**Thinking Organizers: Tools for Candidates to Organize and Record Their Thinking During Both Formative and Summative edTPA Experiences**

**Purpose:** As teacher candidates undergo the edTPA assessment process, they can experience difficulty keeping track of the reasoning and thinking behind all of the decisions that they made during the process. These thinking organizers provide an avenue through which candidates can record their thoughts, reasoning, and evidence of practice throughout the edTPA process and then have easy access to that information when they are ready to write their commentaries.

This thinking organizer was adapted by Ohio State University from templates that were created by Elisa Palmer (edTPA coordinator, Illinois State University) to assist candidates with the organization of their thoughts prior to writing their official responses to the edTPA commentary prompts. These supports provide a table for each commentary question that the candidate fills in with his or her thoughts. The teacher candidate can then use that table to write his or her official response to that question.

Use of the thinking organizers is not limited to work on the summative edTPA portfolio. Instructors can use the tables in formative experiences leading up to the summative edTPA portfolio creation. For example, a course may have an assignment or clinical experience that requires reflections upon professional practice. The course instructor can utilize some of the thinking organizers and adapt them to the particular questions asked in that assignment or clinical reflection.

Overall, the thinking organizers are helpful in aiding teacher candidates in their documentation of their thinking and reasoning throughout the completion of their edTPA portfolio as well as providing a tool for creating and organizing responses in formative course work.



* Agriculture
* Business Education
* Early Childhood
* Elementary Education
* Elementary Literacy
* Elementary Mathematics
* English as an Additional Language
* Family and Consumer Sciences
* Health Education
* K-12 Physical Education
* K-12 Performing Arts
* Middle Childhood English Language Arts
* Middle Childhood Mathematics
* Middle Childhood Science
* Middle Childhood Social Studies
* Secondary English-Language Arts
* Secondary History/Social Studies
* Secondary Mathematics
* Secondary Science
* Special Education
* Technology and Engineering Education
* Visual Arts
* World Languages

Judy Boisen, Northern Illinois University Kristy Brown, Shorter University Kristall Day, Ohio State University

Jessie Dugan, University of Wisconsin Whitewater Angel Hessel, University of Wisconsin Milwaukee Elisa Palmer, Illinois State University

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**Planning Commentary Thinking Organizers and Helpful Hints (English as an Additional Language) *Please note: The purpose of this thinking organizer is to help you gather and organize your thoughts in preparation for writing your planning commentary. You will still need to write your answers in paragraph form in the official edTPA planning commentary template. Feel free to add rows to any table as needed.***

1. **Central Focus**

Describe the central focus and purpose of the language and content (subject matter) you will teach in the learning segment.

Sentence starters:

The central focus of this learning segment is …

The purpose of the language and content I will teach is…… I am teaching this content because…

* 1. **Given the central focus, describe how the ELPD standards, content standards, and learning objectives within your learning segment address students’ development of ELPD and content for each competency that applies:**
		+ **Grammatical competence—the ability to use correct vocabulary and sentence structures**
		+ **Discourse competence—the ability to produce coherent and cohesive written or spoken discourse (e.g., paragraphs or conversations) that conforms to the norms of different genres (e.g., letter, essay, interview)**
		+ **Pragmatic competence—the ability to use language appropriately in communication based on the context and the relationship between the speaker and writer and the listener and reader**
		+ **Metalinguistic competence—knowledge of linguistic/grammatical concepts and functions, and the ability to use linguistic terminology to describe or discuss them**

Organize your response:

|  |  |  |
| --- | --- | --- |
| List the standard or learning objective | Which is it connected to: grammatical competence, pragmatic competence, discourse competence, metalinguistic competence? | How does it develop ELPD and content? |
|  |  |  |
|  |  |  |
|  |  |  |

* 1. **Explain how your plans build on each other and make connections between language competencies (listed above) and content to support students’ English language development in two or more of the four modalities (speaking, listening, reading, writing).**

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson Plan | Language Competencies | Content | Modality | How the lesson builds on and makes connections to support language development. |
|  |  |  |  |  |
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| --- | --- | --- | --- | --- |
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1. **Knowledge of Student to Inform Teaching**

For each of the prompts below (2a–b), describe what you know about your students with respect to the central focus of the learning segment.

