**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.

These thinking organizers were created by Elisa Palmer (edTPA coordinator, Illinois State University) and edited by Laurie Sexton (Department of Special Education, 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.



Thinking organizers are available for the following edTPA handbooks:

* 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

Commentary prompts used in the thinking organizers are from edTPA handbooks and used with permission. Copyright © 2015 Board of Trustees of the Leland Stanford Junior University. All rights reserved. edTPA is a trademark of Stanford or its affiliates. Use, reproduction, copying, or redistribution of trademarks without the written permission of Stanford or its affiliates is prohibited. The Thinking Organizers have been developed by Illinois State and are not endorsed by the Stanford Center for Assessment, Learning and Equity (SCALE).

**Task 1 Writing Organizers and Helpful Hints (Special Ed Version)**

***Please note: The purpose of this writing 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 the official planning commentary template. The student is responsible for Task and Rubric Requirements. Please read assessment handbook directions and rubrics carefully.***

**1. Alignment of the Learning Goal, Standard, Lesson Objectives, and Planned Supports**

|  |
| --- |
| Learning Goal:  |
| Relevant Academic, Alternate, or Early Childhood Standard:  |
| Lesson Objectives: Lesson 1:Lesson 2:Lesson 3:Lesson 4Lesson 5: | List of Specific Planned Supports to Address the Learning Goal (supports may be the same across lessons) Lesson 1:Lesson 2:Lesson 3:Lesson 4Lesson 5: |

**b. Based upon the learning goal and the focus learner’s IEP goals, consider the following:**

* **Is the selected learning goal an academic goal and aligned with an IEP goal? YES or NO**
	+ *If yes, answer box. If no, move on to next bullet*.

|  |  |  |  |
| --- | --- | --- | --- |
| IEP goal | Learning Goal | Planned Supports | How do all three align?  |
|  |  |  |  |

Move on to part c.

* **Is the selected learning goal academic but is not aligned with IEP goal? YES or NO**
	+ *If yes, answer box. If no, move on to next bullet*.

|  |  |  |
| --- | --- | --- |
| Learning Goal | Planned Supports | How do the two align?  |
|  |  |  |

Move on to part c

* **Is the selected learning goal non-academic? YES or NO**
	+ *If yes, answer box. If no, move on to part C*.

|  |  |  |  |
| --- | --- | --- | --- |
| IEP goal | Learning Goal | Relevant Planned Supports, if any | How do all align?  |
|  |  |  |  |

***STOP –*** *Did you write your thoughts in* ***ONE*** *of the tables above? If not, go back and complete the* ***ONE*** *appropriate to your situation****.***

**c.**  **List any special accommodations or modifications in the learning environment, instruction, or assessment required by the IEP and relevant to the learning goals.**

|  |  |  |
| --- | --- | --- |
|  | Relevant Accommodation Or Modification(s) | Related to Learning Environment, Instruction or Assessment? |
| Learning Goal |  |  |

 **d.** **Explain how the lesson objectives, learning tasks, and materials are sequenced to:**

* **Move the focus learner toward achievement of the IEP goals, standards (as appropriate), and the learning goal**
* **Build connections between the focus learner’s prior learning and experiences and new learning for the learning goal**

|  |  |
| --- | --- |
| How are the **lesson objectives** sequenced? |  |
| How does this sequence help the learner progress towards achieving the IEP goals and learning goals? |  |
| How does this sequencing build connections between the learner’s prior learning/experiences and this new learning? |  |
| How does this sequencing move the learner toward use of knowledge and/or skills? |  |
| How does this sequencing move the learner toward use of knowledge and/or skills? |  |

 *Possible sentence starters for sequencing of lesson objectives:*

 The lesson objectives are sequenced to move the focus learner towards achievement of the IEP goals and the learning goal by…….

 The lesson objectives are sequenced to move the focus learner towards achievement of the standards and the learning goal by…….

 The sequencing of the lesson objectives will help the focus learner build connections between prior learning and new learning related to the

 learning goal by…..

