Teaching writing to students with learning difficulties in inclusive English classrooms: Lessons from an exemplary teacher

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ABSTRACT: *This article reports on a case study of an exemplary teacher who was a participant in a professional learning project, WriteIdeas. The teacher provided instructional support in writing to a targeted student with learning difficulties in an inclusive Year 8 English classroom. Analytical frameworks were developed and applied to the data that had been collected from various sources. The case study sheds light on the multi-faceted nature and complexity of providing responsive and tailored instruction in writing to students in an inclusive setting.*

KEYWORDS: *Exemplary teacher, effective teacher, instruction, intervention, learning difficulties, learning disabilities, teaching, writing, written expression.*

Teachers are one of the key factors in delivering instruction that leads to the development of competent literacy learners. From the earliest studies of effective instruction (Bond & Dykstra, 1967) to more recent studies (Alton-Lee, 2003; Darling Hammond, 2000; Hattie, 2002; Timperley, 2005), teachers have been found to be pivotal in influencing students' literacy achievement. Some of these teachers may be described as "exemplary teachers", defined as those teachers who consistently use effective practices and "demonstrate the quality of excellence in every action they perform … both in what they and their students do" (Collins Block & Mangieri, 2003, p. 35). Investigations of exemplary teachers have provided detailed pictures of the curricula, instructional practices, classroom interactions, assessment tasks and classroom environments they have used or created.

THE *WRITEIDEAS* PROJECT

From 2003 to 2005, a research team comprising van Kraayenoord, Moni, Jobling, Elkins and Koppenhaver, assisted by our research assistant/project manager (Miller), conducted a research study, known as the *WriteIdeas* Project. The project was concerned with teachers and their middle-years students (Years 5 to 9) who had developmental disabilities (DD) or learning difficulties (LD) and who were taught full time in inclusive classrooms. At the high-school level, we specifically invited English teachers to be a part of the study, as we knew that they would be directly involved in literacy outcomes, namely writing-related outcomes. The teachers in the project were in state and Catholic schools in metropolitan (teachers N = 14, students LD = 2, students DD = 14), remote (teachers N = 11, students LD = 7, students DD = 11), and regional (teachers N = 13, students LD = 9, students DD = 9) areas of Queensland, Australia. The study was undertaken, in each geographical area, over 12 months, with a follow-up after an additional six months. There were six phases in the study, with the teachers involved in attending the professional development workshop in Phase 2, in developing the units and lessons of work involving writing with the support of the

research team (Phase 3), and with the implementation of the units and lessons designed to develop and enhance writing over a 10-week period (Phase 4). Data from the teachers (for example, questionnaires, see Method) and students (for example, pre- and post assessments of performance) were collected in Phases 1 and 5, and follow-up data were collected in Phase 6.

Two of the project's goals are relevant to this article. Firstly, the project provided professional development to address teachers' knowledge, attitudes and skills of: (a) writing and the writing process, (b) inclusive contexts for teaching and learning, and (c) pedagogical practices related to writing for students who had learning difficulties or developmental disabilities. Secondly, the project involved the documentation and evaluation of the teacher-developed instructional intervention and the support offered in classroom units and lessons featuring writing to students with learning difficulties, developmental disabilities, and their peers.

Specifically, this article reports on the instructional intervention and support related to the development of writing offered to a student with learning difficulties and his peers in one Year 8 English classroom in a state school in a remote outback town. The analysis examines the teaching of writing of one teacher who became regarded by the research team as an exemplary teacher.

EXEMPLARY TEACHER STUDIES

A number of researchers (for example, Allington, 2002; Allington & Johnston, 2002; Applebee, Langer, Nystrand & Gamoran, 2003; Beers, 2000; Langer, 2001) have investigated the instruction of exemplary or effective middle and secondary-school teachers of literacy. When the findings of these studies are brought together, these teachers had knowledge and practices that allowed them to deliver successful and effective instruction. They worked together with their students using instructional approaches involving joint-constructions and practices that focused on the teaching of strategies. They developed discussions around texts, they employed a range of reading and writing activities, they used teacher modelling and scaffolding, and in their classrooms they created communities of learners and held high expectations for their students' achievement.

More recently, Allington (2007) has focused on identifying the specific strategies that teachers of adolescents used to accomplish successful literacy outcomes, especially for students who found literacy learning difficult. He reported that these teachers used multiple texts, regularly taught strategies for engaging with texts (including strategies for thinking as well as for comprehension), developed motivation for literacy and learning by engaging the students in a substantially larger volume of literacy activities than reported in other studies, offered literacy materials at various levels, developed literate conversations that fostered both content knowledge and knowledge about literacy learning, engaged in conversations that promoted taking different perspectives, ensured success and fostered students' own identities, and finally, made deliberate and explicit "connections between knowledge, skills, and ideas across lessons, days, units, classes and grades" (p. 284). Further, when Parris and Collins Block (2007) asked adolescent literacy experts to identify the qualities of accomplished, secondary-school teachers (again termed "exemplary teachers"), they

found that the experts distinguished strengths in eight domains. These were: the teaching pedagogy; the methods used to address diverse needs; their personal characteristics; their knowledge base; the quality and quantity of literacy activities used; the amount of professional development; their relationships with students; and their classroom management skills.

Together, these studies revealed that exemplary teachers had a deep knowledge of literacy, its acquisition and development. They knew about their students and offered instruction that was aligned with the students' abilities, needs and interests. These teachers understood the diverse range of abilities and needs of their students and responded by differentiating instruction. They offered high-quality instruction that focused on the use of a range of text-types, creating discussions around texts and tasks, and explicitly taught the concepts and strategies that led the achievement of literacy learning outcomes and success. These teachers developed strong teacher-student relationships and were good organisers and managers of the classroom and their instruction. These teachers also had personal characteristics that endeared them to their students and were engaged in ongoing professional learning.

In reporting on the instructional intervention and support offered by the exemplary teacher in this article, we examine four main questions:

- what did he know about writing and how did he teach it?
- what did he know about the target student as a learner (with learning difficulties)?
- what did he know about the target student as an adolescent middle-school student?
- what instructional support did he offer the student and how did it align with inclusive and responsive practices?

Prior to reporting how these questions were systematically investigated, we review the relevant literature related to these topics.

UNDERSTANDING ABOUT AND THE TEACHING OF WRITING

With the development of social-cognitive and socio-cultural models of writing (for example, Flower & Hayes, 1981; Englert & Mariage, 2003), the teaching of writing has shifted from a focus on teaching grammar and mechanical aspects of the task to address teaching about the processes of writing, text features and organisation, and the meaningfulness of content. Key elements in the development of writing based on social-cultural models are: creating a supportive environment comprising more knowledgeable writers as models; recognising writing approximations as success; using supportive dialogue which shapes the students' thinking as they write; developing planning strategies for creating text; using editing and revising strategies; and publishing and sharing writing with real audiences (Bereiter & Scardemalia, 1987; Dyson, 1995; Englert & Mariage, 2003; Flower & Hayes, 1981; MacArthur, Graham & Schwartz, 1993).

