**Planning Commentary Thinking Organizers and Helpful Hints (World Language 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 student**s’ development of communicative proficiency in the target language**

* in meaningful cultural context(s)
* with a focus on all three modes of communication:[[1]](#footnote-1)
* Interpretive
* Interpersonal
* Presentational

 Organize your response:

|  |  |  |
| --- | --- | --- |
| List the standard or learning objective | How does this address students’ development in communicative proficiency in the targeted language?  | Does it focus on interpretive, interpersonal or presentational communication? |
|  |  |  |
|  |  |  |
|  |  |  |

c. Explain how your plans **build on each other and make connections** between language forms and language functions to help students develop communicative proficiency in the target language within meaningful cultural context(s).

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Lesson | Identify the language form being addressed.  | Identify the related language function and explain how it is connected to the language form. | Explain how this helps students develop communicative proficiency. | Identify the cultural context. |
| Lesson 1 |  |  |  |  |
| Lesson 2 |  |  |  |  |
| Lesson 3 |  |  |  |  |
| Lesson 4 |  |  |  |  |
| Lesson 5 |  |  |  |  |

How does Lesson 1 lead into Lesson 2? How does Lesson 2 lead into Lesson 3? Lesson 3 into 4? 4 into 5?

**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, struggling readers, 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:

|  |  |  |  |
| --- | --- | --- | --- |
| 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 |  |  |  |

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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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’ Communicative Proficiency in the Target Language (Rubrics 2 and 3)**

a. Justify how your understanding of your students’ prior academic learning and personal/cultural/community assets (from prompts 2a–b above) guided your choice or adaptation of language 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? |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

1. Explain how the language tasks promote comparisons and connections between the experience and knowledge students bring (i.e., students’ prior academic learning and personal/cultural/community assets) and the cultural practices, products, and perspectives of the target language.

|  |  |
| --- | --- |
| Language Task | How does this task promote a comparison or connection between what students know or have experienced and the cultural practices, products or perspective of the target language?  |
|  |  |
|  |  |

1. Describe common errors and misconceptions about the target language and/or the cultural practices of the target language within your content focus and how you will address them.

Organize your answer:

|  |  |
| --- | --- |
| Possible error or misconception | How will you address it during instruction? |
|  |  |
|  |  |

4. Monitoring Student Development of Communicative Proficiency in the Target Language (Rubric 4)

**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 communicative proficiency in the target language in meaningful cultural context(s) **throughout** the learning segment.

Organize your response:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Assessment | 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 communicative proficiency? | What cultural context is being used? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Explain how the design or adaptation of your planned assessments allows students with specific needs to demonstrate their development of communicative proficiency in the target language in meaningful cultural context(s).

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 student(s) for whom the assessment was designed or adapted | How does this assessment allow this student(s) to demonstrate his/her development of communicative proficiency? |
|  |  |  |
|  |  |  |
|  |  |  |

**Instruction Commentary Thinking Organizers and Helpful Hints (World Language 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 5)**

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 |  |  |
| Challenging students to engage in learning |  |  |

**3. Engaging Students in Communication in the Target Language (Rubric 6)**

**a. Explain how your instruction engaged students in developing communicative proficiency in the target language in a meaningful cultural context with a focus on at least two modes of communication:**[[2]](#footnote-2)

* **Interpretive AND**
* **Interpersonal OR Presentational**

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 developing communicative proficiency in interpretive communication |  |  |
| Students are engaged in developing communicative proficiency in interpersonal communication |  |  |
| Students are engaged in developing communicative proficiency in presentational communication |  |  |

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

|  |  |  |
| --- | --- | --- |
| 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’ academic prior learning |  |  |
| Students’ personal assets |  |  |
| Students’ cultural assets |  |  |
| Students’ community assets |  |  |

**4. Deepening Student Communicative Proficiency in the Target Language during Instruction**

a. Explain how you **elicited and built upon student responses** to promote thinking and develop students’ communicative proficiency in the target language in meaningful cultural context(s). **(Rubric 7)**

|  |  |  |
| --- | --- | --- |
| 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 |
| Promoting student thinking |  |  |
| Developing students’ communicative proficiency in the target language |  |  |
| Meaningful cultural contexts |  |  |

b. Explain how you supported your students’ development of communicative proficiency in the target language with respect to

* language forms
* language functions
* meaningful cultural context(s) **(Rubric 7)**

|  |  |  |
| --- | --- | --- |
| Evidence of students’ development of communicative proficiency in the target language with respect to… | Video clip (including time stamps) | Describe how you facilitated the students’ development of communicative proficiency in this clip |
| Language forms |  |  |
| Language functions |  |  |
| Meaningful cultural context |  |  |

c. Explain how your instruction promotes comparisons between students’ personal, cultural, or community assets and the cultural practices, products, and perspectives of the target language**. (**Rubric 8**)**

|  |  |  |
| --- | --- | --- |
| Evidence of students comparing their personal, cultural, or community assets to…  | Video clip (including time stamps) | Describe how you facilitated the students’ development of communicative proficiency in this clip |
| Cultural practices of the target language |  |  |
| Cultural products of the target language |  |  |
| Cultural perspectives of the target language |  |  |

**5. Analyzing Teaching (Rubric 9)**

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).

a. 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 communicative proficiency in the target language (e.g., missed opportunities)?

Organize your response:

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

b. Why do you think these changes would improve student development of communicative proficiency in the target language? Support your explanation with evidence of student learning and principles from Second Language Acquisition/Teaching theory and/or research.

Organize your response:

|  |  |  |  |
| --- | --- | --- | --- |
| Proposed change in teaching practice | How would this change improve student development of communicative proficiency? | What evidence of student learning supports this conclusion? | How is this conclusion supported by the principles from Second Language Acquisition/Teaching theory? |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Assessment Commentary Thinking Organizers and Helpful Hints (World Language 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 Communicative Proficiency in the Target Language (Rubric 10)**

1. Identify the specific learning objectives measured by the assessment you chose for analysis.(**Rubric 11 as well**)

Organize your answer:

|  |  |
| --- | --- |
| 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.*

c. 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** for groups or individual learners. The analysis should focus on students’ communicative proficiency in the target language **through the interpersonal and presentational modes of communication** in meaningful cultural context(s).

**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:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students’ communicative proficiency in the target language through… | Related patterns of student learning observed(What are they doing well or what are they struggling with?) | Students showing this pattern | Evidence from whole class summary | Evidence from student work samples |
| Interpersonal communication |  |  |  |  |
| Presentational communication |  |  |  |  |

1. **Feedback to Guide Further Learning**

b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to communicative proficiency in the target language**. (Rubric 11)**

*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 | How does the feedback address the student’s strengths and needs related to his/her communicative proficiency in the target language? |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

c. Describe how you will support each focus student to understand and use this feedback to guide improvement of communicative proficiency in the target language, either within the learning segment or at a later time? **(Rubric 12)**

|  |  |  |
| --- | --- | --- |
| Focus student | How student will understand and use the feedback for improve their communicative proficiency in the target language? | How you will support the student in understanding and using the feedback? |
| 1 |  |  |
| 2 |  |  |
| 3 |  |  |

**3. Using Assessment to Inform Instruction (**Rubric 13**)**

a. Based on your analysis of student learning presented in prompts b-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 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 Second Language Acquisition/Teaching 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? |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)