 Learning Goal

|  |  |
| --- | --- |
| How are the **learning task**s sequenced? |  |
| How does this sequence help the learner progress towards achieving the IEP goals and learning goals? |  |
| How does this sequencing build connections between the learner’s prior learning/experiences and this new learning? |  |
| How does this sequencing move the learner toward use of knowledge and/or skills? |  |

 *Possible sentence starters for sequencing of learning tasks:*

 The learning tasks are sequenced to move the focus learner towards achievement of the IEP goals and the learning goal by…….

 The learning tasks are sequenced to move the focus learner towards achievement of the standards and the learning goal by…….

 The sequencing of the learning tasks will help the focus learner build connections between prior learning and new learning related to the learning goal by…..

|  |  |
| --- | --- |
| How are the **materials** sequenced? |  |
| How does this sequence help the learner progress towards achieving the IEP goals and learning goals? |  |
| How does this sequencing build connections between the learner’s prior learning/experiences and this new learning? |  |
| How does this sequencing move the learner toward use of knowledge and/or skills? |  |

 Learning Goal

 *Possible sentence starters for sequencing of materials:*

 The materials are sequenced to move the focus learner towards achievement of the IEP goals and the learning goal by…….

 The materials are sequenced to move the focus learner towards achievement of the standards and the learning goal by…….

 The sequencing of the materials will help the focus learner build connections between prior learning and new learning related to the learning goal by…..

 **If the lesson objectives are the same across the learning segment for either learning goal, explain how the materials used or the**

 **planned supports change throughout the learning segment.**

The lesson objectives are the same across the learning segment for the \_\_\_\_\_\_ learning goal because….. However, the materials used (or

 planned supports used) change throughout the learning segment because….

**2. Knowledge of Focus Learner to Inform Teaching of the Learning Segment**

**For each of the categories listed below (2a–d), describe what you know about the focus learner’s strengths and challenges as related to the lesson objectives of the learning segment. Cite evidence of what the learner knows, what s/he can do, and what s/he is learning to do in relation to the learning goal and any relevant planned supports.**

**Refer to baseline data obtained prior to the beginning of the learning segment.**

1. **Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Prior learning/experience | Relevant baseline data | How is this connected to strengths and challenges |
| Primary Goal |  |  |  |
| Secondary Goal  |  |  |  |

1. **Social and emotional development (e.g., impulse control, ability to interact and express themselves and their feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Social/emotional developmental characteristic(s) | Relevant baseline data | How is this connected to strengths and challenges |
| Primary Goal |  |  |  |
| Secondary Goal  |  |  |  |

1. **Personal, family, community, and cultural assets (e.g., the focus learner’s interests and strengths, relevant lived experiences, and self-management skills; family supports or resources; cultural expectations; community supports or resources).**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Personal, family, community and cultural assets | Relevant baseline data | How is this connected to strengths and challenges |
| Primary Goal |  |  |  |
| Secondary Goal  |  |  |  |

**d. If relevant, any other information about the focus learner that will influence your instructional planning (e.g., other needs and strengths in areas such as motor skills or communication).**

|  |  |  |
| --- | --- | --- |
| Characteristic | Related lesson objective/learning goal | How is it related to this lesson objective/learning goal? |
|  |  |  |
|  |  |  |

**3. Supporting Learning**

**Refer to the instructional materials ;and lesson plans you have included to support your explanations, as needed.**

1. **Describe how the learning tasks, materials, and supports capitalize on your focus learner’s strengths and interests.**

Learning Goal:

|  |  |  |
| --- | --- | --- |
| Learning tasks | How do they capitalize on the focus student’s strengths and interests? | Example |
|  |  |  |
| Materials | How do they capitalize on the focus student’s strengths and interests? | Example |
|  |  |  |
| Supports | How do they capitalize on the focus student’s strengths and interests? | Example |
|  |  |  |

**b. Explain how the learning tasks, materials, and/or planned supports will provide challenge\* to your focus learner.**

 **\****challenge doesn’t necessarily mean give more of the like problems, etc. According to the glossary it means: “*Extending or probing ahead of a learner’s current knowledge or performance levels.”

*Possible sentence starters:*

The learning tasks will challenge the focus learner by…..

The materials will challenge the focus learner by…..

The planned supports will challenge the learner by…..

