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1. Lessons shown in video

Clip 1 is from Lesson 1, the second ten minutes of class, after administering the pre assessment. In this clip, I first introduce the Central Focus of the learning segment and the day's learning targets. I have students engage with the Central Focus and learning targets in a few ways. Then I conduct a Think-Aloud of the stage directions at the beginning of the play, first modeling how to construct meaning and then inviting students to join me. Next I explain the group activity that students will do to practice finding textual evidence to construct meaning from the text. The clip ends with me asking a student to summarize the group work instructions.

Clip 2 is also from Lesson 1. It begins with me announcing to students the amount of time left for group work and suggesting a pace of their accomplishments: if they haven't yet discussed question #3, they should move on to it! Then the clip shows my interaction with one specific group of students, how I engage with them to monitor and support their interpretations from Act I of Doll House, affirming quality observations and addressing any misconceptions. At the end of the group activity, students write a brief reflection, an opportunity for them to assess their accomplishment of the learning targets and pose any questions. Next I conduct a teacher-lead whole class discussion, to review group work findings and informally assess student understanding. Here I continue to support student learning by inviting many different voices to share in the discourse, affirming contributions and providing my own opinions or connections to real life to demonstrate my rapport with the students.

2. Promoting a positive environment

There are several strategies I employ in all my lessons to demonstrate mutual respect for, rapport with and responsiveness to students. During my group work I crouch or kneel down in order to match the eye level of my students. I feel that this physical gesture takes me literally to the students' height, so that I am not standing over their group in a domineering or threatening way, but join myself as an equal group member. I also make a lot of eye contact and use nodding and repetition to validate students' responses as I am listening to them. I frequently use verbal affirmations too, repeating student's correct responses in my own words and often furthering their ideas.

For example, In Clip 1 at 3:00, I respond to a student's answer to why our learning target is important by giving her a quick verbal affirmation ("Excellent!") and rephrasing her contribution in new words: "If you have an opinion, you have a statement, and you want to show that it has substance, you want to report it as evidence. And when we are doing literary discussion, our evidence is our text." I deliberately direct the next question in Clip 1 to my ELL student, because I reason that if she demonstrates understanding of the learning target, most other students will have too. Starting at 3:22, where I have just ended my question, the ELL student takes several seconds to gather her thoughts, but ends up producing a valid response. If she had been unable to offer an answer, I would have asked students to turn to their neighbor to discuss this particular learning target again. Then I would follow up with her and a few other students to confirm understanding. However, since she is able to give an insightful response, I move on in the lesson plan. Later in Clip 1, at 9:47, when I have finished explaining the directions for the group work activity, I again ask one of my weaker students to summarize the tasks. The LSP for this student specifically suggests that teachers confirm that the student understands multi-step directions, so I use this opportunity to engage him directly. This moment is also for the benefit of the whole class, however: all students listen as their peer successfully repeats the group activity tasks, likely internally checking their own understanding with Sam's summary of their responsibilities.

The teaching strategies that I employ in Clips 1 and 2 demonstrate attentiveness to students with varied needs and challenges, from struggling learners to gifted students. The Think-Aloud that begins at 4:08 in Clip 1 is a strategy to

introduce close textual analysis that models for students how to make sense of a passage using its language and descriptive cues. While many of my students are adept at making sense of text, I know a group of my students will benefit from witnessing how their teacher constructs meaning from a complex text, and therefore I employ this approach as a first step in achieving the learning targets for the day: to cite strong and thorough textual evidence to support analysis of what the text says explicitly and infer author's purpose and development of themes based on textual evidence. The collaborative group work shown in Clip 2 is another effective teaching strategy that benefits learners of varied abilities. Small group environments encourage all students to participate; specifically quieter voices and slower thinkers get the opportunity to work at their comfort level. A lot of peer-teaching occurs in small group environments, and this benefits both advanced and struggling learners. Between 0:00 -1:35 in Clip 2, a glimpse of these peer interactions demonstrates the active learning taking place during this collaborative activity. Students are diligently reading through the text to locate evidence, writing down their findings on their handout, and sharing aloud their discoveries.

Even though in my prompt for the three group questions I give page numbers where textual evidence can be found, students are not limited to giving answers within these parameters. In this way, I am able to challenge students by inviting them to locate passages anywhere in Act I that provide evidence to an answer. I assume most students will stick to the given page selection, but my advanced students will enjoy the freedom of less structure and more creativity. Clip 2 at 1:33 shows me challenging and revising one of my advanced student responses. Most students will do fine at locating textual evidence; the challenge will be to verbalize what the author infers with the passages and how we as readers should respond to those interpretations.

