Videorecording a Lesson: Fall Field Experience Requirement

1. Obtain required permissions for videorecording. Before you record your video, ensure that you have the appropriate permission from the parents/guardians of your students and from adults who appear in the video. Adjust the camera angle to exclude individuals for whom you do not have permission to film.
2. Examine your lesson and identify challenging learning tasks in which you and students are actively engaged. The clips you select for submission should provide a sample of how you interact with students to support their learning.
    a. Provide 2 video clips (each no more than 10 minutes in length) that demonstrate how you interact with students in a positive learning environment
        i. The first clip should demonstrate how you engage learners in a task to develop their skills and/or language function by promoting thinking
        ii. The second clip should demonstrate how you are addressing your students' varied learning needs
3. Videorecord your classroom teaching
4. Select the 2 video clips to submit to the Video slot in TaskStream, and verify that each meet the following requirements:
    a. A video clip must be continuous and unedited, with no interruption in events.
    b. Check the video and sound quality to ensure that you and your students can be seen   and heard on the video clips you submit.
    c. Do not include the name of the state, school, or district in your video. Use first names   only for all individuals appearing in the video.
5. Respond to the prompts listed in the Instruction Commentary section below after   viewing the video clips.
6. Determine if additional information is needed to understand what you and the students are doing in the video clips. For example, if there are graphics, texts, or images that are not clearly visible in the video, or comments that are not clearly heard, insert digital copies or transcriptions at the end of the Instruction Commentary (no more than 2 pages).

Instruction Commentary

You will write a commentary, responding to the prompts below. Your commentary should be no more than 6 single- spaced pages, including the prompts.

1. <u>Promoting a Positive Learning Environment</u>
   In response to the prompt, refer to scenes in the video clips where you provided a positive learning environment.
   a. 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?
2. <u>Engaging Students in Learning</u>
   Refer to examples from the video clips in your responses to the prompts.
   a. Explain how your instruction engaged students in
      i. developing the skills you wanted them to work towards
      ii. learning the academic language function you chose for the lesson
   b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.
3. <u>Deepening Student Learning during Instruction</u>
   Refer to examples from the video clips in your explanations.
   a. Explain how your instruction deepened students learning and pushed them to a higher DOK level
4. <u>Analyzing Teaching</u>
   Refer to examples from the video clips in your responses to the prompts.
   a. What changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?
   b. Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).
   c. 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.

edTPA Video Lesson Submission Rubric

	1	2	3	4	5
How does the candidate demonstrate a positive learning environment that supports students' engagement in learning?	The clips reveal evidence of disrespectful interactions between teacher and students or between students. OR Candidate allows disruptive behavior to interfere with student learning.	The candidate demonstrates respect for students. Candidate provides a learning environment that serves primarily to control student behavior, and minimally supports the learning goals.	The candidate demonstrates rapport with and respect for students. Candidate provides a positive, low-risk social environment that reveals mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that promotes mutual respect among students.	The candidate demonstrates rapport with and respect for students. Candidate provides a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students.
How does the candidate actively engage students in learning? (1)	In the clips, students are participating in tasks that are vaguely or superficially related to the central focus.	In the clips, students are participating in learning tasks focusing primarily on facts or lower level Bloom's/DOK	In the clips, students are engaged in learning tasks that address their skill	In the clips, students are engaged in learning tasks that develop their skills	Level 4 plus: Learning tasks deepen knowledge, provide evidence of understanding, and extend skills
How does the candidate actively engage students in learning? (2)	There is little or no evidence that the candidate links students' prior academic learning or personal, cultural, or community assets with new learning. OR Links cause student confusion	Candidate makes vague or superficial links between prior academic learning and new learning.	Candidate links prior academic learning to new learning.	Candidate links both prior academic learning and personal, cultural, or community assets to new learning.	Candidate prompts students to link prior academic learning and personal, cultural, or community assets to new learning.
How does the candidate elicit student responses to promote thinking and develop skills/use of academic language function?	Candidate does most of the talking and the students provide few responses. OR Candidate responses include significant content inaccuracies that will lead to student misunderstanding	Candidate primarily asks surface-level questions and evaluates the student responses as correct or incorrect	Candidate elicits student responses to support the use of the skill/language function	Candidate elicits and builds on students' responses to explicitly portray, extend, or clarify what students should be learning	Candidate facilitates interactions among students so they can evaluate their own abilities to apply the learned skill/language function
How does the candidate use evidence to evaluate and change teaching practice to meet students' varied learning needs?	Candidate suggests changes unrelated to evidence of student learning.	Candidate proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management.	Candidate proposes changes that address students' collective learning needs related to the central focus. Candidate makes superficial connections to research and/or theory.	Candidate proposes changes that address individual and collective learning needs related to the central focus. Candidate makes connections to research and/or theory.	Level 4 plus: Candidate justifies changes using principles of research and/or theory.