**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) 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

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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 (Visual Arts Version)**

***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.***

**1. Central Focus**

1. **Describe the central focus and purpose for the content you will teach in the learning segment.**

Sentence starters:

The central focus of this learning segment is …

I am teaching this content because…

**b. Given the central focus, describe how the standards and objectives within your learning segment support the development of students’ abilities to create, present, or respond to visual art by incorporating at least one of the following components:**

* + **interpreting art (analyzing art-making approaches, theories, art forms, genres, etc., used to convey meaning)**
  + **developing works of art/design (using techniques, methods of experimentation, or investigation)**
  + **relating art to context (personal, social, cultural, or historical perspectives)  while providing opportunities for student choice (of content, methods, or styles).**

Organize your response:

|  |  |  |
| --- | --- | --- |
| List the standard or learning objective | Identify if it supports students’ abilities to create, present, or respond to visual art. | Identify if it incorporates helping students interpret art, develop works of art/design, or relating art to context. |
|  |  |  |
|  |  |  |
|  |  |  |

**c. Explain how your plans build on each other to help students create, present, or respond to visual art and deepen their learning by making meaningful connections to at least one of the following components:**

* + **interpreting art**
  + **developing works of art/design**
  + **relating art to context**
  + **while providing opportunities for student choice.**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Lesson # | Identify what the students will be doing related to creating, presenting, or responding to visual art. | Identify what learning component is being addressed: interpreting art, developing works of art/design, or relating art to context. | Explain how this leads into the next lesson or builds on the previous lesson. |
|  |  |  |  |
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|  |  |  |  |

**2. Knowledge of Students 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 learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students)**

**a. 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:

|  |  |  |  |
| --- | --- | --- | --- |
| Students | Related content already learned | Related skills students already have | What the students are learning to do related to the learning segment |
| Class as a whole |  |  |  |
| Students with IEPs |  |  |  |
| Students with 504 plans |  |  |  |
| Other groups of learners |  |  |  |

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

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Students** | **Students’ everyday experiences related to the learning segment** | **Students’ cultural/language backgrounds related to the learning segment** | **Students’ practices related to the learning segment** | **Students’ interests related to the learning segment** |
| Class as a whole |  |  |  |  |
| Students with IEPs |  |  |  |  |
| Students with 504 plans |  |  |  |  |
| Other groups of learners |  |  |  |  |

Notes: Stay positive – discuss your students’ assets

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

**c. Physical development or conditions, if applicable for your learning segment—What do you know about students’ physical development (e.g., students’ fine motor skills) or conditions (e.g., attention deficit, processing issues) that will affect instruction for the central focus?**

|  |  |  |
| --- | --- | --- |
| Students | Physical development that may impact instruction | Student conditions that may impact instruction |
| Class as a whole |  |  |
| Students with IEPs |  |  |
| Students with 504 plans |  |  |
| Other groups of learners |  |  |

**d. Visual art dispositions related to the central focus—What do you know about the extent to which your students**

* **persist in their ability to apply visual arts concepts to create/respond to art, and**
* **believe in their ability to learn visual arts?**

|  |  |  |
| --- | --- | --- |
| Students | Persistence in their ability to apply visual arts concepts to create/respond to art | Belief in their ability to learn visual arts |
| Class as a whole |  |  |
| Students with IEPs |  |  |
| Students with 504 plans |  |  |
| Other groups of learners |  |  |

**3. Supporting Students’ Visual Arts Learning**

**a. Justify how your understanding of your students’ prior academic learning, physical development or conditions (if applicable), and personal/cultural/community assets (from prompts 2a–c above) guided your choice or adaptation of learning tasks and materials. Be explicit about the connections between the learning tasks and students’ prior academic learning, assets, and research/theory.**

Organize your answer:

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

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

Consider students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge.

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Instructional/planned support | How is this tied to the learning objective? | Why is this appropriate for the whole class or what particular group of students is this designed for? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**c. Describe common errors or misunderstandings within your content focus and how you will address them.**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Possible student error or misunderstanding | How will you identify if students have this misunderstanding or error? | How will you address it during instruction? |
|  |  |  |
|  |  |  |

**4. Supporting Visual Arts Development Through Language**

**a. Language Function. Identify one language function essential for students to learn the visual arts 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** | **Compare/contrast** | **Critique** | **Describe** | **Interpret** | **Question** |

Sentence starter: “The language function essential for student learning within my central focus is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

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

Sentence starter: “The key learning task that gives students the opportunity to practice using the language function is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This task occurs on day \_\_\_\_\_\_\_\_\_\_ in Lesson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”

**c. Additional Language Demands. Given the language function and learning task identified above, describe the following associated language demands (written or oral) students need to understand and/or use:**

**- Vocabulary and/or key phrases**

**- Plus at least one of the following:**

**- Syntax**

**- Discourse**

Consider the range of students’ understandings of the language function and other language demands—what do students already know, what are they struggling with, and/or what is new to them

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Language demand | What do students already know? | What are they struggling with? | What is new to them? |
| Vocabulary |  |  |  |
| Key phases |  |  |  |
| Syntax |  |  |  |
| Discourse |  |  |  |

**d. Language Supports. Refer to your lesson plans and instructional materials as needed in your response to the prompts.**

* **Describe the instructional supports (during and/or prior to the learning task) that help students understand and successfully use the language function and additional language demands identified in prompts 4a–c.**

Organize your response:

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

**5. Monitoring Student Learning**

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

**a. Describe how your planned formal and informal assessments will provide direct evidence of students’ abilities to create, present, or respond to visual art and monitor students’ understanding or application of the component(s) you have chosen to address (interpreting art, developing works of art/design, and/or relating art to context) throughout the learning segment.**

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment | Where does it occur in the learning segment? | What learning component does this assessment address: interpreting art, developing works of art/design or relating art to context? | How will this assessment provide evidence of student mastery of this learning component? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**b. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their learning.**

Consider all students, including students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students.

