

Task #2, SHU edTPA checklist 2017-2018

Disclaimer: This checklist does not replace the need to read and review the official edTPA Handbook and other resources. It serves as a tool to assure the details required within each task are considered and completed before submission.

Task #2: Instruction

"In Planning Task 2, you will demonstrate how you support and engage students in learning" either literacy in elementary or secondary content learning. (edTPA handbook, page 23).

Action	Questions	Completed
<p>1. <u>Before the act of recording your instruction, you must:</u></p> <p>2. ____Download the (i) SHU video release form and (ii) edTPA overview letter for your area—elementary or secondary (from seminar Blackboard) and share with your principal and teacher for their review.</p> <p>*Your school leader might indicate that their district or school video release form supersedes SHU's edTPA form. If that is the case, please convey that in an email to your seminar instructor and you are NOT required to send out the university form.</p> <p>**If your school leader requires that student faces be blurred, even if parents provide permission for their son or daughter to participate in the video, <i>please use the SHU video/blurred faces release form.</i></p> <p>3. ____Upon receiving approval for the video process, ask your teacher the best route for sharing the video release form with families.</p> <p>4. ____The signed copies of the video release should remain at the K-12 school as evidence of who was given permission to participate and who was not.</p>		
<p>2. Review your planned learning segment and consider the following:</p>		

Action	Questions	Completed
<ul style="list-style-type: none"> ✓ Which of the lessons, and subparts within them, highlight challenging learning tasks and active engagement by you and your students? ✓ Do you think there is anything you would like or need to revise in your instructional planning to more strongly display student engagement and their application of the content knowledge and strategies you are teaching? 		
<p>3. The recording process:</p> <p>1. <u>Prior</u> to teaching your learning segment, make sure that all updates are your SHU laptop (or your own laptop) are completed. This is very important and depending upon how often you do (or don't do this), it might take a while. Do not leave this until the hour before your lesson. If you have questions about how to do this, contact the HELPdesk at ext. 2222 or go to the support center on the lower floor of Corrigan Hall.</p> <p>2. <u>TEST</u> the recording feature, with a microphone from SHU, one of your own, or one from the school, PRIOR to teaching your learning segment. PRACTICE recording to make sure you are comfortable with the process. It is not hard, but it requires prior planning for the greatest success.</p> <p>3. <u>Place</u> the laptop on a flat surface at the front of the classroom with the primary focus on you (and perhaps the first row or two of students IF allowed by the school leader).</p> <ul style="list-style-type: none"> ✓ TEST out the location to see what the reviewer will see and hear. ✓ Make sure only students who have given video permission are in the front row or groups. ✓ A good guide for how to keep yourself in the video frame is to place two tape marks on the floor indicating the degree of movement that keeps you in the picture. <p>4. <u>Record MORE</u> than you'll need to use for the final submission? WHY? Because you might not know, in advance, what will be the most effective moments of instruction.</p> <ul style="list-style-type: none"> ✓ For elementary education, you are required to provide 2 video clips (totaling no less than 3 minutes and no more than 20 minutes). 		

Action	Questions	Completed
<ul style="list-style-type: none"> ✓ For secondary education, it is imperative that you read the section "What Do I Need to DO?" under task 2 to determine the video limits for the various content areas. ✓ You MAY use student's FIRST names in the video—this is a natural part of your instruction. DO NOT include their last names or the name of the school or district. <p>5._____The videos must show continuous instruction. This means you cannot edit together 5 minutes from the start of the lesson and 5 minutes from the end of the lesson. You have to select a continuous sequence that you believe shows the best evidence of your instruction.</p> <p>6._____The videos must reflect two things: (i) your ability to engage students while modeling the central focus, and (ii) evidence of how you support students to practice and apply the central focus content/strategies in meaningful contexts. <u>Within the second video, examples of your students using the academic language (e.g. the vocabulary you taught them) would be expected.</u></p> <p>7._____Free editing tools are available on your SHU laptop as part of the camera/video software. Once you edit the videos, please</p> <ul style="list-style-type: none"> ✓ SAVE them with a name like <u>Video 1 Lesson 2 Engage</u> and <u>Video 2 Lesson 3 Practice</u> (or something like that to help the reviewer when they see these uploaded in your evidence) ✓ COMPRESS the edited video clips using Handbrake or other FREE compression software that you've used before. Information regarding Handbrake is provided in your seminar Blackboard shell. <u>If you try to upload a video that was not compressed, it will not fit and your final transferal from Chalk and Wire to Pearson will not work.</u> 		
<p>4.Respond to the Task #2 Commentary (available in Chalk and Wire)</p> <p>There are 4 prompts, some have subsections, and you must complete all the parts.</p> <ul style="list-style-type: none"> ✓ Prompt 2: Promoting a positive learning environment (A, rubric 6) ✓ Prompt 3: Engaging students in learning (A,B, rubric 7) 		

Action	Questions	Completed
<p>✓ Prompt 4: Deepening student learning during instruction (A, B, rubrics 8 and 9)</p> <p>✓ Prompt 5: Analyzing teaching (A, B, rubric 10)</p> <p>**B of this prompt requires you to cite evidence from educational theory and/or research to help explain your decisions for how you'll revise your instruction in the future. The citation has to make sense contextually and include more than dropping a name like, "I'll consider Howard Gardner's multiple intelligences to more effectively include more students in the future."</p> <p>_____The commentary may not be more than 6 pages (you must keep the prompts within the document—do NOT delete them). *If you need to provide some transcription for a portion of the video that is not clear, you may add up to 2 additional pages that are not counted as part of the 6 for this response.</p> <p>_____ Use Arial 11 point type</p> <p>_____ Single space in the commentary</p> <p>_____ Under each prompt you will see two brackets [] Type your commentary response WITHIN those brackets.</p> <p>_____ You may use bullet points in responses when that makes sense to you; just make sure you are addressing ALL parts of the prompt.</p> <p>_____ NO live hyperlinks within the commentary</p> <p>_____ Bold, underlining, italic is permissible. Use these thoughtfully, not over applying, to emphasize your central message</p> <p>_____ USE TIME STAMPS within your commentary response to help the reviewer connect your narrative with the video evidence. For example, at 2:15 I engage a student by....</p>		

Summary points for consideration regarding Task #2:

_____Did you review and receive approval for the video release forms from your school leader?

_____Did you practice recording (laptop and microphone) before beginning the learning segment?

_____ When recording, did you focus the camera predominately on you and ONLY the students who were given permission to be in the video in the first row or grouping?

_____ Did you compress your two videos?

_____ There are 2 parts to Task #2

_____ Part A: Video Clips (upload 2 compressed video files to C&W)

_____ Part B: Instruction Commentary (download, fill in, upload to C&W)