**April 8, 2013 Summary**

**Community of Practice: UDL/Differentiation**

* Provide a synopsis of work completed on each CofP day. (Continue with the template from Day One and Day Two)
  1. Sent to Jamie on Oct 5 and Dec 3
* Provide detailed information that would support evidence of professional learning gained from the three CofP days.
  1. See Project outlines
  2. Video evidence
* Attach all digital files, such as; podcast links, ubd units, rubrics, etc.
  1. See Project outlines
  2. Video evidence
* Explain how your new learning or new finished product has affected your professional work. In particular, state which skills were learned or more finely honed and how you have incorporated them into your professional work.
  1. Video evidence
* Which features have you actually tried or embedded in your work between October & April? (provide specific examples / applications)
  1. Video evidence
* How are the strategies learned or created more effective than what you did before?
  1. Video evidence
* Reflect on and include in the final report: “If you are videod while implementing what you learned/designed from this CofP work, what might you want to see/hear in yourself when you replay it?”
  1. Video evidence
* Provide specific examples of how your new understanding is affecting and benefiting student learning in your classroom or work place. What does your collected data indicate?

Our students thoroughly enjoyed the choice and autonomy involved in

this project. When they got to choose whichever country they were

interested in and design what their “trip” itinerary would look like, they

were very motivated to complete the task at hand.

* 1. It is an absolute necessity for students to have in their tool belts, all the tools necessary to carry out the full project. By knowing what is expected in the end, drives students forward throughout the process. By bringing in experts to show and explain effective source analysis and citations, students were equipped with the knowledge and skill necessary to find unbiased information and analyze its authenticity in order to create non-fiction and narrative pieces of writing.

Despite all the planning and scaffolding of requirements, as well as the abundance of time allocated, student still struggled (generally) to develop their ideas fully. Many did very thorough research and had great starting points but could not necessarily find ways to work factual information into their fictional writing. However, students excelled at presenting their factual information in an organized way in their non-fiction works.

Moving forward, for our future professional development, it would be beneficial to look into way to help students work their knowledge of subject matter into their writing in an organized and meaningful way.