# 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 clip(s)? Identify the lesson(s) by lesson plan number.

[ Lesson #1 ]

## 2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a safe, respectful, and organized learning environment.

a. Describe how you provided a positive, low-risk emotionally and physically safe environment.

[ In the video, at 0:20, I tried to established a positive environment by asking students if they were excited. I ensured a safe environment by using trainer volleyballs to prevent injuries and maintaining an area free of obstacles. I talked about how a big focus of today was cooperating with each other, and showing teamwork (0:47). I also emphasized positive reinforcement, encouraging students to support each other with specific feedback during the activities. My instructions promoted an inclusive and respectful environment, where students felt like they were working together in a teamwork activity instead of just individual sports stations. ]

b. Explain how rules, routines, and transitions maximized students’ engagement in the lesson.

[Clear rules were established at the beginning of class, including expectations for teamwork and communication. Transitions were smooth, with students gathering near the smartboard (7:00) for instructions before each activity, minimizing downtime. The instant activity, free play with volleyballs, helped students get engaged immediately, while structured rotations in Set Ball ensured that all students stayed active and involved. ]

## 3. Engaging Students in Learning

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

a. Explain how you actively engaged students in learning tasks aligned with the objectives of the lesson in the psychomotor domain and at least one other learning domain (cognitive, affective).

[Students were actively engaged in psychomotor learning by performing key volleyball skills; tossing, bumping, and setting through interactive drills like Pass and Set Circles and Set Ball. I constantly went around giving specific feedback. For example, at 5:54, I said, “I like how you slapped the ball instead of pushing it.” Cognitively, they analyzed each others’ shots and discussed strategies for improving their accuracy and teamwork, such as throwing each other better tosses.. Affective engagement was reinforced through informal peer feedback, where students shared positive comments about their teammates’ communication and cooperation skills on their own.]

## 4. Strengthening Student Competencies

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

a. Explain how you actively monitored students’ actions during the learning task(s) and asked questions or provided corrective feedback to improve student competencies.

[During each activity, I moved around the gym, providing real-time feedback on technique and form. I used targeted cues like “keep your arms flat” and “push with your legs” to refine students' skills. Additionally, I asked questions such as, “Were your forearms flat during that shot,” To get students to think about why the ball went in the direction that it did..]

b. Explain how you used instructional cues/prompts, explorations/demonstrations, and/or student analysis of their own and/or others’ psychomotor skills to develop student competencies in the psychomotor and at least one other learning domain (cognitive, affective).

[ I incorporated instructional cues throughout the lesson, emphasizing proper form for each cue over and over again. Demonstrations at the beginning of class with Luca (2:10) helped students visualize correct technique before practicing on their own. Students also watched their peers and gave feedback after each round, which helped them learn the skills better while also building teamwork and encouragement.]

## **5. Analyzing Teaching**

Refer to examples from the video clip(s) 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, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[I would make a few changes to improve student learning and engagement. I’d add structured rotations so everyone gets a chance to practice different roles and avoid staying in one spot too long. I also should have focused more on them giving each other feedback, instead of me just walking around and saying it myself. For students who need extra support, I’d use more visual demonstrations and let them start with a lighter ball or a closer partner. For those who need a challenge, I’d increase the distance and add a time limit to encourage faster play. To keep students engaged, I’d introduce a team challenge, like tracking successful volleys and trying to beat their score. These changes would help boost participation and skill development.]

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.

[These changes improve student learning by helping students actively engage with different aspects of the game and providing opportunities for them to reflect on their performance. Having specific cues really makes it simple for students to improve their shot. The simpler the better. For example, at 11:51, Nathan was able to create a wider base and a better shot because I simply talked about the wide base. **Piaget’s Theory of Cognitive Development** states that learning occurs through active exploration and interaction with the environment (Piaget, 1972). They were definitely actively exploring, succeeding and failing with these types of volleyball shots. By rotating roles and offering real-time feedback, students can explore different roles in the game, which helps them get a feel for how the game is played. Piaget explains that kids learn best when challenges match their thinking level. Changing the difficulty, like making partners stand farther apart or limiting passes, helps students problem solve, adjust, and get better at their skills in a way that fits how they learn.]

# 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 clip(s)? Identify the lesson(s) by lesson plan number.

[ Lesson 2 ]

## 2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a safe, respectful, and organized learning environment.

a. Describe how you provided a positive, low-risk emotionally and physically safe environment.

[ To create a safe and inclusive learning environment, I emphasized positive reinforcement and encouraged students to support one another through teamwork and communication. For example, during the bump-set-spike drill, I praised students for effort rather than just success, reinforcing a growth mindset. I promoted an environment with lots of cheering and support for one another, at 9:09 I had the students clap for the two demonstrating students to show support for one another. Physically, I maintained a structured and organized space by keeping the playing area clear of obstacles and emphasizing proper form to prevent injuries. At 3:30, I removed a volleyball that was on the court and tossed it to the side where no one would trip over it. I provided clear demonstrations and verbal cues to reinforce safe techniques, such as bending the knees while bumping and keeping arms firm.]

b. Explain how rules, routines, and transitions maximized students’ engagement in the lesson.