Consistent with such models, authors such as Baker, Gersten and Graham (2003) have argued that instruction should include: explicit teaching of the steps or phases of the

writing process; targeted feedback that supports revision and self-regulation; and the teaching of text structures and their relationship to writing genres.

An examination of attributes of writing instruction for those with difficulties with writing shows that students with learning difficulties benefit from an integrated approach to writing instruction that focuses directly on cognitive, metacognitive, behavioural, and affective factors (Englert *et al.,* 1991; Harris, Graham, & Mason, 2006). Harris and Graham (1999) have argued that explicit and differentiated instruction is essential for these students as their learning and behavioural challenges compound with age and grade level. Adaptations for struggling writers include providing extra support for planning and revising, developing independence and motivation, the use of peer assistance, and the joint construction of texts (Graham, Harris, Finz-Chorzempa & MacArthur, 2003). Explicit instruction in planning writing directly benefits students with learning disabilities in the middle years of schooling resulting in longer and higher quality texts (Troia & Graham, 2002). In addition, the use of peer support for students with learning disabilities contributes independently to improvement in student writing above and beyond the effects of explicit instruction (Harris, Graham, & Mason, 2006).

Based on these above understandings of writing and the teaching of writing the *WriteIdeas* Model (van Kraayenoord, Moni, Jobling, Koppenhaver & Elkins, 2003) and associated teaching practices, learning activities and tools (for example, wall charts, cue or prompt cards, computer software programmes and hardware) are located within the social-cultural model of literacy (see Figure 1). As described in van Kraayenoord, Moni, Jobling, Koppenhaver, and Elkins (2004), the *WriteIdeas* Model acknowledges that writing production and sharing occurs in a social context. This means that in the classroom there must be strong social support from others. In the Model, the teacher creates a classroom environment that is supportive and rich with environmental print and there are numerous opportunities for teaching about and through writing. The students are engaged in joint constructions of text with the teacher and as students together, and the students write and share collaboratively, in groups and pairs. The Model also explicitly addresses the role of motivation.

The Model fosters the idea that students must be engaged and motivated in order to write and those who interact with the written text are also motivated by the writing they read, hear and see. In the *WriteIdeas* Model, motivation is promoted in various ways including: an emphasis on high expectations; the belief or idea that all learners are writers; and the notion that the learning activities should be related to the students' interests. The *WriteIdeas* Model connects the social and motivational understandings related to writing with what is known about the cognitive processes used when writing. The cognitive processes referred to in the Model are planning, translating, reviewing, and producing. As an embedded and recursive model the elements are nested in one another and interact simultaneously with each other (van Kraayenoord *et al*., 2004). Thus, there is an interaction between the social, motivational, cognitive and metacognitive elements within the *WriteIdeas* Model. The *WriteIdeas* Model is accompanied by pedagogical practices that have been suggested in the literature as consistent with the principles of differentiation and inclusive education (van Kraayenoord *et al.,* 2004). A description of the professional development workshop is provided in van Kraayenoord and colleagues (2004).
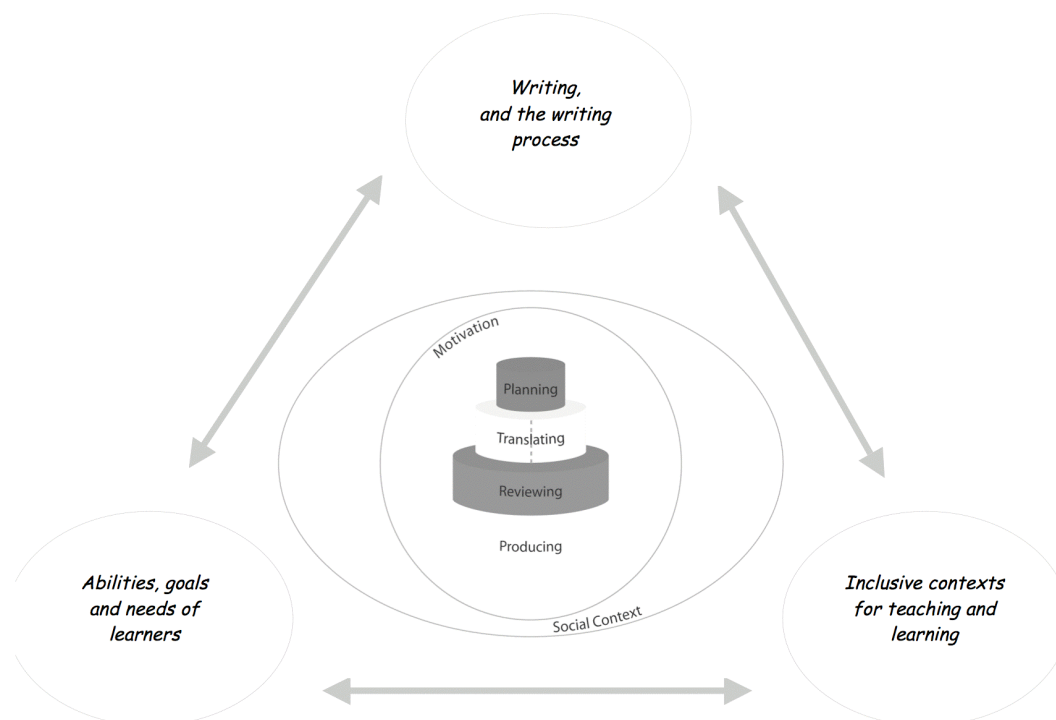
Figure 1. The *WriteIdeas* Model (van Kraayenoord, Moni, Jobling, Koppenhaver & Elkins, 2003) and associated teaching practices, learning activities and tools (Moni et al., 2007, p. 21)

Through their participation in professional learning, teachers in the *WriteIdeas* project were encouraged to develop newer or deeper understandings of writing and how it could be taught. As part of the project, they were asked to use their new learning and apply it to their unit planning and lessons. These units and lessons constituted the instruction/intervention for the students with learning difficulties (and developmental disabilities) and the other students in their classrooms.

STUDENTS WITH LEARNING DIFFICULTIES

Students with learning difficulties are generally described as those underachieving in academic areas, most commonly in literacy (Elkins, 2007; van Kraayenoord, 2006). They are students who often need instructional support or extra assistance. While there are authors who suggest that learning difficulties are caused by neurological deficits, in Australia most researchers in the field argue that problems in literacy can be the result of many, often interacting, variables, such as limited opportunities and exposure to literacy, the quality of instruction and lack of motivation (see van Kraayenoord, 2008).

