# 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 young adolescents with varied needs (academic and developmental) and backgrounds,and challenge young adolescents to engage in learning?

[ ]

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

[ ]

c. If relevant, describe what you did to ensure safety during the inquiry seen in the video clips.

[ ]

## 3. Engaging Students in Learning

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

a. What was the process by which young adolescents selected or collected evidence and/or data to support evidence-based explanations of or predictions about the real-world phenomenon being investigated?

[ ]

b. Explain how you engaged young adolescents’ during a scientific inquiry in

* using evidence and/or data and science concepts to construct **explanations of** or **predictions about** **a real-world phenomenon** and
* critiquing explanations **OR** predictions of peers.

[ ]

c. Describe how your instruction linked young adolescents’ prior academic learning and/or prerequisite skills and personal, community, or developmental assets with new learning.

[ ]

## 4. Deepening Student Learning 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 understandings of science concepts, scientific practices through inquiry, **AND/OR** the phenomenon being investigated.

[ ]

b. Explain how your instruction supported young adolescents in using science concepts, quality of evidence and/or data (e.g., accurate measurement or recording of data, inconsistent results), and scientific practices while they are analyzing evidence and/or data during a scientific inquiry.

[ ]

## 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 young adolescent learning of the central focus (e.g., missed opportunities)?

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

[ ]

b. Why do you think these changes would improve young adolescent learning? Support your explanation with evidence of young adolescent learning **AND** principles from theory and/or research, including young adolescent development.

[ ]