As your ship sets sail for your internship, your challenge is to *create*, *execute* and *videotape* one lesson that includes *two* specific research-based strategies. *The first strategy will be assigned to you at random from those that you have learned.* *The second strategy will be chosen by you from a list of strategies.*
Your Strategies

• Check the list below for the island group that has been assigned to you. You are responsible for selecting one of the strategies within that island. An island group has been randomly assigned to each intern as part of the research design surrounding the ISLES work.

  – List of Randomly Assigned Strategies by First Letter of Last Name

• Choose an additional strategy from a different island group. Please note all lessons should include some type of Assessment strategy. The other island groups are listed below.
  – Organizers
  – Concept Learning
  – Question and Review
  – Grouping
First Impressions

• What kind of learning environment do you want to develop in order to establish respect and rapport, and to support students’ engagement in learning?
• What kinds of learning tasks actively engage students in the content of your lesson?
• How will you elicit and build on student responses in ways to develop and deepen content understanding?
• In what ways will you connect new content to your students’ prior academic learning and personal, cultural, or community assets during your instruction?
• How will you use evidence from your instruction to examine and change your teaching practices to more effectively meet a variety of student learning needs?
Exploration: Objectives

After completing the entire Exploration section and reviewing the accompanying documents, you should be able to:

- Plan, teach, and reflect on effective instruction integrating specified TQP strategies appropriately within a Social Studies, Science, English/Language Arts, or Math lesson.
- Video record your teaching, trim a segment of the video recording, and submit it to Taskstream.
What’s This?

Context and Planning

• Based upon the strategies selected/assigned, choose an appropriate content area and topic for your lesson. Discuss this with your instructor and clinical teacher.
• Depending on your content, grade level and other logistics, the lesson should be between 20 and 90 minutes.
• Research your selected content.
• Think about your learners. What needs do they have? What should you consider when planning your lesson? How can you make the content comprehensible to all learners? To guide your thinking, review the Planning Considerations checklists on the HOT LINKS slide.
Context and Planning, Cont.

- Write your lesson plan using your program area’s lesson plan template. See the HOT LINKS slide for those templates.
- Prepare materials. YOU WILL NEED TO SEND HOME ECU VIDEO CONSENT FORMS TO ALL OF YOUR STUDENTS THAT WILL BE IN THE VIDEO RECORDING. YOU MUST HAVE THE SIGNED CONSENT BEFORE VIDEO RECORDING. See the HOT LINKS slide for the consent forms.
- Share your lesson plan with your instructor and clinical teacher.
- Complete Section I of the Instruction Commentary.
Video Recording

- Prepare your video recording device. Make sure it is fully charged and has enough memory to capture your entire lesson.
- Ask your clinical teacher or another appropriate person to video your lesson using the camera. Consider posting a “Video In Progress” sign on your classroom door.
Helpful Hints to Share With Your Videographer:

- Make sure that your videographer captures your comments as well as your students’ comments. You and your students should be visible in the video.
- Your videographer can also sit in a location that will be easy for him/her to capture all of the comments that occur within the lesson. They may also have to travel around the room in order to capture these comments.
- **Make sure your ISLES strategies are visible within your lesson video.**

Examples:

- If your students are completing a graphic organizer, ask your videographer to zoom in on their work.
- If you are creating a graphic organizer on the SMART board, chart, etc. ask your videographer to zoom in on your work.
- **Make sure your assigned strategy, chosen strategy and assessment strategy (formative or summative) are ALL visible within your final trimmed video clip(s).**
Video Recording, Cont.

- Download your full lesson video to a computer and use the editing software to trim your video to 1-2 clips, not exceeding 10-15 minutes total. The clip(s) should be unedited.
  - For example, you could submit minutes 1-5 of your lesson on the 1\textsuperscript{st} clip, then submit minutes 15-25 in the 2\textsuperscript{nd} clip. This would be a total of 15 minutes and would be continuous minutes in each clip.
  - The key is to make sure that the clip(s) you select are the best continuous minutes of your lesson that addresses all items in the I.S.L.E.S. #3 scoring rubric.
- Your assigned strategy, chosen strategy, and assessment strategy should be clearly evident in your trimmed video clip(s).
- After trimming your video, complete the remaining sections of the Instruction Commentary.
Analysis of Teaching

• After planning, teaching, and videoing your lesson, meet with your clinical teacher to discuss your completed work. This will be the first time someone other than you will view the video clip(s).

