

Video Label Form

Secondary English-Language Arts Clips

Clip # 1: Preparing Students to Read a Complex Text

Focus of Clip (Check all that apply.)

- Instruction with respect to a concept
- Instruction with respect to a process
- Instruction with respect to content

Clip #2: Discussing a Complex Text

If Electronic, Video Format of Clip(s): *(check one)*

- Quicktime
- Real One
- Windows Media Player
- Other *(please specify)* _____

Glossary

Academic Language: Academic language is the language needed by students to understand and communicate in the academic disciplines. Academic language includes such things as specialized vocabulary, conventional text structures within a field (e.g., essays, lab reports) and other language-related activities typical of classrooms, (e.g., expressing disagreement, discussing an issue, asking for clarification).

Assessment: Evidence teachers collect of student prior knowledge, thinking, or learning in order to evaluate what students understand and how they are thinking. Informal assessments include such things as student questions and responses during instruction and teacher observations of students as they work. Formal assessments may include such things as quizzes, homework assignments, lab reports, papers, journals, and projects.

Discourse: In the context of this task, discourse refers to oral or written language used by the teacher and students to communicate about the content being learned. Discourse in classrooms makes thinking and meaning accessible to others. Teachers have two goals for classroom discourse: 1) to help students learn how to express their thinking and meaning relative to the content and 2) to teach students the language that is conventionally used in the discipline for specific purposes. Teachers choose when to use everyday language and when to use the language of the discipline to meet these two, sometimes conflicting, goals.

Engaging students in learning: When students are actively increasing their knowledge, skills, and abilities related to the learning objectives for the lesson. This is in contrast to **participating** in learning tasks where the students complete the activities, but little learning takes place because the tasks are not well-designed and/or implemented.

Language Demands: In the context of learning in classrooms, language demands are descriptions of the language students need to effectively participate in classroom tasks. This includes demands related to listening, speaking, reading, writing, and shifting between those modalities. These demands can be vocabulary, features of text-types, and other language demands (e.g., sharing ideas with a partner, listening to instructions). The degree of language demand also varies with the cognitive complexity of the content, a student's current language development, a student's relevant knowledge and experience, and the context in which the language demand occurs (e.g., participating in a discussion with or without notes). Teachers can draw upon students' language strengths (including language abilities in another language or context) and supply scaffolds to enable students to understand or produce language beyond their current level of mastery.

Learning Objectives: Student learning outcomes to be achieved by the end of the lesson.

Learning Tasks: Purposefully designed activities in which students engage (not just participate – see Engaging Students in Learning) to meet the learning objectives for the lesson.

Routines and working structures: Regular processes for conducting activities within a classroom. Once they are established, the rules and norms for routines and working structures are understood by the teacher and students and help classroom activities flow efficiently. Examples are roles during groupwork, how students signal that they have a question, procedures for taking turns during discussions, norms for what the rest of the class does when the teacher is working with a small group, types of questions expected to be asked when exploring a problem.

Scaffolding: A special type of instructional support to allow students to do a task that they cannot yet do independently. Like scaffolding for buildings under construction, the support is designed to be temporary and to be removed or gradually reduced as students learn to do the task by themselves.

Checklist of Required Evidence

Context for Learning

- Context for Learning Form
- Commentary on your instructional context

Instructing Students & Supporting Learning

- Video clip(s)
- Video Label Form
- Lesson plan for lesson(s) from which the clips come
- Commentary explaining and analyzing the teaching and learning portrayed in the video

Submitting the Required Evidence

To protect confidentiality, please make sure that you did not include any identifying information for you, your preparation program, your cooperating teacher, the school, or the district. You may refer to your students by their first names, but please do not use both first and last names.

Do not submit the parent/guardian consent forms with your evidence. Either your program or your school will retain them, and the faculty member supporting you will give you instructions.

As much as possible we would like electronic submissions of materials through files on a CD/DVD. Label each file with the contents. If you do not have access to editing equipment, just indicate the start and stop times of the segments to be viewed, keeping under the time limit. Please identify yourself on the CD/DVD by an ID number known to you and the program. Submit the materials in an unsealed envelope with the ID number written upon it to the faculty member supporting your work, who may ask you to submit an additional copy for program use. Include a separate sheet of paper with your name that can be removed before the materials are sent to Stanford.