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I. References
A. GENERAL INFORMATION

Context:
Research has shown that student achievement is directly tied to teacher effectiveness. As a result, there is now a nationwide reform movement designed to elevate teacher effectiveness. As part of the reform movement, the Office of Innovation and Improvement in the United States Department of Education awarded Teacher Quality Partnership (TQP) Grants to teacher education programs around the country. With the grant funds, this large southeastern university’s College of Education (COE) is reforming several areas of its program: Recruitment, Curriculum, and Clinical Practice. COE partners are reforming their induction programs.

As part of the curriculum reform, a series of online modules was developed. The module series was designed to teach pre-baccalaureate teacher candidates 10 particular instructional practices found to increase student achievement. They are not the only strategies that are effective or that a prospective teacher should learn to incorporate in instruction. Rather, the 10 instructional strategies identified in the modules constitute a point of departure; over time pre-service candidates are expected to learn additional effective instructional strategies. Pre-service candidates will receive instruction on those additional strategies from professors in multiple courses throughout their program. It is important to note that instructional strategies are not the only means of raising student achievement. In addition, an effective teacher must have good classroom management, an effective curriculum, and appropriate professional dispositions. For now, however, the curriculum reform will emphasize effective instructional strategies.

Pre-service candidates will learn about a common framework of instructional practices that highlights 10 effective evidence-based strategies for increasing student achievement. They will explore the framework in introductory courses, methods courses, senior courses, and internship. Pre-service candidates will have the opportunity to see, understand, explain, plan, and implement instruction as they experience connections with partnering school districts where practicing teachers are incorporating the same framework. To ensure consistency of implementation in the baccalaureate programs, pre-service candidates will complete a series of online Instructional Strategy Lessons for Educators Series (ISLES) modules that focus on the framework at every step.

The goal of the first module is to teach pre-service candidates what the strategies are (declarative knowledge). It is not designed to teach pre-service candidates how to use them (procedural knowledge) or when to use them (conditional knowledge). Pre-service candidates will complete the procedural and conditional knowledge modules during the Junior and Senior semesters respectively.
Instructional Practices:

Design:
The first step in the curriculum reform process was to identify the research-based instructional strategies that would be the focus of curriculum reform. The 10 research-based strategies identified for this grant came from a list of 28 strategies being implemented district-wide by a high-need partner school system. Faculty at the university examined the list of strategies and looked for overlap with current effective strategies already being taught in teacher education programs. Literature was reviewed for evidence of effectiveness of the teaching strategies. A framework including 5 instructional categories and 10 strategies was developed.

The module series was designed after reviewing Vanderbilt University IRIS Center’s online interactive modules. Those modules and these ISLES modules incorporate the How People Learn (HPL) theoretical framework and the STAR Legacy inquiry cycle. HPL emerged from the National Research Council's report on learning science titled How people learn: Brain, mind, experience, and school (Bransford, Brown, & Cocking, 2000). The STAR Legacy inquiry cycle was developed at Vanderbilt in collaboration Schwartz, Brophy, Lin, and Bransford (1999).

The HPL framework identifies four components needed for a balanced learning environment. Such an environment includes an emphasis on being learner centered, knowledge centered, assessment centered, and community centered (Bransford, Brown, & Cocking, 2000). The Star Legacy framework is designed to facilitate learning based on the research regarding how people learn (Schwartz et al., 1999).

In the IRIS and ISLES modules, elements of the HPL framework will appear in combination in any stage of the STAR Legacy cycle, depending on the kinds of activities and interactions that are included in the module. The IRIS Center recommends that these types of online, interactive modules could be sequenced together (The IRIS Center for Training Enhancements, 2005). The series of ISLES modules was developed as a result. The need to develop student understanding at
the declarative, procedural, and conditional levels is a cornerstone of the TQP grant. This type of module series facilitates that developmental progression of knowledge and understanding in a consistent and coherent manner in baccalaureate coursework (PT³ Group at Vanderbilt, 2003; Schwartz et al., 1999; Bransford, Vye, Bateman, Brophy, & Roselli, 2004; Brophy, 2000).

The end result is a comprehensive, rich series of online modules designed to build pre-service candidate’s understanding and use of research-based instructional strategies.

**ISLES Template:**
Each module is divided into slide presentations. Each presentation represents one strategy category island to explore. Each island has the following components:

- **Mission**
- **First Impressions**
- **Exploration**
- **Assessment**
- **Review**

**Mission:** Includes a narrative drawing attention to a media clip or graphic. Each narrative focuses on 1) what is happening in the media, 2) a statement about the island category, 3) a challenge question asking the learner to think about how #1 and #2 are related.

