smoking is bad for one's health*.
- Ask students with more advanced skills to research the topic and use arguments from their research to support the thesis.

PPT 51. Example of a Tiered Writing Activity after Reading *Animal Farm*

- Describe the novel's basic symbolism
- Explain direct correlations between the book and communism
- Discuss examples of current human behavior reflected in the book.

Note: For students to accomplish the higher level, they also must have an understanding of the lower levels.

PPT 52. Example of Tiered Assignments *Controlled Composition* (Christina Bratt Paulsen)

One written model (passage or story) used for all students. Everyone rewrites the model, but each student has a different task, depending on skill level.

Examples

- Rewrite passage in past tense.
- Combine two simple sentences into compound or complex sentences.
- Substitute pronouns for all proposer names.
- Re-write as contrary-to-fact.

PPT 53.

What Can Be Tiered?	What Can We Adjust?
<ul style="list-style-type: none">Processes, content, and productsAssessmentsAssignmentsWriting promptsAnchor ActivitiesLearning StationsMaterials	<ul style="list-style-type: none">Level of complexityAmount of structurePacingConcrete to abstractAnchor ActivitiesOptions based on student interestsMaterials

PPT 54. Strategy B. Choice or Parallel Tasks

- ✓ Teach same big idea but use activities with different levels of difficulty, thereby accounting for various readiness levels of students.
- ✓ Sometimes it is teacher choice; other times it is student choice.

Example: A variety of writing activities focused on a specific skill

Students can choose one or several activities to complete as they learn a skill, e.g., summarization skills—students can select from simple or more complex passages to read and write summaries of.

PPT 55. Internet-Based Assignment: Student Choice

Select a person in one of the folders and write a composition describing that person as thoroughly as you can.

Choose from Athletes, Authors, Artists, Film Stars, Musicians, Politicians, Scientists

PPT 56. A Word about Student Options



PPT 57. Strategy C. Compacting: Adjusting instruction to account for prior student mastery of learning objectives

Three steps

1. Assess student's level of knowledge on the material to be covered and determine skills he/she still needs to master.
2. Create plans for what the student needs to learn, and excuse student from studying what he/she already knows about topic.
3. Create plans for freed-up time to be spent in enriched learning.

PPT 58. Example of Compacting

- For students who already can write a five-sentence paragraph: Ask them to apply it to a variety of topics, or stretch the students by teaching the form for an argument essay.
- Ask students with more advanced skills to research the topic and use arguments from their research to support the thesis.

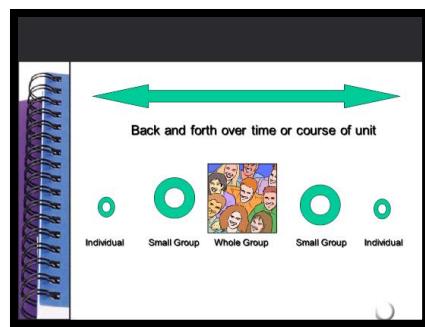
PPT 59. Strategy D. Flexible Grouping:

Students work as part of many different groups, depending on task and/or content

- Sometimes a student works in a group based on readiness, sometimes on interest, sometimes on learning profile
- Groups either assigned by teacher or selected by students; Students assigned either randomly or purposefully. Allows students to work with various peers. Prevents “labelling.”

UDL Principle: Multiple Means of Engagement

PPT 60. Ebb and Flow of Experiences (Tomlinson)



PPT 61. Hot Topic: Two Groups

Group 1	Group 2
<ul style="list-style-type: none">• Meet with teacher• Brainstorm for hot topics• Web ideas for possible inclusion• Develop a word bank• Storyboard a sequence of ideas• Make support ladders• Begin writing	<ul style="list-style-type: none">• Alone or in pairs, develop a topic• Make a bank of power ideas• Web or storyboard the sequence and support• Meet with teacher to “ratchet”• Begin writing• Paired revision• Paired editing

PPTs 62 & 63. Examples of Grouping Formats

Whole group instruction	Used to enhance learning when all students have approximately the same level of prior knowledge and no critical differences in learning style preferences, interests, effort or motivation.
Cooperative learning groups	Small teams of learners participate on similar tasks. Based on social learning theory, which states that increased learning results when students engage in discussions, think-alouds, and other forms of verbal interaction.
Flexible, small groups	Used to enhance learning when significant differences exist among students. Groups of 2-10 students are formed for short periods of time to address critical differences in students' interests, learning style preferences, questions, motivation, expression style preferences, prior knowledge, readiness to learn, and learning rate. Group tasks are different and honor student differences. Can be facilitated by a teacher or by students and may support collaborative teaching and learning activities.
Dyads	Students are paired for a variety of purposes: to share thinking, to complete a task, to analyze and reflect on a completed task, or to check each other's work.
Tutoring	The teacher works one-on-one with a student to address unique facets of the student's prior knowledge, cognitive, or social and emotional profile.

