

**Southern Nevada Regional Professional
Development Program**
www.rpdp.net



Understanding the NEPF

Focus on Standard 2

ELA 6-12

SNRPDP Secondary Literacy Trainers

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&

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Standard 2 Module for 6-12 ELA

- **Part 1- Understanding Standard 2**
 - What is Standard 2?
 - What are the indicators?
 - What do we already know?
 - What does brain research say?
- **Part 2-Implications for ELA**
 - How do the indicators look in practice?
 - What are some activities and ideas for the classroom?

Outcomes

- Better understand Standard 2 of the NEPF
- Understand how to effectively implement Standard 2 in the secondary ELA classroom



STANDARD 1 New Learning is Connected to Prior Learning and Experience	STANDARD 2 Learning Tasks have High Cognitive Demand for Diverse Learners	STANDARD 3 Students Engage in Meaning-Making through Discourse and Other Strategies	STANDARD 4 Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	STANDARD 5 Assessment is Integrated into Instruction
Indicator 1 Teacher activates all students' initial understandings of new concepts and skills	Indicator 1 Tasks purposefully employ all students' cognitive abilities and skills	Indicator 1 Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students	Indicator 1 Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it	Indicator 1 Teacher plans on-going learning opportunities based on evidence of all students' current learning status
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students	Indicator 2 Tasks place appropriate demands on each student	Indicator 2 Teacher provides opportunities for all students to create and interpret multiple representations	Indicator 2 Teacher structures opportunities for self-monitored learning for all students	Indicator 2 Teacher aligns assessment opportunities with learning goals and performance criteria
Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students	Indicator 3 Tasks progressively develop all students' cognitive abilities and skills	Indicator 3 Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships	Indicator 3 Teacher supports all students to take actions based on the students' own self-monitoring processes	Indicator 3 Teacher structures opportunities to generate evidence of learning during the lesson of all students
Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings	Indicator 4 The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	Indicator 4 Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students		Indicator 4 Teacher adapts actions based on evidence generated in the lesson for all students

STANDARD 2

Learning Tasks have High Cognitive Demand for Diverse Learners

Indicator 1

Tasks purposefully employ **all** students' cognitive abilities and skills

Indicator 2

Tasks place appropriate demands on each student

Indicator 3

Tasks progressively develop **all** students' cognitive abilities and skills

Indicator 4

The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

What do we already know about standard 2?

- How does Standard 2 connect to our understanding of high cognitive demand for diverse learners?
 - The Components of an Effective Lesson (CEL)
 - Reading Process
 - Writing Process
 - Learning Process

Connecting to the Components of an Effective Lesson

- Introduction
- Daily Review
- Daily Objective/Establish Purpose
- **Concept and Skill Development /Model**
- **Group/Guided Practice**
- **Independent Practice**
- **Closure**
- Memory Review

Connecting to the Components of an Effective Lesson

- **Concept and Skill Development /Model** - tasks purposefully employ all students' cognitive abilities and skills
- **Guided Practice/Group Practice** –tasks place appropriate demands on each student
- **Independent Practice** – tasks progressively develop all students' cognitive abilities and skills
- **Closure** - teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.

Connecting to the Reading Process

- **Pre reading:** Preview and predict to provide context, access and build prior knowledge before reading
- **During reading:** Read actively, write down questions and connections, visualize, reread, and take notes
- **After reading:** Summarize, respond, discuss, build or do something with what you've learned.

Connecting to The Reading Process

During Reading

- Read actively
 - “What do I understand from what I just read?”
 - “What is the main idea?”
 - “Do I need to reread so that I understand?”
- Write down questions and connections
- Visualize
 - What picture is the author painting in my head?”

Connecting to The Reading Process

During Reading (continued)

- Reread
 - “Which of my predictions were right?”
 - “What information from the text tells me that I am correct?”
 - “What were the main ideas?”
 - “What connections can I make to the text?”
 - “How do I feel about it?”
- Take notes

Dialectical Journals are Good Practice

- Dialectical journals (Reading Response Journals) create a way for readers to become more involved while they read.
- Dialectical journals are a double-entry style log. Readers record directly quoted or paraphrased passages from the text in one column and their responses (emotional, logical, analytical) to the text in the other.
- These journals make it easier for readers to become more involved with the text.
- They create a link between the reader and the text. This link leads to greater retention of the text for the readers.

(Whetzel, 2013)

Connecting to the Writing process

- **Prewriting**
 - Getting-ready-to-write-stage
- **Drafting**
 - Getting ideas onto paper
- **Revising**
 - Refining the content
- **Editing**
 - Proofreading
- **Publishing**
 - Sharing

Connecting to the Writing process

- **Revising**
 - Stage where writers try to improve writing on their own. They may use the suggestions from peers to make additions or clarify details. The teacher steps in at this stage and gives feedback.
- **Editing**
 - Stage where writers work with teacher and/or peers to correct all mistakes in grammar and spelling.