• Discuss your responses in the Instruction Commentary.
Hot Links: Resources

- I.S.L.E.S. Strategies
- Selecting Instructional Strategies Checklist
- Planning Considerations Checklists: AIG, ELL, Instructional Technology, Universal Design of Learning, Literacy
- Video support: Preparing videos Flip Cameras
- Taskstream resources for ECU interns
- ISLES 3 samples: Sample 1-3rd ELA; Sample 2 – K - ELA
- Tech help: http://coehelp.ecu.edu
### Required Documents

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Instruction Method</th>
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<tbody>
<tr>
<td>ELEM</td>
<td>Direct Instruction</td>
</tr>
<tr>
<td>ELEM</td>
<td>5E</td>
</tr>
<tr>
<td>MIDG</td>
<td>Direct Instruction</td>
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<td>SPED</td>
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<td>SPED</td>
<td>UDL</td>
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</table>

- Video Guidelines and Consent Form
  - [English](#) [Spanish](#)
- [Lesson Commentary Template](#)
- [ISLES 3 Scoring Rubric](#)
Take A Look

Plan lesson with selected research based strategies, appropriate content, and differentiated instruction.

Video record your classroom teaching.

Analyze your teaching through trimming your video, completing a commentary, and conferencing.
Think About It

Work with your clinical teacher to determine your lesson topic. Consider your students’ needs and begin planning your lesson. REMEMBER, using researched based strategies with appropriate content should result in higher achievement for your students.
Assessment

• You will submit your ISLES 3 Assignment to Taskstream. Select the ISLES 3 Assignment in your program portfolio. For example, if you are an ELEM major, then you would upload your ISLES 3 work in your ELEM portfolio.
• Upload your files. (Your lesson plan and Instruction commentary are to be submitted as Attachments. The trimmed video clip(s) are to be submitted using the Video tab.)
• Your ISLES artifacts will be evaluated using the scoring rubric. This information will be used formatively as faculty and your clinical teacher work with you in preparation for your final Senior edTPA portfolio.
• Completion of your ISLES 3 work will be recorded in your course.
Credits

- **Module Developers:** D. Metcalf, A. Bullock, E. Fogarty, and K. Cuthrell

- **Module Production Team:** D. Kester and E. Briggs

This concludes the ISLES 3 module. Select this button to exit the file.
## ISLES 3 Rubric

<table>
<thead>
<tr>
<th>Levels/Criteria</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Environment</strong></td>
<td>The clip(s) reveal evidence of disrespectful interactions between teacher and students or between students. <strong>OR</strong> Candidate allows disruptive behavior to interfere with student learning.</td>
<td>The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the use of both the assigned and chosen instructional strategies.</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.</td>
<td>The candidate demonstrates rapport with and respect for students. Candidate provides a learning environment that promotes opportunities to express varied perspectives and promotes mutual respect among students.</td>
</tr>
<tr>
<td><strong>Engaging Students in Learning</strong></td>
<td>In the clip(s), students are passive or inattentive while candidate directs use of strategies. There is little or no evidence that the candidate links students’ prior academic learning or personal, cultural, or community assets with new learning. The chosen and assigned strategies don’t match or correlate well with the lesson. Other strategies would have been more effective. <strong>OR</strong></td>
<td>In the clip(s), students are participating in strategies focusing solely on content without developing understanding of the strategies. Candidate attempts to link new content to students’ prior learning and experience, but the links are unrelated to the content or strategies or cause student confusion.</td>
<td>In the clip(s), students are intellectually engaged in strategies that develop their understandings of content and strategies. Candidate links new content to students’ prior academic learning to content and strategies. The chosen and assigned strategies correlate well with the lesson objectives and help students achieve learning.</td>
<td>In the clip(s), students are intellectually engaged in strategies that develop their understanding of the content through teacher-student and student-student interaction. Candidate links both prior academic learning and personal, cultural, or community assets to new strategies. The chosen and assigned strategies correlate well with the lesson objectives and help students achieve learning.</td>
<td>In the clip(s), students are intellectually engaged in strategies tailored to specific student needs for comprehending the content through teacher-student and student-student interactions. Candidate prompts students to make links prior academic learning and personal, cultural, or community assets to new strategies. The chosen and assigned strategies correlate well with the lesson objectives and help students achieve learning.</td>
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Last Updated July 2014
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<tr>
<td>Student misbehavior or candidate’s disrespect for one or more students severely limits students’ engagement in learning</td>
<td>assigned strategies correlate well with the lesson content and help students achieve learning.</td>
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<td>help students achieve learning.</td>
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<tr>
<td>Deepening Student Learning</td>
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<tr>
<td><strong>How does the candidate elicit student responses to promote thinking and develop the chosen and selected strategies associated with the selected lesson content?</strong></td>
<td>Candidate does most of the talking and the students provide few responses. Candidate teaches strategies without providing meaningful context. OR Candidate responses include significant strategy and content inaccuracies that will lead to student misunderstandings.</td>
<td>Candidate primarily asks surface-level questions and evaluates student responses as correct or incorrect.</td>
<td>Candidate <strong>elicits student responses related to use of strategies.</strong> Candidate makes clear connections between strategies and content.</td>
<td>Candidate <strong>elicits and builds on students’ skills to explicitly portray, extend, or clarify a strategy.</strong> Candidate prompts students to apply strategies in meaningful content.</td>
<td>All components of Level 4 plus: Candidate facilitates interactions among students to evaluate their own abilities to apply strategies in meaningful content.</td>
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<tr>
<td><strong>Subject-Specific Pedagogy</strong></td>
<td>Candidate <strong>does not teach students</strong> how to use the strategies to support comprehension. OR There is a clear mismatch between or among strategies, skills, and students' readiness to learn. OR Materials used in the clip(s) include significant content and strategy use inaccuracies that will lead to student misunderstandings.</td>
<td>Candidate <strong>models the strategies without opportunities for students to practice</strong> or apply them.</td>
<td>Candidate <strong>models the strategy with limited opportunities for practice.</strong></td>
<td>Candidate explicitly teaches students how to apply the strategies and provides opportunities for guided practice.</td>
<td>Level 4 plus: Candidate explicitly teaches students when to apply the strategies in meaningful contexts.</td>
</tr>
<tr>
<td><strong>Analyzing Teaching Effectiveness</strong></td>
<td>Candidate suggests changes unrelated to evidence of student learning.</td>
<td>Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.</td>
<td>Candidate proposes changes that address students' collective learning needs related to the lesson content. Candidate makes superficial connections to research and/or theory.</td>
<td>Candidate proposes changes that address individual and collective learning needs related to the lesson content. Candidate makes connections to research and/or theory.</td>
<td>Level 4 plus: Candidate justifies changes using principles of research and/or theory.</td>
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<tr>
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<td>B</td>
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<td>D</td>
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Teacher Quality Partnership Grant (TQP) Instructional Practices

