Instructing and Engaging Students in Learning
Preparing for Task 2 of the edTPA
As your ship sets sail for your internship, your challenge is to plan, instruct, and **video record** one lesson designed to develop and deepen content understanding while supporting all learners.
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, instruct, and assess effective instructional practices within a lesson.
  - Video record your teaching and trim segments of the video recording.
  - Submit the lesson plan, the video clip, and the commentary (written reflection) to Taskstream.
What’s This?

Context and Planning

• Based upon the needs of your learners, choose an appropriate topic for your lesson. Discuss this with your instructor and clinical teacher.

• Depending on your content, grade level, and other logistics, the lesson will vary in length.

• Think about your learners. What needs do they have? What should you consider when planning your lesson? To guide your thinking, review the Planning Considerations checklists on the HOT LINKS slide.

• Research your selected content.

• Select an essential strategy associated with the content that you will teach. Develop the strategy in your lesson. For example: If you are teaching a literacy lesson on comprehension, an essential strategy you may focus on is analyzing characters.
Context and Planning, Cont.

• Write your lesson plan using your program area’s lesson plan template.
• 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 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, Cont.

- 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.

-More-
Video Recording, Cont.

- 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.
Video Recording, Cont.

- Download your full lesson video to a computer and use editing software to trim your video to 1-2 clips, not exceeding 15 minutes total. The clip(s) should be unedited.
  - For example, you could submit minutes 1-5 of your lesson on the 1st clip, then submit minutes 15-25 in the 2nd 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 scoring rubric.
- 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 yourself will view the video clip(s).
- Discuss your responses in the Instruction Commentary.
### Hot Links

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<tr>
<th>Resources</th>
<th>Required Documents</th>
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<tr>
<td>Planning Consideration Checklists: <strong>AIG</strong>, <strong>ELL</strong>, <strong>Instructional Technology</strong>, <strong>Universal Design of Learning</strong>, <strong>Literacy</strong></td>
<td>Lesson Plan Templates <strong>English Education</strong></td>
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<td>Video support: <a href="#">Flip Cameras</a> <a href="#">Editing and Compressing Videos</a></td>
<td>Video Guidelines and Consent Form <strong>English</strong> <strong>Spanish</strong></td>
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<tr>
<td><strong>Taskstream resources</strong> for ECU interns</td>
<td><strong>Instruction Commentary Template</strong></td>
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<tr>
<td>Email: <a href="mailto:isleshelp@ecu.edu">isleshelp@ecu.edu</a></td>
<td><strong>Scoring Rubric</strong></td>
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Take A Look

Plan lesson which engages students, includes appropriate content, and an essential strategy.

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 focusing on an essential subject-specific strategy associated with your content. REMEMBER, using engaging, research based instructional strategies with appropriate content should result in higher achievement for your students.
Assessment

• You will submit your assignment to Taskstream. Upload your files in the appropriate portfolio. (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 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 work will be recorded in your course.
Credits

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