Groups can be

- Homogeneous
- Heterogeneous
- Cross Skill Level
- Cluster
- Interest-Based

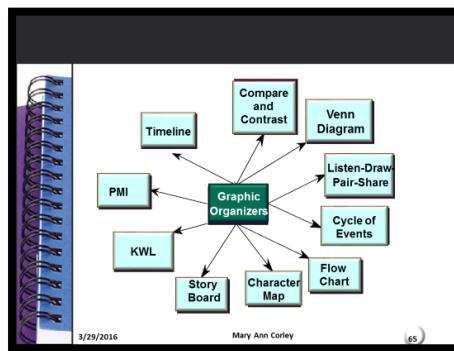
Example of Flexible Grouping:

- Teach a pre-writing strategy using graphic organizers
- Then allow students to choose groups and methods for acquiring background info (e.g., Internet search, read article, watch video)

PPT 64. Graphic Organizers?

- Aide comprehension, concept development and learning
- Highlight key vocabulary
- Provide an organized, visual display of knowledge
- Focus attention on key elements
- Help integrate prior knowledge with new knowledge

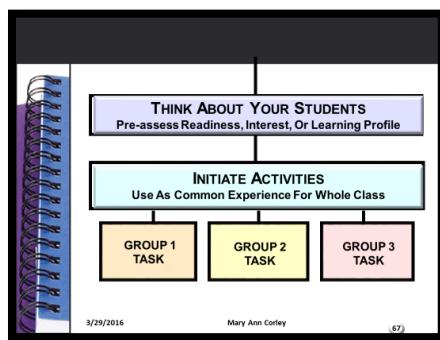
PPT 65. Types of Graphic Organizers



PPT 66. Some Leveled Writing Prompts for Persuasive Essay—Plan Using a Graphic Organizer

- Some people advocate year-round schooling with short (two-week) breaks in the winter and the summer. Do you believe this is a good idea? Why or why not?
- As Americans, we enjoy many freedoms. Which freedom do you believe is the most important? Why?
- Write a review of the last movie you saw.
- Design a public service announcement discouraging people from smoking.
- Should children be allowed to play violent video games? Write an opinion piece defending your position.
- You work at an advertising agency. Write an advertisement for a new car.
- What, in your opinion, is the best season? Write a persuasive essay defending your choice.
- You've been asked to go on a radio show to talk about the dangers of texting and driving. What will you say?
- Should gambling be legal? Write a persuasive essay defending your opinion.

PPT 67. Identify Outcomes--What Should Students Know, Understand, Or Be Able To Do?



PPT 68. Strategy E. Use Multiple Entry Points (UDL Principle: Multiple Means of Representation)

- ✓ Provide different ways for students to access a concept so that all students can access the learning.
- ✓ Use diverse activities for students to learn the same concept, and give students choices.

PPT 69. Choose Your Station: Auditory, Visual, or Tactile/Kinesthetic

PPT 70. Multiple Entry Points

Based on Five Representations	Based on Multiple Intelligences
Concrete	Logical-Mathematical
Real-World (context)	Bodily kinesthetic
Pictures	Linguistic
Oral and written	Spatial
Symbols	

PPT 71. Strategy F. Use Anchor Activities

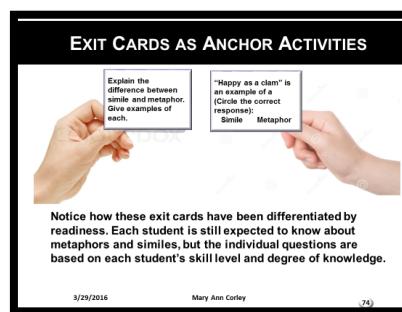
Ongoing assignments/activities that students can work on independently throughout a unit or a semester.

