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# edTPA Training Day 2: Task 1-2 Explanations

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College of Education

Center for Educational and Instructional Technology Research (CEITR)

# Day 2 Review – Task 1-2

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Explanations

Resources

Key issues



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# Task 1

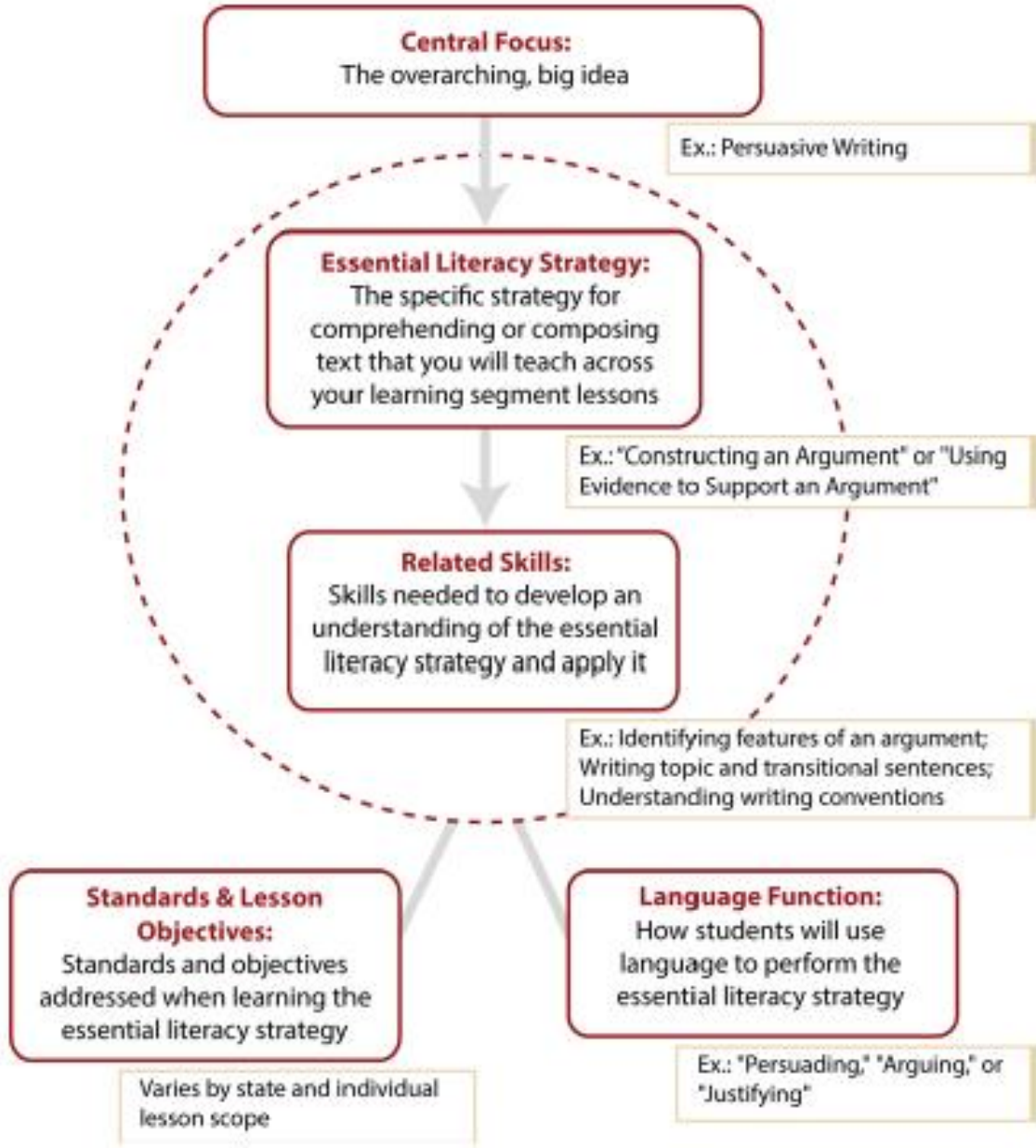
Instruction



# Central Focus, Essential Literacy Strategy, Language Function

Central Focus ideas	Essential Literacy Strategy	Requisite Skills	Language Function	Possible lesson plan ideas/theory/reading-writing connections
comprehend narrative text by <u>making Connections</u>	Use prior knowledge	Phonics, decoding, word recognition Descriptive words	Explain/describe	Writing response Sentence frame
comprehend narrative or informational text through supporting evidence	Reasoning	Phonics, decoding, word recognition Vocabulary meaning in context	Justifying	Anticipation guide (Content area strategies for literacy-Fisher & Frey T-Chart and Opinion
Comprehend by using the <u>main idea</u> and supporting details to determine importance of narrative or informational text	determining importance	Phonics, decoding, word recognition  Vocabulary meaning in context	Inquire	Gist-5 w's and how  Anticipation guide (Content area strategies for literacy-Fisher & Frey)
comprehend informational text through inferencing and support with evidence	Use text features (Using visuals and structure of a text to predict topic)	Phonics, decoding, word recognition  Vocabulary meaning in context	Inferencing/predict	Inferencing chart-What I Know Prediction chart  Create by Prof. P.GEORGE
Compose an opinion piece	Using reasons/evidence to support an argument  Close reading	Writing sentences  Writing paragraphs	argue	Discussion web (Alvermann, 1991)  Graphic organizers  Close reading (to read opinions)
Compose a descriptive, writing piece	Using a graphic organizer to organize writing	Writing sentences  Writing paragraphs	describe	Alphaboxes (Hoyt)  Graphic organizers
Compose an informational writing piece	Note-taking from an informational text to support drafting a topic  close reading	Writing sentences  Writing paragraphs	explain	Close reading (to gather information)  Graphic organizers
Compose a compare/contrast essay	Using a graphic organizer to organize writing	Writing sentences  Writing paragraphs	Compare/contrast	Venn diagram  T-chart

# Central Focus, Essential Literacy Strategy, Language Function



# Literacy Strategies

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- **There are 5 separate strategies that together form the High 5 Reading Strategy.**
- Activating background knowledge. Research has shown that better comprehension occurs when students are engaged in activities that bridge their old knowledge with the new
