Medaille College School of Education edTPA Boot Camp Task 2

Video offers reality. It makes the abstract concrete. We see and hear what really happens. Videotaping ourselves helps us be reflective and aware of our teaching practices and behaviors.

Activity Ideas:

1. Review Task 2: Instructing and Engaging Students in Literacy Learning

A. What Do I Need to Think About?

✓ **Goal:** Demonstrate how you support and engage students in literacy learning.
✓ **Learning Environment:** Support respect and rapport to engage learners.
✓ **Challenge:** Active learning tasks that engage learners with the central focus of the lesson.
✓ **How will you elicit and build on student responses to develop and deepen content understanding?**
✓ **Connections:** How will you make connections to students’ prior academic learning & personal, cultural, or community assets during your instruction?
✓ **Reflection:** 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?

B. What Do I Need to Do?

✓ Obtain permissions for all people in the video- children & adults
✓ **Identify the lesson** to be taught from the learning segment in Task 1: Planning for Literacy Instruction & Assessment.
✓ **Choose lessons** that show you interacting with students to support them to independently apply the literacy strategy to comprehend or compose text.
✓ Will you teach a small target group or the whole class?
✓ **Video Clips:**
  - Video clips must be continuous and uninterrupted. No editing beyond the cut footage allowed except for scrubbing a student who ended up in the video and had no permission to be there. This must be explained in the write up (no added text, music, etc.).
  - Video should provide evidence of your interaction with students to develop an essential literacy strategy and requisite skills. Teacher and student voices must be heard.

Program Video Requirements- see edTPA Handbook for details & focus of video clip(s):

1. Elementary Education, Literacy Specialist, World Languages & Adolescent Math: Provide **1-2 clips** totaling no more than **15 minutes total**
2. Special Education: Provide **1-2 clips totaling 20 minutes**
3. Adolescent: English-Language Arts, Science, & History: 2 clips at 10 minutes each for a total of 20 minutes – See focus for each video clip in the program discipline.
4. Early Childhood: **Provide 2 clips totaling no more than 15 minutes.** Video one is whole group interaction & video 2 is small group or individual student interaction.

Scumaci Fall 2014
**Safety & Privacy:** Use first names only in the video- no other identifying characteristics-school name, last names, etc.

**Analyze your teaching and students’ learning** in the video clip(s) by responding to the commentary prompts. Make connections to specific time stamps in the video in your narrative.

**Respond to Prompts:** Respond to all prompts in the Instruction Commentary section with explicit detail.

**Additional Information Needed for Understanding?**: If additional information is needed to understand what students are doing in the video (e.g. graphics, texts, images, comments not clearly heard, insert digital copies of transcriptions at the end of the Instructions Commentary (no more than 2 pages).

**OPTIONAL: Provide evidence of Student’s language use.** An additional video clip that provides evidence of students using language within the learning segment (no more than 5 minutes) and/or through Task 3 analysis of student work samples (see edTPA Handbook for details)

**See Task 2: Artifacts and Commentary Specifications in the Evidence Chart for electronic submission of evidence.**

### C. Teaching Channel Videotaping Tips Video Clip

- **Using Video to Improve Practice 101** (5 minutes-Teaching Channel) at [https://www.teachingchannel.org/videos/videotaping-tips-for-teachers](https://www.teachingchannel.org/videos/videotaping-tips-for-teachers)

### D. What Do I Need to Write? Instruction Commentary answering REQUIRED Prompts:

- **No More than 6 pages.** Be specific, descriptive and use explicit language to provide evidence and clarity for the prompt narratives.

- **Task 2 Video Prompts:**
  1. **Which lesson** is shown in the video? Identify by learning segment lesson plan number.
  2. **Promoting a Positive Learning Environment**: Refer to the scenes in your video clips where you provide a positive learning environment (include use time stamps).
     - How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?
  3. **Engaging Students in Learning** - Use examples from the video clips (include time stamps).
     - Explain how your instruction engaged students in developing an essential literacy strategy and requisite skills.
     - Describe how your instruction linked students’ prior academic learning and personal, cultural, and community assets with new learning.
  4. **Deepening Student Learning during Instruction** - Use examples from the video clips (include time stamps)
     - Explain how you elicited and built on student responses to promote thinking and apply literacy strategy using requisite skills to **comprehend or compose text.**
• Explain how you modeled the literacy strategy and supported students as they practiced and applied the literacy strategy in a meaningful-based context.