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

1. **Prior academic learning and prerequisite skills related to the central focus—Cite evidence of what students know, what they can do, and what they are still learning to do.**

Organize your response. Delete any rows that may not apply:

|  |  |  |  |
| --- | --- | --- | --- |
| Students | Related content already learned (What do they know?) | Related skills students already have (What can they do?) | What the students are learning to do related to the learning segment(What are they still learning to do?) |
| Students with IEPs |  |  |  |
| Students with 504 plans |  |  |  |
| Students with Interrupted Formal Education (SIFE) |  |  |  |
| Struggling Readers |  |  |  |
| Students at varying levels of language proficiency |  |  |  |
| Long-term ELLs |  |  |  |
| Underperforming students |  |  |  |
| Gifted students |  |  |  |
| Other groups of learners |  |  |  |

1. **Personal/cultural/community assets related to the central focus— What do you know about your students’ everyday experiences, cultural and language backgrounds and practices, and interests?**

Organize your response. Delete any rows that may not apply:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students | Students’ everyday experiences related to the learning segment | Students’ cultural backgrounds related to the learning segment | Students’ practices related to the learning segment | Students’ interests related to the learning segment | Students’ community backgrounds related to the learning segment |
| Students with IEPs |  |  |  |  |  |
| Students with 504 plans |  |  |  |  |  |
| SLIFE |  |  |  |  |  |
| Struggling Readers |  |  |  |  |  |
| Students at varying levels of language proficiency |  |  |  |  |  |
| Long-term ELLs |  |  |  |  |  |
| Underperforming students |  |  |  |  |  |
| Gifted students |  |  |  |  |  |
| Other groups of learners |  |  |  |  |  |

Notes: Stay positive – discuss the learners’ assets

Keep the learning segment in mind – only discuss student assets related to the learning segment

1. **Supporting Students’ English Language and Content Learning**

Respond to prompts 3a–c below. To support your justifications, refer to the instructional materials and lesson plans

you have included as part of Planning Task 1. In addition, use principles from research and/or theory relevant to ELL education to support your justifications.

1. **Justify how your understanding of your students’ prior academic learning and personal, cultural, or community assets (from prompts 2a–b above) guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction. Be explicit about the connections between the language tasks and students’ prior academic learning, their assets, and research/theory.**

Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chosen language task or material (or adaptation of either) | Associated student learning (response 2a) or asset (response 2b) | Why did you make this choice? | What research supports this choice? | How does the research support this choice? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Justify how the demands of content guided your choice or adaptation of language tasks and materials when planning to provide English language development within content-based instruction.**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Demands of content | Adaptation of language tasks and/or materials | Justification for choice |
|  |  |  |
|  |  |  |
|  |  |  |

1. **Describe and justify why your instructional strategies and planned supports are appropriate for the whole class, individuals, and/or groups of students with specific learning needs.**

Organize your answer:

|  |  |  |  |
| --- | --- | --- | --- |
| Students | Description of instructional strategy and/or supports | Justification of why strategy or support is appropriate | How is this tied to the learning objectives in the learning segment? |
| Whole class |  |  |  |
| Students with IEPs |  |  |  |
| Students with 504 plans |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SLIFE |  |  |  |
| Struggling Readers |  |  |  |
| Students at varying levels of language proficiency |  |  |  |
| Long-term ELLs |  |  |  |
| Underperforming students |  |  |  |
| Gifted students |  |  |  |
| Other groups of learners |  |  |  |

1. **Supporting English Language Development in the Content Areas**

As you respond to prompts 4a–d, consider the range of students’ language assets and needs—what do students already know, what are they struggling with, and/or what is new to them?