- Questioning
  - <https://www.youtube.com/watch?v=R3fYVwKUGgg>
- Analyzing text structure
  - <https://www.youtube.com/watch?v=7kWGQ- ipBY>
- Visualization
  - <https://www.youtube.com/watch?v=mwccqY2b2PXI>
- Summarizing
  - <https://www.youtube.com/watch?v=w33-m8-geuM>



Academic Language Functions

Academic Language Function	Student Uses Language to:	Examples	Thinking Map®	Graphic Organizers	Language Structures/Key Signal Words	Tasks Associated with Academic Language Function	Questions Commonly Asked
Seek Information	Observe and explore; acquire information; inquire	Use who, what, when, where, and how to gather information	Circle Map	Attribute Diagram Web SQ3R Concept Definition Map Outlines Cornell Note-taking	To be, action verbs, prepositions	Define, count, draw, identify, indicate, label, list, match, name, point, recall, recite, reproduce, repeat, trace, write, state, select, record, attributes, characteristics, main idea	Who ____?, What happened?, Where did it happen?, When did it happen?, Where did you find that?, How do you do that?
Inform	Identify, report, or describe information	Recount information presented by teacher or text, retell a story or personal information	Circle Map Bubble Map	Web SQ3R Concept Definition Map Outlines Cornell Note-taking	Adjective use, descriptive language, superlatives/comparatives, ____said, the book says, first, second, next, etc., according to	Retell, recount, reorder, represent, depict, paraphrase, summarize, give examples, draw, explain, conclude, convert, describe, prepare, transform, translate, restate, rewrite, prepare, give in your own words, generalize, extrapolate	Retell the story in your own words. Summarize the chapter on _____. What happened?, Report your findings., Describe the main character. Tell about _____. What happened? Show how_____.
Compare	Describe similarities and differences in objects or ideas	Make/explain a graphic organizer to show difference and similarity	Double bubble Map Bridge Map	Venn Diagram Semantic Features Analysis T-Chart Fact-Opinion Charts	However, but, as well as, on the other hand, not only....but also, either....or, while, although, unless, similarly, yet, compared with, similar to, different than, and yet, as opposed to, alternatively, apart from, by contrast, contrary to that, conversely, in spite of this, nevertheless, nonetheless, notwithstanding, regardless, some....., but others, still, then again, by the same token, correspondingly, likewise, too	Distinguish, compare, contrast, group, identify, illustrate, point out, recognize, separate, describe, attributes, commonalities, differences, differentiate,	How are ____ and ____ the same? Different? Compare ____ and _____. Describe _____. Now, describe _____. Do either of these _____? What makes ____the same? What makes ____different? How do we know the difference between __ and __?

