2123 TQP Instructional Strategies Handout

1.) What does TQP stand for?
   Teacher Quality Partnership grant

2.) Do I have a role in the 2123 TQP Instructional Strategies handout?
   Yes, you are to review the handout.

ISLES 1

1.) What does ISLES stand for?
   Instructional Strategy Lessons for Educators Series
   Also, see ISLES Student Directions (Overview)

2.) Do I have a role in the ISLES 1 module?
   Yes, ISLES 1 is an online module with 5 quizzes in which you will learn about
   the strategy definitions, supporting research, and related benefits. You are to
   complete the module on Blackboard (BB) by reviewing the slides and supporting
   documents prior to taking a quiz for each of the strategy islands.

3.) When should ISLES be due?
   ISLES 1 is due according to the due date on your syllabus prior to the end of the
   semester.

4.) Where do I access the module?
   You will need to log onto your BB course site. It will be located there.

5.) If I am having technical or content related issues with ISLES, whom do I contact?
   Submit a request to the College of Education Help Desk at http://coehelp.ecu.edu
   explaining the issue.

6.) How do I monitor my progress and scores on the ISLES quizzes?
   Log into your BB Gradebook. Each ISLES quiz is included in the gradebook.

7.) Why would a lock occur while completing the module?
   This is most often the result of a ‘hiccup’ in your Internet service.
   If this happens, your instructor would need to clear your attempt in the gradebook
   for that quiz.

8.) Can I go back and retake some items or quizzes if I choose?
   Since the goal of ISLES is that you master the content, re-takes would be
   appropriate. Your instructor would need to be contacted.
ISLES 2

1.) **What does ISLES stand for?**
   Instructional Strategy Lessons for Educators Series
   Also, see ISLES Student Directions (Overview)

2.) **Do I have a role in the ISLES 2 module?**
   Yes, ISLES 2 is an online module with 5 quizzes in which you will learn about planning considerations using the strategies. You are to complete the module on BB by reviewing the information and supporting documents prior to taking a quiz for each of the strategy islands.

3.) **When should ISLES be due?**
   ISLES 2 is due according to the due date on your syllabus prior to the end of the semester.

4.) **Where do I access the module?**
   You will need to log onto your BB course site. It will be located there.

5.) **If I am having technical or content related issues with ISLES, whom do I contact?**
   Send a request explaining the issue to [http://coehelp.ecu.edu](http://coehelp.ecu.edu)

6.) **How do I monitor my progress and scores on the ISLES quizzes?**
   Log into your BB Gradebook. Each ISLES quiz is included in the gradebook.

7.) **Why would a lock occur while completing the module?**
   This is most often the result of a ‘hiccup’ in your Internet service. If this happens, your instructor would need to clear your attempt in the gradebook for that quiz.

8.) **Can I go back and retake some items or quizzes if I choose?**
   Since the goal of ISLES is that you master the content, re-takes would be appropriate. Your instructor would need to be contacted.

ISLES 3

1.) **What does ISLES stand for?**
   Instructional Strategy Lessons for Educators Series
   Also, see ISLES Student Directions (Overview)

Last Updated 8/2/2014
2.) Where do I access ISLES 3?
   You will access the ISLES 3 module in your BB course.

3.) Do I have a role in the ISLES 3 module?
   Yes, you are to review the module contents and begin to plan, teach, and reflect on a lesson while video recording that lesson. After reviewing your randomly assigned strategy island, you will need to confer with your Clinical Teacher as to what lesson topic you should teach for your ISLES 3 assignment. You will need to select a lesson topic that aligns with your randomly assigned ISLES strategy. You will need to plan a lesson using at least 3 ISLES strategies: the assigned strategy, a self-selected strategy that compliments the assigned strategy, and an assessment strategy. Then you will need to teach the lesson in your classroom and video record yourself teaching it. ECU consent letters/forms will need to go home and returned BEFORE you can video record. Even though your school may have already secured blanket video permission from all students, ECU requires an additional consent for your ISLES 3 and edTPA work. You will most likely need your clinical teacher’s support in distributing and collecting the signed consent forms.

Once consents are returned, you will need to video record the teaching of your lesson. You may consider asking your clinical teacher or another adult to actually hold the video camera during your lesson. You will probably place a “Video in Progress” sign on the classroom door so others know that the video recording is happening and to limit disruptions.

Following the video recording, you will review the video and trim it to a 10-15 minute segment that best reflects the criteria set forth in the ISLES 3 rubric. All three strategies must be included. (If necessary, you may divide your submission into two clips, not to exceed 15 minutes total.) You will then meet with your Clinical Teacher to discuss your work in the video as it relates to the ISLES 3 rubric.

4.) What do I submit for ISLES 3?
   You will submit an original lesson plan, video segment(s) of you teaching that lesson 10-15 minutes, and a completed Instruction Commentary.

5.) If I am having technical or content related issues with ISLES, whom do I contact?
   Send a request explaining the issue to http://coehelp.ecu.edu

Last Updated 8/2/2014
6.) **Who will grade my ISLES 3 work?**
   Your clinical teacher will provide you with formative feedback after debriefing with you about your teaching in the video. Your instructor will evaluate your work in Taskstream using the ISLES 3 scoring rubric.