[The lesson followed a structured routine, beginning with an instant activity where students immediately engaged with a volleyball upon entering the gym. This minimized downtime and maximized practice time. Rules were clearly established at the start of each activity. I asked the students to repeat what kind of way we would be serving back to me at 1:17 so that no students would try to overhand serve. For example, before the gameplay started, at 18:00 I talked about all of the rules that we were going to be playing with. I explained the modified rules, ensuring that students understood expectations before play began. Transitions were efficiently managed by gathering students near the smartboard for explanations, allowing them to focus before returning to gameplay. These strategies kept students engaged and helped people not be confused on where to go.]

## 3. Engaging Students in Learning

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

a. Explain how you actively engaged students in learning tasks aligned with the objectives of the lesson in the psychomotor domain and at least one other learning domain (cognitive, affective).

[ At 0:30, I clearly stated the objectives of learning strategy and applying it into a game Students were actively engaged in psychomotor learning through progressive skill-building activities. The bump-set-spike drill allowed students to refine their individual volleyball techniques in a structured way. Later, the gameplay provided an opportunity for students to apply these skills in a game setting. The cognitive domain was engaged through discussions and the exit ticket activity. Students were required to define key volleyball terms and explain team roles, reinforcing their understanding of the game’s strategy and structure. The affective domain was addressed through peer feedback and teamwork. At 18:42, I answered a question about wehether students could just toss it up to themselves and hit it, and tied it back into the fact that today was all about teamwork. Students were encouraged to communicate with partners and provide positive feedback after each drill. By encouraging sportsmanship and cooperation, students developed skills beyond the physical aspects of the game.]

## 4. Strengthening Student Competencies

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

a. Explain how you actively monitored students’ actions during the learning task(s) and asked questions or provided corrective feedback to improve student competencies.

[I actively moved around the gym, observing students’ performance and providing immediate feedback. At 4:00, I talked to a boy about not having as high of a toss, because I noticed he tossed it up high and as a result it was inaccurate. At 4:27, I praised a student for stepping with their opposite foot. I was actively monitoring to make sure students were on task, but also walking around giving as much feedback as I could. During the gameplay, I asked guiding questions like, “How can you adjust your passing to set up a better spike?” to encourage strategic thinking. When students struggled with bumping, I reinforced key corrections, such as keeping arms straight and using their legs to generate power.]

b. Explain how you used instructional cues/prompts, explorations/demonstrations, and/or student analysis of their own and/or others’ psychomotor skills to develop student competencies in the psychomotor and at least one other learning domain (cognitive, affective).

[I utilized demonstrations to model proper technique, ensuring students had a clear visual before attempting skills themselves. At 19:15, I have a demonstration of what I wanted the games to look like, to model the catching part of it. Same thing at 9:40; showing how we can encorporate catching into the drill to make it easier. During the bump-set-spike drill, I first demonstrated each action while providing cues. At 30:00, I had the students engage in analysis of their movements, filling out an exit slip and talking about proper volleyball form.

## **5. Analyzing Teaching**

Refer to examples from the video clip(s) 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, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge).

[To support student learning, I would use a tiered approach to address different skill levels in the class. For students who need more help (-2s), I would simplify the drills to focus on technique and consistency. For example, I might have them stand closer during serving practice or use a lighter volleyball to make it easier to control. I would also provide more demonstrations and offer hands-on guidance to help these students improve their technique. For advanced students (+2s), I would introduce more challenging tasks, like having them aim for specific areas of the court when serving or adding jump spikes to their gameplay. This would keep them engaged and help them continue to improve their skills. I would also change the gameplay to give more chances for skill practice. Instead of using the usual rally scoring, I could introduce a point system based on skill execution, such as giving extra points for a successful three-hit sequence. This would help reinforce good technique while still keeping the game competitive and fun, and encourage them to use the strategies we were working on.]

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.

[We have learned that teaching should be adjusted to meet the different needs of students. By breaking down skill development into smaller steps, students can build confidence and improve at their own pace, making sure both those who are struggling and those who are advanced stay engaged. Bandura’s Social Learning Theory also emphasizes the importance of watching and learning from others. By having students observe their peers and watching teacher demonstrations, they can learn proper movements and improve their skills through practice. Constructivist learning suggests that students learn best when they are involved in hands on meaningful activities. By changing the competitive setup to focus more on skill execution, I can keep students engaged while still teaching important skills. In the end, these changes would help students by making sure every student gets the right level of challenge and support, helping students master skills through practice and feedback, and keeping students motivated by making the game more interesting and focused on skill development.]

