**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.

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

   [[Video clip 1 is from Lesson Three. It shows the students examining a diagram, and producing a written interpretation through a series of short response questions. It also shows myself asking students to explain their responses, asking guiding questions, and providing the necessary clarifications. Video clip 2 is from Lesson Plan Four, it shows the students comparing two documents and myself engaging students through inquiry and explaining the first five amendments in the Bill of Rights.]]

2. **Promoting a Positive Learning Environment**

   Refer to scenes in the video clips where you provided 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?**

   [In Video Clip 1, I demonstrated mutual respect for students through giving them space, communicating with them and listening to their questions. From the start of the video to 2:40, students are seen breaking down the dispute over slavery and representation and writing their interpretation of the 3/5ths Compromise. During this task, I am shown walking around the room and monitoring students’ progress. I am viewing the work of all of the students, but I am giving the students space because I want to see how they work together, engage in inquiry, and construct their own understanding. In order to easily respond to students with various needs, I grouped students heterogeneously for this assignment. From 1:18 to 2:18, I am responding to a lower level group and providing the necessary scaffolding to help them meet the learning objective. In Video Clip 1, I also strive to provide a positive learning environment for students. For example, I give students the necessary time to answer questions and work their peers, but I also properly manage classroom time by making the necessary transition at 2:40. However, I make sure to tell students that it is ok if they did not come up with an answer for each question and that they can fill in the answers as we go along. This creates a comfortable learning environment by avoiding students from becoming frustrated or upset about being unable to compose a response to every question. Furthermore, evidence that rapport has been established between students is shown from the start of the video to 2:40 as they effectively communicate and collaborate with each other in order to pull out important information and share ideas. From 2:40 to 9:50, students also demonstrate that they have built rapport with me. For instance, I can be seen asking students for their attention and the students display their respect by quieting down and giving me their attention. In addition, students can be seen interacting with me as we go over the Northern and Southern States views and the subsequent 3/5ths Compromise. At 3:05, a student provides the correct answer to a question I asked and I thank him. Through thanking students for their answers and providing positive reinforcement, I am building rapport. This will help provide a positive learning environment and motivate students to continue to think, make connections, and voluntarily offer answers. At 3:19 and 6:40, I again provide positive reinforcement and at 6:30 I bring in students’ experiences by briefly...]

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referring back to an activity that had students share a time they had to compromise and explain why it was important. The purpose of this was to remind students about the process of compromising and to help them make a memorable connection to the content. In Video Clip 2, there is proof of mutual respect and rapport through the tone and verbal as well as non-verbal communication between the students and myself. At 3:26, I tell a student good job for answering a challenging questions and citing the correct information from the document. At 3:54 and 5:13, I again thank a student and tell them excellent work for their productive contributions. I reward students with words of praise so students continue to participate. Students’ participation is important because it allows me to gauge their understanding or misconceptions. In addition, it allows for a productive learning environment by either directly helping to create a deeper understanding for the whole class, or creating a base for me to build off and help students reach that deeper understanding.]

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 the skills of inquiry, interpretation, or analysis in relation to sources or accounts of historical events or a social studies phenomenon
- building and supporting arguments or conclusions

[My instruction in Video Clip 1 and Video Clip 2 engaged students in numerous ways. For example, in Video Clip 1 students are instructed to analyze two sources and then build and support conclusions based on the information in the sources. Students are collaborating and sharing ideas to complete the assignment and I am seen assisting students who need help locating key information (0:00-2:40). At 0:18, I move slightly out of frame, but I am clarifying instructions for a lower level group and helping them with analyzing information that is essential to building and supporting their conclusions. In Video Clip 1, I also ask students to explain the Northern states views. A gifted student was able to accurately describe that the Northern states did not want slaves to count towards representation in Congress, but they did want slaves to count towards state taxes (4:00). Another way my instruction helps students build conclusions is by challenging students to describe the rationale behind the Northern states views. One student displays his knowledge by correctly stating that the Northern states did not have slaves and therefore did not want them to count towards representation (4:38). These responses illustrate that students’ have a well-rounded understanding of the concepts and facts and they are able to analyze documents, use evidence to support their answers, and most importantly meet the learning objectives. In Video Clip 2, I instruct students to share their responses on the differences between the Articles of Confederation and the Preamble of the Constitution. At 0:10, I have students to do something historians often do to make connections and develop a more sound understanding. I ask them to compare and contrast two documents in terms of structure and content. This proved to be a challenge, but one of the advanced students came up with an answer that was partially correct and I expanded off his answer to explain the correct response. From 1:42 to 2:01, I am briefly reviewing information we already covered in order for students to remember the main differences between the Preamble and the Articles of Confederation, and also to clarify that the main points in the Preamble are a direct result of the flaws of the Articles of Confederation. At 5:05, I engage students in inquiry when I ask them to tell me what the Bill of Rights is before I directly explain it to students. One of the advanced students was again able to provide part of the answer and I built off his response to clarify the correct definition. When Video Clip 2 starts, I am seen helping provide clear instructions through orally explaining and visually showing students what they should be looking at. This helps ensure students are on task, understand the directions, and can provide answer if I call on them. From 6:28 to 9:38, I
am explaining to students the individual liberties that are protected by the first four amendments in the Bill of Rights. While explaining the amendments, I constantly pose questions and offer examples. For example, at 5:22 I ask students to define the term ratify and at 9:02 I ask students to describe what the second amendment means by the right to bear arms. I also provide examples of how this amendment gives everyone the right to have guns to hunt or to protect themselves. This is to prepare students for the following assignment that helps students develop analytical skills through evaluating real life scenarios.