3. Engaging students in learning

Clip 1 shows a typical lesson beginning where I have the day's goals on the board, either written or projected, and invite students to rephrase the learning targets in their own words and consider why they are important (A close up of both the Central Focus and the learning targets for Lesson 1 can be seen in Clip 1 at 0:28. They can also be found in Lesson 1 lesson plan). In this instance, because it is the first day of the learning segment, I introduce the Central Focus before the learning targets, as seen at 0:02. I ask a student to read the Central Focus aloud and then invite the whole class to identify key words. As the students shout out responses, I confirm their ideas by verbally repeating them and underlining the terms on the board (Clip 1, 0:30-1:06). I explain that the Central Focus will guide our entire unit, and we will break it down in smaller elements each day with specific learning targets. I read Lesson 1 learning targets aloud, pointing at the text on the board, starting at 1:09, and at 1:41 I ask students to turn to a neighbor to put them into their own words. Between 1:53-2:35, students are seen actively speaking with a peer to discuss these learning targets. At 2:35, I pose another question: "Why is it important to talk about textual evidence? Think about specifically, what the text says versus what the author might be implying." As one student volunteers an answer, other students listen. I affirm the student's answer and repeat it in new words. The student's response focused on the importance of textual evidence for constructing literary essays, namely the first learning target, so I follow up with another question that directly addresses the second learning target, as seen at 3:14. In sum, these moments in Clip 1 portray a typical lesson beginning of all my classes in terms of introducing learning targets, eliciting student understanding of them, considering their importance, and explaining how they are related to our class activities.

Later in the lesson, after students have completed their collaborative group work, I invite students to return to their understanding of the learning targets. I ask them to reflect how the group work allowed them to accomplish the learning target. In this lesson, the reflection and student voice process is written, at the bottom of their group work handout. Clip 2 shows me explaining the reflection piece at 4:47 and students quietly writing their responses to the prompts between 5:33-6:35.

Engaging students with complex text

The Think-Aloud in Clip 1, starting at 4:08, models for students how to construct meaning from the text through close reading. I start at the very beginning of the text, the paragraph of general stage directions for the play. I read a few sentences aloud, and at 5:23 I verbalize my thoughts, demonstrating to students what words I notice and how I make meaning of them. Next I give students a chance to demonstrate similar observational and interpretive abilities as I

continue reading aloud and pause in places, to elicit student understanding. At 6:47 I pause and ask, “What are some words you notice in that segment?” I encourage multiple students to share their interpretations of the text and affirm each one with positive verbal feedback, often repeating their contributions or furthering their ideas.

Clip 2 demonstrates how I facilitate student interpretation and responses to complex text in several ways. First students engage in collaborative group work in order to locate textual evidence and construct interpretations for 3 content questions of Act I of the play (Clip 2, 0:00-2:00). Students engage in discourse, both written and verbal, to complete this task. I circulate in the room and join each group at alternate times, listening to discussion and clarifying or furthering student ideas (Clip 2, 1:33-2:00). Following, we have a whole class discussion so that students can share their group work findings, essentially demonstrating their proficiency of the learning targets (Clip 2, 7:15-10:00). In sum, I used pair share (learning target rephrasing), small group and whole-class structures to engage students in constructing meaning from the Doll House text.

Link to prior knowledge and assets

In Clip 1 at 4:24, after I’ve introduced the nature of a Think-Aloud but before I’ve begun modeling, I ask students whether or not they have read a play yet this school year. They share that they read one last fall, *The Crucible*, at the very beginning of the year. This academic background knowledge is a clue that students may be familiar with the dialogue-only text of this play, but it was nearly 6 months ago and will likely feel like a brand new experience. I follow up that question to ask if they talked about play stage directions. From the few mumbles and quiet response, I gather they have not, so at 4:40 I alert them to the critical information that can be gleaned from stage directions, including important clues to setting, time period, and characters.