In Newcomer and Barenbaum's (1991) meta-analysis, the written texts of students with learning disabilities were characterised by a "paucity of ideas that prevents them from developing or embellishing their ideas" (p. 583), and a lack of cohesiveness. Specific problems were identified with a lack of planning and ongoing revision which would enable prevention and recognition of inconsistencies and organisational errors. The meta-analysis also identified that these students had difficulties with spelling,

punctuation, word sequencing and fluency (that is, the number of words in a story). Other research has shown that while skilled writers pay attention to planning, revising, organising and evaluating (Graham & Harris, 2003), struggling writers are known to have difficulty with mastering these process elements of writing (Graham & Harris, 1997; Graham, Harris, Finz-Chorzempa, & MacArthur, 2003; Graham, MacArthur & Schwartz, 1995; Hillocks, 1984). Sandler, Watson, Footo, Levine, Coleman and Hooper (1992) found that students with writing disorders also had difficulties with the rate at which they produced text, that is, they were considerably slower than their peers and their written language lacked sophistication.

With respect to motivation, students with learning difficulties have low motivation and maladaptive beliefs about the causes of success and failure (Sexton, Harris & Graham, 1998). They often have lower academic self-concepts than their peers, and this is manifested in areas such as reading and writing (Chapman, 1988; Haager & Vaughn, 1997; Hay, 1996).

In the *WriteIdeas* Project workshop and written materials for teachers, we argued that knowing students as learners is important to informing instruction and differentiating it. We suggested that the teachers' awareness of individual student characteristics, for example in relationship to their cognitive skills, rate of learning, motivation and engagement, would allow them to be more responsive to individual students' needs. Teachers could use the information to maximise the achievement of the learning outcomes related to writing and make adaptations to instruction and assessment of writing as necessary. In addition, we argued that teacher awareness of the students as adolescent, middle-school learners was important.

ADOLESCENT, MIDDLE SCHOOL LEARNERS

The middle years and the period of adolescence mark an important period of learning for students. In Australia the term "middle years" is used generally to refer to students between 10 and 15 years (Barratt, 1998). There are a number of authors who have identified the cognitive, emotional and social characteristics of middle-school learners, arguing that curricula, instruction and assessment should address these characteristics. For example, The National Middle Schooling Project (1996-1997, in Cumming, 1998) identified a common set of personal, intellectual and social needs of young adolescents. These needs were identified as: identity, relationships, purpose, empowerment, success, rigour and safety (see Cumming, 1998). Jackson and Davis (2000) identified several instructional elements that they argued were relevant to middle-school practices that met the needs of these students. These elements refer to success, expectations, partnerships and relationships with peers and adults, empowerment, structure and supportive environments. The aim of these practices was to foster acceptance, give support and respect, and build self-confidence.

While Chadbourne (2003) has questioned whether these needs are unique to middle-school students, it is argued by the current researchers that awareness of these needs alerts teachers to ensuring that their programmes, instruction and assessment practices are responsive and lead to improved achievement and engagement for these learners. We would argue that these programmes and practices are underpinned by principles of inclusive education and responsive instructional support.

PRINCIPLES OF INSTRUCTIONAL SUPPORT

Inclusive education acknowledges diversity and attempts to meet the learning needs of all students in the context of inclusive classrooms in regular schools (Ashman, 2005). Loreman, Deppeler and Harvey (2005) argue that inclusion involves schools and classrooms in processes of adaptation and change. One of the key principles of inclusive education is differentiated instruction (Tomlinson, 1999, van Kraayenoord, 2007; Westwood, 2001). Tomlinson (1999) describes four broad areas in which differentiation can occur – content, process, products and the learning environment. Content involves the details of what the student needs to learn and the resources that will be provided to support learning. Process refers to the activities used to convey the content to the student. Products are projects or assessment tasks that allow the student to demonstrate understanding and application of what has been learned. Finally, both the "look" and the organisation of the classroom constitute the learning environment (Tomlinson, 1999). Other principles of differentiation – or building blocks" as Moon (2005) has termed them – that are conducive to providing instructional support are: active learning, high expectations and a supportive social milieu. Other principles of instructional support relate to creating activities that are challenging but achievable, offering choice, ensure that instructional materials and tasks are responsive to students' interests and hence are engaging, and pedagogy that explicitly makes the links between earlier and future achievements (van Kraayenoord & Elkins, 2005).

We argue that teachers who are knowledgeable about writing and how to teach it, who know the particular learning strengths and needs of their students, who are aware of their students' needs as adolescent, middle-school learners, and who understand how to develop inclusive and responsive instructional support through the use of differentiation are well placed to assist learners with learning difficulties with their writing. In the next section we describe how we examined and analysed the knowledge and pedagogical practices of one teacher who we believed excelled in all these domains of teaching and learning and could therefore be regarded as exemplary.

METHOD

Participants

Exemplary Teacher: Tim (name used with permission)
Tim taught in a state high school in a remote town in Queensland, Australia. At the time of the study, the school had a population of approximately 200 students drawn from the town and surrounding rural areas and included students from diverse socio-economic backgrounds and with varied educational and vocational aspirations. The school and community experienced a range of complex social issues characteristic of remote and isolated rural communities, including limited school curricula and professional development for teachers, high staff turnover, long distances to travel to school for some students, cultural isolation, and limited access to specialist support services, health and sporting facilities (Education Queensland, 2003; Yarrow, Ballantyne, Hansford, Herschell & Millwater, 1999). The school also had a small Aboriginal and (New Zealand) Maori population. Some of the more remote students boarded at a hostel during the school week.

Tim was in his early 30s at the time of the study and had been a secondary school English teacher for five years, holding a Bachelor of Arts and a Graduate Diploma in Education.   At the time of the study Tim was teaching English to classes at all, secondary year levels from Year 8 through to Year 12.

Tim was one of the 38 teachers in the *WriteIdeas* Project. Specifically, he was one of 11 of the 38 teachers who worked in the schools in the remote communities we visited and who participated in the second year of the project. During the classroom observations, recorded on the *WriteIdeas* Classroom Observation Tool-Revised (van Kraayenoord, Moni, Jobling, Koppenhaver, 2004) (see "Instruments" below), two members of the research team (first and third authors) independently identified Tim's skills, practices and interactions with his students, including the target student, as corresponding to known inclusive and responsive teaching practices. At the end of the data collection period, the research team examined the rest of Tim's data to determine if this finding from observations was demonstrated elsewhere. If so, we believed that our perception of Tim as an exemplary teacher could be supported. When this was found to be so, Tim was selected as a case study for this article. In this article Tim's work in one of his Year 8 inclusive English classes, and his views and teaching as it relates to one of his students, Ken, are of central interest.

