# 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.

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

[ ]

## **Promoting a Positive Learning Environment**

**Refer to examples from the video clip(s) where you provided a positive learning environment.**

1. How did you demonstrate rapport with and respect for students with varied needs and backgrounds?

[ ]

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

[ ]

1. How did youchallenge students to engage in learning?

**NOTE:** A challenging learning environment is intentionally structured to promote engagement and growth. Students in challenging learning environments ask questions, explain their thinking, and are encouraged to be curious. Consider extending or probing ahead of a learner’s current knowledge or performance levels.

[ ]

1. Describe in what ways the learning environment is reflective of
* culturally and linguistically affirming and sustaining practices OR
* social and emotional learning or trauma-informed practices.

[ ]

## **Engaging Students in Learning**

**Refer to examples from the video clip(s) in your responses to the prompts.**

1. Explain how your instruction actively engaged students in high-quality, evidence-based literacy learning that supports the development of foundational skills.

[ ]

1. Describe how your instruction directly linked and prompted students to connect learning to
* effective expression,
* meaning making, and
* prior literacy learning.

[ ]

1. Explain how your evidence-based literacy learning tasks integrate and deepen students’ understanding and application of prior literacy learning.

[ ]

## **Deepening Student Learning during Instruction**

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

1. Explain how you elicited and built on student responses to promote thinking and students’ application of literacy learning that supports foundational skills for all learners.

[ ]

1. Explain how you provided opportunities for students to practice or apply foundational skills in a meaningful context.

[ ]

1. Explain how your instruction provided opportunities for students to engage in multiple modalities (e.g., reading, writing, listening, speaking) throughout the learning segment to support their disciplinary-literacy learning.

[ ]

## Analyzing Teaching

Refer to examples from the video clip(s) in your responses to the prompts. **In addition,** **use principles from research, theory, or MTSS to support your justifications**.

a. Describe changes you would make to your instruction to better support student literacy learning. Include any missed opportunities for

* the class as a whole (Tier 1),
* groups with similar needs (Tier 2), and
* individuals with specific learning needs (Tier 3).

Consider the variety of learners in your class who may require different strategies/support, such as students with IEPs or 504 plans, students at risk for and with dyslexia, English learners, students who struggle with reading, underperforming students or those with gaps in academic knowledge, and/or gifted students.

[ ]

b. Why do you think these changes would improve student literacy learning?

[ ]