FROM THE INSTRUCTION COMMENTARY

**Instruction Commentary Directions:** 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; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

**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**

In response to the prompt, refer to scenes in the **video clips** where you provided a positive learning environment.

* 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?

**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 developing an essential literacy strategy and requisite skills.

b. Describe how your instruction linked students’ prior academic learning and personal, cultural, and community 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 apply the literacy strategy using requisite skills to comprehend or compose text.

b. Explain how you modeled the literacy strategy and supported students as they practiced and applied the literacy strategy in a meaning-based context.

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

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

1. 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.

**FROM THE ASSESSMENT COMMENTARY**

**Assessment Commentary Directions:** Respond to the prompts below (**no more than 10 single-spaced pages, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

1. Analyzing Student Learning

a. Identify the specific standards/objectives measured by the assessment you chose for analysis.

b. Provide the evaluation criteria you used to analyze student learning.

c. Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria described above.

d. Use evidence found in the **3 student work samples and the whole class summary** to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to

* conceptual understanding
* procedural fluency
* mathematical reasoning or problem solving skills

Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).

2. Feedback to Guide Further Learning

Refer to specific evidence of submitted feedback to support your explanations.

a. In what form did you submit your evidence of feedback for the 3 focus students? **(Delete choices that do not apply.)**

* Written directly on work samples

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.

c. Describe how you will support students to apply feedback to guide improvement, either within the learning segment or at a later time.

**3. Evidence of Language Understanding and Use**

You may provide evidence of students’ language use **from ONE, TWO OR ALL THREE of the following sources:**

1. Use **video clips** from Task 2 and provide time-stamp references for language use.
2. Submit an additional **video file** named “Language Use” of no more than 5 minutes in length and provide time-stamp references for student language use (this can be footage of one or more students’ language use). Submit the clip in Task 3 Part B.
3. Use the student work samples analyzed in Task 3 and cite language use.

When responding to the prompt below, use concrete examples from the **video clips** (using time-stamp references) and/or student work samples as evidence. Evidence from the clips may focus on one or more students.

* Explain the extent to which your students were able to use or struggled to use language (selected function, vocabulary, and additional identified language demands from Task 1) to develop content understandings.

**4. Using Assessment to Inform Instruction**

a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction

* for the whole class
* for the 3 focus students and other individuals/groups with specific needs

Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).

1. Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from research and/or theory.