Overview

Research has recently shown that student achievement is directly tied to teacher effectiveness. As a result, there is now a nationwide reform movement to raise teacher effectiveness. As part of the reform movement the Office of Innovation and Improvement in the Department of Education awarded “Teacher Quality Partnership Grants” to teacher education programs around the country. In the fall of 2009, the College of Education at East Carolina University won one of the 28 Grants. With the grant funds, ECU’s College of Education is reforming several areas of its program: Recruitment, Curriculum, and Clinical Practice. ECU partners, Pitt County Schools and Greene County Schools, are reforming their induction programs.

The Instructional Framework below is part of the Curriculum component of the reform. It is designed to teach you five categories of instructional practices with two specific strategies in each. The specific practices identified in the framework are not the only practices that are effective or that a prospective teacher should learn to incorporate in instruction. The ten instructional strategies discussed below constitute a starting place; over time you are expected to learn additional effective instructional practices. You will receive instruction on those additional practices from your professors. Also note that instructional practices are not the only means of raising student achievement. An effective teacher must have good classroom management, an effective curriculum, and appropriate professional dispositions. For now, however, the curriculum reform is focusing primarily on effective instructional practices.

TQP Instructional Practices

- Organizers
  - Graphic organizers
  - Advance Organizers
- Concept Learning
  - Examples and Non-examples
  - Compare and Contrast
- Question and Review
  - Higher level questions that ask for explanations
  - Games
- Grouping
  - Think-Pair-Share
  - Jigsaw
- Assessment
  - Formative
  - Summative
ORGANIZERS

Definition:
Organizers are visual or oral representations that help students deepen their thinking skills and improve their understanding of content.

1. Graphic Organizers

Definition:
Visual representations that help students deepen their thinking skills and improve their understanding of subject matter across content areas. Graphic organizers are usually a one-page form of a chart, a map, or a diagram. They may be called graphic organizers, graphic representations, visual representations, visual patterns, pictographs, or Thinking Maps®.

