**Task 2 Writing Organizers and Helpful Hints (Secondary Science Version)**

***Please note: The purpose of this writing organizer is to help you gather and organize your thoughts in preparation for writing your instruction commentary. You will still need to write your answers in paragraph form in the official instruction commentary template.***

**1. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.**

Sentence starters:

“The lesson shown in the clips is Lesson #\_\_\_\_\_\_\_”

OR

“The lesson shown in Clip 1 is Lesson \_\_\_\_\_\_\_ and the lesson shown in Clip 2 is lesson \_\_\_\_\_\_\_\_.”

**2. Promoting a Positive Learning Environment**

**a. 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?**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Characteristic of Positive Learning Environment | Video segment(s) with time stamps that demonstrates this characteristic | How does this clip demonstrate this characteristic? |
| Mutual respect for students |  |  |
| Rapport with students |  |  |
| Responsiveness to students’ needs |  |  |
| Challenging students to engage in learning |  |  |

**3. Engaging Students in Learning**

**a. Explain how your instruction engaged students during a scientific inquiry in**

* **using data and science concepts to construct an evidence-based explanation of a real world phenomenon during a scientific inquiry explaining how data and relevant science concepts support their claims**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Student action | Video clip with time stamps that shows this action | How is this action seen in the video? |
| Students are analyzing/interpreting data |  |  |
| Students are constructing or engaging in an evidence-based argument |  |  |
| Student refer to data or science concepts in connection to making an argument |  |  |

**b. Describe how your instruction linked students’ prior learning and personal, cultural, and community assets with new learning.**

|  |  |  |
| --- | --- | --- |
| Instructional connections between student characteristics and new learning | Video clip with time stamps that shows this connection | How is this connection seen in the video? |
| Students’ prior learning |  |  |
| Students’ personal assets |  |  |
| Students’ cultural assets |  |  |
| Students’ community assets |  |  |

**4. Deepening Student Learning during Instruction**

**a. Explain how you elicited and built on student responses to promote thinking and develop understandings of science concepts, scientific practices and inquiry, and the phenomenon being investigated.**

|  |  |  |
| --- | --- | --- |
| Evidence of eliciting responses from students related to… | Video clip (including time stamps) | Describe how you elicited responses and deepened student thinking in this clip |
| Collecting data |  |  |
| Analyzing data |  |  |
| Interpreting data |  |  |
| Drawing conclusions/building arguments |  |  |

**b. Explain how you facilitated your students’ organization and analysis of data (i.e., looking for patterns, identifying outliers, and/or exploring similarities and differences in findings) during a scientific inquiry.**

|  |  |  |
| --- | --- | --- |
| Evidence of incidences of analyzing data from inquiry | Video clip (including time stamps) | Describe how you facilitated the students’ work with data in this clip |
|  |  |  |
|  |  |  |
|  |  |  |

**5. Analyzing Teaching**

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

1. **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)?**

Organize your response:

|  |  |  |
| --- | --- | --- |
| Learning need seen in video | Video segment (Including video # and time stamps) | Proposed change in teaching practice |
|  |  |  |
|  |  |  |

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.**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Proposed change in teaching practice | How would this change assist students with achieving the learning objective? | What research is this change based on? | How does this research support your proposed change? |
|  |  |  |  |
|  |  |  |  |