

**TASK 2: INSTRUCTION COMMENTARY**

Respond to the prompts below (**no more than 6 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert **no more than 2 additional pages of supporting documentation** at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.

[ Clip One is taken from Lesson Two. Clip Two is taken from Lesson One. ]

**2. Promoting a Positive Learning Environment**

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?

[ Going into a classroom, developing positive relationships with my students becomes one of my top priorities. I think students need to trust and respect their teacher in order to learn successfully from them. To develop positive relationships with my students I utilize a mix of humor, humility, and kindness in each of my interactions with students. I take an active interest in the students lives outside of the classroom and make an effort to learn about who they are outside of the academic arena. In the classroom, I demonstrate mutual respect for my students by listening to their full responses in class discussions, acknowledging their contributions, answering questions honestly, and admitting my own mistakes in the classroom. I challenge students to live up to their potential, with verbal reminders and thoughtful feedback on assignments. I also encourage positive relationships between my students so that my classroom can be a place where students are comfortable with taking risks and voicing their opinions.]

**3. Engaging Students in Learning**

Refer to examples from the video clips in your responses to the prompts.

- a. Explain how your instruction engaged students in constructing meaning from, interpreting, or responding to a complex text.

[ Particularly in Clip Two, taken from lesson one of the learning segment, I use my instruction to engage students in constructing meaning from the final passage of *To Kill a Mockingbird*. In this clip, I ask students to take a close look at the meaning message value and goals of the passage this conversation also allows the students an opportunity to explain how they interpreted the text and also to share their response to the story with their peers. I draw students attention to the text by encouraging them to fall along in the copy of the book having a project on the SmartBoard and referencing it in my instruction.]

- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

[ In Clip One (0:08), I ask students about their familiarity with the term motif, so that I avoid incorrect assumptions about the students understanding of the concept. Two of the students featured in this clip are very involved with theatre. In discussing a motif, I connected it to an overture in a musical to make a more personal connection for those students. Through out Clip

Two, I encourage students to interact with each other and take an active role in the discussion, because there is a lot of freedom for collaboration in a small, close-knit community like this school. ]

#### 4. Deepening Student Learning during Instruction

Refer to examples from the clips in your explanations.

- a. Explain how you **elicited and built on student responses** to promote thinking and develop students' abilities to construct meaning from, interpret, **OR** respond to a complex text.

[ Throughout Clip Two, I use student answers to propel my own questioning. While I do script some of my questions, most of the questions that I pose are in response to a student's question. In my responsive questioning, I try to push students into higher order thinking skills. In this segment that is very critical because the focus of the learning segment is applying the new vocabulary words to complete an analysis and ultimately determine the value of a given text. ]

- b. Explain how you supported students in using textual references (or, if a film, visual references or dialogue) to check or justify their constructions of meaning from, interpretations of, or responses to complex text.

[ In both clips my primary focus is pulling my students' attention back to the text, in order to have a solidly based and evidenced textual analysis. In Clip One, I worked through each of the vocabulary terms (meaning, method, value, goals) looking back to the passage that the students are working from. In Clip Two, several students began to stray away from the text at hand (4:38), I acknowledged that the student's comment was accurate, but draw him back to that final scene where our focus is meant to be for the lesson. Throughout the learning segment, and in both clips I emphasize to students the importance of referring back to textual evidence to analyze it. ]

#### 5. Analyzing Teaching

Refer to examples from the 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)?

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ In my discussion, I wish I would have been more diligent about garnering participation from a greater variety of students. In watching the video clips, I realized that I call on basically the same people all the time. I should give students more wait time during discussions, so that a few different hands might be raised. I think it would have been helpful to have students gather their thoughts about the elements of our discussion, prior to the start of the conversation. It also would have been more beneficial to use the brainstorming templates during the discussion on the first day in addition to using them in the second lesson. In looking at lesson two, clip one, I realized that I need to make better use of my time. The first two groups that I worked with, one who was featured in the clip, got my full attention for as long as they needed it, but I ended up neglecting my last groups because of a lack of time. ]

- b. 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.

[ Active engagement and participation is a key to successful learning. Even by having students participate just once in a class discussion, it will increase their awareness of the discussion, their engagement in the topic, and their ownership of their learning experience. The students who I have seen the most progress from are the ones who speak up in class, not just with the answers to the questions that I pose, but also those who ask questions. I need to conduct my classroom discussions in a way that gets everyone at least somewhat involved and creates an atmosphere where no one is too afraid to take risks by participating. Increasing my wait time after asking a question will make this type of participation more manageable for students who process information more slowly or are hesitant to volunteer an answer. ]