Benefits:
- Significantly improves critical thinking skills
- Increases memory of content knowledge when reading
- Well organized final products, particularly written work
- Deeper conceptual understanding
- Greater capacity to communicate abstract concepts

Examples:
- Brace chart – shows physical structures and part-whole relationships
- Bridge map – helps to transfer or form analogies and metaphors
- Bubble map/Star Diagram - describes emotional, sensory and logical qualities
- Circles (pie chart, circle graph, cloud, start chart, Venn diagram) map – helps define words or things in context and presents points of view
- Double bubble map – compares and contrasts qualities
- Flow chart – shows causes and effects and helps predict outcomes
- T chart – shows the relationship between main ideas and supporting details

2. Advance Organizers

Definition:
A framework for helping students understand what they will be learning. It is presented to students before they listen to a presentation or read textual materials and provides a structure for the new information to be linked to students’ prior knowledge. This information may be delivered orally, in narrative form or as a chart. Students have an existing organization of...
knowledge in the mind (cognitive structure) that influences their ability to acquire new knowledge.

Benefits:
- Students who are able to connect new knowledge to, or situate new knowledge into, their existing cognitive structures are better able to understand and retain the new knowledge.
- Students are able to recall more information and score higher on exams.

Examples:
A history teacher is about to present information about the Vietnam War. After reviewing yesterday’s lesson, telling the students the goals of the lesson, and asking them to recall in their minds what they already know about Vietnam, the teacher presents the following advance organizer:

I want to give you an idea that will help you understand why the United States became involved in the Vietnam War. The idea is that most wars reflect conflict between people over one of the following: ideology, territory, or access to trade. As I describe for you the United States’ involvement in Southeast Asia between 1945 and 1965, I want you to look for examples of how conflict over ideology, territory, or access to trade may have influenced later decisions to fight in Vietnam.
CONCEPT LEARNING

Definition:
The search for and listing of attributes that can be used to distinguish exemplars from non-exemplars of various categories. Concepts are the mental categories that help us classify objects, events, or ideas and each object, event, or idea has a set of common relevant features. Thus, concept learning is a strategy which requires a learner to compare and contrast groups or categories that contain concept-relevant features with groups or categories that do not contain concept-relevant features.

1. Examples and Non-Examples

Definition:
A model which consists of a definition, an expository presentation of “matched” examples and non-examples that are arranged from easy to difficult and are divergent, and an interrogatory practice presentation of new encountered and randomly ordered examples and non-examples. During the expository presentation, the teacher explains whether each instance is an example or a non-example of the concept. During the interrogatory practice presentation, students are asked to distinguish examples from non-examples and explain their answers.

Benefits:
Research shows that when the model of examples and non-examples is used, elementary students learn more and answer more test questions correctly then when the model is not used.

Example:
Sequence

1. Write a vocabulary word (gigantic).
2. Say the word, and have students repeat it.
3. Ask what the word means and provide feedback. If students respond correctly, say, “Yes, gigantic means huge”. If they respond incorrectly, immediately model the correct response.
4. Discuss pictures that represent examples and non-examples of the word. For example, point to a picture of a dinosaur and say, “The dinosaur is gigantic.” Then point to a picture of a dog and say, “The dog is not gigantic.”
5. Present the pictures one at a time. Have students determine if they are examples or non-examples. For example, “The tall building is gigantic; the toy house is not gigantic.”
6. Provide opportunities for students to practice discriminating whether a picture represents an example or a non-example of a word. For example:
   a. Have students sit in a circle
   b. Within reach of everyone, place a stack of pictures face down in the middle of the circle.
   c. Have students take turns identifying whether the picture represents an example or a non-example of a word.

2. Compare and Contrast

   Definition:
   Compare and contrast activities require students to identify important characteristics and then use these characteristics as the basis for identifying similarities and differences. Venn diagrams, matrices, and T-charts are all powerful tools to help students compare.

   Benefits:
   Research on the use of comparing and contrasting shows that students display an increase in student achievement. Students who spend time looking at similarities and differences between two topics and perhaps plot these on a graphic organizer deepen their understanding and ability to use the knowledge.

   Example:
   1. Hold up or display two different objects for students to focus on as they explore the meaning of the terms *compare* and *contrast*. You might choose two different beverage options (juice versus milk), two candy bars (Milky Way versus Reese's Cups), or two different television programs (*SpongeBob SquarePants* versus *The Rugrats*). Be sure to choose items which students are familiar with so that the process of comparing the objects will be clearer to them.

   2. Make two columns on the board or chart paper and invite students to brainstorm characteristics of first one of the objects (e.g., juice) and then the other object (e.g., milk). Invite students to add and revise information as they work, moving between the two columns.

   3. If students need help building the lists of characteristics, ask leading questions such as "How do you decide which beverage you want to drink?" or "How do you decide which candy bar to buy?"
4. Ask students to identify characteristics that are included in both of the columns. Either mark these similarities using a different colored pen, or create a new chart with the column headings of "Comparison" and "Contrast."