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? |
|  |  |  |
|  |  |  |
|  |  |  |

**Instruction Commentary** **Thinking Organizers and Helpful Hints (Visual Arts Version)**

***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. Which lesson or lessons are shown in the video clips? Identify the lesson(s) by lesson plan number.**

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 \_\_\_\_\_\_\_\_.”

**2. Promoting a Positive Learning Environment**

**a. How did you demonstrate mutual respect for, rapport with, and responsiveness to students with varied needs and backgrounds, and challenge students 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 students |  |  |
| Rapport with students |  |  |
| Responsiveness to students’ needs |  |  |
| Engaging students in challenging learning |  |  |

**3. Engaging Students in Learning**

1. **Explain how your instruction engaged students to create meaning through interpreting art, developing works of art/design, AND/OR relating art to context as they applied their knowledge and skills to create, present, or respond to visual art.**

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Student action | Video clip with time stamps that shows this action | How is this action seen in the video? |
| Students are engaged in interpreting art, developing works of art/design, or relating art to context. |  |  |
| Students are applying their knowledge to create, present, or respond to visual art. |  |  |
| Students are applying their skills to create, present, or respond to visual art. |  |  |

**b. Describe how your instruction linked students’ prior learning and personal, cultural, and community assets with new learning.**

Organize your response:

|  |  |  |
| --- | --- | --- |
| Instructional connections between student characteristics and new learning | Video clip with time stamps that shows this connection | How is this connection seen in the video? |
| Students’ prior learning |  |  |
| Students’ personal assets |  |  |
| Students’ cultural assets |  |  |
| Students’ community assets |  |  |

**4. Deepening Student Learning during Instruction**

1. **Explain how you elicited student responses to promote thinking and develop their abilities to express or understand meaning through interpreting art, developing works of art/design, AND/OR relating art to context.**

Organize your response

|  |  |  |
| --- | --- | --- |
| Evidence of eliciting responses from students related to… | Video clip (including time stamps) | Describe how you elicited responses and deepened student thinking in this clip |
| Their ability to express meaning through interpreting art, developing works of art/design, or relating art to context. |  |  |
| Their ability to understand meaning through interpreting art, developing works of art/design, or relating art to context. |  |  |

1. **Explain how you provided students with opportunities for student choice (e.g., of content, methods, or style) in ways that deepened their understanding of visual art concepts/contexts as students created, presented, or responded to visual art.**

Organize your response

|  |  |  |
| --- | --- | --- |
| Description of opportunity for student choice | Video clip (including time stamps) showing students using choice while creating, presenting or responding to visual art. | Describe how this clip shows students deepening their visual art concepts/contexts as well as exercising choice while creating, presenting or responding to visual art. |
|  |  |  |
|  |  |  |
|  |  |  |

**5. Analyzing Teaching**

Consider the variety of learners in your class who may require different strategies/support (such as students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students).

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 learning of the central focus (e.g., missed opportunities)?**

Organize your response:

|  |  |  |
| --- | --- | --- |
| Learning need seen in video | Video segment (Including video # and time stamps) | Proposed change in teaching practice |
|  |  |  |
|  |  |  |

1. **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.**

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 (Visual Arts Version)**

***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 Student Learning**
2. **Identify the specific standards/objectives measured by the assessment you chose for analysis.**

Organize your answer:

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

**b. 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 that shows the student learning/performance by question or activity aligned to objective.*

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 for individual learners relative to their abilities to create, present, or respond to visual art.  The evidence being analyzed should incorporate learning about at least one of the following components:**

**interpreting art**

**developing works of art/design**

**relating art to context**

**Consider what students understand and do well, and where they continue to struggle (e.g., common errors, confusions, need for greater challenge).**

Organize your answer:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Pattern of student learning observed  (What are they doing well or what are they struggling with?) | Is the pattern relative to students’ interpreting art, developing works of art/design, or relating art to context? | Students showing this pattern | Evidence from whole class summary | Evidence from student work samples |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. **Feedback to Guide Further Learning**

**b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the standards/objectives measured.**

*Hints: Be sure to provide feedback to students on both their strengths and their errors.*

*Be sure to provide equal feedback to all student work samples.*

|  |  |  |  |
| --- | --- | --- | --- |
| Focus student | Description of feedback provided (identify question, page, etc.) | Associated learning objective | Does the feedback focus on the student’s strengths or errors? |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**c. Describe how you will support each focus student to understand and use this feedback to further their learning related to learning objectives, either within the learning segment or at a later time.**

|  |  |  |
| --- | --- | --- |
| Focus student | How student will understand and use the feedback for further learning to their current work? | How you will support the student in understanding and using the feedback? |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

**3. Evidence of Language Understanding and Use**

**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**

**syntax or discourse.**

**to develop content understanding.**

Organize your response:

|  |  |  |
| --- | --- | --- |
| Language demand | Evidence of use (be specific) | How does this evidence show the students using the language demand to develop their content understanding? |
| Selected language function (write it in) |  |  |
| Vocabulary |  |  |
| Key phrases |  |  |
| Syntax |  |  |
| Discourse |  |  |

**4. Using Assessment to Inform Instruction**

**a. Based on your analysis of student learning presented in prompts 1c–d, describe next steps for instruction**

* **for the whole class**
* **for the 3 focus students and other individuals/groups with specific needs**
* **Consider the variety of learners in your class who may require different strategies/support (e.g., students with IEPs, English language learners, struggling readers, underperforming students or those with gaps in academic knowledge, and/or gifted students needing greater support or challenge).**

|  |  |
| --- | --- |
| 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 research and/or theory.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |