# TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (**no more than** 8 **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; a transcript of inaudible comments or unclear sign language communication in the video; or translations of words and/or phrases in a language other than English or sign language that appear in the video. These pages do not count toward your page total.

**1.** Which lesson or lessons are shown in the clip(s)? Identify the lesson(s) by lesson plan number. Describe any changes in the lesson plans for the lessons shown in the clip(s) and the reasons for those changes.

[ ]

**2.** If applicable, provide any additional information (beyond that provided in Planning Task 1) needed to understand the learning environment or interactions seen in each clip.

a. Identify the district, school, cooperating teacher, or student teaching requirements or expectations (e.g., prescribed reading curriculum) that affect your instructional delivery related to the learning goal described in Planning Task 1.

[ ]

b. If more than one learner appears in a clip, provide information to identify the focus learner (e.g., clothing, position in setting).

[ ]

## 3. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a positive learning environment.

a. Describe how you demonstrated respect for and rapport with all learners.

[ ]

b. Describe how you provided a positive learning environment that both supported and challenged your focus learner in relation to the learning goal, moving the focus learner toward self-determination.

[ ]

## 4. Engaging and Motivating the Focus Learner

Refer to examples from the clip(s) in your explanations. For group instruction, you may refer to interactions with other learners as examples of collective strategies accessible to the focus learner.

a. Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal.

[ ]

b. Describe how your instruction linked the focus learner’s prior learning and personal, family, and/or community assets with new learning related to the learning goal.

[ ]

c. Describe the strategies you used to move the focus learner toward independently initiating and/or maintaining active engagement in learning tasks related to the learning goal.

[ ]

## 5. Deepening Learning

Refer to examples from the clip(s) in your explanations. For instruction in a group, you may refer to interactions with other learners that informed application of learning by the focus learner.

a. Explain how you elicited and responded to the focus learner’s performance to promote application of learning related to the learning goal.

[ ]

b. Describe opportunities provided to the focus learner to apply feedback to improve performance related to the learning goal.

[ ]

c. Describe how you moved the focus learner toward self-evaluation or self-correction to improve performance related to the learning goal.

[ ]

## 6. Supporting Teaching and Learning

Refer to examples from the clip(s) in your explanations.

a.Explain how your materials, planned supports, and instructional strategies facilitated the focus learner’s progress toward the lesson objectives for the learning goal and how they reflected the learner’s development, age, strengths, and needs.

[ ]

b. Describe how your instructional strategies, planned supports, and/or materials facilitated the development or application of a self-directed learning strategy for the learning goal.

[ ]

## 7. Analyzing Teaching

Refer to examples from the clip(s) in your explanations.

a. What would you change about the teaching seen in the clip(s) to better support or extend the focus learner’s performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the learning goal?

[ ]

b. Why do you think these changes would improve the learning of the focus learner in relation to the learning goal? Support your explanation with evidence of the focus learner’s performance related to the learning goal, as seen in the clip(s), and principles from theory and/or research.

[ ]