5. Based on the information in the lists, lead a class discussion on the definitions of the words compare and contrast. Refer to examples on the charts to clarify the difference between the two terms.

6. As a class, brainstorm other ways students compare and contrast in their daily lives (sports teams, restaurants, toys, books, etc.). You can do this by pairing students in groups or 2-4 having them compose a list as a group and then as a coming together as a class to share ideas.

7. From there, you will brainstorm and generate a class definition of compare and contrast making sure they understand why comparing and contrasting is important by using examples as needed.

QUESTION AND REVIEW

Definition:

Higher cognitive questions are defined as those which ask the student to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. Educational games are often used to help students reason and review.

1. Higher Level Questions That Ask for Explanations

Definition:

Higher level questions are usually defined as being above the memory level of Bloom’s Taxonomy. It is more than simple recall of facts or information. It is a function of the interaction between cognitive strategies, meta-cognition, and nonstrategic knowledge when solving problems. They are often defined as those which ask the student to mentally manipulate bits of information previously learned to create an answer or to support an answer with logically reasoned evidence. Higher cognitive questions are also called open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions.

Benefits:

Students become better able to reflect on their learning, identify gaps in their knowledge, understand relationships, and comprehend complex ideas. They demonstrate better memory, problem solving, and more sophisticated reasoning.

2. Games

Definition:

Games can be designed for review and mastery of learning of material. Students can play academic games independently, in small group, or whole group. Games are delivered through the use of technology, manipulatives, and orally.

Benefits:

- Motivates students to help each other master skills presented by the teacher.

Example:

Students learn material in class; this can be taught traditionally, in small groups, individually, using activities, etc. The next day, small groups of students play a Smartboard review game during learning centers. In the morning language arts block, students rotate through the game learning center.
GROUPING

Definition:

Grouping is founded on cooperative learning which refers to students working together for a common goal or purpose.

1. **Think-Pair-Share**
   
   **Definition:**
   
   Think-Pair-Share is a cooperative learning technique designed to give students time to think about a given topic and share their insights with another student. This provides students with necessary think time.

   **Benefits:**
   
   - Increases the length of student responses
   - Increases the number of appropriate responses
   - Decreases failure to respond
   - Increases the number of student questions
   - Improves student achievement
   - Has a positive impact on teacher questioning techniques

   **Example:**

   In Think-Pair-Share, the instructor asks an open ended or thought provoking question and asks students to think about it, giving them anywhere from 10 seconds to five minutes, depending on the nature of the question. At the end of the thinking period, students pair up to discuss their insights. Then, the teacher calls randomly on a few students to summarize their discussion or to give an answer. Think-Pair-Share can be used in any curriculum area.

2. **Jigsaw**
   
   **Definition:**
   
   Jigsaw is a cooperative learning technique intended to reduce racial conflict, promote academic achievement and improve student motivation. Students learn that competitive behavior is not effective, and they learn to listen to each other and appreciate each other as a resource for learning.

   **Benefits:**

   Jigsaw results in increased classroom participation, increases in role taking and changes in attribution of success and failure, and has a positive effect on liking for school.
Example:

Students are divided into 5-6 person heterogeneous groups. The material to be learned is divided into 5-6 segments. Each student is assigned one segment, and has access to his segment only. Students read over their material to become familiar with it. Then, temporary expert groups are formed, made up of students assigned to each segment of material; all students assigned to segment one become part of an expert group, etc. Students discuss the material in these expert groups and rehearse their presentations of the material. They then return to their original groups, where they teach their material to other students in their group. Other group members ask questions as the materials are presented. The instructor moves among groups to observe the process and offer any necessary interventions.
ASSESSMENT

Definition:
Assessment is the process of documenting knowledge, skills, and dispositions. It may occur during the course of instruction with feedback or at the end of the instruction to measure against standards or benchmarks.

1. Formative Assessment

Definition:
Formative assessment is diagnostic assessment to provide feedback over the course of instruction. It leads to instructional adjustments intended to improve student success. Formative assessment can provide the information needed to use as feedback to modify teaching and learning activities.

Benefits:
Research shows that students learn from formative assessment for four primary reasons.
- The frequent, on-going nature of the feedback is provided in formative assessment.
- The immediacy of the assessment ensures that feedback will be meaningful.
- Specific assessment allows students to see concrete changes they can make to improve.
- Formative assessment is consistent with constructivist learning theory.