Connecting to the learning process

- **Initiate**—set the stage for learning
- **Construct**—active construction of new knowledge
- **Utilize**—application of new learning

Construct

- Active engagement in developing new knowledge/understandings
- Task analysis
- Construct new meaning and develop new skills by...
 - Reading, writing, discussing, creating, solving, investigating, exploring....
 - Must use all modalities, including reacting and responding to the reactions of others
 - Must continue to connect to existing knowledge

How do these
standards
impact
learning?

Let's take a look
at the brain.

Learning
Is
Belonging
and
Connecting

Belonging and Connecting

- Create a positive climate “attitudes are caught, not taught”
- Positive feedback/recognition
- Celebrate diversity
- Display student work
- Establish a relationship with parents
- Cooperative learning

“How a person ‘feels’ about a learning situation determines the amount of attention devoted to it.”

~~Eric Jensen~~

Creating Positive Feedback/Recognition

- Learning communities
- Reams
- Advisory/academies
- Celebrations
- Positive feedback/Smiling
- Healthy competition
- Structure
- Music/drama/art
- Movement

Cooperative Learning

1. Positive interdependence
2. Face-to-face interaction
3. Individual and group accountability
4. Social skills
5. Group processing

(Brown & Ciuffetelli Parker (2009) and Siltala (2010))

Cooperative Learning (continued)

In order for student achievement to improve considerably, two characteristics must be present:

1. When designing cooperative learning tasks and reward structures, individual responsibility and accountability must be identified. Individuals must know exactly what their responsibilities are and that they are accountable to the group in order to reach their goal.
2. All group members must be involved in order for the group to complete the task. In order for this to occur each member must have a task that they are responsible for which cannot be completed by any other group member.

(Brown & Ciuffetelli Parker (2009) and Siltala (2010))

Jigsaw

As we all know, the best way to learn something is to teach it to others. This strategy requires student to teach other students.

- 1) Identify content that can be divided into relatively equal meaningful segments.
- 2) Identify the number of segments to be learned and place that number of students in each learning team.
- 3) Assign each person in the learning team a different segment of the material and give them time to study it.

Jigsaw (continued)

- 4) Students then meet in expert groups (leave their original groups to discuss material with other student who have the same segment) to make sure they have a good grasp of their specific segment of the material and to discuss how they will teach their portion to their learning teams.
- 5) Students return to their learning teams and teach the material on which they are experts.
- 6) Ensure individual accountability by some means, possibly by using Pick a Card, Any Card or giving a quiz.

Knowing What versus Knowing How

We tend to focus on “knowing what”

We need to focus on “knowing how”

Learning follows the 70/20/10 formula:

- 70% of learning is doing, making and correcting mistakes, problem solving & inquiry
- 20% of learning comes from feedback, reflection and observation
- 10% of learning comes from formal training

Part 2: Implications for ELA

- How do the indicators look in practice?
 - Classroom videos
 - Reflective questions
- Activities and ideas for the classroom

Indicator 1

Tasks purposefully
employ all students'
cognitive abilities and
skills



What does it mean to
have *tasks purposefully
employ all students'
cognitive abilities and
skills?*

What are some ways **you**
*purposefully employ all
students' cognitive
abilities and skills?*

Video clip #1: Purposeful Grouping for Collaboration

(adapted from teachingchannel.org)

- How does the teacher in the video employ all students' cognitive abilities and skills?
- How does she employ all students' cognitive abilities and skills?
- What do you think? Is she effective? What would YOU do?

Indicator 2

Tasks place
appropriate demands
on each student



What does it mean to
make *tasks place*
appropriate demands on
each student?

What are some ways
you make *tasks place*
appropriate demands on
each student?

Video clip #2: Writing, Collaboration, and Reading

(adapted from teachingchannel.org)

- How does the teacher place appropriate demands on each student?
- What tasks does the teacher demand that the students be able to complete within his classroom and beyond on a daily basis?
- What do you think? Is he effective? What would YOU do?

Indicator 3

Tasks progressively develop all students' cognitive abilities and skills



What does it mean to make *tasks progressively develop all students' cognitive abilities and skills?*

How do ***you*** make *tasks progressively develop all students' cognitive abilities and skills?*

Video clip #3: Higher Order Questions – A Path to Deeper Learning

(adapted from teachingchannel.org)

- How does the teacher create tasks that progressively develop all students' cognitive abilities and skills?
- How do the students demonstrate their cognitive abilities and skills within the tasks?
- What do you think? Is she effective? What would YOU do?

Indicator 4

The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status



What does it mean to *operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status?*

How do ***you*** do this in your classroom?

Video clip #4: Positive Messaging

(adapted from edutopia.org)

- How does the teacher/administrator in the video operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status?
- Why is it important to operate with this belief?
- What do YOU think? Is he effective? What would YOU do?

A few ways to develop cognitive abilities and skills within tasks

- Concept Building
- Cornell Note-Taking with a Twist
- Cubing
- Reading with Rigor and Relevance
- Interactive Lectures
- Motivating Students
- Critical Thinking Across the Curriculum
- Building Classroom Community
- See handout for examples and *Literacy Connects* at RPDP.net--newsletters