Student: Ken
As indicated above, the focus of this article is on Tim as an example of an exemplary teacher. However, in order to examine how Tim used his knowledge and skills we also make reference to one student in Tim's classroom, who was the target of the instruction about writing. Findings related to Ken's responses, writing achievement, metacognition, and motivation across the period of the study have been reported along with the those of the other students with learning difficulties in van Kraayenoord, Moni, Jobling, Elkins, Koppenhaver and Miller (in press).

Ken (pseudonym) was a student who had been "appraised" as having learning difficulties. Appraisement is a school-based assessment procedure used in Queensland for students identified as having difficulty accessing the school curriculum in the areas of literacy, numeracy or learning how to learn.   This process involves class teachers and a Support Teacher–Learning Difficulties assessing student needs and developing a Support Plan which may involve modification of classroom strategies, resources and the learning environment to enable the student to better access the classroom programme (Education Queensland, 2002). Once a student has been appraised, a level of support is identified by allocation to a Programme Type 1, 2, or 3, with Programme Type 3 involving the highest level of support. Programme Type 3 comprises extensive modifications to the strategies, resources or classroom learning environment.

Ken was 13 years old at the start of data collection. He had been assessed as having "extensive written and expressive language difficulties, poor handwriting, and central auditory processing disorder causing major receptive language difficulties" (Ken's Learning Support Plan, 2004). He had been appraised as requiring Programme Type 3 support. At the time of this study, a diagnosis of Speech Language Impairment was being investigated.   Ken identified as Aboriginal. No other familial or background data were obtained.

Data collection sources and instruments

Information about Tim was collected using a range of sources and instruments. Data sources were: Tim himself, the Support Teacher–Learning Difficulties, and the research team.

The majority of the instruments required both qualitative and quantitative information such as open-ended responses, forced-choice responses, or ratings on Likert-type scales (for example, see *the Survey of Teacher Attitudes and Practices* below). The rest of the instruments were qualitative instruments that required responses to open-ended questions or statements. In addition, artefacts were collected. Specifically, the following instruments were used to collect the data:

- *Survey of Teacher Attitudes and Practices Related to Teaching Writing to Students with Developmental Disabilities and Learning Difficulties in Regular Classrooms-Revised* (van Kraayenoord & Moni, 2004). This instrument comprises 51 questions and is organised into sections relating to: (a) demographic information including teacher qualifications and experience, (b) attitudes toward teaching writing (for example, attitudes towards teaching students with developmental disabilities and learning difficulties), (c) teachers' knowledge (for example, perceptions of own knowledge and skills about writing), and (d) writing practices including knowledge of curricula, instructional organisation, teaching and learning strategies, assistive technology, and assessment The items on the *Survey* required open-ended responses, forced-choice responses, or ratings on Likert-type scales.

- *Instructional Writing in Inclusive Classrooms to Students with Developmental Disabilities or Learning Difficulties – Teacher Questionnaire* (van Kraayenoord, Moni, Jobling & Koppenhaver, 2003). This tool was designed to elicit information on writing specifically related to the target student. The instrument comprises 24 questions requiring open-ended responses or ratings on a Likert-type scale. Information was obtained from Tim about Ken and included Tim's judgement about Ken's academic, social and personal strengths and weaknesses, about his performance in writing and about the current level of teacher and school support he received.

Tim's unit plan
As part of the *WriteIdeas* Project, the teachers were asked to create a unit plan that would use the information they had learned in the professional learning workshop. Unit plans, a feature of teacher practice in Australian schools, comprise a series of lessons related to a particular topic or genre and can cover any number of weeks of a school term. Unit plans typically include a statement of the focus of the unit, specific goals to be addressed, the intended learning outcomes and a sequence of learning activities, and the assessment activit(y)ies. Tim's unit centred on the review genre and was entitled, "My opinion counts". His unit plan, which he referred to as a "Unit Overview", indicated the unit would run five 5 weeks. It was the first of two units created for the 10-week period of the project's instruction/intervention phase and it is this unit that is the focus in this article.

Tim's lesson plans

Tim's lesson plans were typically completed on a weekly basis. The research team collected detailed lesson plans, relating to the 15 lessons completed over the period of the unit. Each lesson plan referred to the objectives of the lesson, specific activities that related to the whole class, students working in groups or pair, or working independently, the resources required and the time allocation for specific activities. They also included a section, "suggestions", that could be completed as necessary after the lesson.

Teacher logs
Teacher logs (Muckert, Moni, & Jobling, 2003) were devised by the research team as a reflection tool about the individual lessons. The teacher log comprised a single A4 page requiring information about the lesson (for example, description of activities used, elements of the *WriteIdeas* Model used), and an evaluation of the target student's performance (for example, ease/difficulty with the various activities undertaken during the lesson, engagement with the activities, level of support required). A log was completed immediately after each lesson.

Weekly account of lessons: Sequence of events and reflection
The "Weekly Account of Lessons" (Muckert, van Kraayenoord, Moni, & Jobling, 2003) was designed as a broader reflective tool. It was completed at the end of each week for the duration of the unit and required the teachers to reflect on lessons completed during the week and accounted for in the Teacher Logs. The account also required the teachers to provide their thoughts on the sequencing and progression of activities across the week. In addition, the account asked the teachers to consider and summarise the target student's performance and attainment of the knowledge and skills identified in the objectives for the week.

WriteIdeas classroom observation tool – revised
The classroom observation instrument (van Kraayenoord, Moni, Jobling, Koppenhaver, 2004) was constructed by members of the research team to collect evidence related to teachers' knowledge, skills and instructional practices in the teaching of writing in their classroom. In particular, observers were asked to focus on observing interactions between the teacher and the target student. Researchers are also asked to make a sketched diagram of the classroom layout and to mark in furniture, seat of the teacher and target student, displays, and so on. The researchers took notes/running records of what they observed and also summarised their observations using the "Observation Tool" proforma.

Records of conversation and field notes
On some occasions, conversations between the researcher and teacher occurred immediately after the observations and these were recorded as "Records of Conversation". Researcher reflections, comments and reminders were written down as field notes before and/or during observation sessions.

Artefacts
Copies or photographs of artefacts such as student work samples, classroom resources, posters, cue cards and posters of the Model of Writing were collected. Photographs of Ken, Tim, of Tim working with Ken and with other students, were

taken by the researchers during observation visits. The researchers also obtained a copy of Ken's Support Plan developed by the Support Teacher–Learning Difficulties.

Procedure

The project was approved by the University of Queensland's Research on Human Subjects Committee, and clearance was obtained from Education Queensland and the relevant Catholic Education Commissions to undertake the study. Consent was obtained from the parents/guardians of the students and from the students themselves. Where the making of photos and videotaping of teachers and students was undertaken, separate consents were obtained from all participants (including student peers) prior to the visit where these activities occurred.