Examples:
- Collaborating with other teachers to share information about students
- Homework, quizzes and tests
- Exit Tickets: Give students small pieces of paper and give them five minutes at the end of the lesson to answer two questions. One should require a factual answer related to the concepts taught in the day’s lesson and the other should require an explanation of a concept. Students should not sign their ticket. Collect them and analyze to determine how many students understand the main concept presented in the lesson and how many don’t. Adjust accordingly.
- One minute papers: Give students an open-ended question and one minute to write a response. Examples: What was the most important thing we discussed today? What was the most confusing thing we discussed today? Collect the papers and use for promoting discussion, and identifying misconceptions or confusion.
- Concept mapping
2. **Summative Assessment**

**Definition:**
Summative assessments are given periodically to determine what students do or do not know at a particular point in time.

**Benefits:**
For summative purposes, the information gathered must be compared to the broad criteria that define levels or grades; common criteria are applied and achievement is summarized in terms that have the same meaning for all students.

**Examples:**
- State assessments
- District benchmark assessments
- End of unit or chapter tests
- End of term or semester exams
- Scores used for grading

**RESEARCH REFERENCES**


Selecting Instructional Strategies

Instructional strategies serve clear purposes and are included in appropriate parts of a lesson. When selecting instructional strategies for your lessons, reflect upon the following ten considerations:

1. The strategy is appropriate for the content being taught.

2. The strategy aligns with the lesson objective.

3. The strategy is appropriate for the selected purpose, e.g., activating prior knowledge, teaching new concepts, checking for understanding, etc.

4. The strategy will engage the students.

5. The strategy is appropriate for the intended audience and meets the needs of the students.

6. The appropriate routines, classroom organizational practices, and materials are in place for the use of this strategy.

7. The strategy will be used in the appropriate part of the lesson.

8. There is enough time allotted for the strategy within the lesson.

9. The benefits of this strategy can be communicated to the students.

10. A variety of instructional strategies, in addition to this one, are included throughout the unit.
Incorporating Academically and Intellectually Gifted (AIG)

AIG… When incorporating AIG in your unit, reflect upon the following ten considerations:

1. Logically connect curriculum for gifted students to the overall objectives and goals for the unit, ideally going broader and deeper than the standard curriculum.

2. Use pre-assessment to identify which students (not just the identified AIG students) could benefit from extensions to the standard curriculum for a particular unit of study.

3. Use curriculum compacting, enrichment, and acceleration for advanced learners.

4. Employ a more andragogical than pedagogical approach with gifted learners.

5. Consider characteristics and affective needs of gifted students when planning.

6. Provide opportunities for gifted students to learn new material in school.

7. Challenge advanced learners, instead of just giving them more of the same work.

8. Plan lessons that allow for differentiated response.

9. Include higher order thinking skills, creativity, and use of real world technologies in lesson plans.
### Incorporating UDL

UDL… When incorporating UDL in your unit, reflect upon the following ten considerations:

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Have I considered the likely range of diversity (including students with disabilities) in the classroom (<em>e.g.</em> Who are my learners? Needs, interests, abilities, strengths...)?</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>What are my learning/unit objectives?</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>What methods will I use to teach this content?</td>
</tr>
<tr>
<td><strong>4.</strong></td>
<td>What materials will I use?</td>
</tr>
<tr>
<td><strong>5.</strong></td>
<td>How can/will I assess my learning objective?</td>
</tr>
<tr>
<td><strong>6.</strong></td>
<td>Can my content be represented in a different way?</td>
</tr>
<tr>
<td><strong>7.</strong></td>
<td>Have I included a variety of means to engage my students in this lesson/unit?</td>
</tr>
<tr>
<td><strong>8.</strong></td>
<td>Did/Can I provide a menu of expression options for assessment – either within the lesson or across the unit?</td>
</tr>
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</table>
Incorporating Literacy

Literacy… When incorporating Literacy in your unit, reflect upon the following six considerations:

1. Integrate literature (books, articles, etc.) into each lesson to build prior knowledge (ex. booktalks) and spawn text connections (text to self, text to text, and text to world). Literature needs to cover a variety of reading levels (ie. below grade level, on grade level, and above grade level texts).

2. Academic vocabulary is presented, taught, and visible within each lesson.

3. Comprehension of literature should encompass the three highest levels of Bloom’s Revised Taxonomy (Analyzing, Evaluating, and Creating).

4. Each unit should have a reflective/responsive journal. Entries may include graphic organizers, pictures, responses to questions or video segments, etc.

5. 60% of all literature in the unit must be non-fiction.