**c. Justify your choices of learning tasks, materials, and supports based on the focus learner’s strengths, needs, and principles of research/theory.**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning tasks  | How does this choice support the focus learner’s strengths and needs?  | List the research supports this choice | How does this research support your choice? |
|  |  |  |  |
| Materials | How does this choice support the focus learner’s strengths and needs? | List the research supports this choice | How does this research support your choice? |
|  |  |  |  |
| Supports | How does this choice support the focus learner’s strengths and needs? | List the research supports this choice | How does this research support your choice? |
|  |  |  |  |

**d. Explain how, throughout the learning segment, the learning tasks, materials, and/or planned supports will promote generalization or maintenance of the knowledge and/or skills related to the learning goal**

 *Possible sentence starters:*

 The sequencing of the learning tasks will move the focus learner toward the generalization of knowledge/skills by …..

 The sequencing of the learning tasks will move the focus learner toward the maintenance of knowledge/skills by…

 The sequencing of the learning tasks will move the focus learner toward the self-directed use of knowledge/skills by…

 The sequencing of the materials will move the focus learner toward the generalization of knowledge/skills by …..

 The sequencing of the materials will move the focus learner toward the maintenance of knowledge/skills by…

 The sequencing of the materials will move the focus learner toward the self-directed use of knowledge/skills by…

 The sequencing of the planned supports will move the focus learner toward the generalization of knowledge/skills by …..

 The sequencing of the planned supports will move the focus learner toward the maintenance of knowledge/skills by…

 The sequencing of the planned supports will move the focus learner toward the self-directed use of knowledge/skills by…

**4. Supporting the Focus Learner’s Use of Expressive and/or Receptive Communication**

**Respond to the prompts 5a–e below to explain how your plans support the focus learner’s use of a communication skill related to the primary learning goal.**

**a. Communication Skill. Identify and describe one communication skill that the focus learner will need to use to participate in the learning tasks and/or demonstrate learning.**

**Consider the focus learner’s strengths and needs related to the communication skill.** Examples of communication skills include **retelling** a story**, explaining** a mathematics problem-solving strategy**, answering** questions**,** appropriately **expressing** frustration**, selecting** the right sign, **requesting** assistance**, selecting** a picture**, starting or stopping** communication**, responding** to anprompt or cue**.**

 The communication skill is……

**b. Explain how you plan to support the focus learner’s use of the communication skill (planned supports for communication can include instructional strategies such as vocabulary development, modeling, guided practice; materials such as graphic organizers, dictionaries, spell-check; or accommodations such as assistive technology). Describe how the supports assist the focus learner in acquiring, maintaining, and/or generalizing the communication skill.**

 ** Provide an example from your lesson plans of this planned support**

|  |  |  |
| --- | --- | --- |
| Communication Skill | Instructional Support(s) | How does it help the focus learning to acquire, generalize, maintain, and successfully use this communication demand? |
|  |  |  |
|  |  |
|  |  |

**5. Monitoring Learning**

**a. Explain how the assessments and the daily assessment record (including baseline data) will provide evidence of**

* **the focus learner’s progress toward the learning goal through the lesson objectives**
* **the level of support and challenge appropriate for the focus learner’s needs**

 Learning Goal

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Assessments | Related Lesson Objective | How does this assessment provide evidence of the focus learner’s progress towards the lesson objective? | When in the learning segment does this assessment occur? | How does this assessment monitor the focus learner’s progress towards the learning goal? | How does this assessment both support and challenge the focus student? |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Daily AssessmentRecord(Baseline Data) | How does the daily assessment record (baseline data) provide evidence of the focus learner’s progress towards the lesson objective? |
|  |  |

**b. Explain how you plan to involve the focus learner in monitoring his/her own learning progress.**

|  |  |
| --- | --- |
| How will you encourage the focus learner to monitor his/her own learning? | Why is this strategy developmentally appropriate for this focus learner? |
|  |  |
|  |  |
|  |  |

**Task 2 Writing Organizers and Helpful Hints (Special Ed Version)**

***Please note: The purpose of this writing 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 the official planning commentary template. The student is responsible for Task and Rubric Requirements. Please read assessment handbook directions and rubrics carefully.***

**1. Which lesson or lessons are shown in the clips? Identify the lesson(s) by lesson plan number. Describe any changes in the lesson plans for the lessons shown in the clips and the reasons for those changes.**