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

[My instruction linked students’ prior academic learning several times throughout this learning segment. In Video Clip 1, I refer back to information students learned about in the previous lessons to help students make connections that will foster a thorough understanding of how and why the Constitution was created. For example, at 2:02, I linked instruction to students’ prior academic learning when I tell a lower level group to remember that the delegates needed to compromise because nine out of thirteen states had to agree in order for the Constitution to be ratified. At 2:15, I help students make a connection to a previous lesson to build new knowledge by mentioning that the reason the delegates needed to compromise was to replace the Articles of Confederation. These two things help put in perspective for students the main goal of the Constitution Convention was to create a Constitution that is capable of handling problems and protecting the rights of the American people. It also helps students develop a deeper understanding of the content and allows them to remember important concepts and terms that they will use to build arguments and conclusions. At 2:45, I ask students to indentify the compromise they learned about in the previous lesson and explain its purpose. At 3:31, I mention the diagram we went over last class so students can visualize the compromise and understand why it matters if slaves are counted or not counted towards state populations. My instruction linked to students’ prior personal experiences at 6:30 when I tell students to remember when they talked about a time they had to compromise in a previous lesson. From 8:45 to 9:30, I am again linking instruction to prior knowledge by reviewing the three key issues and compromises. In Video Clip 2, I also link my instruction to students’ prior academic knowledge when I ask students to compare the Preamble to the opening paragraphs of the Articles of Confederation (0:00-4:07). This helps students make the connection that the seven main points of the Preamble were put in place to avoid the same problems that occurred under the Articles of Confederation. At 5:12, a student independently makes a connection to a prior lesson and I expand off his answer in order to make sure the rest of the class understands why this information is important to what we are learning in this lesson. At 5:20 I used the term ratify to explain new content and I asked students to recall the definition. My instruction links students’ prior knowledge on school rules to create new learning at 7:14. This reference helps clarify the misconception that there are no boundaries or limits to the amendments. At 7:53, I ask students to recall the petition they learned about during the revolutionary war. Students remembering the olive branch petition will give them an example to visualize that will help them understand how individuals are protected by the 1st amendment. At 9:28 I ask students to indentify an act they learned about during the revolutionary war. Bringing up this act allows students to see that the framers of the Constitution were still thinking about the cruel treatment of the British and wanted to make sure this would not happen again.]

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** that supported students’ ability to form inquiries, interpretations, or analyses of history/social studies sources or accounts AND build and support arguments or conclusions.

[I elicited and built on students’ responses to develop students’ ability to form interpretations and build and support conclusions multiple times in Video Clip 1 and Video Clip 2. In Video Clip 1, I ask a variety of questions to elicit students’ responses on their analysis of the Northern and Southern states views and the 3/5ths Compromise. In addition, I expanded on students’ responses in order to challenge students with a follow up question or make an important connection. For example, in the beginning of Video Clip 1, I ask several guiding questions to a lower level group to assist them with interpreting information. At 1:37, I direct them to the information they need to examine and then I ask a student to explain the information. At 2:00, I build off his answer to clarify the importance of compromising to the rest of the group and then I ask a follow up question to help make the connection that the reason the delegates needed to agree was to replace the severely flawed Articles of Confederation. At 2:46, I ask students what the compromise was that we learned about last class. This proved to be a good question because many students could not recall the compromise, but eventually a student was able to tell me that it was the Great Compromise. I built off his answer at 3:09 by adding a follow up question asking students to explain this compromise. I built off the response to the follow up question to clarify the facts and concepts that are essential to understanding the Great Compromise. These facts and concepts will help students build and support their conclusions on why the compromises were important and help them interpret the reasons behind the various opposing proposals that lead to the need to compromise. At 3:59, I elicit students responses by asking students to interpret the diagram by explaining the Northern states view. After the advanced student answers correctly, I build on his reply by asking students why the Northern states held the views they did (4:38-4:47). This challenges students to analyze the information and activate their prior knowledge on the location of slaves in order to determine the Northern states motives. At 5:17, I ask students for their interpretation of the Southern states views and a low performing student is able to answer. At 5:30, I build off her response by asking the reason behind the Southern states views and an advanced student is able to answer correctly. This shows that the lower performing students are capable of indentifying the information and answering so they will be less likely to get discouraged. Also, the follow up questions help the advanced students stay actively engaged by challenging them use their critical thinking skills in order to make an informed prediction. At 6:28, I elicit students’ responses by asking them what the Northern and Southern states did to compromise. An advanced student answers and I draw off his answer to clarify the compromise and then I make sure everyone understands before moving on. At 8:53, I ask students to recall what the compromises were for the two key issues we covered. These facts will help students analyze information as well as build and support conclusions on the test at the end of the unit. In Video Clip 2, I elicit and build on students’ responses to foster students’ analytical and interpretation skills. For example, at 0:23 students are asked to examine the Preamble of the Constitution and the opening paragraphs of the Articles of Confederation and compare them. After an advanced student partially answers the question, I build on his response to explain the important difference between the two documents. This helps students correctly interpret the Preamble as an improved version of the Articles and understand that it unified the people and put them in control instead of the states. At 2:19, I ask students to examine an excerpt from the Declaration of Independence and use their analytical skills to determine what lines indicate that the people have the right to establish the government. I build off an advanced students answer in order to help the rest of the class interpret the meaning and importance of the lines he read (3:28-4:00). At 5:05, I question students on what the Bill of Rights are and an advanced student gives part of the answer. I]
expand of his response and explain that the Bill of Rights also includes an amendment that delegates powers to the states.]