5. Analyze Teaching - Use examples from the video clips (include time stamps).

• **What Changes would you make to your instruction**- for the whole class and/or for the students who need greater support or challenge-to better support student learning of the central focus (e.g. missed opportunities)? (Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs, English Language Learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.)

• **Why do you think these changes would improve student learning?** Support your explanation with evidence of student learning and principles from theory and/or research.

E. How Will the Evidence of My Teaching Practice Be Assessed?

✓ You will be assessed using Rubrics 6-10; Exception - World Languages Rubrics 5-9
✓ When preparing your artifacts and commentaries, refer to the rubrics frequently to guide your thinking, instruction, and writing.

2. Helpful Website & Video Taping Clips to Watch

✓ edTPA Website: [http://www.edtpa.com](http://www.edtpa.com)
✓ Preparing Your Assessments in Pearson (7mins): [http://www.edtpa.com/content/CAP/PreparingYourAssessment.htm](http://www.edtpa.com/content/CAP/PreparingYourAssessment.htm)
✓ Requesting and Preparing Feedback (5minutes): [http://www.edtpa.com/content/CAP/RequestingReceivingFeedback.htm](http://www.edtpa.com/content/CAP/RequestingReceivingFeedback.htm)
✓ Submitting Your Assessment in Pearson (3 minutes): [http://www.edtpa.com/content/CAP/SubmittingYourAssessment.htm](http://www.edtpa.com/content/CAP/SubmittingYourAssessment.htm)
✓ **Using Video to Improve Practice 101** (5 minutes - Teaching Channel) at [https://www.teachingchannel.org/videos/videotaping-tips-for-teachers](https://www.teachingchannel.org/videos/videotaping-tips-for-teachers)
✓ **Using Video to Improve Practice: Do it Yourself?** (5:42 minutes - Teaching Channel) [https://www.teachingchannel.org/videos/improve-teaching-with-video](https://www.teachingchannel.org/videos/improve-teaching-with-video)

Videotaping Tips & Suggestions:

✓ **Suggested tools:** a recording device that will capture QUALITY VIDEO and AUDIO (the students must be visible and the dialogue/discussions audible), a tripod to secure the recording device, a charged battery and a backup battery, editing software, a scan card to record to (1G equals approximately 10 minutes of taping- less if you are recording using high definition (high definition is NOT needed) and compression software (see handouts). Keep the camera as close to students as possible.

Scumaci Fall 2014
Practice using the recording device and tripod so you are skilled with them BEFORE the taping of your lessons. Record your entire learning segment (3-5 lessons) so you have several lessons to choose from and have back-up lessons in case they are needed. Download footage to a computer as soon as possible.

Record from a horizon perspective instead on landscape (vertical).

Location: Light should NOT be behind your subjects, avoid taping in front of windows.

Make sure that your recording device is on and recording.

SAVE your video in multiple places so you have several backup copies. Save your raw footage and EDIT on a COPY of the footage.

Check the recording after the lesson to confirm audio and video quality and recording. Watch the entire lesson at least twice the day of taping. Can you answer the task prompts completely?

Repeat steps for all learning task lessons.

See Medaille handout for Medaille computer lab information.