6. Each lesson should offer an opportunity for students to discuss their thoughts about their learning.
Incorporating Instructional Technology (IT)

The use and integration of technology within your lesson planning can create engaging and interactive learning experiences for your students. When incorporating IT in your unit, reflect upon the following ten considerations:

1. Do you know your technology objectives (NCSCOS)? The ISTE NETs-T or NETs-S?

2. Does the discipline objective link with the technology objective?

3. What are the barriers to the use of the selected technology?

4. Are there internal or external supports for the use of the selected technology?

5. What is your rationale for selecting this type of technology?

6. Does the technology engage the learner?

7. How does the technology engage the learner?

8. Does this technology support diverse learners?

9. Is there a technology based assessment tool that would meet your needs? Summative or formative?

10. Have I used the technology within the most appropriate part of the lesson?
Providing Comprehensible Instruction for English Language Learners

1. Remember that ELLs can represent many different levels of English proficiency. Consequently, when we use this term, we can be describing students who have no English at all, as well as those who have differing levels of fluency.

2. Since the language proficiency of ELLs represents a wide spectrum of instructional needs, teachers need to know their students and consistently assess both their language proficiency and content knowledge.

3. It is common for newcomers with limited or no English proficiency to go through a silent period in the classroom. This is normal and should be respected.

4. Research has demonstrated that encouraging students to use their native language as they learn English helps them in the process of learning both content and English.

5. ELLs will often acquire social language earlier than academic language. It is important for the teacher to distinguish between these.

6. In providing comprehensible instruction for ELLs, it is essential to lower the “affective filter.” In essence, this means to encourage ELL participation in a way that reduces the fear of failure or embarrassment about making mistakes during the learning process. For example, rather than pointing out ELL errors in grammar, restate and model correct usage so that ELLs can hear and read correct language examples.

7. Use visuals, manipulatives, and realia when you plan instruction for ELLs as an accompaniment to oral and written information.
8. Provide ELLs with alternative ways of showing what they know, such as through pictures rather than in spoken or written English.

9. Pairing or teaming ELLs with others who speak their first language but have greater English proficiency can be an effective way to support them in acquiring both English and content knowledge.

10. When planning and implementing instruction for ELLs, identify both the content objectives and language objectives for each lesson.
Import and Trim Video in Windows Live

Before editing your video, make a backup copy on your thumbdrive or other location. Do not use it for editing unless you need to start over.

To edit videos on Windows Vista and Windows 7 computers you need to install Windows Live Movie Maker, which is available for free from Microsoft:

http://windows.microsoft.com/en-us/windows-live/movie-maker#t1=overview

Add a Video

Get started with making a movie and editing it by first adding any videos that you want to use into Movie Maker.

On the Home tab, click on the prompt on the right side to browse for your video. When you locate it, click Open.

Or, you can drag the file into the right side of the Movie Maker screen.
Trim Video

To trim the beginning or end of a video clip so only the part of the video you want appears in your final movie, click the video you want to trim, and then drag the playback indicator on the storyboard to the point where you want the video to start or stop playing in your movie. Do one of the following:

- To set a new start point, under Video Tools, on the Edit tab, in the Editing group, click Set start point.

- To set a new end point, under Video Tools, on the Edit tab, in the Editing group, select Set end point.
To split a video into two items, click the video, and then drag the playback indicator to the point where you want to split the video. Under Video Tools, on the Edit tab, in the Editing group, click Split.
On the Home tab, in the Save movie, Select the down arrow to display more export settings until you see Mobile device setting, select the Window Phone (small).

Be sure to name each segment with a distinct name.

The Save Movie screen will appear and allow you to select where to save your video, select someplace easy to find, like your Desktop. Press "Save"
NOTE TO College of Education ECU STUDENT: Please read these video guidelines for your information. This page does not need to go home to parents/guardian. Instead, it is for you to read in order to be informed of our video policies. Thank you for your continued hard work!

Video Guidelines
In the new buildings and throughout campus there is a proliferation of video resources available for instruction. The use of this equipment is very exciting, as it creates many new and exciting opportunities. This document contains some guidelines that need to be considered when videotaping students, guest lecturers, and others. ECU needs to be able to demonstrate that it has permission from the students and others to tape them.

To record candidates in an ECU class lecture, you need the following:
1. A written agreement (form attached) executed by all students in the class- form must be permanently kept for your records; or
2. Clear notice in the class syllabus that the class will be taped, those who do not wish to be taped must notify the professor and those who do not so notify will be deemed to have given full permission to be taped and for ECU to use their recorded image for any purpose whatsoever. Provide this information to the class orally;
3. IF you are focusing the video on students, both 1 & 2 are required.