Data was collected over six phases of the project, which spanned a period of 12 months, plus a 6-month follow-up. The *Survey of Teacher Attitudes* and the *Instructional Writing Questionnaire* were completed by the teacher in Phase 1, and an adapted version of the former was completed in Phase 5. The completed questionnaires were mailed to the researchers. Tim created his unit overview and lesson plans during Phase 3. These were developed independently and, although the research team was available to consult with and provide suggestions to the teachers in the project, Tim did not seek contact with the researchers during this period. Tim implemented the unit of work and the lessons during Phase 4. During this period, two observations of classroom instruction were conducted using the observation tool by two of the researchers four weeks apart. Observations of the interactions between the teacher and the target student were conducted during the English lesson periods that in this case were 50 minutes long. Classroom and other artefacts were also collected at this time. Photographs were also made. The teacher logs were completed by the teacher at the end of each lesson and weekly accounts of lessons were completed. These were then mailed to the researchers.

In total there were 163 pages of data used in the analyses reported in this article. These included: unit overview (10 pages), the lesson plans (19 pages), The Survey of Teacher Attitudes and Practices related to Teaching Writing (2 x 14 pages), *WriteIdeas* observation tool (1st visit) (8 pages) and attached researcher's notes/running record (6 pages) and a record of conversation (1 page), *WriteIdeas* observation tool (2nd visit) (8 pages) and attached researcher's notes/running record (3 pages) and a record of conversation (1 page), the Instructional Writing in Inclusive Classrooms to Students… – Teacher Questionnaire (5 pages), Ken's learning support plan (2 pages), teacher logs and weekly accounts (15 pages). Artefacts collected included Tim's list of classroom resources used during the unit and copies of the print resources (38 pages), teacher-created A4 posters related to the *WriteIdeas* Model (12 pages), writing model cue cards (4 pages), flash cards (1 page), and the assessment task and accompanying criteria sheet for the unit (2 pages). There were also 27 digital colour photos of the Year 8 classroom, Tim, Ken, the students, and wall displays related to the project and lessons.

Data analyses

Demographic information
Demographic information pertaining to Tim's background, qualifications and experience were extracted from responses to Questions 1 to 6 on the Survey of Teacher Attitudes and Practices Related to Teaching Writing.

Experiences with students with learning difficulties
Responses to Questions 7 to 12 of the *Survey* were used to obtain information regarding Tim's experience with students with learning difficulties (and developmental disabilities) in regular classrooms, and his level of knowledge and professional learning related to these students with difficulties prior to the *WriteIdeas* Project.

Analytic frameworks and their application
Prior to the commencement of the project, the first author created a series of literature reviews on effective teaching and learning in four areas: the teaching of writing; the student as learner (in this case, a student with learning difficulties); the adolescent, middle-years learner; and inclusive educational practices and responsive instructional support. (Extracts from these literature reviews appear in this article.) These literature reviews informed the content of the professional learning workshop in Phase 2 and researchers' support of the project participants during the preparation of their unit plans and lessons in Phases 3 and 4.

In order to answer the research questions (posed at the start of this article) the first author used the literature reviews to create four Analytical Frameworks (see Appendix 1). Each framework was organised according to key topics and/or concepts and principles related to effective teaching and learning. They were:

1. Analytical Framework A: Using the *WriteIdeas* Model – based on the six elements of the *WriteIdeas* Model of Writing: social context, motivation, planning, translating, reviewing, and producing and associated teaching practices, learning activities and tools.
2. Analytical Framework B: The student as learner – drawing on the literature review and the work of Moni, Jobling and van Kraayenoord (2002). The Framework refers to teacher knowledge and skills in the use of instructional practices related to students with learning difficulties (and developmental disabilities).
3. Analytical Framework C: The middle years of schooling – based on concepts identified in the literature relating to the needs of adolescent, middle school students that should influence classroom practices.
4. Analytical Framework D: Principles of instructional support – taps teacher knowledge and skills in the use of the principles and practices of inclusive education and responsive instructional support, especially those related to differentiation.

The data were then analysed qualitatively (Bogdan & Biklen, 1992). Each analytical framework was "applied" by the second author to each piece of data. Specifically, each piece of data was read a number of times with attention paid to each aspect or feature of the Framework under consideration. Where the features appeared in the

data, they were labelled as single items of evidence and the source of the evidence was identified. The data therefore were examined with each framework several times, that is, the data were exposed to multiple "passes" using all of the frameworks. The first author then used the same process to verify the identification of evidence. Where there were disagreements between the two researchers relating to the evidence, or where there were mismatches between the identification label and the evidence, these were resolved by negotiation between the two researchers.

Descriptive summaries

The second author used the information from the analyses to write descriptive summaries. These descriptive summaries have been used to report the findings in this article. They are related to the following:

1. the identification of Tim's knowledge of writing, the Model, and the teaching of writing, that is, what did he know about writing and how did he teach it?
2. his knowledge of the student as a learner and how that influenced instruction, that is, what did he know about the target student as a learner?
3. his knowledge of the needs of adolescent, middle school learners and effects on his instruction, that is, what did he know about the target student as a middle school student?
4. his knowledge and use of inclusive and responsive pedagogical during the teaching of writing, that is, what instructional support did he offer the student and how did it align with inclusive and responsive practices?

Information related to Ken was derived from the "case study information" section and Questions 1 to 6 of the Instructional Writing in Inclusive Classrooms … Teacher Questionnaire, as well as from the learning support plan provided by the Support Teacher–Learning Difficulties. This information was also written up as a descriptive summary. In turn, this summary has been used to report the findings related to Ken. As indicated earlier, only a limited description of Ken's knowledge and achievements related to writing is provided in this article. For a full account of the achievement of the students with learning difficulties in the study see van Kraayenoord, Moni, Jobling, Elkins, Koppenhaver and Miller (in press).

FINDINGS

Tim's knowledge and instruction

Tim's knowledge of writing

As noted in the "Participant" section of this article, Tim had been teaching English for five years and although he indicated that he had received no prior professional development in the teaching of writing, he knew about the process approach to the teaching of writing and the process model of writing. He stated in the unit overview that "previously the unit has used another writing model (plan, draft, edit, publish)" and that "slight changes in planning of the unit had to occur in order to facilitate the *WriteIdeas* Model of Writing" (unit overview).

He also indicated his previous experience with the review genre and the particular unit of work " My opinion counts", stating that:

the unit of work (and particularly the genre) have been used at [school name] for a number of years, although this is only the second time the particular focus of writing a review on a text, product or event of the student's own choice has been utilised as the assessment item for the unit of work. (unit overview)

the goals of the unit were:

for students to be able to form an opinion and support it with evidence within the review genre, and express their opinion on the worth of a text. (unit overview)

Key ideas to be learned during the 15 lessons were: structuring a written review, identifying the context, audience and purpose for the review, and incorporating facts, opinions and justifications. The culminating task was a written review using both student-selected topics and media.

