

| Candidate Assessment: Addressing Standards 3, 4, 5, 7, 8, 9, 11 | | |
|---|---|---|
| When uploading, the teacher candidate is able to: | Y | N |
| Create a video clip that features the learning environment | | |
| Create a video clip that is audible | | |
| Create a working link to the video clip | | |
| Briefly describe the context for the clip | | |
| When responding, the teacher candidate is able to: | Y | N |
| Make positive, concrete observations | | |
| Base observations on key areas of the Learning Environment tool | | |

| Video Clip | Comments |
|--|--|
| <p>Briefly explain the context for the clip and remember to provide and share the web link so that classmates can easily navigate.</p> | <p>Remember that the clips have been selected because they represent the "Met with Distinction at a beginning level" category for items in "Learning Environment" assessment tool So, make concrete, observational comments about what you see as having been met. This isn't a chance to point out what is wrong; it's an opportunity to highlight what is right.</p> |
| <p>AK</p> <p>This edited video shows the second day of a quilling lesson with second graders. We read the agenda on the board together, recapped what we learned the previous lesson, learned a new vocabulary word- reflect/ reflective, and our purpose for learning quilling. With this project I am trying to foster social learning and initiate students to learn from one another.</p> <p>https://youtu.be/PfVITgtMjU0</p> | <p>LP When you get down on the floor to have a conversation with your students you are creating a safe and respectful learning environment by getting down on their level. At one point you ask a question and nobody appears to know the answer, but instead of just telling them, you refer them to the board. This is a positive choice because it encourages students to be in control of their learning. Letting them know they can get up and see what their friends are doing creates a positive environment in which sharing is encouraged.</p> <p>CN - AK introduces the lesson clearly and gives purpose to the project. Right from the beginning she is giving students the opportunity to find meaning in their work. She uses questioning to help students understand language they can use when talking about their work (reflection), this is also extending the meaning making of their work. Students are able to identify exactly what they are learning from this project. These students are actively engaged in their learning. AK differentiates by introducing the marker vs the pencil as a tool. She encourages positive interactions during studio time by reminding students to collaborate and discuss things you've learned as you're working. She shows how this can be done by showing the class how to make a triangle, then has a student do the same for another student, explaining how she uses her glue, and again with the bunny rabbit. AK uses her hands a lot when talking with students which offers explanation through movement, which might be very helpful for different learners.</p> <p>DS - AK begins her lesson by having students read the agenda for the day for the day aloud, which includes the objective. By doing so, she</p> |

helps her students to understand the meaning and purpose of the lesson. After going over that information, AK sits on the floor with her students, and checks for understanding. By interacting with the students at eye-level, she engages them as equals, and in doing so creates a safe, welcoming environment. When interacting with students individually during the art-making, she asks them to explain their technique and process to each other. Encouraging the students to teach one another creates a more supportive and unified classroom.

AC - AK has the expectations listed clearly and has the students read them. This eliminates the chance of confusion and allows for a clear entry point into the lesson.

AK explains to class "if you need to get up and see what your friends are doing, go ahead." This project clearly is aimed toward helping one another and problem solving together. Through students teaching other students how to do techniques with quilling, AK provides multiple models for instruction. Verbal instruction as well as physical instruction (showing by doing) is implemented. There are so many positive interactions between students exhibited in the video. AK answers student's questions with questions directed towards the class to answer - she has students answer for her, allowing for students to become responsible for their learning as well as their peer's.

SA - AK begins her lesson with a group reading of the day's objectives. Using her hands to follow along, she provides multiple simultaneous streams of information to augment comprehension among a diverse group of learners. Having assessed that some students had been struggling with a fine motor operation, AK adjusts her materials to help make the art-making more accessible. In her one-on-one work, AK continually formulates questions aimed at spurring students on, encouraging them to problem solve or learn from each other. Throughout the video, AK seems always to work toward finding a balance between making art accessible (lowering non-productive barriers), and letting it be meaningful (trusting students to find their way).

ML- AK, you provide clear expectations for the day through writing on the board and having students read the board aloud. Throughout the lesson you use multiple models for how to figure a technique out. You not only show students yourself, you allow student to teach one another. This also shows how respectful you are to students. This also provides positive interaction between students. You are also smiling throughout your lesson which shows how much you love what you are doing. This small act makes such an impact on students interactions with you.

TH - Your use of questioning really allows the students to be involved in the process and gets them to interact with you and the process. Having the expectations for the day on the board is great, especially when you have them read it! Setting a goal for them all to reach is a great marker. You have many different types of instruction so many learners are capable of receiving the information they need to succeed. Also, lowering yourself to their level creates an equal and safe environment, one where you and the students are equals.