Sample Language for Syllabus which should be prominently displayed:
This class will be videotaped and broadcast on the internet and/or distributed on electronic media. These video recordings may contain your image. You must notify me as soon as possible if you DO NOT want your image contained on the video. If you do not so timely notify me, then you understand and authorize that as part of this class we may videotape your image and broadcast it on the internet and/or distribute it on electronic media.

To record guest lecturers or others, you need the following:
1. A written agreement executed by each individual (form attached). The form must be permanently kept for your records.

To record PK-12 students in conjunction with an ECU project/class:
1. The ECU student should sign the consent form on page two.
2. Communication from the ECU faculty/student to the public school classroom teacher and parents about the assignment. This can be a memo that is attached to the top of the consent form or a separate memo included with the consent form. The memo should include what is being videotaped, why and how it will be used (ex. placed on a secured server, for marketing purposes, for class assignments).
3. The ECU student, with the classroom teacher, is to verify that the public school students have the appropriate consent forms on file as per the policy of the school/school system and the ECU consent forms.

To record patients or any act related to medical information:
1. Contact the HIPAA Compliance Officer (744.2030) PRIOR TO making any such recordings.
Video Consent and Release

In consideration of being permitted to participate in video recordings at East Carolina University (“ECU”), I hereby grant to ECU the absolute and irrevocable right and unrestricted permission in connection with the taping, broadcasting, and archiving in respect of my/my child’s name, photographic portraits or pictures, likeness, or voice or any or all of them or in which I may be included with others, to copyright the same, in ECU’s own name or otherwise to use, re-use, publish and re-publish the same in whole or in part, individually or in any and all media now or hereafter known, and for any educational purpose whatsoever for illustration, promotion, art, editorial, advertising, broadcasting, or any other purpose whatsoever without restriction as an alternation. I understand that this content may be placed on a University owned server for educational viewing.

In consideration of being permitted to participate in video recordings, I hereby release and discharge ECU from any and all claims and demands arising out of or in connection with the use of my photograph, name, likeness, or voice including without limitation any and all claims for libel, defamation, or invasion of privacy with my participation in video recordings.

I fully understand that my participation in video recordings is completely voluntary and this confirms that I am of full age and have the right to contract in my own name. This acknowledges that I have read the foregoing and fully understand the contents thereof. This release shall be binding upon me, my heirs, legal representatives, and assigns.

In witness thereof, I have caused this Consent and Release to be executed this _____ day of ________________, 20__.

Witness:       Participant (Parent or Guardian):

_______________________________   _______________________________
Signature       Signature

Child’s name if applicable:  __________________________________________________

If you have questions about this form, contact the classroom teacher.
Formulario de Permiso para Participar en Grabaciones de Video y Descargo

Considerando el pedido de participar en grabaciones de video en la Universidad de East Carolina (ECU), por este medio otorgo a ECU el derecho absoluto e irrevocable y el permiso sin restricciones de grabar, hacer público y archivar en nombre mío/de mi hijo/a, retratos fotográficos o fotografías similares, o grabaciones de voz, de una o todas estas mencionadas o en las que pueda estar incluído/a con otros, de tener el derecho de autor de los mismos bajo el nombre de ECU o también para usar, reusar, publicar, republicar los mismos en su totalidad o en parte, individualmente o en todo medio de comunicación conocido o por ser conocido, y para cualquier propósito educativo ya sea para ilustración, promoción, arte, editorial, propaganda, transmisión televisiva, o para cualquier otro objetivo sin restricciones ni alteraciones. Entiendo que este consentimiento puede ser colocado en un servidor de propiedad de la Universidad para ser visto con motivos educativos.

Considerando el pedido de participar en grabaciones de video, por este medio dispenso y libero de responsabilidad a ECU de cualquier reclamo o exigencia que surja en relación al uso de mi fotografía, nombre, semejanza, o voz incluyendo sin límites uno y todos los reclamos de calumnia, difamación, o invasión a la privacidad por mi participación en las grabaciones de video.

Comprendo totalmente que mi participación en las grabaciones de video es completamente voluntaria y esto confirma que soy mayor de edad y tengo el derecho de firmar este contrato bajo mi nombre. Por este medio admito que he leído este documento y comprendo su contenido en su totalidad. Este descargo es vinculante en mí, mis herederos, representantes legales y asignados.

En virtud de lo cual, he firmado debidamente este formulario de permiso y descargo el día ……….. de ……………… del año 20………..

Testigo: Participante (Padre o Tutor Legal)

_______________________________  _______________________________
Firma       Firma

Nombre del niño/ de la niña en caso de ser pertinente:

Si tiene preguntas con respecto a este formulario, por favor contacte al maestro / a la maestra de su hijo/a.