

# The Field Files

From the Office of Field Services

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CLEVELAND STATE UNIVERSITY  
engaged learning™



## Thursday, March 27, 2014: The Northeast Ohio Teacher Education Day (NOTED JOB FAIR)

- Located at The John S. Knight Center in Akron. [Click here for more information](#)
- In 2013, 568 candidates attended the NOTED job fair and recruiters from 63 school districts were present.
- Set up an appointment with Career Services at CSU (216) 687-2233 today to work on your resume and learn more about interview preparation
- [Click here](#) for important reminders for candidates

## Ed TPA Task 1 - Rubrics 1 - 5 -

Check Bloom's Wheel for support. If you didn't have an opportunity to read about using **Bloom's Taxonomy** and the Bloom's Wheel in issue 2, go back! Bloom's Wheel (pictured on the right is a great resource for edTPA Task 1)

**Rubric 1:** How does this lesson build on previous learning? What do students need to know and be able to do before they can do what is asked today?

**Rubric 2:** Are your activities linked to the verbs in the learning outcomes? What scaffolding (support) do you have planned for learners who are struggling? What about those needing enrichment?

**Rubric 3:** Did you use formative assessment in a pre-test? How will it inform your instruction for your next step?

**Rubric 4:** Have you planned for opportunities for students to use the language necessary to show evidence of them meeting the goal of the learning outcome?

**Rubric 5:** What evidence will you have that students have met the learning outcome? Do your products match the verbs used in the learning outcomes and in the standards? Check Bloom's Wheel for support and reassurance.

### Bloom's Pedagogy Wheel



[Bloom's Pedagogy Wheel with suggested apps](#)

# Ed TPA Task 2

## Environment and Engaged Learning

Understandably so, your focus at the moment is getting from day to day, completing your edTPA, and graduating.

Essentially, your world may be all about survival, and anything extra feels like too much. **Don't panic if that is how you feel. It doesn't mean that you are not cut out to be a teacher, just that you are learning and working really hard at balancing many things.** It may not seem like now is the time to stop what you're doing and get to know your students' favorite foods or favorite places, but that is exactly what you need to do in order to create a strong learning environment and facilitate engaged learning. Daniel Tiger on PBS has taken the place of Mr. Rogers in teaching his neighbor valuable life lessons. One of those is a song, "I like you, I like you, I like you, JUST the way you ARE." Students need to hear this, know this and believe this.

### Maslow's Hierarchy of Basic Needs

#### Self-Actualization

achieving full potential, creating, problem solving

#### Esteem Needs

self-confidence, achievement, respect of others, respect by others

#### Social Needs

Love and belonging; friendship

#### Safety Needs

security of body, resources, family, health, property

#### Physiological Needs

Food, Water, Sleep

## Task 2 Check-up

**Rubric 6:** What have you done today to build rapport with your most challenging student?

**Rubric 7:** What formative assessment strategies may help you check lesson pacing and student awareness?

**Rubric 8:** Have you looked at the verbs in **Bloom's Pedagogy Wheel** and your lessons? Have you applied **Costa's Levels of questioning** to build on responses?

**Rubric 9:** Do you need to step back and build a scaffold for any students? Are they in need of a lower level of questioning to connect with the targeted learning outcome?

**Rubric 10:** Have you considered **Maslow, Bloom, Glasser, Costa**, or other theorists in your evaluation for changes?

In order to achieve Self-actualization as **Maslow** outlines in his **Hierarchy of Basic Needs** and to work through **Costa's Levels of Questioning** or **Bloom's Levels of Questions** (both of which show engagement and hit a lot of the goals for TASK 2 of your edTPA,) students' basic needs of security, acceptance, and respect need to be met. Students need to feel included and accepted in order to learn. Each of you will find your own ways to celebrate your students. Here are some tried and true methods to help you build rapport and meet expectations for **Rubric 6**:

Try to put yourself at their level when you talk to them- sit at a desk next to them or squat down and be face-to-face.

- If you are addressing a poor behavior or communicating with an aggressive child, try to do so while you are walking somewhere. Moving helps calm adrenaline and decrease combative behavior.
- Find something WONDERFUL about each of them. Look for their strengths and what they bring.
- Try to offer specific praise or positive feedback at least once daily.

For more information about Maslow's Hierarchy [Click Here](#)

# Ed TPA Task 2- Video Taping Tips

## 1. Professional responsibilities

- Collect consent forms
- **Only use your video for the purpose of completing your TPA**
- NEVER post your videos on YouTube, Facebook, or share with those not involved in your edTPA assessment

## 2. Features of a quality video

- You are not expected nor required to create a professional-quality production
- There are not bonuses for special effects, etc.
- Clarity or picture and sound quality must be sufficient for scorers to understand what the students are doing during the learning segment.
- Make sure clips are the appropriate length and teaching and learning are emphasized.**

### Costa's Levels of Questioning

#### Level 3 - Applying

Evaluate  
Judge  
If/Then

Generalize  
Predict  
Hypothesize

Imagine  
Speculate  
Forecast

#### Level 2 - Processing

Compare  
Sort  
Infer

Contrast  
Distinguish  
Analyze

Classify  
E x p l a i n  
(Why?)

#### Level 1 - Gathering

Complete  
Identify  
Recite

Define  
List  
Select

Describe  
Observe

For more information on Costa's [click here](#)

**ed TPA Work days**  
with OFS Staff Assistance  
Saturday, March 1: 9 - 1  
Saturday, March 8: 11- 3  
The further along you are in the process, the more we will be able to help!

## 3. How do I prepare clips?

- Communicate your need to video record with your Mentor teacher.
- Think about where you and your students will be located in the classroom during the activities.
- Think about the evidence the rubric calls for. (Go to the previous page for a review.)
- Be cautious about placement of any learner who does not have permission to be on the video; find a place where she or he can participate off of the camera.
- PRACTICE
- Try to be natural and focus on your students, not the camera

## What resources do I need to consider?

- Check formatting requirements in the evidence chart in the handbook
- Test the equipment prior to recording days
- Your submitted clip must consist of continuous scenes without edits
- You will, however likely need to use editing tools to extract the clip from the longer video
- Copy a backup of the video onto a hard drive, USB drive, or CD/DVD

•[Windows Movie Maker Tutorial](#)

•[Movie tutorial](#)

## What formats are acceptable?

- .flv,.asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v
- You will receive an error message if your format is incorrect