Respond to the prompts below by typing your responses within the brackets following each prompt. Do not delete or alter the prompts.

## **1. Promoting a Positive Learning Environment**

Refer to scenes in the video clip(s) 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?

[ In the video clip starting at 0:55 the students are beginning their experiment. I explain what is expected of them and respond to their questions about the corresponding worksheet. Mutual respect was shown by the students asking questions and me responding to them. At 3:11 the students are shown talking with their partners as to engage in learning. At 6:11 I demonstrated rapport with the students by allowing them to first talk about what had just happened in the experiment before I brought their attention back to the worksheet. I knew this experiment would get them excited, therefore I allowed time for them show their excitement before bringing them back to the assignment.]

## **2. Engaging Students in Learning**

Refer to examples from the video clip(s) in your responses to the prompts.

Explain how your instruction engaged students in developing understanding of science concepts.

[ At 6:33 I instructed the students to describe what happened to their sugar cubes after they had shaken it. The students were able to talk with their partners and other groups at their table to compare and discuss the science concepts that were being demonstrated throughout the experiment.]

## **3. Engaging Students in Learning**

Refer to examples from the video clip(s) in your responses to the prompts.

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

[ This experiment linked students’ prior culture as it was involving rocks and rocks are all around us. Previous to the video clip we had just discussed where we notice weathering and erosion, and the students were able to give many examples as it is something they see everyday. ]

## **4. Deepening Student Learning during Instruction**

Refer to examples from the video clip(s) in your explanations.

a. Explain how you **elicited and built on student responses** to promote thinking and develop understandings of science concepts.

[ At 10:41 I asked students to raise their hands and share what they had noticed about their sugar cubes so far. I had several students share what they had noticed and asked if everyone’s groups had noticed the same things. I built on their responses by having other students share and asking them other questions about their sugar cubes to promote thinking and develop understanding of the science concept. ]

## **5. Deepening Student Learning during Instruction**

Refer to examples from the video clip(s) in your explanations.

Explain how you used representations (manipulatives, models, tools, diagrams, charts) to support students’ understanding and use of science concepts.

[ The whole video is referring to an experiment that represented weathering by shaking sugar cubes. Shaking the sugar cubes demonstrated what happens to Earth’s matter. The students gained an understanding of weathering and erosion concepts by being able to use the sugar cubes as a model of a rock. ]

## **6. Analyzing Teaching**

**Refer to examples from the video clip(s) in your responses to the prompts.**

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

[ One of the most important things that I would have changed to my instruction would be to model the experiment before having them do it. At 2:54 of the video clip I could have taken the time to show them the sugar cube with the outlined edges so that they would have a better understanding of what I was asking. At 3:51 I tell the students that they are going to leave one sugar cube out of their container. To better support student learning I would have explained why I was having them leave that sugar cube out.]

## **7. Analyzing Teaching**

**Refer to examples from the video clip(s) in your responses to the prompts.**

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.

[ I believe that these changed could improve the student learning, because models promote learning. The students would have had a better understanding what was being asked and expected of them if they had an example to look at. ]