PPT 72. Why Use Anchor Activities?

- To provide meaningful work for students when they finish an assignment or project, when they first enter the class, or when they are “stumped.”
- To free up the teacher to work with other groups of students or individuals.

PPTs 73 & 74. Examples of Anchor Activities

- Learning Packets or Activity Box
- Interest Centers
- Vocabulary Work
- Magazine Articles with Generic Questions
- Listening Stations or Manipulatives
- Puzzles or brain-teasers
- Commercial Kits and Materials
- Journals or Learning Logs
- Research Questions or Projects
- Silent Reading
- Websites



PPT 75. Exit Card 3 – 2—1

After reading over my rough draft...

- 3 Revisions I can make to improve my draft
- 2 Resources I can use to help improve my draft
- 1 Thing I *really like* about my first draft.

PPT 76. Tic-Tac-Toe Boards as Anchor Activities: Give students a choice in how they demonstrate their understanding of a given topic. Students select three adjacent or diagonal tasks to complete.

Complete a character analysis for the main character of your story.	Complete a character report card.	Name and draw a person who is like one of the characters in the book.
Build a miniature stage setting for your story.	Draw a picture describing at least 3 settings from the story.	Make up a limerick or cinquain poem about the setting of your story.
Use a sequence chart or timeline to describe at least 7 events.	Write a new beginning or ending to the story.	Make a game board about your story. Include key events (in order).

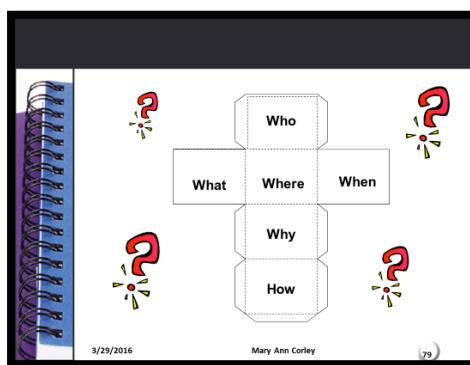
PPT 77. Writing Bingo (Students Choose One Bingo Square to Work on Each Month)

Write a short story.	Write a thank-you note.	Write a letter to the editor.	Write a product endorsement.	Interview a friend and write a summary.
Write an invitation to a party.	Write an e-mail request for information	Write a letter to a friend or relative.	Write a complaint letter to a store.	Write up rules for a game
Write a news story on a current event.	Read a short story and retell it in your own words.	FREE Your Choice	Survey classmates re: their favorite movie and write up results	Write how-to instructions for a process
Write about your goals for this class.	Create a cartoon strip.	Write a poem.	Write directions from one place to another.	Write a skit or scene for a play.
Write verse for a greeting card.	Write a proposal to improve something.	Write in your journal for a week.	Design a web page.	Summarize a recent news event.

PPT 78. Tic-Tac-Toe Board for Science Unit on Heredity and Genetics

Summarize Facts or ideas that are important in determining genetics.	Classify Dominant and recessive traits as they relate to Mendel's pea plants.	Draw Meiosis and mitosis and then write a definition of each.
Predict What a person might look like using the Punnett square.	Discuss The role genetics plays in your life and then write a short essay on the topic.	Draw A model of a DNA strand with a key and then describe it.
Survey Family Members Genetics—hair color, eye color—Graph your findings in a chart of your choice (pie, line, bar)	Interview a person whose career or hobby deals with genetic reproduction and write up the interview.	Review Two Websites on genetics and heredity and compare and contrast them.

PPT 79. Use Cubing as Anchor Activities: Generic Cube



PPT 80. Writing Example

Identify an object that you ask students to...