See edTPA/Pearson Handouts for Video Tips, Condensing Videos, & Editing Videos

3. Any Video Converter Free Software

Watch Tutorial: Please Note: Version may vary if software recently updated: http://screencast-o-matic.com/watch/c2ejY9nFB8


4. Scanning Documents: Student Samples and Additional Relevant Resources

A scanner if possible for best resolution

Download Cam Scanner App

Watch News Clip: http://www.camscanner.com/help/youtube

5. Let’s Watch & Dissect a Lesson Using Prompts and Video Clip Time Stamps Activity

Watch Video Clip, Complete Handout, & Discuss

Elementary & Early Childhood Programs:

Adolescent Programs: “Letter From Birmingham Jail” Evidence & Arguments: Multiple Ways of Experiencing a Text : 12 minutes - Grades 9-10, ELA, Literary Analysis CCSS: ELA.RI.9-10.2 ELA.W.9-10.6 ELA.SL.9-10.1a
https://www.teachingchannel.org/videos/literacy-analysis-lesson?fd=1

Scumaci Fall 2014
Recommended Resources

We highly recommend that you watch videos in your content area from these sites to help you prepare for ideas, strategies, critiquing, etc.


3. The Teaching Channel: https://www.teachingchannel.org/videos/analyzing-text-lesson
   The Teaching Channel provides the lesson objective, CCLS, and focus questions to guide the viewer.

4. The New York State Education Department Engage NY Videos: http://engageny.com

5. Closure/Questions/Comments

   edTPA Task 2 Video Critique Exercise

   Additional Resource Links: All Grades and Subjects
   https://www.teachingchannel.org/videos?default=1

   All videos are great, especially those aligned with the Common Core. There are well over 250 subject specific videos for PreK-8 and over 265 for secondary content area subjects

   Secondary Video Clips

   • English: What’s Your Perspective? Challenge the Book

   • Math: Discovering the Surface Area of a Cylinder
     https://www.teachingchannel.org/videos/surface-area-lesson?fd=1

   • Social Studies: Reading Like a Historian

   • Biology: Carbon Cycling: Create Your Own Biology Lab

   • Chemistry: Periodic Table: Ferocious Elements
     https://www.teachingchannel.org/videos/periodic-table?fd=1

Scumaci Fall 2014
Elementary Video Clips

This is the home page for the Lucy Calkins Reading and Writing Project:

Here are all of the videos that TC Reading and Writing Project has uploaded to Vimeo

Here are a few samples:
Whole Class Instruction to Teach Students to Use Domain-Specific Vocabulary within Information Writing (K-2): 8 minutes
http://vimeo.com/55966098

Foundational Reading Skills: Fluency (K-2) 5 minutes
http://vimeo.com/55954406

Small Group Work in Writing to Support Students Developing a Sense of Closure (K-2): 10 minutes
http://vimeo.com/55951305

Whole Class Instruction to Help Students Read Informational Texts Fluently, with an Eye Towards Main Ideas and Key Details Gr. 3-5: 10 minutes
http://vimeo.com/55966243
### Task 2 Video Prompts

<table>
<thead>
<tr>
<th>Prompt</th>
<th>What do you do?</th>
<th>Possible Evidence</th>
<th>Your observations from the video?</th>
</tr>
</thead>
</table>
| What lesson is shown in the video?          | Identify the central focus.                                                    | • Positive feedback in many ways  
• Calling on boys and girls  
• Not ignoring any students or leaving any students out of the discussion  
• Gives assistance with an answer  
• Evidence of Rituals & Routines/Behavior Plan  
• Promotes mutual respect between students  
• Opportunities for students to express their perspective |                                  |
| Promoting a Positive Learning Environment   | Refer to scenes in video where positive learning environment is provided.     | • Positive feedback in many ways  
• Calling on boys and girls  
• Not ignoring any students or leaving any students out of the discussion  
• Gives assistance with an answer  
• Evidence of Rituals & Routines/Behavior Plan  
• Promotes mutual respect between students  
• Opportunities for students to express their perspective |                                  |
| Engage Students in Learning                 | Identify how instruction engages in developing literacy and requisite skills  
Describe how the instruction linked students’ prior academic learning and personal cultural and community assets in learning | • Explains the central focus  
• Has examples of using language functions  
• Refers to previous knowledge  
• Modeling  
• Examples used with modeling  
• Use of literary terms  
• Evidence of Central Focus of lesson  
• Students sharing with each other  
• Relating to student’s life or learning  
• Adapted for student needs |                                  |
<table>
<thead>
<tr>
<th>Prompt</th>
<th>What do you do?</th>
<th>Possible Evidence</th>
<th>Your observations from the video?</th>
</tr>
</thead>
</table>
| **Deepening Student Learning During instruction** | Explain how teacher elicited and built on student responses to promote thinking and apply literacy strategy using requisite skills to **comprehend or compose text.** | - Applying learning with teacher doing examples with them.  
- Critical thinking questions  
- Teacher using student responses to deepen learning  
- Teacher probing for more comprehensive answers  
- Students asking questions  
- Students practicing the literacy strategy with each other or on their own.  
- Adapted for student needs | |
<table>
<thead>
<tr>
<th>Prompt</th>
<th>What do you do?</th>
<th>Changes</th>
<th>Evidence/Support?</th>
</tr>
</thead>
</table>
| Analyze Teaching - | What Changes would you make to this instruction - for the whole class and/or for the students who need greater support or challenge-to better support student learning of the central focus (e.g/ missed opportunities)? (Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs, English Language Learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.) Why do you think these changes would improve student learning? Support your explanation with evidence of student learning and principles from theory and/or research. | • What would you do differently?  
1. Whole class  
2. Support students with needs  
3. Support learning of central focus | • Why would it support student learning?  
• What evidence from theories you know or research do you have to support it?  
e.g. Dewey: learning by doing  
Gardner: Different learning styles  
Palinsar: Reciprocal Teaching  
Bruner: Scaffold the learning |
edTPA PC Video File Management for SOE Students
Medaille Campus Computers