**First Impressions:** Includes three to four guiding questions that focus candidates on this island’s topic. Questions align with category objectives.

**Exploration:** Identifies objectives for the exploration section and completion of the island. The Exploration component is the only section that includes multiple slides of information. When looking at the Exploration component of the island, the following subsections organize the content:
- **What’s This?:** Bulleted narrative describing the information in that chunk or page
- **Take A Look:** Graphic highlighting the information in that chunk or page
- **Hot Links:** Table highlighting supplemental articles, PDFs, websites, videos, podcasts, and other resources
- **Think About:** Brief engagement exercise to be completed by the student that highlights relevant information, often including classroom scenarios
- **References:** References that were used in content development

**Assessment:** For ISLES 1 and ISLES 2, quizzes of 10 multiple choice or fill-in-the-blank questions include higher order questions. For ISLES 3, three artifacts are evaluated by rubric.

**Review:** Bulleted summary statements recall the content of island and connect it back to the mission.
Credits: Identifies the content experts, island developers, and island production team.
B. IMPLEMENTATION SEQUENCE

<table>
<thead>
<tr>
<th>2123 TQP Instructional Practices Handout</th>
<th>Spring 2011 (f2f sections only)</th>
<th>Fall 2011 (f2f sections only)</th>
<th>Spring 2012 (all sections)</th>
<th>Summer 2012 (all sections)</th>
<th>Fall 2012 (all sections)</th>
<th>Spring 2013 (all sections)</th>
<th>Summer 2013 (all sections)</th>
<th>Fall 2013 (all sections)</th>
<th>Spring 2014 (all sections)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISLES 1: DECLARATIVE</td>
<td>ELEM 3235 MIDG 3022 SPED 3005</td>
<td>ELEM 3235 (MIDG 3022 was not offered) SPED 3005</td>
<td>ELEM 3235 MIDG 3022 SPED 3005</td>
<td>ELEM 3235/ELEM 3100* MIDG 3022 SPED 3005</td>
<td>ELEM 3235/ELEM 3100* MIDG 3022 SPED 3005</td>
<td>ELEM 3235/ELEM 3100* MIDG 3022 SPED 3005</td>
<td>ELEM 3235/ELEM 3100* MIDG 3022 SPED 3005</td>
<td>ELEM 3100* SPED 3005</td>
<td>ELEM 3100* MIDG 3022 SPED 2100</td>
</tr>
<tr>
<td>ISLES 2: PROCEDURAL</td>
<td>ELEM 4525 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4525 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4525 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4525 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4525 MIDG 4325 SPED 4320</td>
</tr>
<tr>
<td>ISLES 3: CONDITIONAL</td>
<td>ELEM 4526 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4526 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4526 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4526 MIDG 4325 SPED 4320</td>
<td>Not offered during summer</td>
<td>ELEM 4526 MIDG 4325 SPED 4320</td>
</tr>
</tbody>
</table>

Notes: *new program; Spring 2013 was the semester that the new timeline for ISLES in ELEM coursework was fully operational; additional SPED, MIDG classes in Fall 2012 for ISLES 2 and 3 we added as those programs shifted to their new timeline for the ISLES modules.
C. 2123 Handout

**Content:**
The handout includes the project context, strategy definitions, benefits, and examples of the 10 identified strategies within the 5 category framework. The strategies will be explored in depth in the ISLES modules.

**Delivery Platform:**
The handout is a PDF file that is distributed to candidates in the 2123 class via Blackboard, email, or in hard copy.

**Grading Criteria:**
There is no grade associated with the handout. It is distributed for informational purposes only.

**Faculty Role:**
Faculty members are responsible for distributing the handout to candidates enrolled in each 2123 section. Faculty members are encouraged to model the instructional practices while teaching.

**Clinical Requirements:**
There are no clinical requirements associated with the handout in 2123.

**Technology Requirements:**
Candidates will need Adobe Acrobat reader to view the PDF file.
D. ISLES 1

Content:
The ISLES 1 online module includes 5 islands as categories. Each island contains definitions, key theorists, key research, benefits, and examples of the identified strategies. The focus of ISLES 1 is declarative understanding of the strategies. ISLES 1 includes a pre-test and a post-test as a part of the TQP research. Scores do not count towards the students’ final grade.

Delivery Platform:
The module is available online as a Blackboard Learning Module.

