**Planning Commentary** **Thinking Organizers and Helpful Hints (PETE 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 (Rubric 1)**

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 learning objectives within your learning segment address the development of student competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to

* movement patterns
* performance concepts and/or
* health-enhancing physical fitness

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| List the standard or learning objective | Identify which domain this standard/learning objective addresses. | Explain how this standard or learning objective addresses this domain. | If in the psychomotor domain, identify which of the student competencies above is being addressed. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**c.** Explain how your plans build on each other and include meaningful tasks that develop the student competencies listed above while making connections between psychomotor and cognitive or affective domains.

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Identify the movement pattern, performance concept, or health-enhancing fitness concept being addressed. | Explain how it is addressed in  Lesson 1 | Explain how Lesson 2 builds on Lesson 1 | Explain how Lesson 3 builds on Lesson 2 | Describe the connection to the cognitive or affective domain addressed during these lessons. |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Identify the movement pattern, performance concept, or health-enhancing fitness concept being addressed. | Explain how Lesson 4 builds on Lesson 3 | Explain how Lesson 5 builds on Lesson 4 | Describe the connection to the cognitive or affective domain addressed during these lessons. |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

d. Explain how you will structure the learning environment to be **both emotionally and physically safe.**

|  |  |  |
| --- | --- | --- |
| Aspect of learning environment | Is this designed to make the environment emotionally or physically safe? | How does this make the environment safe? |
|  |  |  |
|  |  |  |
|  |  |  |

**2. Knowledge of Students to Inform Teaching (Rubrics 2 and 3)**

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, students with higher/lower proficiency levels, underperforming students or those with gaps in content knowledge, or students needing greater support or challenge)

a. Prior academic learning, experiences, 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 and language backgrounds and practices, and interests?**

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students | Students’ everyday experiences related to the learning segment | Students’ cultural and language backgrounds related to the learning segment | Students’ cultural and language 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

**3. Supporting Students’ Physical Education Learning (Rubrics 2 and 3)**

**a.** Justify how your understanding of your students’ prior academic learning, experiences, and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of learning tasks and materials/equipment. 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 student errors or misunderstandings within your central focus and how you will address them.

Organize your answer:

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

**4. Supporting Physical Education Development Through Language (Rubric 4)**

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Analyze** | **Compare** | **Evaluate** | **Sequence** | **Signal** | **Summarize** |

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**

**- 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

Organizing your response:

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

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

* 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 (function, vocabulary, syntax, or discourse).

Organizing your response:

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

**5. Monitoring Student Learning (Rubric 5**)

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

a. Describe how the assessments **throughout** the learning segment will provide direct evidence of students’ development of competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

Organize your response:

|  |  |  |
| --- | --- | --- |
| Area of Targeted Student Learning | Description of assessments designed to monitor the targeted student learning. | Explain how these assessments will provide evidence of student mastery of this area of targeted student learning? |
| Psychomotor domain (movement patterns, performance concepts, or health-enhancing fitness) |  |  |
| Cognitive or Affective domain |  |  |

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

Consider students with IEPs, 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.

Organize your response:

|  |  |  |
| --- | --- | --- |
| Description of assessment or assessment adaptations | The student(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 (PETE 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 (Rubric 6)**

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

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? |
| Positive, low-risk emotionally safe environment for students |  |  |
| Positive, low-risk physically safe environment for students |  |  |

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

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Incidences of student engagement maximized through… | Video clip with time stamps that shows this incidence | How does this video clip show student engagement being maximized? |
| Use of rules |  |  |
| Use of routines |  |  |
| Use of transitions |  |  |

**3. Engaging Students in Learning (Rubric 7)**

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 or affective).

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 a learning task that aligns with an objective in the psychomotor domain. |  |  |
| Students are engaged in a learning task that aligns with an objective in the cognitive or affective domain. |  |  |

**4. Strengthening Student Competencies through Monitoring**

a. Explain how you actively monitored students’ performances during the learning task(s) and asked questions or provided corrective feedback to improve student competencies**. (Rubric 8)**

Organize your response

|  |  |  |
| --- | --- | --- |
| Evidence of monitoring students’ performances | Video clip (including time stamps) | Describe how this monitoring improve student competencies. |
| Active monitoring |  |  |
| Asking questions |  |  |
| Providing corrective feedback |  |  |

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**). (Rubric 9)**

Organize your response

|  |  |  |
| --- | --- | --- |
| Tools for Developing Student Competencies | Video clip (including time stamps) showing modification/extension | Explain how this was used to develop student competencies in the psychomotor or cognitive/affective domains. |
| Use of instructional cues/prompts |  |  |
| Explorations/demonstrations |  |  |
| Student self analysis of psychomotor skills |  |  |
| Peer analysis of psychomotor skills |  |  |

**5. Analyzing Teaching (Rubric 10)**

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 (PETE 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 (Rubric 11)**
2. Identify the specific learning objectives measured by the assessments you chose for analysis.

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Learning Objective | Identify if this is connected to the psychomotor, cognitive, or affective domain. | Explain how this is measured in the assessment(s) |
|  |  |  |
|  |  |  |
|  |  |  |

b. Provide a graphic (table or chart) or narrative that summarizes evidence of student learning for your whole class (or, if more than 30 students, group) in the psychomotor domain and at least one other domain (cognitive and/or affective). 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.*

c. Analyze the patterns of learning **for the whole class (or group)** and differences for groups or individual learners relative to competencies targeted in the psychomotor domain and at least one other learning domain (cognitive and/or affective).

Organize your answer:

|  |  |  |
| --- | --- | --- |
| Pattern of student learning observed  (What are they doing well or what are they struggling with?) | Is the pattern relative to the psychomotor domain (movement patterns, performance concepts or health-enhancing fitness), cognitive, or affective domain? | Evidence from whole class summary |
|  |  |  |
|  |  |  |
|  |  |  |

d. Cite **direct evidence** from the focus student work samples and/or the written documentation of the assessment of the psychomotor activity to support the analysis.

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

|  |  |  |  |
| --- | --- | --- | --- |
| Pattern of learning observed | Focus student demonstrating this pattern | Video clip evidence (including time stamps) | How does this video clip support the pattern of learning described? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. If a video 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 student(s) (e.g., position, physical description) whose work is portrayed.
2. **Feedback to Guide Further Learning**
3. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured**. (Rubric 12)**

*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 | 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. Use of feedback can occur in a different task or lesson within the learning segment or at a later time**. (Rubric 13)**

|  |  |  |
| --- | --- | --- |
| 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 (Rubric 14)**

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**

􏰁 syntax or discourse

to develop content understandings.

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 |  |  |
| Syntax |  |  |
| Discourse |  |  |

**4. Using Assessment to Inform Instruction (Rubric 15)**

a. Based on your analysis of student learning presented in prompts 1b–d, 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 learners in your class who may require different strategies/support (e.g., students with IEPs, 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).

|  |  |
| --- | --- |
| Students | Next steps for instruction to impact student learning |
| Whole class |  |
| Focus student 1 |  |
| Focus student 2 |  |
| Focus student 3 |  |

b. 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? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |