

**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. Refer to the evidence chart in the handbook to ensure that this document complies with all format specifications. 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 Communication in English as an Additional Language

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 at least one modality (speaking, listening, reading, or writing) and at least one competency (grammatical, pragmatic, discourse, or metalinguistic).

[ ]

- b. Describe how your instruction linked students' prior academic learning and personal, cultural, and community assets with new learning.

[ ]

## 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 upon student responses to promote thinking and develop students' English language proficiency within content-based instruction.

[ ]

- b. Explain how you supported your students' development of English language proficiency in a meaningful academic context with respect to

- at least one modality
- at least one competency

[ ]

- c. Explain how your instruction promotes comparisons and connections between students' prior academic learning, their cultural and linguistic backgrounds, and their experiences and the demands of the content being taught.

[ ]

## 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 learners in your class who may require different strategies/support, such as students with IEPs, Students with Interrupted Formal Education (SIFE), readers who struggle in their first language, students at varying levels of English language proficiency, 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.

[ ]