 Sentence starters:

 “The lesson shown in the clips is Lesson #\_\_\_\_\_\_\_”

 OR

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

|  |  |  |
| --- | --- | --- |
| Original Plan | Change Made | Reason for Change |
|  |  |  |
|  |  |  |

**2. If applicable, provide any additional information (beyond that provided in Task 1) needed to understand the learning environment or interactions seen in each clip.**

1. **Identify the district, school, cooperating teacher, or student teaching requirements or expectations (e.g., prescribed reading curriculum) that affect your instructional delivery related to the learning goal described in Task 1.**

|  |  |  |
| --- | --- | --- |
| Requirement or Expectation | Where did the expectation or requirement come from? | What affect did it have on your instructional delivery? |
|  |  |  |
|  |  |  |

1. **If more than one learner appears in a clip, provide information to identify the focus learner (e.g., clothing, position in setting).**

 The focus learner is the student ….

OR

 The focus learner is the only student in the video clips.

**3. Promoting a Positive Learning Environment**

**Refer to scenes in the video clips where you provided a positive learning environment.**

1. **Describe how you demonstrated respect for, and rapport with all learners.**

 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 students |  |  |
| Rapport with students |  |  |

1. **Describe how you provided a positive learning environment that both supported and challenged your focus learner in relation to the learning goal, moving the focus learner toward self-determination.**

|  |  |  |  |
| --- | --- | --- | --- |
| Video segments with time stamps that depicts this incident | What did you do to promote a positive learning environment for the learner? | How did this support the learning goal? | How did this move the focus learner towards self-determination? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**4. Engaging and Motivating the Focus Learner**

 **Refer to examples from the clips in your explanations. For group instruction, you may refer to interactions with other learners as**

 **examples of collective strategies accessible to the focus learner.**

1. **Explain how your strategies engaged and motivated the focus learner to develop and apply the knowledge and skills related to the learning goal.**

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy | Where seen in video clips? (include time stamps) | How did this strategy engage/motivate the focus learner? | How did the strategy get the focus learner to develop and apply knowledge/skills? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**b. Describe how your instruction linked the focus learner’s prior learning and personal, family, cultural, and/or community assets with new learning related to the learning goal.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Strategy | Where seen in video clips? (include time stamps) | What prior learning does this strategy link to? How?  | What personal asset, family asset, cultural asset or community asset does this strategy link to? | How does this strategy link the asset to the new learning? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**c. Describe the strategies you used to move the focus learner toward independently initiating and/or maintaining active engagement in learning tasks related to the learning goal.**

|  |  |  |
| --- | --- | --- |
| Strategy | Where seen in video clips? (include time stamps) | How did this strategy move the focus learner towards independently initiating and/or maintaining active engagement in learning tasks? |
|  |  |  |
|  |  |  |
|  |  |  |

**5. Deepening Learning**

**Refer to examples from the clips in your explanations. For instruction in a group, you may refer to interactions with other learners that informed application of learning by the focus learner.**

**a. Explain how you elicited and responded to the focus learner’s performance to promote application of learning related to the learning goal.**

|  |  |  |  |
| --- | --- | --- | --- |
| Evidence of eliciting focus learner’s performance | Where seen in video clips? (include time stamps) | How did you elicit the focus learner’s performance? | How did this promote the application of learning? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. **Describe opportunities provided to the focus learner to apply feedback to improve performance related to the learning goal.**

|  |  |  |
| --- | --- | --- |
| Opportunity | Where seen in video clips? (include time stamps) | How did this opportunity allow the focus learner to apply feedback to improve performance? |
|  |  |  |
|  |  |  |
|  |  |  |

**c. Describe how you moved the focus learner toward self-evaluation or self-correction to improve performance related to the learning goal.**

|  |  |  |
| --- | --- | --- |
| Incidence of moving the focus learner toward self-evaluation or self-correction | Where seen in video clips? (include time stamps) | How did you move the focus learner toward self-evaluation or self-correction? |
|  |  |  |
|  |  |  |

