# TASK 1: PLANNING COMMENTARY

Respond to the prompts below (**no more than 12 single-spaced pages, including prompts**) by typing your responses within the brackets. Do not delete or alter the prompts. Pages exceeding the maximum will not be scored.

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

a. Complete the table below to identify the

* learning goal selected for the learning segment.
* academic content standard, alternate standard, or early childhood standard, related to the learning goal and/or the planned supports. (Note: Please include the number and text of the standard that is being addressed. If only a portion of a standard is being addressed, then only list the part or parts that are relevant.) Indicate if there is no relevant standard for the learning goal and/or planned supports.
* lesson objective for each lesson.
* planned supports to be used throughout the learning segment and described in the lesson plans, specific to achieving the learning goal. (Please provide a brief list of the key supports that you intend to use; you will have an opportunity to explain how they support the focus learner in prompts 3a–d and 4b.)

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

b. Based on the learning goal and the focus learner’s IEP goals, respond to **ONE** of the prompts below.

* **If the selected learning goal is academic and is aligned with an IEP goal:**
* Explain how the learning goal and the planned supports align with the IEP goal.

[ ]

* **If the selected learning goal is academic but is not aligned with an IEP goal:**
* Explain how the planned supports align with the learning goal.

[ ]

* **If the selected learning goal is non-academic:**
* Explain how the learning goal and, if relevant, the planned supports align with the focus learner’s IEP.

[ ]

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

[ ]

d. Explain how the lesson objectives, learning tasks, materials, and planned supports 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.

NOTE: If the lesson objectives are the same across the learning segment, the explanation may address how the materials used or the planned supports may change throughout the learning segment.

[ ]

## 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.

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

[ ]

b. Social and emotional development (e.g., impulse control, ability to interact and express him/herself and his/her feelings in constructive ways, ability to engage and persist in individual and collaborative learning, social connectedness)

[ ]

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

[ ]

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)

[ ]

## 3. Supporting Learning

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

a. Describe how the learning tasks, materials, and planned supports address your focus learner’s needs and capitalize on his/her strengths and interests.

Planned supports can include the learning environment, instructional strategies, learning tasks, materials, accommodations, modifications, assistive technology, prompts, and/or scaffolding that are deliberately selected or designed to facilitate learning of the targeted knowledge and skills.

[ ]

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

[ ]

c. Justify your choices of learning tasks, materials, and planned supports based on

* the focus learner’s strengths and needs and
* principles of research and/or theory.

[ ]

d. Explain how, throughout the learning segment, you will help the focus learner to generalize, maintain, or self-manage the knowledge, skills, and planned supports related to the learning goal.

[ ]

## 4. Supporting the Focus Learner’s Use of Expressive/Receptive Communication

a. **Communication Skill.** Identify and describe **one** communication skill related to the learning goal 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, and **responding** to a prompt or cue.

[ ]

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.

[ ]

## 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

[ ]

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

[ ]