Tim's use of the Model

Tim used of all aspects of the *WriteIdeas* Model in the teaching of this unit of work. There was an emphasis on the planning phase of the writing process for much of the unit (lessons 1-10), with the writing task and the Model itself only being revealed half way through the unit (lesson 7). However, Tim had referred to the Model, including using the terminology of the Model, in earlier lessons. Thus, when posters displaying the elements of the Model were introduced in lesson 7, the students were already familiar with the underlying concepts. At this point there was explicit teaching of the various phases and aspects of the Model. Tim used the terminology of the Model to establish a common language around the writing process with his students. He labelled all of the elements of the Model and referred to them by name (lessons 7, 13, 14, Observations 1, 2). He also helped students to identify the elements of the Model that they were using at a particular time (particularly lessons 13, 14). Although phases of the *WriteIdeas* Model are not designed to be consecutive, Tim used the phases in a sequence (Social Context, lesson 1; Motivation, lesson 1; Planning, lesson 1; Translating, lesson 9; Reviewing, lesson 10; Producing, lesson 12). However, the elements of the writing process were revisited in a recursive manner as the unit progressed.

Tim's teaching of writing

Social context, within the *WriteIdeas* Model, examines the context, audience and purpose of the writing task to be assessed. Activities in Tim's classroom placed the assigned task in a broad social and cultural context during the early lessons (lessons 1-3). The activities included exposing the students to a range of texts relating to the review genre in a range of media (for example, print, television and the internet, identifying the intended audiences for each example and looking for specific features common to different audiences and purposes (lessons 1-6). Students were also challenged to apply in later lessons what they knew about context, audience and purpose to the assigned writing task (lessons 7, 13 and 15).

The motivation of the students was addressed early on in the unit by making the assigned tasks and learning activities authentic and relevant. The assessment task was made relevant to the students by establishing links to popular culture (unit overview). Specifically, the audience for the assessment task was identified as "teen" (lesson 1), with the reviews that were created "to be put into [a] class generated magazine and

published for their peers at school to read" (unit overview). The example texts available to students in the classroom also reflected teen culture (unit overview and lessons 1-4). In his classroom teaching, Tim also drew on the students' local experiences and interests. For example, when teaching clause structure in sentences he used analogies relating to football and semi-trailers (road trains) that are highly relevant in the local community.

As indicated previously, the planning phase was a major focal point for student learning. Content of the planning phase identified in the *WriteIdeas* Model are organisation of ideas, generating ideas and goal-setting. These aspects were explicitly taught while students explored a range of texts relating to the genre (lessons 1-7). Students were involved in identifying different text features and structures (lessons 1-4) and brainstorming ideas (lesson 7). To facilitate brainstorming, Tim used an icon familiar to the students, that appealed to their sense of humour and was referred to as the "cat's bum" (lessons 1, 7, Observation 1). This icon was used to pictorially represent the ideas generated and first appeared in lesson 7, when the Model was introduced. Linking elements of the Model with familiar (but slightly irreverent) symbols and language indicated Tim's understanding of the social and cultural contexts of the classroom and his students. Technology was used to support the planning and organisation of ideas, with students using "Inspiration 7.5" (Inspiration Software, 2002) to developing graphic organisers relevant to the topic (lessons 8, 9).

Aspects of the translation phase are language and mechanics. Although these aspects were introduced and taught explicitly in the early lessons of the unit, the students did not engage actively in the translation process until lesson 9. The production of writing (handwritten, word processing) was introduced toward the end of the Unit (lesson 14).

Thus Tim demonstrated knowledge of writing, the Model and the process approach to teaching it. He used explicit instruction and the language of the Model. The students' interests were acknowledged and used, and there was an appeal to humour. Interestingly more than half of the lessons in the unit were related to familiarising the students with the genre, text features and structures, and facilitating students' idea generation and organisation.

Tim's knowledge of Ken

Tim's knowledge of Ken as a learner
Tim reported that prior to his participation in the Project he had received no professional development specifically related to students with learning difficulties or in the teaching of writing to students with learning difficulties. Tim noted that the particular Year 8 English class of 27 students included nine students who "require learning support", of whom "three require extensive support", and six "require major support" (unit overview). Thus he was aware that several students (not just Ken) were likely to have problems with the lessons.

In Tim's responses in the Instructional Writing Questionnaire, he noted that Ken experienced difficulties in reading, writing and spelling, in spite of having good verbal communication. Tim saw Ken's most urgent needs as spelling, sentence structure and organisation of ideas. Tim commented that Ken "finds Maths easier than

English". Tim also described Ken as "persistent in all ventures and not embarrassed to ask for assistance". He "gets along well with peers".

The school's Support Teacher–Learning Difficulties gave all staff information about the students with special learning needs in their classes. The learning support plan given to Tim indicated that Ken had difficulty with reading and with organising ideas in written work. The support plan also indicated that Ken had difficulty following instructions and holding information in memory. Information from the Support Teacher showed that she believed that a central auditory processing disorder might interfere with Ken's understanding of spoken information. The Support Teacher suggested the use of visual aids to assist Ken's understanding of ideas and instructions. The learning support plan concluded that Ken "has extensive support needs and will require learning support strategies to be embedded within each subject. He will require individualised support and would benefit from specific skills' study sessions on most concepts. He must have exam support and assistance with writing assignments."

How Tim's knowledge influenced his instruction
Tim's responses indicated that he was aware of the content of the support plan and the data reveal he acted on suggestions such as using visual aids and providing assistance with writing.

Tim stated there were Aboriginal and Maori students in the school (unit overview) and was aware that Ken identified as Aborigine. However, there was no mention of possible implications for instruction of Ken's cultural and/or linguistic background in any of the data obtained from Tim.

From the analyses of the lesson plans, there were no obvious or direct (labelled) connections between the lesson plan content and the specific knowledge that Tim had about Ken as a student with learning difficulties. Nevertheless, it may be argued that Tim's knowledge of all his students (including Ken) and their needs affected his planning and instruction. Thus the use of various practices related to differentiation, for example, can not be exclusively linked to Ken's needs, nor were they solely for Ken's benefit. Rather, activities and tasks were constructed from the outset so that they were inclusive and could accommodate many students' needs. For example, alternative texts, which contained less complex text presented in a simple format, including pictures, were provided for text analysis activities (lessons 2-7). Mind-mapping software (Inspiration) was used in the planning phase to provide an interactive visual model with which students could organise their ideas (lessons 8, 9, 10, 11). Students were also involved in creating their own personal or class picture cues to support instructions and definitions of key constructs (lessons 3, 5, 6). Tim also allowed all of the students to choose their own review topic for the assessment task and Tim reported that "inspiring students to be interested in the topic, and eventually own the assessment task, is vital for the success of any unit" (unit overview).