Grading Criteria:
Completion of the module should be included in the ISLES #1 course syllabus. It should count between 5%-10% of the overall course grade. Candidates will review the information in each of the 5 modules, and then take a multiple choice question quiz in Blackboard for each one. Five quizzes in total are associated with the modules. The quizzes are accessible through the Blackboard learning module, and the grades are automatically computed and recorded in the grade book.

Faculty Role:
Faculty members are responsible for requiring completion of ISLES 1 as part of the course requirements. Faculty members are encouraged to model the instructional practices while teaching and discuss the contents of the module with candidates as they complete the islands.

Clinical Requirements:
There are no clinical requirements associated with ISLES 1.

Technology Requirements:
Candidates will need access to Blackboard via the Internet to view the module presentations and take the quizzes.

Enhanced Features:
Essential Understandings guides were developed to assist students in utilizing the ISLES strategies with all learners. Guides were developed for English Language Learners (ELL), Academically and Intellectually Gifted (AIG), Universal Design for Learning (UDL), Literacy, and Instructional Technology. The guides are available for students to download and/or print for use in the future.
### E. ISLES 2

#### Content:
The ISLES 2 online module includes five islands (categories). Each island contains a review of the two strategy definitions, introduction to general and differentiated planning considerations when using the strategies, and lesson examples of the identified strategies, in addition to video snippets of the strategies in a classroom. Sample units incorporating the strategies are also included. The focus of ISLES 2 is procedural understanding of the strategies.

#### Delivery Platform:
The module is available online as a Blackboard Learning Module.

#### Grading Criteria:
Completion of the module should be included in the ISLES 2 course syllabus. It should count between 5%-10% of the overall course grade. Candidates will review the information in each of the five modules, and then take a multiple choice question quiz in Blackboard for each island. There is a total of five quizzes associated with the module. The quizzes are automatically scored and are accessible through the Blackboard learning module. They are designed to be incorporated into the Blackboard gradebook.

#### Faculty Role:
Faculty are responsible for requiring completion of ISLES 2 as part of the course assignments. Faculty are encouraged to model the instructional practices while teaching and discuss the contents of the module with candidates as they complete the islands and other course assignments. Faculty are strongly encouraged to utilize the 8 sample units.

### Specific Types of Strategy Applications Identified In Each Island

<table>
<thead>
<tr>
<th>Organizers</th>
<th>Concept Learning</th>
<th>Question and Review</th>
<th>Grouping</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pie chart, circle Graph, cloud, star diagram, Venn diagram, tree chart, story board maps, chain diagram, timelines, T-chart, KWL</td>
<td>Examples/Non-examples, compare/contrast</td>
<td>Extending and lifting, circular path, board games, video games, word games, computer games, interactive white boards</td>
<td>Think-Pair-Share, Jigsaw</td>
<td>Homework, quizzes, tests, exit tickets, one minute papers, student surveys, immediate, explicit feedback</td>
</tr>
</tbody>
</table>

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**Note:**
- ISLES 2 project includes an online module with five islands (categories).
- Each island contains a review of strategy definitions, general and differentiated planning considerations, lesson examples, and video snippets.
- Sample units are provided as part of the module.
- The focus is on procedural understanding of strategies.
- Delivery platform: Online via Blackboard Learning Module.
- Grading criteria: Module completion is included in the course syllabus, contributing 5%-10% of the grade. Quizzes are automated and accessible through the Blackboard learning module.
- Faculty role: Requires completion as part of course assignments, encourages model instructional practices, and discussion of module contents.

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**Last Updated August 2014**
found in the module. These units were created by Pitt County teachers, Greene County teachers, and ECU faculty during the summer of 2011. The units incorporate Common Core and Essential Standards as well as include differentiation for English Language Learners, Academically and Intellectually Gifted, Universal Design for Learning, Literacy, and Instructional Technology. Additionally, the units contain content briefs developed by College of Arts and Sciences faculty including accurate and comprehensive information for each unit. Unit topics include: Language Arts, Mathematics, Science, and Social Studies.

**Clinical Requirements:**
There are no clinical requirements associated with ISLES 2.

**Technology Requirements:**
Candidates will need access to Blackboard to view the module files and take the quizzes. Candidates will also need Adobe Acrobat reader to view the lesson and unit PDF files.

**Enhanced Features:**
*Planning Considerations* checklists are provided to assist students in utilizing the ISLES strategies with all learners: Academically and Intellectually Gifted (AIG), Universal Design for Learning (UDL), Literacy (LIT), and Instructional Technology (IT). Utilizing ISLES strategies in differentiating instruction was the focus.