## Writing a SMART Goal

<b>SMART</b>	Examples:
<p><b>Specific</b> (Student Skill)</p> <p>What student skill are you trying to improve?</p>	<p>Describe your goal in precise terms so there is no confusion as to what needs to be accomplished. Try answering the "W's": Who, what, where, when, why.</p> <p>Example: A general goal would be, "The teacher will use effective questioning strategies." A specific goal would say, "As a result of increased use of effective questioning strategies, each student will improve his score by at least 20% on <b>objectives 3.1-3.4</b> as evidenced by a teacher designed pre/post assessment to be given in November and May of the 2005-06 school year."</p>
<p><b>Measurable</b> (Measurement Tool)</p> <p>What specific assessment will be used to measure the change in student learning?</p>	<p>Make sure you include the measures you will use to judge your progress towards achieving the goal. The goal must be written so that you can measure your progress toward it, and, most importantly, so you'll know when you've achieved it!</p> <p>Example: "As a result of daily implementation of the district reading model, 100% of my students will increase their mastery of reading comprehension on grade level narrative text by 15% <b>as measured by a teacher created pre/post assessment given October and May.</b>"</p>
<p><b>Achievable</b> (Amount of Growth)</p> <p>What amount of growth do you plan to achieve?</p>	<p>Construct a goal that is achievable. Don't set it so high that in the back of your mind you know failure will eventually happen.</p> <p>Example: An unreasonable goal is, "Use technology with every lesson I teach." An attainable goal would be, "As a result of my learning about problem-based learning using technology, <b>90% of students will report increased engagement</b> in the content on an affective teacher-designed pre/post assessment to be given at the beginning and end of each unit of study."</p>
<p><b>Relevant</b> (Results-Based Teaching Strategy)</p> <p>What teaching strategy or learning, from the original IDP plan, will you use to improve the targeted skill?</p>	<p>Meaningful goals align with the district curriculum. Your goal should relate to attaining something that is necessary, of value and that supports the district's educational vision.</p> <p>Example: A relevant goal could be to, "<b>As a result of my increased knowledge about how to engage parents in instruction</b>, each student will complete one homework assignment a week that requires family involvement and communication. 30% more students and 50% more parents will indicate increased parent involvement in school as evidenced by a teacher-designed pre/post survey to be given September and April."</p>
<p><b>Time</b> (Timeline)</p> <p>When will you collect evidence of accomplishment?</p>	<p>Determine a date, timeframe, or schedule for your goal.</p> <p>Example: A vague goal would be to, "Encourage my students to write more often." A time-based goal is to, "As a result of my increased knowledge of teaching the writing process, students will journal for 15 minutes each day resulting in all students improving their scores on a 6-trait writing rubric by the <b>end of April.</b>"</p>



# Gradual Release

## "I do it"

Direct Instruction (Mini-lesson/Focus lesson)

*Teacher Role:*

- Provides direct instruction through modeling and think-alouds
- Establishes goals and purpose

*Student Role:*

- Actively learn

## "We do it"

Guided Instruction

*Teacher Role:*

- Teacher prompts, questions, facilitates and leads students with interactive instruction
- Needs identified through assessments

*Student Role:*

- Invited to participate in shared and interactive activities.

## "You do it together"

Collaborative

*Teacher Role:*

- Scaffolds and supports instruction in groups

*Student Role:*

- Collaborates with peers on learning, task and outcomes
- Consolidates learning

## "You do it alone"

Independent Practice

*Teacher Role:*

- Provides feedback and evaluates student performance

*Student Role:*

- Application of new learning
- Synthesize, transform and confirm learning/understanding

# Differentiation

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- **Four ways to differentiate instruction**
- According to Tomlinson, teachers can differentiate instruction through four ways: 1) content, 2) process, 3) product, and 4) learning environment.
- Examples of differentiating activities:
  - Match vocabulary words to definitions.
  - Read a passage of text and answer related questions.
  - Think of a situation that happened to a character in the story and a different outcome.
  - Differentiate fact from opinion in the story.
  - Identify an author's position and provide evidence to support this viewpoint.
  - Create a PowerPoint presentation summarizing the lesson.

# Differentiation

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- Examples of differentiating the process:
- Provide textbooks for visual and word learners.
- Allow auditory learners to listen to audio books.
- Give kinesthetic learners the opportunity to complete an interactive assignment online.

# Differentiation

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- Examples of differentiating the end product:
  - Read and write learners write a book report.
  - Visual learners create a graphic organizer of the story.
  - Auditory learners give an oral report.
  - Kinesthetic learners build a diorama illustrating the story.

# Differentiation

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- Examples of differentiating the environment:
- Break some students into reading groups to discuss the assignment.
- Allow students to read individually if preferred.
- Create quiet spaces where there are no distractions.



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# Questions

In regards to Task 1?