1. **Language Function. Using information about your students’ language assets and needs, identify one language function essential for students to engage in the content-area learning within your central focus. Listed below are some sample language functions. You may choose one of these or another more appropriate for your learning segment.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Analyze** | **Argue** | **Categorize** | **Compare/contrast** | **Describe** | **Explain** |
| **Interpret** | **Persuade** | **Predict** | **Question** | **Retell** | **Summarize** |

Organize your response: (May add rows if needed to address the range of assets and needs.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Chosen Function | How does the function relate to content-area learning and central focus? | What do students already know? (Consider the range of students’ assets and needs) | What are they struggling with? (Consider the range of students’ assets and needs) | What is new to them? (Consider the range of students’ assets and needs) |
|  |  |  |  |  |

1. **Identify a key language task from your plans that provides students with opportunities to practice using the language function identified above. Identify the lesson in which the learning task occurs. (Give lesson day/number.)**

Sentence starter: “The key learning task that gives student the opportunity to practice using the language function is

 . This task occurs on day in lesson .”

1. **Additional Language Demands. Given the language function and learning task identified above, describe the following language demands (written or oral) associated with the content area students need to understand and/or use:**
	* **Vocabulary and/or key phrases**
	* **Plus at least one of the following:**
		+ **Grammatical competence**
		+ **Discourse competence**
		+ **Pragmatic competence**
		+ **Metalinguistic competence**

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language demand | Identify these demands | How will they demonstrate this? | What do students already know? | What are they struggling with or what is new? |
| Vocabulary and/or key phrases |  |  |  |  |
| Key phrase |  |  |  |  |
| Grammatical competence (vocabulary and structure) |  |  |  |  |
| Pragmatic competence (appropriate use of communication strategies) |  |  |  |  |
| Discourse competence (cohesion andcoherence) |  |  |  |  |
| Metalinguistic competence (language learning strategies) |  |  |  |  |

1. **Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompt.**
	* **Identify and describe the planned instructional supports (during and/or prior to the learning task) to help students understand, develop, and use the identified language demands (vocabulary and/or key phrases, function, grammatical competence, discourse competence, pragmatic competence, or metalinguistic competence).**

|  |  |  |
| --- | --- | --- |
| Language demand | Language support planned | How does this language support help students use the language function? |
| Vocabulary and/or key phrases |  |  |
| Language competency |  |  |

1. **Monitoring Student Development of English Language and Content**

In response to the prompts below, refer to the assessments you will submit as part of the materials for Task 1.

1. **Describe how your planned formal and informal assessments will provide direct evidence of students’ development of English language proficiency within content-based instruction throughout the learning segment.**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Informal AND Formal Assessment Description | Where does it occur in the learning segment? | What learning objective(s) does this assessment address? | How will this assessment provide evidence of students’ development of English language proficiency within content-based instruction? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of English language proficiency within content-based instruction.**

***Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).***

Delete any rows that may not apply. Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
|  | Description of assessment or assessment adaptations | The students(s) for whom the assessment was designed or adapted | How does this assessment allow this student(s) to demonstrate his/her learning? |
| Class as a whole |  |  |  |
| Students with IEPs |  |  |  |
| Students with 504 plans |  |  |  |
| SIFE |  |  |  |
| Struggling Readers |  |  |  |
| Students at varying levels of language proficiency |  |  |  |
| Long-term ELLs |  |  |  |
| Underperforming students |  |  |  |
| Gifted students |  |  |  |
| Other groups of learners |  |  |  |

Instruction Commentary Thinking Organizers and Helpful Hints (English as an Additional Language)

***Please note: The purpose of this thinking organizer is to help you gather and organize your thoughts in preparation for writing your instruction commentary. You will still need to write your answers in paragraph form in the official edTPA instruction commentary template.***

1. **List the learning experience(s) you have selected for the 2 video clips you are submitting. Identify the learning experience(s) by plan day/number.**

“The lesson shown in Clip 1 is Lesson and the lesson shown in Clip 2 is Lesson .”

