# 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.

[ ]

## 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 respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students to engage in learning?

[ ]

b. In what ways do your students communicate easily with you and demonstrate respect for one another?

[ ]

## 3. Engaging Students in Developing English Language Proficiency

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

a. Explain how your instruction engaged students in developing English language proficiency within content-based instruction with a focus on two or more modalities (speaking, listening, reading, writing) and one or more competencies (grammatical, discourse, pragmatic, metalinguistic).

[ ]

## 4. Deepening Students’ English Language Proficiency during Instruction

Refer to examples from the video clips in your explanations.

a. Explain how you **elicited and built on student responses** to promote thinking and develop students’ English language proficiency in relation to one or more language competencies and modalities, within content-based instruction.

[ ]

b. Explain how your instruction promotes comparisons and connections between the content being taught and the students’ backgrounds, experiences, and prior academic knowledge and/or prerequisite skills.

[ ]

## 5. Analyzing Teaching

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 development of English language proficiency (e.g., missed opportunities)?

Consider the variety of English learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[ ]

b. Why do you think these changes would improve student development of English language proficiency? Support your explanation with evidence of student learning **AND** principles from theory and/or research relevant to ELL education.

[ ]