7.) **Where do I find the ISLES 3 scoring rubric?**
   It is in the ISLES 3 module and will also be in your program area’s portfolio in Taskstream.
   
   You are asked to review the scoring rubric and use that to determine what is the best part of your lesson video to submit.

8.) **Are all ECU students required to record their teaching?**
   All ELEM, MIDG, and SPED students will complete ISLES 3. It will be completed in Senior 1 for ELEM/MIDG and in Junior 2 for SPED.

   **Video Recording:**
   You are expected to record your teaching on at least two separate occasions within your internship. Prior to video recording, you must have collected ECU Video Consent forms (see consent forms in the ISLES module) from all students; if some fail to return them, they should be positioned off camera.

   The first recording is for the ISLES 3 assignment. This lesson is to be recorded in entirety, though you will select portions of the recording to create 1-2 clips of 10-15 minutes total to be submitted as part of your ISLES 3 work.

   The other occasion that requires video-recording is for the edTPA. Those lessons are to be recorded in entirety, though you will choose 1-2 clips of up to 15 minutes total to be submitted as part of your edTPA work. Additional details on the edTPA will continue to be distributed to you as you near your final semester. The edTPA will be completed in Senior 2.

9.) **Where and how do I submit my ISLES 3 video? Do I submit the entire lesson video?**
   You will trim (NOT EDIT) your lesson video so it contains 1-2 clips of continuous activity to total 10-15 minutes of your lesson that best reflects your teaching as evaluated by the ISLES 3 scoring rubric. Once it is trimmed, you will upload the video clip(s) to the ISLES 3 assignment in your program area’s portfolio in Taskstream.

   **YOU SHOULD NOT POST THE VIDEO CLIP ON YOUTUBE OR ANY OTHER SOCIAL MEDIA SITE.** Those sites are not considered secure locations and you do not have permission to post videos of public school students.

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there. The ISLES 3 video can only be submitted and posted in Taskstream through our password protected server.

10.) What do I do with the ECU signed consent forms?

You need to keep the consent forms in a secure location until after graduation. You may only need to collect consent forms once. The consent forms will work for edTPA as long as the children in the video are the same. Please note, you may be asked for permission to use your ISLES 3 or edTPA videos for training purposes or as examples in future classrooms. If that occurs, copies of the k-12 student consent will need to be made for ECU.

11.) How is ISLES 3 related to edTPA?

ISLES is an online three module series developed as a result of the TQP grant. The modules focus on a set of instructional strategies. Students are introduced to the strategies in ISLES 1 at the declarative level (what are the strategies?). This module is required as part of the intro methods course students take. They then work with the strategies at the procedural level in ISLES 2 (how do you use strategies in lesson planning?) in a following course. Then they actually use the strategies in a lesson in ISLES 3 (the conditional level) during their final semesters. ISLES 3 is modeled after Task 2 of the edTPA portfolio. It is a practice run for students.

12.) Do I need to view the video with my clinical teacher in person or can my clinical teacher view it without me?

We ask you to walk your clinical teacher through the video at a time that works for you both. It should be short segment, no more than 15 minutes. We expect you to tell your clinical teacher why you think it was appropriate/not appropriate as opposed to the clinical teacher telling you. The idea is that you will take the lead in the conversation and critically self-assess your work. As with anything, there may need to be adjustments based on your needs and your clinical teacher’s schedule.

13.) If I am a SPED AC intern and I was assigned to a strategy island that would not work for my AC population, can I select another island to work with?

In the ISLES 3 module, the you were randomly assigned one of the following strategy islands: Organizers, Concept Learning, Question and Review, and Grouping. You were then asked to:

Choose an additional strategy from a different island group. Please note all lessons should include some type of assessment strategy. The island groups are listed below.

–Organizers
–Concept Learning

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Because the TQP grant only looks at data from ELEM, MIDG, and SPED GC, if there is another strategy island other than grouping, organizers, concept learning, or question and review that would be more appropriate for you as a SPED AC intern, please select a different island. AC interns would select 2 islands other than assessment that would best support their work. All interns are expected to utilize strategies within the assessment island in their lessons.

14.) The ISLES 3 Student Instructions state that students will be assigned a strategy island group (and then select one) - who assigns these groups?
   When you go to the module, you will click on the assigned strategy link and you will see it. You have already been randomly assigned a strategy.

15.) What do I do if I need a video camera?
   You are encouraged to use a video camera that you may already have. If you don’t have a camera that is easily accessible, check with your school media center for a school video camera.

16.) What are the lesson plan expectations for ISLES 3?
   In ISLES 3 Hot Links slide, you will find the accepted ELEM, MIDG, and SPED Direct Instruction (6-step for ELEM) and Discovery (5-E) formats. SPED has two formats: GC and UDL that students can select when completing their lesson plans for ISLES 3.

**Question not on here? Submit it to**

http://coehelp.ecu.edu

**You will receive a response within 24 hours.**