b. Describe and cite examples from the video clips of how you supported students in using evidence from one or more sources to support interpretations or analyses and arguments or conclusions about historical events or a social studies phenomenon.

[I supported students with using evidence from sources to support interpretations and conclusions about historical events numerous times throughout the lessons in Video Clip 1 and Video Clip 2. In Video Clip 1, at 0:18, I move slightly out of frame, but I am helping a lower level group locate key information that they can use to support their analysis of the 3/5ths Compromise. At 1:23, I support another lower level group with identifying evidence on the document that will help them interpret the importance of the 3/5ths Compromise. I ask questions that need evidence from the diagram on the Northern and Southern states views and the 3/5ths Compromise. For example, at 3:59 I asked students to explain the Northern states view. I also pose facilitating questions that require students to use information from sources covered in previous classes in order to help students build and support conclusions. For instance at 2:49, I ask students what the compromise was we went over last class and to explain it. Moreover, in Video Clip 2, I continue to support students with using evidence from sources to support their interpretations and analysis. For instance, at 2:19, I challenge students to use evidence from the Declaration of Independence to support their conclusion as to how the people have the right to establish the government. I break down the students answer to help the rest of the class see why the evidence he cited was important. Also at 5:10, I ask students to explain the purpose of the Bill of Rights and that requires students to use evidence from the skit we went over in the previous class.]

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 or 504 plans, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

[At the start of Video Clip 1, I am monitoring students’ progress and offering feedback to two lower level groups, but I failed to offer feedback to another lower level group that could have used additional support. In Video Clip 2, at 2:50 I tell students to take their time, read the paragraph, and locate the correct information. However, only seconds later an advanced student puts up their hand and I call on them. Since there are some struggling readers and underperforming students, I should have given the rest of the class a chanced to analyze the information before calling on the advanced student. While going over the amendments in Video Clip 2, I missed an opportunity to connect to the students’ cultural backgrounds. For instance, when going over freedom of religion, I could have asked students to share their various religions and explain that it gives everyone the right to practice any religion they choose. I did reduce my oral scaffolding for the gifted students in these lessons, but I could have given them more challenging written questions. Moreover, in both clips I could have incorporated more students into the lesson by specifically calling on students or randomly drawing names. ]
b. 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.

[Providing feedback will improve student learning because it helps the students understand what they need to work on and what they are doing well. Marie (2016) conducted a study to gather data on students’ perceptions of feedback and found that many students placed a high value on feedback and felt it was an essential aspect to the learning process. One student claimed they were not happy about not receiving feedback because they wanted to use the feedback to help them prepare for the test. Other students said that consistent and detailed feedback was good because it helped stop them from continuing to get the answers wrong or practicing a skill incorrectly (Marie 2016). If I had given feedback to this other lower level group I could have ensured they understood the content before they took their quiz and prevented them from continuing to get the questions wrong, or misinterpreting the information. Rowe (1972) invented the concept of “wait time” as an instructional variable. Rowe (1972) said that wait time becomes a factor with higher order questions and Sangster (2007) said that if the pace of the lesson is too fast and does not allow for adequate wait time, the less able might disengage. Based off this research, I should have given the rest of the class more time to analyze and indentify the information to prevent the lower level students from becoming discouraged and to give everyone a fair opportunity to answer. Moreover, connecting to students’ cultural backgrounds is another thing I could have done to improve students’ learning. When talking about culturally responsive teaching, Gay (2010, p. 49) said “I argue that the education of racially, ethnically, and culturally diverse students should connect in-school learning to out-of-school living; promote educational equity and excellence; create community among individuals from different cultural, social, and ethnic backgrounds; and develop students’ agency, efficacy, and empowerment.” Through connecting the diverse out-of-school religious practices to learning about the first amendment, I could have promoted equality and helped students make a memorable connection to the content. Dallimore (2012) did a study on the impact of cold calling and found that in classes that have teachers use cold calling more frequently, more students answer questions voluntarily and become more comfortable in speaking in class discussions. Through cold calling students, I can improve students’ learning because by increasing students’ participation in class discussions, I can hear their thought process which will allow me to give them the appropriate feedback to help them met the learning objectives.]