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?
   No, 2123 instructors distribute the handout to students in their class.

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?
   No, ISLES 1 is an online module with 5 quizzes in which students learn about the strategy definitions, supporting research, and related benefits.

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?
   No, ISLES 2 is an online module with 5 quizzes in which students learn about planning considerations using the strategies.

ISLES 3

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 3 module?
   Yes, as your ECU student prepares for their ISLES 3 assignment, they will need to select a lesson topic that aligns with their randomly assigned ISLES strategy. They will need to plan a lesson using at least three ISLES strategies: the assigned strategy, a self-selected strategy that compliments the assigned strategy, and an assessment strategy. Then they will need to teach the lesson in your classroom and video record themselves teaching it. ECU consent letters/forms will need to
go home and returned before the intern can video record. Even though your school may have already secured a blanket video permission from all students, ECU requires an additional consent for our interns’ work. ECU students will need your support in distributing and collecting the signed consent forms.

Once consents are returned, ECU students will need to video record the teaching of their lesson. They may ask you to be the one actually holding the video camera. ECU students typically 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, the intern will review the video and trim it to a 10-15 minute submission in one or two clips that best reflect the criteria set forth in the ISLES 3 rubric. They will then meet with you to discuss their work in the video as it relates to the ISLES 3 rubric.

3.) When should ISLES be due?
ISLES 3 should be completed by the due date given by the ECU student’s instructor.

4.) Where does my ECU student access ISLES 3?
It is in their Blackboard course.

5.) Where will my students submit their final ISLES 3 work? What will they submit?
ECU students will submit their final ISLES 3 work in Taskstream within their program area’s portfolio. They will submit a lesson plan, trimmed 10-15 minute video of the lesson being taught in one or two clips, and a written commentary.

6.) Have all students doing ISLES 3 this semester gone through the ISLES 2 module before this semester?
Yes.

7.) Do I grade my ECU student’s ISLES 3 work?
You are not responsible for grading the student’s ISLES 3 work. You are asked to provide the ECU student with formative feedback as the student continues to grow in your classroom. Your ECU student’s instructor will evaluate the work in Taskstream.

8.) Where do I find the ISLES 3 scoring rubric?
It is in the ISLES 3 module and will also be in the portfolio in Taskstream where students submit their final work.

The ECU students are asked to review the scoring rubric and use that to determine what is the best record of their teaching to submit.
9.) Are all ECU students required to record their teaching?
The undergraduate ELEM, MIDG, and SPED ECU students are required to do both the ISLES 3 recording and the edTPA recording (see below).

**Video Recording:**
Students are expected to record their teaching on at least two separate occasions within their internship. Prior to video recording, interns 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 the student will select portions of the recording to create 1-2 clips of 10-15 minutes total to be submitted as part of their ISLES 3 work.

The other occasion that requires video-recording is for the edTPA. This lesson is to be recorded in entirety, though the intern will choose 1-2 clips of up to 15 minutes total to be submitted as part of their edTPA work. Additional details on the edTPA will continue to be distributed to interns and supervisors. The edTPA will be completed in Senior 2.

10.) 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.

11.) Where and how do students submit their ISLES 3 video? Do they submit the entire lesson video?
The student will trim (NOT EDIT) their lesson video so it is a continuous 10-15 minute segment from their lesson that best reflects their teaching as evaluated by the ISLES 3 scoring rubric. Once it is trimmed, they will upload the video clip(s) to the ISLES 3 assignment in the program area’s portfolio in Taskstream.

**ECU STUDENTS SHOULD NOT POST THE VIDEO CLIP ON YOUTUBE OR ANY OTHER SOCIAL MEDIA SITE.** Those sites are not considered secure locations and they do not have permission to post videos of public school
students there. The ISLES 3 video can only be submitted and posted in Taskstream through our password protected server.

12.) **Do I need to view the video with the ECU student or may I view it at home?**
We are asking the students to walk you through the video at a time that works for you both. It should be short segment, no more than 15 minutes. We want them to tell you why they think it was appropriate/not appropriate as opposed to the other way around. The idea is that you would guide the conversation after the ECU student has the opportunity to share his/her thoughts. As with anything, there may need to be adjustments based on ECU student’s needs and your schedule.

13.) **If SPED AC students were assigned to a strategy island that would not work for their AC population, can they select another island to work with?**
In the ISLES 3 module, the students were randomly assigned one of the following strategy islands: Organizers, Concept Learning, Question and Review, and Grouping. Interns 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
– Question and Review
– Grouping

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 SPED AC interns, please have them select a different island. Basically, those students in AC would select 2 islands other than assessment that would best support their work. All students 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? If this is something I am to do, what is the criteria for making these assignments?**
When students go to the module, the students will click on the assigned strategy link and they will see it. They have been randomly assigned.

15.) **Where do ECU students access a video camera?**
ISLES 3 instructors should require access to a video recording device in the course syllabus. Students are encouraged to use a video camera that they may
already have. If they don’t have a camera that is easily accessible, they are asked to check with their 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.

17.) **What does my ECU student do with the ECU signed consent forms?**  
ECU students need to keep the consent forms in a secure location until after graduation. The ECU student will only need to collect consent forms once. The consent forms will work for edTPA too as long as the children in the video are the same. Please note, ECU students may be asked for permission to use their 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.

18.) **If my ECU student is having technical or content related issues with ISLES, who do we contact?**  
Ask your students to go to [http://coehelp.ecu.edu](http://coehelp.ecu.edu) and put in a ticket.

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**Question not on here?**  
*Go to [http://coehelp.ecu.edu](http://coehelp.ecu.edu) to submit your request.*  
*You will receive a response within 24 hours.*