# 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 clip(s)? Identify the lesson(s) by lesson plan number.

[Lesson 3]

## 2. Promoting a Positive Learning Environment

Refer to scenes in the video clip(s) where you provided a safe, respectful, and organized learning environment.

a. Describe how you provided a positive, low-risk emotionally and physically safe environment.

[ In the video, the learning environment was safe and supportive, both physically and emotionally. I used mostly trainer volleyballs to reduce the risk of injury and emphasized the importance of proper footwear to prevent slipping. The use of clear instructions helped keep everyone aware of safety protocols. Additionally, I encouraged students to give positive, constructive feedback to one another during the partner activities, fostering a positive emotional environment. ]

b. Explain how rules, routines, and transitions maximized students’ engagement in the lesson.

[ In the lesson, I implemented a structured approach by clearly communicating the rules and expectations for each activity. This ensured that students knew exactly what was expected of them and minimized any confusion or uncertainty. For instance, when they rotated through skill stations on their own, I made sure that each station had a distinct goal and a set of instructions to follow. After each attempt, I provided timely and constructive feedback, which helped them understand how to improve and stay motivated. The transitions between stations were intentionally kept brief and organized. I made sure that students knew when to move to the next station, and I ensured that each transition was smooth to avoid wasting time. This helped maintain the flow of the lesson and prevented any unnecessary downtime, which could otherwise lead to disengagement or distraction. By setting up this clear structure, students were able to remain actively involved in the learning process. They knew what to expect at each station, had the chance to practice with feedback, and moved seamlessly from one activity to the next. This consistent routine allowed them to stay focused, engaged, and motivated throughout the lesson, making the learning experience more effective and enjoyable for everyone.]

## 3. Engaging Students in Learning

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

a. Explain how you actively engaged students in learning tasks aligned with the objectives of the lesson in the psychomotor domain and at least one other learning domain (cognitive, affective).

[In the video, students were actively engaged in skill development tasks that focused on key volleyball techniques, such as serving, setting, bumping, and spiking. These tasks specifically targeted the psychomotor domain. Students worked on mastering these techniques by practicing the correct form and mechanics, such as how to serve with accuracy or set the ball with proper hand placement. This focus on fundamental skills and following the cues was the most important part. At 10:54, I watched a student perform a serve, and the ball barely made it over the net. But, he stepped with this opposite foot, which is what the main focus of the class was. Along with practicing physical skills, I also included activities that helped students work on their emotions, attitudes, and social skills. One way I did this was by encouraging students to work together and give feedback to each other during the activities. This not only helped them improve their skills but also gave them a chance to practice teamwork, communication, and sportsmanship. By helping each other, students learned important social skills like how to give helpful feedback, how to listen to others, and how to work as a team. These activities helped students understand that in sports, success isn't just about individual skill but also about how players support and work together with each other.

4. Strengthening Student Competencies

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

a. Explain how you actively monitored students’ actions during the learning task(s) and asked questions or provided corrective feedback to improve student competencies.

[ During the lesson, I actively monitored students' performances by closely observing how they executed the skills at each station. By staying attentive and engaged, I was able to quickly identify areas where students needed support or correction. When I noticed mistakes, such as improper form while setting or serving, I provided immediate corrective feedback to help them improve. For instance, if a student was serving with an inconsistent toss height, I would step in and offer specific advice on how to adjust their technique, such as ensuring the toss is higher and more consistent to achieve a better serve. In addition to providing direct feedback, I also encouraged students to reflect on their own performance as well as their partner's. This reflective practice allowed them to analyze their strengths and areas for improvement, fostering a sense of self-awareness and responsibility for their learning. By discussing and evaluating techniques together, students were able to identify aspects of their performance that they could work on, which helped deepen their understanding of the skills being taught. This combination of real-time feedback and reflective discussion ensured that students remained engaged in the learning process while continuously improving their volleyball techniques.]

b. Explain how you used instructional cues/prompts, explorations/demonstrations, and/or student analysis of their own and/or others’ psychomotor skills to develop student competencies in the psychomotor and at least one other learning domain (cognitive, affective).

[Throughout the lesson, I used clear instructional cues like "wide base" and "setting above the chest" to help students focus on executing proper technique. These cues were designed to target specific aspects of each skill, providing students with easy-to-remember reminders to improve their form. I demonstrated each skill first, showing students the correct technique. I also demonstrated so that students would have a clear idea of what was expected of them, at 4:00. I went through every station in front of the whole class. Adjusting the difficulty and giving immediate feedback helps students stay engaged and progress at their own level. Research shows that when students receive the right level of challenge and support, they learn more effectively. Gradually building up their skills also helps them master the concepts over time.]