DESCRIBE: How does it look, smell, feel, taste, and sound? _____

ANALYZE: What is it made of? What are its parts? _____

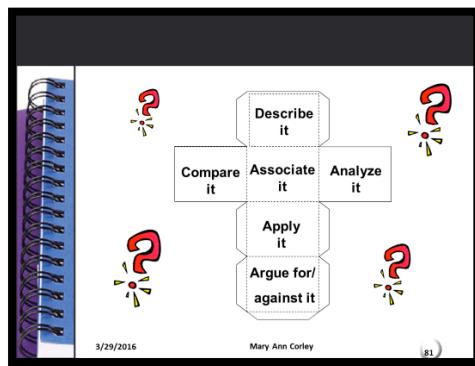
ASSOCIATE: What does it make you think of? _____

COMPARE: What is it similar to? What is it different from? _____

APPLY: What can you do with it? _____

ARGUE: Why is it a good thing? Why is it a bad thing? _____

PPT 81. Cubing—Using Levels of Critical Thinking



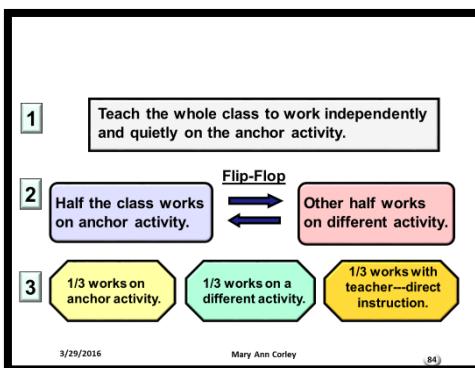
PPT 82. Use Cubing for Science or Social Studies Topics

- Compare the Civil War to another war.
- Associate the Civil War with other issues, topics, or concerns.
- Analyze the Civil War by discussing the events and decisions that led to the war.
- Apply the lessons you've learned from studying the Civil War. How does learning about the Civil War help you understand events, issues, topics, and decisions that still exist today?
- Argue for or against the Civil War. Should the war ever have been fought? Take a stand and list your reasons.

PPT 83. Use Cubing to Incorporate Bloom's Taxonomy into a Lesson Topic

- **Knowledge** —Students recall and cite content.
- **Comprehension**—Students demonstrate their understanding of the content.
- **Application** —Students use their knowledge and skills in a different way or situation.
- **Analysis** —Students break down topics into pieces and analyze them.
- **Synthesis** —Students consider aspects that seem to contradict each other and form something new.
- **Evaluation** —Students use their previous learning to judge the value or success of some thing. Students follow a specific criteria.

PPT 84. Use Anchor Activities to Create Groups



PPT 85. Anchor Activities Work Best When...

- Expectations are clear and the tasks are taught and practiced prior to use.
- Students are held accountable for on task behavior and/or task completion.

PPT 86. The “Bottom Line”: For Greater Student Success

- Ensure that teaching approaches are multisensory (auditory, visual kinesthetic)
- Present information in multiple ways (e.g., textbooks, digital documents, Web sites, models)
- Tap into students' background knowledge before introducing new information
- Allow flexibility and choice in use of tools to access information and in ways to demonstrate learning
- Use flexible grouping strategies
- Check for understanding and provide ongoing feedback
- Encourage student self-reflection to support metacognition (e.g., self-talk, journaling)

PPT 87. Final thoughts

- You will need time, energy, and patience to learn to differentiate instruction effectively in an academically diverse classroom.
- Administrative and peer support are essential.
- Requires sustained professional development over extended periods of time.
- Start small—Don't expect to have a differentiated classroom by next week.
- Choose your favorite lesson in your next unit as a starting point.
- Have fun and enjoy the experience

PPT 88. Always Keep in Mind...

"Educators are addicted to the moment when a student's eyes light up, when the teaching becomes learning. May your days be filled with such moments."

PPT 89. Resources

Center for Applied Special Technology	www.cast.org
CAST UDL Lesson Builder - Assists teachers to develop lessons that meet the diverse learning needs and academic goals of all students.	http://lessonbuilder.cast.org
National Task Force on UDL	www.udl4all.org
IDEA Partnership Community of Practice - UDL	www.sharedwork.org
NEA Research Spotlight on UDL	http://www.ne.org/tools
Center for Implementing Technology in Education	www.cited.org

PPTs 90 & 91. Set One Goal to Enhance Your Own Professional Growth...

Plan one change in your teaching...

1. What strategy do you want to try? _____.
2. How will you do it? How often will you use it? _____.
3. How will you monitor your progress and your students' progress—i.e., how will you know whether your new strategy is having an effect on student learning? _____.

PPT 92. Always Remember...

There is a vast difference between causing writing and teaching writing. We must explicitly teach writing.

PPT 93. Questions?/Comments?

PPT 94. Thank you kindly for your interest and support. Best wishes using these strategies with your students!