**File formats:** Video recordings may be submitted in the following file formats:
- flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v.

**Resolution:** To achieve the target file size of 200-300 MB, be sure to set the proper resolution before you start recording. Commonly used lower resolutions like "320 x 240" and "640 x 480" will yield the best results. Higher resolutions and "HD quality" will produce file sizes too large to be conveniently uploaded, and should be avoided.

**Production Note:** The video clip(s) must be unedited. **DO NOT** use features such as titles, opening and closing credits, music accompaniment or special effects. **Time length and number of clips vary by program.** See Task 2 in your program handout for details.

**Data Storage Warning:**
On College computers, make sure you save your converted video file to your own storage media or to your home data directory. **DO NOT** store data files on your desktop! The large size of the video file exceeds your profile storage capacity and will cause problems with your user account.

If you receive any pop-up messages during your logon session that says you have exceeded your profile storage allocation, it is safe to click ‘OK’ and continue working. (This is an early warning message only.) However, you must remember to remove your data files from the desktop prior to logoff or you will cause problems with your user profile. A profile problem exists if you receive a message after logoff stating that files could not be synchronized with the server. If you receive such a message you will need to contact the Helpdesk asap with your username (and preferably the PC name of the machine you worked on) in order to have your profile reset.

**File format conversion with Windows Movie Maker:**
- Open Windows Movie Maker and select your video.
- Click “Save movie” (in the upper right corner).
  - NB: click the text, not the icon, in order to access the menu and select a video format in the next step.
- Navigate to “Common settings” and select the “For email” option
- Save your video as “MPEG-4/H.264 Video File (*.mp4)”
- Navigate to your home data directory and click “Save”;
  - wait for your video to be compressed and exported.
Here is a tutorial for Windows Movie Maker.

**Video Compression:** You may need to use a video compression/conversion tool to reduce the size of your video file for uploading. The College offers the free Any Video Converter software for this task on select PCs.

**Procedure:**
1. Open Any Video Converter and click the “Add Video(s)” button to identify the video file(s) you want to convert.
2. Click the output video profile drop-down menu in the upper right corner next to the “Convert Now” button and scroll down to select “Customized MP4 Movie (*.mp4)” under “Common Video Formats”.
3. Click “Video Options” in the lower right corner and ensure that your settings match those in the picture to the right. **Do not change any other settings.**
4. Click the “Convert Now” button and wait for the conversion/compression to complete.
5. Under the thumbnail of the video you just converted, click the text that says “Completed.” This will take you to the folder where your video file was saved. **Drag and drop this video to your home data directory.**