However, it is also clear in the data that Tim's knowledge of Ken influenced his pedagogical practices in an ongoing way. From the details in Tim's teacher logs, weekly accounts, and in at least one of the "suggestions" sections of his lesson plans, Tim supplements and adjusts the teaching and learning activities specifically for Ken.

For example, Ken was provided with flashcards with words and pictures on them that were used as a memory aid in some activities (lessons 2, 3). Tim also provided Ken with writing scaffolds for the written assessment task for the unit (lesson 8, 9). Tim used Ken's own oral language as a basis for vocabulary lists to help maintain his motivation and interest in the writing task (lesson 5). Word banks were used to help him with vocabulary and spelling, and cue cards were provided to Ken to support his memory and remind him of specific aspects of tasks (lessons 6, 7, 9). When Tim noticed that Ken found it hard to read back his written work, Tim provided Ken with a read aloud software program (Read Please, 2002) that allowed Ken to listen to his own written work (lesson 14).

Tim also demonstrated that he was monitoring Ken's progress throughout the unit. He noted on one occasion that Ken was generally reluctant to express himself in writing and, when he did, his written work was poor, and on another occasion he noted that Ken appeared to have a poor understanding of context, audience and purpose (teacher log). He recorded several times that spelling and punctuation were poor, but handwriting became more legible across the unit (teacher log).

Tim's knowledge of the needs of adolescent, middle-school learners and the effects on his instruction

Tim demonstrated responses to all the needs identified as common to adolescent middle-school learners (see Framework C, Appendix 1), but particularly those of safety, empowerment, success and high expectations. He remarked that he was very interested in working with students in the middle years and stated: "I really like teaching 8, 9, and 10, especially my favourite – Year 8s" (field notes associated with observation 1).

Safety
Examples of how Ken's safety needs were met included Tim's creation of situations in which Ken was given prior warning of tasks in which he would have to display his knowledge or skills in front of the class. Ken was allocated time in his learning support lessons to prepare for activities to be completed in class (lesson 4). Additionally, when Ken was required to share ideas with the class, he was given time at the beginning of the lesson to practise reading the assigned sentences (lesson 6). Tim reported: "[Ken] required some pre-reading of the new product reviews in his tutorial in order to fully benefit from the activity" (teacher log). The distribution of the alternative texts was also done in a way that did not highlight the difficulties Ken experienced (lessons 2-7). For example, in the plan for lesson 3, Tim wrote: "Teacher hands out reviews to all students ensuring LD students get easier reading reviews and extension students receive more challenging reviews" (lesson 3).

Empowerment
Tim's sense of valuing the ideas and opinions of all students and thereby empowering them was frequently evident. One example illustrates this well. The researcher's notes state: "After the lesson Tim brought up the topic of changing the lesson [away from that recorded in the lesson plan] to go with a student's request to create a timeline of events for each chapter as they had done previously. Tim said he had followed up the student's lead because he was aware that not to do so was to ignore the importance of what the student was saying and this was probably done often to the students and by

other teachers … he saw this as a matter of respecting the student and valuing their contributions in the lesson" (record of conversation following observation 1). Students were further empowered by being encouraged to work independently (unit overview).

Success
The likelihood of achieving success in writing was improved by allowing Ken to complete fewer tasks than his fellow students (lesson 8), providing extra time for tasks (lesson 9), and offering alternative means of presenting his work (word processing rather than handwriting, lesson 11).

Expectations
Finally, with respect to high expectations, Tim made his expectations for the assigned task explicit (for example, lessons 1, 7), feedback in the form of praise was given generously (for example, "Guys, I'm thoroughly impressed with you remembering this") (field notes associated with observation 2), and the attainment of goals and successful performance was acknowledged, praised and shared (for example, samples of high quality writing were shared with the students) (observation 1).

Tim's knowledge and use of inclusive and responsive pedagogical practices

Evidence for all the elements in Analytic Framework D were found in the data. We focus here on Tim's provision of meaningful activities, the use of peer support, and the existence of a physical classroom environment that supports learning. We start by commenting on the use of meaningful activities.

Meaningful activities
The unit began with the sharing of personal experiences relating to the review genre and the sharing of examples from popular culture relevant to teenagers such as motorcycle and fashion magazines (lesson 1). The learning outcome was made explicit so that the activities that the students undertook and materials they used were related in a meaningful way to the assessment task. In addition, the opportunity to select a topic that was personally meaningful meant that Ken, a keen athlete, chose to review available brands of spiked running shoes (lesson 7).

Use of peer support
In the classroom, Tim used peers to support Ken's learning. For example, during reading activities, Ken was paired with "able" readers to help him decode text, for discussion about text and for text analysis necessary to determine the review genre features (lessons 1, 2). In observation 2, spontaneous pairing of an able student with Ken demonstrated the culture of assistance in the classroom and students were also arranged in supportive pairs for peer reviewing of the final draft (lesson 15).

Classroom environment
The photographs of Tim's classrooms, the diagrams of their layouts, and field notes about the contents, as well as other artefacts collected demonstrated a print rich environment designed to support learning. The classroom environment included displays of the *WriteIdeas* Model, jointly constructed word walls and a wall chart, as well as copies of peer review and punctuation checklists (lessons 5, 7, 11, 15).

DISCUSSION

The findings of this study demonstrate that the way in which Tim used his knowledge and the practices he adopted align with those suggested in the literature on exemplary literacy teachers (for example, Allington, 2007; Parris & Collins, 2007). Tim was knowledgeable and used pedagogical practices for teaching writing that addressed the diverse needs of his students, and those of Ken. The practices were both inclusive and responsive and supported Ken's achievement in writing.

Tim demonstrated that he was knowledgeable about the writing process and how it could be taught. As we had encouraged all participants to do, Tim used the *WriteIdeas* Model of writing which was similar to one he had used before. He used the language of the Model with the students and created a metalanguage around the instruction of writing. The use of a common language contributed to the students developing as a community of writers.

Tim recognised the range of students he had in his class and the evidence reveals that he understood that his role involved ensuring access and participation for all the students in his class. From our analyses, we would suggest that Tim used an approach to unit and lesson planning which is akin to that suggested by Universal Design for Learning (UDL) (CAST, 2006; McGuire, Scott, & Shaw, 2001). Specifically there was evidence in the data that a variety of means of "representation", "engagement" and "expression" in curricula, instruction and assessment were used (CAST, 2006). In terms of representation, the review genre was illustrated by multiple examples and at multiple ability levels. Choice was offered in the assigned task. In terms of engagement, in each lesson, the students worked as a whole class, in a group and independently. Thus all preferences for ways of working were accommodated. The group and pair routines had the potential to create collaborations and partnerships among the students. In terms of expression, the students were allowed to present their assigned task in any media they wished.

