**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.**
   
   [There are two video clips that both come from day one of the learning segment. The two clips are saved together as one.]

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 young adolescents with varied needs (academic and developmental) and backgrounds, and challenge young adolescents to engage in learning?
   
   [Throughout the video I show that I have built rapport with my students by learning their names, and calling them by name often. I also built rapport with my students by trying to use examples that they can relate to. For example: I used word problems about reading after school, going to a summer fair, having a ninth birthday party, going on vacation, and taking a test in school. (Video clip from 4 minutes 30 seconds-9 minutes 5 seconds). I demonstrated mutual respect for my students by asking for people to answer questions, and come up and demonstrate, and I took the time to listen to the students when they explained, and answered my questions. (Video clip from 9 minutes 5 seconds-12 minutes) If someone did not answer exactly how I wanted, I did not become upset, but tried to understand what they were getting at (Video clip from 2 minutes-2 minutes 43 seconds). I also demonstrated mutual respect by smiling often and being positive throughout the class. I demonstrated responsiveness to young adolescents with varied needs by circulating the classroom while they were working on problems, and helping them with any difficulties they had (Video clip from 12 minutes 55 seconds-18 minutes 2 seconds). I challenged young adolescents to engage in learning by giving them a worksheet and having them work in groups to complete the worksheets, which made them engage in their learning (Video clip from 12 minutes 55 seconds-8 minutes 2 seconds).]

3. **Engaging Students in Learning**
   
   Refer to examples from the video clips in your responses to the prompts.
   
   a. Explain how your instruction engaged young adolescents in developing
   
   - conceptual understanding
   - procedural fluency
   - mathematical reasoning and/or problem solving skills
   
   [ My instruction engaged young adolescents in developing conceptual understanding because they had to use two different strategies, the array strategy, and the repeated addition strategy both help them figure out a multiplication problem. (Video clip from 4 minutes 30 seconds-6 minutes 26 seconds) These two strategies gave the students different representations that they have to use together to complete the problem. Being able to use two different strategies and relate them to the multiplication problem they were doing, shows that they were developing... ]
conceptual understanding of the material presented in day one of the learning segment. My instruction engaged young adolescents in developing procedural fluency because they are doing multiple problems that all address multiplication with arrays and repeated addition, which is building their procedural fluency, so that they can look at a problem with an array or repeated addition and know exactly what procedure they should follow to complete the multiplication problem. (Entire video clip shows them working on multiple problems). Because they will in the future be able to look at a problem with an array or repeated addition and carry out the procedure, they are developing procedural fluency with arrays and repeated addition. My instruction engaged young adolescents in developing mathematical reasoning and problem solving skills because they are using repeated addition, and arrays to complete multiplication problems that are in the form of word problems. (Entire video clip shows them working on word problems using arrays and repeated addition). The students must look at the word problem, take the information out of the word problem, and turn it into a multiplication problem. Then they have to use repeated addition and arrays to reason through the multiplication problem to find the answer. A good example of the students doing this is in clip (Video clip from 13 minutes 45 seconds-14 minutes 10 seconds). The clip shows the students are able to pull numbers out of a word problem and turn them into a multiplication problem, and then use the strategies in order to complete the problems, they are mathematical reasoning and problem solving.

b. Describe how your instruction linked young adolescents’ prior academic learning and personal, cultural, community, or developmental assets with new learning.

[My instruction linked young adolescents’ prior academic learning with new learning when I asked them to give me strategies they have already learned in order to help them solve a multiplication problem. A lot of the students told me that they knew they could use repeated addition, and one student told me to make rows and columns with the amount that they were multiplying, which we were also going to be using in that lesson of the learning segment. (Video clip from 40 seconds-3 minutes 45 seconds). My instruction linked young adolescents’ personal assets with new learning when I used word problems that I knew the students could relate to. For example: reading after school, going to a summer fair, having a ninth birthday party, going on vacation, and taking a test in school. (Video clip from 4 minutes 30 seconds-9 minutes 5 seconds).]

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 to promote thinking and develop conceptual understanding, procedural fluency, AND mathematical reasoning and/or problem solving skills.

[One example of when I elicited and built on student responses is during the clip where I was facilitating instruction. I asked for strategies that they already knew, and then used those answers to move into what we were doing next. A lot of the students answered repeated addition, which we were going to use in day one’s lesson anyways, so that was excellent because we moved right into the next topic, which was arrays and repeated addition. This example showed conceptual understanding because the students gave me different ways they knew to solve multiplication problems, which showed that they understand conceptually that all those different methods help them in different ways to solve the multiplication problems. One example of when I elicited and built on student response during the clip to develop procedural fluency was when I first modeled what the activity was going to look like, and then asked students to help me fill in the next few problems, which built on each other. This allowed the students to become fluent with the procedure of how to do repeated addition and arrays. The entire video clip showed examples of when I elicited and built on student response to develop...}
mathematical reasoning and problem solving because I asked the students which numbers they would pull out of the word problems to multiply. The students had to use their reasoning and problem solving skills to pull out the multiplication problem from the word problems, and then use the repeated addition strategy and array strategy to solve the multiplication problem.]

b. Explain how you used representations to support young adolescents’ understanding and use of mathematical concepts and procedures.

[I used representations for repeated addition and arrays to support young adolescents’ understanding of the mathematical concept of multiplication by drawing out an array of what the students were multiplying by. For example, if you were multiplying 8x4 (Video clip from 6 minutes 30 seconds-8 minutes 58 seconds), I made an array with 8 across and 4 down, and then my repeated addition was 8+8+8+8 because I had four rows of 8, and my multiplication problem was 8x4. The students used this array to help them understand the repeated addition and multiplication problem they were completing, which helped their understanding of the concept of multiplication. This visual representation, allowed them to see the four rows of 8 and count them to see that all together you would have 32. This representation also shows that you can add the rows, which would be adding four rows of 8. Both strategies of repeated addition and the array work together to help the students understand why 8x4 is 32. Understanding these strategies means that the students understand multiplication of one digit by one digit numbers and can conceptually describe how they arrived at the answer of 32.]

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 young adolescents who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?

[One change that I would make to my instruction to better support student learning would be to have a small group pull out for students that are struggling with the material. Using pull out groups would give those students the opportunity to ask questions as they go through the problems and for me to scaffold the information to more of their ability instead of the whole classes ability. These students may be missing the basic facts, or may not be understanding what we are learning in class, and this would give me an opportunity to see where they are at, what they need more help with and also if they will need more support in the future. I would do this when the other group were working collaboratively after we did a few examples together. I could have briefly gone around the room and picked students I could tell were struggling, and/or I could have asked students to come to the back of the room with me if they feel they needed some extra help.]

Consider the variety of young adolescent 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).

b. Why do you think these changes would improve young adolescent learning? Support your explanation with evidence of young adolescent learning and principles from theory and/or research, including young adolescent development.

[I think that offering extra support to students would improve their learning because if they are not ready to do the problems with a partner, then they may need more scaffolding and support before releasing all the responsibility to them. Using pull out groups to work with the students who are struggling would enable me to provide different explanations and the students could...]

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ask for more elaboration, or let me know what they are struggling with. Pull out groups can also boost the students’ self-esteem in math, because they feel that they are no longer competing with other students to understand the material, but are learning at their own pace with no pressure. Pull out groups have been shown to work effectively because they provide the students with the levels of support they need in order to get them to a point where they are able to understand the material because it is provide in their individual zone of proximal development.

Additional Information: The Promethean board is not visible at all times. I have attached the sheet that I was working on Promethean Board. It is in the resources for lesson one.