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# Task 2

Instruction



# Positive Learning Environment

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- <https://all4ed.org/four-elements-for-creating-a-positive-learning-environment/>
  - Safety
    - Safety extends beyond the physical well-being of students. To have a safe learning environment, students must feel welcomed, supported, and respected.
  - Engagement
    - Personalize Learning is student-centered approach to learning tailors instruction to students' unique strengths and needs and engages them in challenging, standards-based academic content.
  - Connectedness
    - Students must feel connected to teachers, staff, and other students. Schools can nurture these connections by focusing on students' social and emotional learning (SEL).
  - Support
    - Students must feel supported by all those connected to their learning experience.

# Positive Learning Environment

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- <https://www.edutopia.org/discussion/32-strategies-building-positive-learning-environment>
- Good Relationships
  - Get started early
  - Take your time
  - Ask for help
- Clear Communication
  - Speak their language
  - Start from scratch
- Trust
  - Let your students make decisions
  - Put your trust in technology
  - Trust yourself

# Link prior academic learning to new learning

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- <https://www.teachingenglish.org.uk/article/prior-knowledge>
  - **Prior knowledge** is the **knowledge** the learner already has before they meet new information. A learner's understanding of a text can be improved by activating their **prior knowledge** before dealing with the text, and developing this habit is good learner training for them.
- <https://news.illinoisstate.edu/2012/01/importance-of-prior-knowledge-to-learning/>
  - **Importance of Prior Knowledge to Learning.** ... In order to facilitate **learning**, one of the fundamental principles instructors employ is understanding students' **prior knowledge**. It is well known that students build on what they already know and have come to understand through formal and informal experiences.
- <https://www.teachervision.com/reading-comprehension/activating-prior-knowledge>
  - Call it schema, relevant **background knowledge**, **prior knowledge**, or just plain experience, when **students** make connections to the text they are reading, their comprehension increases. Good readers constantly try to make sense out of what they read by seeing how it fits with what they already know.

# Connect Content Area and Skills

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- <http://www.ascd.org/publications/books/61189156/chapters/Integrating-Thinking-and-Learning-Skills-Across-the-Curriculum.aspx>
  - In elementary schools, skill teaching is prominent, while the content areas of science and social studies get shorted
  - Higher-level thinking see their elevated visions transformed into still more skills lists
  - Young students must focus on “the skills” so they can handle the massive amount of content awaiting them in the years ahead
  - Proponents of teaching reading and writing skills across the elementary curriculum receive a mixed reaction

# Gradual Release

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- I do
  - Teacher models expectations. Actually completes each step of what she/he wants the student to complete.
- We do
  - Have a second activity for the students to work together to complete the steps that the teacher has just modeled.
- You do
  - Have a third activity that the students can do independently to apply the new information/skill
- The “I do” part of the gradual release would be you teaching the essential literacy strategy and something to record.
- The “We do” portion is the students working together and could be another place to record for student collaboration.



# Differentiation

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- <https://www.edutopia.org/blog/differentiated-instruction-ways-to-plan-john-mccarthy>
  - Differentiate content
    - Differentiating content includes using various delivery formats such as video, readings, lectures, or audio.
  - Differentiate process
    - Having one or two processing experiences for every 30 minutes of instruction alleviates feelings of content saturation. Reflection is a powerful skill that is developed during processing experiences.
  - Differentiate product
    - The key to product options is having clear academic criteria that students understand. When products are cleanly aligned to learning targets, student voice and choice flourish, while ensuring that significant content is addressed.

# Cite Research

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- <https://all4ed.org/four-elements-for-creating-a-positive-learning-environment/>
- <https://www.edutopia.org/discussion/32-strategies-building-positive-learning-environment>
- <https://www.teachingenglish.org.uk/article/prior-knowledge>
- <https://news.illinoisstate.edu/2012/01/importance-of-prior-knowledge-to-learning/>
- <https://www.teachervision.com/reading-comprehension/activating-prior-knowledge>
- <http://www.ascd.org/publications/books/61189156/chapters/Integrating-Thinking-and->
- <https://www.edutopia.org/blog/differentiated-instruction-ways-to-plan-john-mccarthy>
- [Learning-Skills-Across-the-Curriculum.aspx](#)
- <https://dpi.wi.gov/ela/instruction/framework>



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# Questions

In regards to Task 2?



# Day 2 Team Work

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Join your Teams [Elementary, Secondary, Special Ed] in the corresponding rooms (5% points).

**Discuss** the deconstructing questions and guiding questions you created for your assignment. What other guiding questions and/or feedback could you give to your students based on appropriate guidelines for feedback.

- How does deconstructing/unpacking standards assist in scaffolding plans?
- Review the deconstructed standard(s), how will these help in supporting your students?

# Next Steps

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Complete/submit assignments for Day 2

Review the materials for Day 3



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**Thank you  
Questions?**