Interactive whiteboard lesson samples and activities were included highlighting the use of multiple ISLES strategies within each module.

Sample units in difficult subject/grade levels are highlighted. The full units and accompanying content modules can be found at http://www.coe3.ecu.edu/Isles/Procedural/Units/
The units include activities for ELL, AIG, IT, LIT, and UDL.

<table>
<thead>
<tr>
<th>Specific Types of Strategy Applications Identified In Each Island</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizers</td>
</tr>
<tr>
<td>Circle, bubble, joining bubbles or double bubbles, tree, flow chart, brace map, multi-flow map</td>
</tr>
</tbody>
</table>
F. ISLES 3

Content:
The ISLES 3 online module includes one file. It contains the directions, materials, and templates candidates will need to plan, execute, video, and reflect upon instruction incorporating the strategies in the internship setting. The focus of ISLES 3 is conditional understanding of the strategies.

Delivery Platform:
The module is available online as a Blackboard Learning Module. Candidates will submit their final work for the module in a program area’s SAIL Taskstream portfolio.

Grading Criteria:
Completion of the module should be included in the ISLES 3 course syllabus. It should count between 5%-10% of the overall course grade and should be pass/fail. Candidates will review the information in the module, and then produce a written lesson plan, a total of 10-15 minutes video segment, and a reflective Instruction Commentary. These three artifacts will be submitted as the ISLES 3 assignment in the ISLES Taskstream portfolio. The artifacts will be evaluated using a Taskstream rubric by the ISLES faculty instructor. The Clinical Teacher and University Supervisor will use scores from the rubric formatively as interns prepare for their final edTPA in the Senior 2 semester. The requirements and scoring rubric of ISLES 3 mirror the requirements and scoring rubric for Task #2 of the Educational Teacher Preparation Assessment (edTPA).

Faculty Role:
Faculty members are responsible for requiring completion of ISLES 3 as part of the course requirements. Faculty members are encouraged to model the instructional practices while teaching and to discuss the contents of the module with candidates as they complete the ISLES work and other course assignments. For Senior 1 faculty, the completion of ISLES 3 should be linked with the completion of the 2nd required lesson for Senior 1. Course faculty members are responsible for evaluating the ISLES 3 video segment, lesson plan, and commentary in Taskstream using the ISLES 3 rubric.

Clinical Requirements:
Candidates will plan, teach, video record, and reflect on a lesson in their practicum/internship setting. Candidates will confer with their Clinical Teacher before and after teaching to discuss the candidate’s performance formatively. ECU video consents MUST be collected from the classroom students PRIOR to video recording.

Technology Requirements:
Candidates will need access to Blackboard to view the module. Candidates will need a subscription to Taskstream to submit their module assignment. Candidates will need Adobe Acrobat reader to view the supporting PDF files. Candidates will need access to a
video recording device and editing/trimming software. See ISLES 3 Hot Links for recommendations.

**Enhanced Features:**
The Instruction Commentary and rubrics were revised to directly reflect language found in the edTPA. Video recording tips were integrated into the module Exploration section. A sample introduction memo for the ECU consent forms was also included in the HOT LINKs slide.

**G. PROJECT EVALUATION**

**Instructional Strategies Test:**
The Instructional Strategies Test is a pre/post assessment created by the TQP Internal Evaluator. It includes multiple choice, true/false, and matching questions. The test is part of ISLES 1. It does not count as a course grade.

**Instructional Coach Observational Data:**
TQP Project instructional coaches collected data using a Teachscape aligned CWT Standard Look FORS instrument for baseline data that was used by the local public school partner. The Teachscape aligned form evaluates the intern in five areas: 1) **curriculum**, including learning objectives and grade-level standards, 2) **instruction**, identifying instructional practices, grouping format and research-based instructional strategies, 3) **the learner**, that includes identifying student actions and instructional materials as well as determining levels of student work and level of class engagement, 4) **classroom environment**, and 5) the **needs of all learners**. Instructional coaches observed the interns for evidence of appropriate instruction in all five areas but specifically in the use of the research-based instructional strategies identified in the ISLES modules.

**Focus Group and Survey Data:**
The internal and external TQP project evaluators work together to conduct focus group interviews and collect survey data from participating faculty and candidates. Questions are asked about faculty and candidate experiences and recommendations for ISLES are elicited.
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I. REFERENCES