However, when, in his day-to-day teaching, Tim became aware that Ken required further modifications to the activities, he then differentiated the instruction to specifically meet Ken's needs. Some of the examples of differentiation included: the use of flashcards as a memory aid, writing scaffolds for the written assessment task, the creation of personalised vocabulary word banks, and use of a read aloud software programme. Van Kraayenoord (2007) has argued that the use of both UDL and differentiated instruction are valuable in inclusive classrooms.

Darling-Hammond and Bransford (2005) have indicated that teachers need a repertoire of teaching strategies. Tim did use a range of strategies, but the evidence also showed that he spent a significant amount of time using explicit instruction. This is also a characteristic of the teaching of many exemplary teachers (Allington, 2007). Furthermore, Baker, Gersten and Graham (2003) have called for the use of "explicit teaching of steps in writing", while Troia and Graham (2002) have called for explicit, teacher-directed (strategy) instruction for students with learning disabilities. Some of the hallmarks of explicit instruction include modelling and demonstration, teacher and student joint construction of text and then independent practice. Explicit instruction means that learning is scaffolded, with greater structure and guidance offered when

new ideas and skills are introduced. The "concrete" scaffolds that Tim used with Ken included cue cards, wall charts and other verbal prompts.

Tim interacted naturally and unselfconsciously with his students. He had a wonderful rapport with all of them. When praising students, he often used the Australian colloquialism, "mate" and the word, "guys". These terms were both indicative of friendship and inclusion. They contributed to the needs identified as important to middle schoolers being met. At the same time, Tim's classroom management skills indicated that he was in control of the classroom and the students respected him.

The way in which Tim taught was engaging and motivating. The use of teen popular culture, local references, and meaningful and authentic activities meant that the students were connected to what they were learning. Tim used humour to good effect and his creation of the "cat's bum", as an icon for graphically organising ideas prior to writing, was much loved by the students.

One finding surprised us. No reference was made in Tim's unit or lesson planning, or in his teacher logs or weekly accounts, to Ken's cultural background. This raises the question of whether or not Tim considered Ken's Aboriginality to be important? Perhaps the cultural backgrounds of the students were just part of the known diversity in the classroom and therefore any implications for instruction of cultural (and/or linguistic) background were accommodated in the existing unit plans and lessons? Perhaps, because Tim was part of a project that focused on students with learning difficulties and developmental disabilities in inclusive classrooms, the issue of the learning difficulty "took precedence" in designing curricula and instruction? Nevertheless, we would argue that Ken's identification as Aborigine is important and should be to others, and thus, in turn, such knowledge by teachers should influence their pedagogical practices. There are a number of authors who argue that teachers need to understand cultural difference in terms of students' identities (that is, with respect to belongingness) and that teachers should move towards using broader views of literacy and take students to "new places and spaces so that diversity in the classroom becomes a rich resource for learning that enables personal and cultural transformations" (Kalantzis *et al.,* 2005, as cited in Rennie, 2006, p. 55). How one accomplishes this challenge is a task for professional learning.

To create the four analytic frameworks used in this study, we identified constructs and practices reported in the theoretical and empirical literature related to writing, learners and instructional practices. We then used these frameworks as a way to explore the relationships amongst teachers' knowledge of learners, their content knowledge (in this case about writing) and their instructional practices. While our researcher-created frameworks were developed for the explicit purpose of analysing the constructs and ideas that were important in the WriteIdeas Project, we suggest that these types of frameworks may have value for other researchers (see Ritchie & Lewis, 2003). Specifically, we believe that analytic frameworks allow researchers to investigate different factors, dimensions, models or perspectives that are thought to underpin or have relevance to a particular construct or topic. In this way, researchers are able to examine the complexity as well as the depth of constructs and topics. Classroom teachers who wish to investigate their own instruction by analysing their teaching on the basis of knowledge, beliefs and practices related to writing can also use or adapt these or similar analytical frameworks. Such analyses could lead to the enhancement

or redesign of instructional practices in their classrooms so that they are more closely aligned with their students' abilities and needs, as well as with practices known to be effective in inclusive classrooms.

CONCLUSION

This case study of Tim has illustrated that he was an important variable in Ken's development as a writer. His knowledge of Ken as a learner – as a student with learning difficulties and as an adolescent, middle-school student, did influence Tim's pedagogical practices. We would argue that there is much that can be learned from detailed analyses of teachers' practices. While we recognise the limitations of this "snap shot" of a one teacher, we believe that case studies from exemplary teachers, such as this one of Tim, may be valuable as pedagogical devices in teacher preparation and professional learning programmes.

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Appendix 1: The analytic frameworks

Analytical Framework A: Using the *WriteIdeas* Model

THE WRITING PROCESS – PLANNING
Demonstrates knowledge and skills in the use of instructional practices related to planning

	Evidence
Generating, Organising Goal setting	
Brainstorming Using concrete objects Inspiration Photos and pictures Structured templates • graphic organisers • scrap books • concept maps Other (specify) Software (name, version #, publisher, date)	

THE WRITING PROCESS – REVISING
Demonstrates knowledge and skills in the use of instructional practices related to revising

	Evidence
Reviewing Evaluating	
Paired writing Peer reviewing checklist Other (specify)	

Note: Only the elements Planning and Revising of the *WriteIdeas* Model are included here. The complete Framework may be obtained from the first author.

Analytical Framework B: The student as learner
(Moni, Jobling & van Kraayenoord, 2002)

Demonstrates knowledge and skills in the use of instructional practices related to the student with learning difficulties

	Evidence
Cognitive processes	
Motivation	
Rate	
Engagement with tasks	
Language use	
Other (specify)	

Analytical Framework C: The middle years of schooling
(Adapted from Cunning, 1998; Jackson & Davis, 2000)

Demonstrates knowledge and skills in the use of instructional practices related to the middle years

	Evidence
Safety	
Rigour	
Empowerment	
Success	
Purpose	
Partnerships	
Identity	
Assessment	
High expectations	
Other (specify)	

Analytical Framework D: principles of instructional support – pedagogical practices
(Adapted from Moon, 2005; Tomlinson, 1999)

Demonstrates knowledge and skills in the use of the principles for instructional support – related to differentiation

	Evidence
Meaningful activities Range of text types Supportive classroom environment • environmental print • other Peer support Collaboration Ongoing assessment Explicit goals Concrete experiences Technology Focus on success Independence and control Frequent and supportive feedback Other (specify)	