**6. Supporting Teaching and Learning**

**Refer to examples from the clips in your explanations.**

1. **Explain how your materials, planned supports, and instructional strategies facilitated the focus learner’s progress toward the lesson objectives for the learning goal and how they reflected the learner’s development, age, strengths, and needs.**

|  |  |  |  |
| --- | --- | --- | --- |
| Materials | Where seen in video clips? (include time stamps) | How did this support the focus learner’s progress toward the lesson objectives for the primary learning goal? | How did it reflect the learner’s development, age, strengths, and needs? |
|  |  |  |  |
| Planned Supports | Where seen in video clips? (include time stamps) | How did this support the focus learner’s progress toward the lesson objectives for the primary learning goal? | How did it reflect the learner’s development, age, strengths, and needs? |
|  |  |  |  |
| Instructional Strategies | Where seen in video clips? (include time stamps) | How did this support the focus learner’s progress toward the lesson objectives for the primary learning goal? | How did it reflect the learner’s development, age, strengths, and needs? |
|  |  |  |  |

**b. Describe how your instructional strategies, supports, or materials facilitated the development or application of a self-directed learning strategy for the learning goal.**

|  |  |  |  |
| --- | --- | --- | --- |
| Incident of development or application of self-directed learning strategy | Where seen in video clips? (include time stamps) | Material, support or instructional strategy used | How did this facilitate the development or application of a self-directed strategy? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**7. Analyzing Teaching**

**Refer to examples from the clips in your explanations.**

1. **What would you change about the teaching seen in the clips to better support or extend the focus learner’s performance and/or move the focus learner toward maintained, generalized, or self-directed use of knowledge and/or skills related to the learning goal?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Need seen in video | Where seen in video clips? (include time stamps) | Proposed change to teaching | Would this change better support the focus learner’s performance or move the focus learner towards more self-directed use of knowledge or skills? | How would this teaching change do this? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Why do you think these changes would improve the learning of the focus learner in relation to the learning goal? Support your explanation with evidence of the focus learner’s performance related to the learning goal, as seen in the clips and principles from theory and/or research.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Proposed change | Evidence of focus learner strength or need | Where seen in video clips? (include time stamps) | What research or theory supports this change? | How does this research or theory support this change? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Task 3 Writing Organizers and Helpful Hints (Special Ed Version)**

***Please note: The purpose of this writing 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 the official planning commentary template. The student is responsible for Task and Rubric Requirements. Please read assessment handbook directions and rubrics carefully.***

**1. Analyzing the Focus Learner Performance**

**a. Identify the lesson objectives from the learning segment measured by each daily assessment record.**

 List objectives here:

**b. Describe any changes in the assessment related to the work sample, daily assessment records, and/or lesson objectives from what was described in the lesson plans, and explain why changes were made.**

 Organize your answer:

|  |  |
| --- | --- |
| Change Made | Why was this change made? |
|  |  |
|  |  |
|  |  |

**c. If the work sample for the learning goal is an excerpt from a video from Instruction Task 2 provide a time-stamp reference here. If a video work sample includes more than one learner, clearly describe how the scorer can identify the focus learner (e.g., position, physical description, first words spoken by focus learner) whose work is being displayed.**

 Sample Sentence:

 The work sample can be seen in the Task 2 Video Clip \_\_\_\_\_\_\_\_\_ from time stamp \_\_\_\_\_\_\_\_\_\_\_ to time stamp \_\_\_\_\_\_\_\_\_\_\_\_\_.

AND/OR

**d. Summarize the focus learner’s progress toward the learning goal as reflected in the lesson objectives. The summary can be presented in a chart or described in several paragraphs.**

 Organize your answer:

|  |  |
| --- | --- |
| Lesson Objective | Focus Learner’s Progress |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**e. Analyze the focus learner’s performance based on**

* **strengths (what s/he appears to understand or do well) and needs (where s/he continues to struggle or need greater challenge), including any error analysis.**
* **types or levels of planned support provided to the focus learner**.

Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus Learner’s Areas Strengths | Supporting Evidence(Examples) | Focus Learner’s Areas of Struggle/Challenge | Supporting Evidence(Examples) | Types/Levels of planned support provided to the focus learner |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**f. Based on the focus learner performance and explain how the planned supports you used did or did not impact the learning and provide access to the content**

Cite evidence from, the baseline data, daily assessment records, and work sample as needed, to clarify or illustrate your summary and analyses.

|  |  |  |
| --- | --- | --- |
| Planned Support Provided | Impact of Support on Learner’s Progress Learning Goal | Evidence to support summary/analyses |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*You may find it helpful to present the above information in list form.*

**2. Feedback to Guide Further Learning**

**Refer to specific evidence of submitted feedback to support your explanations.**

**a. Identify the form in which you submitted your evidence of feedback for the focus learner. (Delete choices that do not apply.)**

 Written directly on a work sample document or included in a video work sample

 In an audio file

 In a video clip from Instruction Task 2 (provide a time-stamp reference) or in a separate video clip

**b. Explain how feedback (including error prevention) provided to the focus learner addresses his/her individual strengths and continuing needs relative to the learning goal.**

 Individual Strengths

|  |  |  |  |
| --- | --- | --- | --- |
| Description of Feedback Provided | What learning objective does this feedback relate to? | What strength does this feedback address? | How does this feedback address this strength? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

 Continuing Needs

|  |  |  |  |
| --- | --- | --- | --- |
| Description of Feedback Provided | What learning objective does this feedback relate to? | What r need does this feedback address? | How does this feedback address this need? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**c. How will/did you support the focus learner to understand and use the feedback on both strengths and needs related to the learning goal, within the learning segment or in subsequent learning tasks?**

|  |  |  |
| --- | --- | --- |
| Feedback Given | Feedback related to Strength or Need?  | How did/will you support the focus learner in understanding/using this feedback? |
|  |  |  |
|  |  |  |
|  |  |  |

**3. Evidence of Use of the Expressive and/or Receptive Communication Skill (function) and Other Communication Demands**

**When responding to the prompts below, use concrete examples from the focus learner’s work sample or an additional video clip (using time-stamp references) as evidence.**

**You may provide evidence of the focus learner’s use of the expressive and/or receptive communication skill for the learning goal from ONE of the following sources:**

1. **Video clips from Instruction Task 2; provide time-stamp references.**
2. **An additional video file named “Communication Use” of no more than 5 minutes in length; provide time-stamp references. See Assessment Task 3 Evidence Chart for acceptable file types. Submit the clip in Task 3 Part C.**
3. **Work sample analyzed in Assessment Task 3; providing a time-stamp reference for a video work sample.**

**a. Explain the focus learner learner’s use of the communication skill to participate in learning tasks or demonstrate learning related to the learning goal.**

**b. Explain the extent to which the planned supports for the expressive/receptive communication skill built on the learner’s strengths and/or addressed needs relative to participating in the learning tasks or demonstrating learning related to the learning goal**.

 **c. Describe the planned supports you provided to help the focus learner generalize and/or maintain the communication skill.**

 Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Opportunities to use the communication skill in learning tasks, demonstrate learning | Evidence of use (include time stamps if on video) | Planned Support to facilitate communication skill use in learning tasks, demonstrate learning | Planned support build on focus learners strengths or needs?  | How does planned support help focus learner generalize/maintain communication skill? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**4. Using Assessment to Inform Instruction**

**Consider what you know about the focus learner and the effectiveness of your instruction/intervention and the learning environment when designing next steps related to the learning goal. Consider all aspects of instruction, including planned supports, as appropriate. Connect your next steps to your analysis of the focus learner’s performance.**

1. **Based on your analysis of learning of focus learner performance, presented in the response to prompts 1d-f, describe next steps for instruction to improve or continue learning.**
* **Connect your next steps to research and/or theory, particularly as it relates to evidence-based practices**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus learner’s current performance | Next steps to improve learning toward lesson objectives | Supporting research principle/theory | Next steps to support continue learning after achievement of lesson objectives. | Supporting research principle/theory |
|  |  |  |  |  |
|  |  |  |  |  |

**b.** **Based on what the focus learner knows and can do and your next steps, describe implications for the focus learner’s IEP goals and/or curriculum.**

|  |  |  |
| --- | --- | --- |
| What the focus learner knows/can do | Suggested next steps | Implication for the focus learner’s IEP goals/curriculum |
|  |  |  |
|  |  |  |
|  |  |  |