1. **Promoting a Positive Learning Environment**
	1. **How did you demonstrate mutual respect for, rapport with, and responsiveness to children with varied needs and backgrounds, and challenge children to engage in learning?**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Characteristic of Positive Learning Environment | Video segment(s) with time stamps that demonstrates this characteristic | How does this clip demonstrate this characteristic? |
| Mutual respect for children |  |  |
| Rapport with children |  |  |
| Responsiveness to children’s needs |  |  |
| Challenging children to engage in learning |  |  |

1. **Engaging Students in Developing English Language Proficiency**
	1. **Explain how your instruction engaged students in developing English language proficiency within content- based instruction with a focus on two or more modalities (speaking, listening, reading, writing) and one or more competencies (grammatical, discourse, pragmatic, metalinguistic, strategic).**

Organize your answer:

|  |  |  |  |
| --- | --- | --- | --- |
| Student Action | Video segment(s) with time stamps | Modality | Competency |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Deepening Students’ English Language Proficiency during Instruction**
	1. **Explain how you elicited and built on student responses to promote thinking and develop students’ English language proficiency in relation to one or more language competencies and modalities, within content-based instruction.**

Organize your response

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Evidence of eliciting responses from students related to… | Video clip (including time stamps) | Describe how you elicited responses in this clip | Describe how you built on students’ responses | Language competencies/ modalities |
| Promoting thinking |  |  |  |  |
| Developing student’s English language proficiency |  |  |  |  |

* 1. **Explain how your instruction promotes comparisons and connections between the content being taught and the students’ cultural and linguistic backgrounds, experiences, and prior academic knowledge.**

Organize your response

|  |  |  |
| --- | --- | --- |
| Prior learning/ asset | Video segment (Including video # and time stamps) | Comparison and/or connection |
| Prior academic learning |  |  |
| Cultural background |  |  |
| Linguistic background |  |  |
| Experiences |  |  |
| Demands |  |  |

1. **Analyzing Teaching**
	1. **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 development of English language proficiency (e.g., missed opportunities)?**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Students | Learning need seen in video | Video segment (Including video # and time stamps) | Proposed change in teaching practice |
| Class as a whole |  |  |  |
| Students with IEPs |  |  |  |
| Students with 504 plans |  |  |  |
| SLIFE |  |  |  |
| Struggling Readers |  |  |  |
| Varying levels of ELP |  |  |  |
| Long-term ELLs |  |  |  |
| Underperforming students |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Gifted Students |  |  |  |
| Other groups of learners |  |  |  |

* 1. **Why do you think these changes would improve student development of English language proficiency? Support your explanation with evidence of student learning AND principles from theory and/or research relevant to ELL education.**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Proposed change in teaching practice | How would this change assist students with achieving the learning objective? | What research is this change based on? | How does this research support your proposed change? |
|  |  |  |  |
|  |  |  |  |

Assessment Commentary Thinking Organizers and Helpful Hints (English as an Additional Language)

***Please note: The purpose of this thinking organizer is to help you gather and organize your thoughts in preparation for writing your assessment commentary. You will still need to write your answers in paragraph form in the official edTPA assessment commentary template. The exception to this is your response to 1b.***

1. **Analyzing Students’ Development of English Language Proficiency through Content-Based Instruction**
	1. **Identify the specific learning objectives measured by the assessment you chose for analysis.**

Organize your answer:

|  |  |
| --- | --- |
| Learning Objective | Explain how is how this is measured in the assessment |
|  |  |
|  |  |

* 1. **Provide a graphic (table or chart) or narrative that summarizes student learning for your whole class. Be sure to summarize student learning for all evaluation criteria submitted in Assessment Task 3, Part D.**

*Create a table or graph that shows the student learning for the whole class*

* 1. **Use evidence found in the 3 student work samples and the whole class summary to analyze the patterns of learning for the whole class and differences for groups or individual learners relative to their development of English language proficiency within content-based instruction. Provide translations of home language used in the work samples as needed to support your analysis.**

Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Whole Class | What is the whole class doing well? (Evidence from the whole class summary above) | Is the pattern relative to conceptual understanding, and skills, or problem- solving strategies? | What did the whole class struggle with? (Evidence from the whole class summary above) | Is the pattern relative to conceptual understanding, and skills, or problem- solving strategies? |
|  |  |  |  |
| Learner | What is the learner doing well? | What is the learner struggling with? | Is the pattern relative to their development of English language proficiency? | Differences between the learner, the group the learner belongs to, and whole class | Evidence from student work samples |
| Learner 1 |  |  |  |  |  |
| Learner 2 |  |  |  |  |  |
| Learner 3 |  |  |  |  |  |

* 1. **If video or audio evidence of learning or a video or audio work sample occurs in a group context (e.g., discussion), provide the name of the clip and clearly describe how the scorer can identify the focus children (e.g., position, physical description) whose work is portrayed.**
1. **Feedback to Guide Further Learning**
2. **Identify the format in which you submitted your evidence of feedback for the 3 focus students. (Delete choices that do not apply.)**
	* **Written directly on work samples or in separate documents that were provided to the focus students**
	* **In audio files**
	* **In video clips from Instruction Task 2 (provide a time-stamp reference) or in separate video clips**

If a video or audio clip of feedback occurs in a group context (e.g., discussion), clearly describe how the scorer can identify the focus student (e.g., position, physical description) who is being given feedback.

1. **Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to their development of English language proficiency within content-based instruction.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus student | Description of feedback provided | Associated learning objective | How does the feedback focus on the students’ strengths? | How does the feedback focus on the students’ needs? |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |

1. **Describe how you will support each focus student to understand and use this feedback to further their learning related to their development of English language proficiency within content-based instruction.**

|  |  |  |  |
| --- | --- | --- | --- |
| Focus student | Specific feedback given on strengths AND needs (refer to response in 2b.) | How you will support the student in understanding and using the feedback | How student will understand and use feedback for further learning to their current work |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

1. **Evidence of Language Understanding and Use**
	1. **Explain and provide concrete examples for the extent to which your students were able to use or struggled to use the**
		* **selected language function,**
		* **vocabulary and/or key phrases, AND**
		* **grammatical, discourse, pragmatic, or metalinguistic competence to develop content understandings.**

Organize your response:

|  |  |  |
| --- | --- | --- |
| Language demand | Evidence of use (be specific) | How does this evidence show the students using or struggling with the language demand to develop their content understanding? |
| Selected language function (write it in) |  |  |
| Vocabulary |  |  |
| Key phrase |  |  |
| Grammatical competence (vocabulary and structure) |  |  |
| Pragmatic competence (appropriate use of communication strategies) |  |  |
| Discourse competence (cohesion andcoherence) |  |  |
| Metalinguistic competence (language learning strategies) |  |  |

1. **Using Assessment to Inform Instruction**
	1. **Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:**
		* **For the whole class**
		* **For the 3 focus students and other individuals/groups with specific needs**

Consider the variety of English language learners in your class who may require different strategies/support (e.g., students with IEPs or 504 plans, Students with Limited or Interrupted Formal

Education [SLIFE], readers who struggle in their first language, students at varying levels of language proficiency, long-term ELLs, underperforming students or those with gaps in academic knowledge, and/or gifted students).

|  |  |
| --- | --- |
| Students | Next steps for instruction |
| Whole class |  |
| Focus student 1 |  |
| Focus student 2 |  |
| Focus student 3 |  |
| Individuals with specific needs |  |
| Groups with specific needs |  |

* 1. **Explain how these next steps follow from your analysis of student learning. Support your explanation with principles from theory and/or research relevant to ELL education.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Students | Next step for instruction | What learning need is this in response to? | Why did you choose this as your next step for instruction? | What research supports this instructional choice? | How does this research support this instructional choice? |
| Whole class |  |  |  |  |  |
| Focus student 1 |  |  |  |  |  |
| Focus student 2 |  |  |  |  |  |
| Focus student 3 |  |  |  |  |  |
| Individuals withspecific needs |  |  |  |  |  |
| Groups with specific needs |  |  |  |  |  |