Because our premise for reading *Doll House* is through a gender lens, opportunities to address cultural and community assets abound throughout the learning sequence. In this Lesson, each of the questions on the group handout asks students to reflect how gender roles, expectations or stereotypes play into certain characters interactions. (See Instructional Material 1.1 for reference.) During the whole class discussion, after students share their responses to a question, I follow up with prompts to connect to personal, cultural or community experiences. For example, at 9:15 towards the end of Clip 2 in response to question #2, a student explains a scene in the play where Nora displays extreme selfishness with Kristine, a woman she hasn’t seen in 10 years. Nora starts to ask Kristine how she is doing, but then quickly turns the conversation back to herself, insisting she has important things to share with Kristine. My student concludes that Nora exhibits selfishness, self-absorption, and naiveté in her dominant verbosity and cluelessness to Kristine’s struggle. In response, at 9:50, I ask the class generally, “Have you guys ever had a friend that whenever you are talking to them they always bring the conversation back to themselves?” I see some nods from the students, and continue sharing my own experience: “It’s really frustrating! You feel like you are just this wall that they can bounce off.” Clip 2 cuts off here, but in the lesson I follow up my personal anecdote with a few questions to engage my student’s cultures and communities, asking them “Do you think this trait is specifically a female or male habit? Why or why not? What does this sort of verbal dominance say about a person?” As another example, when we discuss question #3, I also address current monetary restrictions and/or freedoms that both males and females have today, which may be different from what the characters experience in the play. One of the small groups touches on these gendered legalities while they are discussing the question, as evidenced in Clip 2. Although off camera, at 1:20 my voice can be heard asking the group what sorts of gender rights and restrictions are involved with question #3. At 1:33 the group and myself come into view of the film, and I can be seen answering and furthering student comments about the legal issues.

4. Deepen student learning

The lesson in these film clips demonstrate how I elicit and build on student responses in a variety of ways. From inviting participation in the Think-Aloud, to joining groups during the collaborative activity to whole class discussion, I seize many opportunities to verify learning and promote further thinking and understanding. In Clip 1 during the Think-Aloud, I ask students to freely share their observations of key words and offer possible interpretations. Between 6:47-7:43, I can be seen soliciting student responses and validating their contributions with repetition and follow-up interpretive questions. Later, during group discussion, after clarifying a question from one group member, I ask another member to repeat something I hadn’t quite heard earlier, but which I thought was a fascinating interpretation. In Clip 2 at 1:44 I

inquire of the student, “What were you saying about this hidden pattern of dominance?” This is one of my LSP students, who I know performs strong thinking but has trouble producing written evidence. By directly engaging him and asking him to repeat his thoughts, I am hoping to help him reiterate his interpretation in a way that makes it easier to write down, for both him and his group. Moreover, he is constructing critical meaning from a rather complex scene and I want to validate this thinking and pave the way for him to share these comments during our whole class discussion. In our whole class discussion, I employ a few strategies to elicit and build student responses. In Clip 2 at 7:41, after a student describes the various terms that Torvald uses to call his wife, I turn to another student to share a vocabulary word that we discussed during the group portion. By asking him to voice “diminutive” before the whole class, I validate his learning and expose the entire class to this word, a significant term within the text’s repertoire of academic language. Similarly, I call on a student to begin responses to question #2 because she expressed an interesting interpretation during collaborative work when I joined her group. At 8:35 I ask her to share her ideas, and at 8:53 I validate this alternative perspective. Directly following, at 9:07 I ask if other groups had different interpretations or thoughts to question #2, to promote our class as a safe space for multiple and perhaps conflicting viewpoints.

Support to check of justify

Lesson 1 is comprehensively tailored to have students use textual references to justify their constructions of meaning. Beginning with the Think-Aloud (Clip 1 4:08-8:05), I demonstrate how the text comes first, and through close reading we can begin to construct meaning and interpretations. I make my intentions from this demonstration very explicit between 7:54-8:05. The group work requires students to locate 2 passages for each of 3 questions, and from those quotations derive meaning. Students can be seen actively locating relevant passages to supply evidence on their handouts in Clip 1 between 0:54-2:44. Later, during the whole class discussion, students share their responses to the questions by reading excerpts from their textual passages. While it is implied that most students are reciting the text verbatim, one of my advanced students models an exemplary response by including the page number of her quote. In Clip 2 at 9:28 she cues the class “She [Nora] says on page 49...” This reference to page number is a minor detail, but it demonstrates this student’s ability to attend to all elements of textual evidence even in speaking, like written citations.

5. Analysis of teaching

After reviewing these films, there are a few adjustments I would make to my instruction to better support learning. To begin with, after asking students to rephrase the learning targets with a neighbor, I do not follow up by asking a few to share their versions with the class or write them down (as seen in Clip 1 at 2:24). I do this in subsequent lessons, but not in Lesson 1. At the time I remember thinking that the learning targets were clear, concise and the class was so abuzz with speaking that they did not warrant extended attention. However in retrospect, it would have been a simple informal assessment of student understanding. In the future I might ask a follow-up question such as “How do you predict we will engage with and accomplish these learning targets today?” putting a spin on the traditional rephrasing, but still requiring students to demonstrate their understanding. Another idea would be to ask students to rephrase the learning targets at the very end of the lesson, to see if they understand them more thoroughly or in a different way after practicing. Nevertheless, students did come up with great answers to why these learning targets are important, so I felt adequate understanding was happening.

In Clip 2, between 8:00-8:15, when a student spoke to share his response for question #1 during the whole class discussion, I wish I had affirmed his contribution in a more specific way. This student is one of my LSP students who does not often contribute to class discussions voluntarily. In this short segment, he speaks and I make eye contact and nod, but then I immediately turn to the next raised hand for another student voice. Instead, I wish I had given him a warmer and longer affirmation in order to communicate my appreciation of his contribution and also as a sign to the class that this student has valid thoughts to share with us all. I think students quickly pick up on teacher responses as cues to who is appreciated, and I want to make sure I equitably distribute my attention.

Finally, since our lesson goal was to use textual evidence to build interpretation, at the beginning of our whole class discussion I wish I would have requested that students include page numbers in their verbal responses. (An ideal time to say this would have been in Clip 2 at 7:00 when students are returning to their original seats.) This emphasis would have served as another link to our learning targets and given students more practice in the art of citing their evidence with

specific location. In addition, peers could more easily follow along, opening the play to the page number to read along with student responses.

Changes for improvement

I think these changes would improve student learning in a few ways. Adding another informal assessment moment in regards to the learning targets would have demonstrated to me that students truly grasped what lay ahead of them in the lesson. Taylor and Nolan (2008) strongly believe that periodic informal assessments are a teacher's best tools to gauge student learning. One more quick check would have allowed me to know with certainty if students were ready to move on, or if the learning targets warranted more explanation. Learning from this experience, I do follow-up of students rephrasing the learning targets in the subsequent lessons. In Lesson 2, I circulate the room and listen closely to student responses, and then ask a few students to share their own words with the class. In Lesson 3, students are asked to jot down their thoughts on the first 2 learning targets, and again I circulate the room glancing at students' notes, paying particular attention to whether or not my ELL, LSP and lower-performing students are writing down appropriate answers – this is my informal check on well they understand the learning targets.

More deliberate verbal positive feedback for my LSP student would have sent a strong message to both him and the whole class that I value all student voices, not merely the loudest or most frequent. Marzano (2003) strongly believes that showing interest in and complimenting students on achievements in school has a positive impact on their learning. I know from this student's LSP, as well as from a month of working with him, that he responds well to clear directions and positive reinforcement, and seizing this opportunity to affirm his whole class contribution would have been a way to continue growing academic trust and respect. With respect to this student and a few other quieter voices in particular, I have noticed a remarkable improvement in larger group and whole class participation efforts from the beginning of my internship. I think that when the traditionally quiet students volunteer answers in larger settings, they demonstrate a growth of trust, confidence, and rapport with me, and their peers. I have made a point to give positive feedback as often as possible, and this marked with high expectations and clear directions are motivating students to deliver on them. Taylor and Nolan (2008) highlight how clear and high expectations are extremely pivotal for students to perform well, because they are shown exactly what to do to fulfill their responsibilities. With effort then focused in the right direction, they can come to class feeling confident in their contributions. One of the best moments in the internship so far was an exchange I had with a student after he earned a good grade on a summative writing assignment. I told him that I was really impressed with his final draft, that it was a convincing, passionate and well-crafted piece of writing. He shared with me that he felt really good about it too, because for the first time a teacher had told him exactly what he needed to do to express his ideas in a coherent way (and earn that good grade). I felt proud that using standards-based rubric allowed such a student to shine academically. Of course along the way it was my encouragement and positive hope for his improvement that also helped drive his efforts into gear.

Asking students to add page number references to their whole class contributions would have been a great method to emphasize procedural knowledge building. Students were not writing a formal essay, where citation of page numbers is required, but including textual locations in speech would have allowed students to practice this skill and reinforce positive habits in building procedural knowledge. According to Pressley and McCormick (2007), focusing on procedural knowledge offers students a safe and effective learning environment that ultimately improves their use of declarative knowledge. Knowing how to make inferences from textual evidence is a skill that students will use throughout their high school English-Language Arts career, so improving this skill is critical to their future success.