

Step # 6

Planning Commentary

Fall 2014

Intervention Specialist

In writing this planning commentary please refer to your completed lesson plan(s) and your subject specific edTPA handbook. Refer to baseline data obtained prior to the beginning of the learning segment.

1. Focus Learner Information

- a. As identified in the IEP, describe the focus learner's primary disability. List and describe the learner's strengths and challenges and their potential impact on instruction for the learning targets.
- b. Identify the two learning targets (primary and supporting/secondary) selected.
- c. List the goals and/benchmarks in the focus learner's IEP relevant to achieving either learning target.
- d. List the Common Core or Ohio Academic content standard related to each learning target. If required by your subject area, please refer to your subject specific edTPA handbook for this prompt.
- e. List any special accommodations or modifications in the learning environment, instruction, or assessment required by the IEP and relevant to the learning targets.
- f. Describe any behavior management plans relevant for the focus learner.

2. Planning for Alignment and Development of Knowledge and Skills

- a. Explain how the focus learner's goals and benchmarks align with your learning targets.
- b. Explain how the lesson objectives, learning tasks, and materials are sequenced to move the focus learner toward achievement of the IEP goals, standards, and learning targets.
Build connections between the focus learner's prior learning and experiences and new learning.
Move the focus learner toward generalized, maintained, and/or self-directed use of knowledge and skills.

3. Knowledge of Focus Learner To Inform Teaching of the Learning Segment. For prompt 3, A-D, describe what you know about the focus learner's strengths and challenges as related to the lesson objectives of the learning segment in relation to both learning targets. What does the learner know? What can s/he do? What is s/he learning to do?

- a. Prior learning and experiences, including prerequisite knowledge and skills related to the lesson objectives.
- b. Social and emotional development.
- c. Personal, family, community assets.
- d. Any other information about the learner that will influence your instructional planning.

4. Supporting Learning. Respond to prompts 4 a-e. Refer to your instructional materials to support your explanations for both learning targets for the focus learner.

- a. Describe how the learning tasks, materials, and supports capitalize on your focus learner's strengths and interests.
- b. Justify your choice of learning tasks, supports, and materials based on the focus learner's strengths, needs, and principles of research/ theory.
- d. Explain how, throughout the learning. Segment, you will help the focus learner to generalize, maintain, or self-manage the knowledge, skills, and supports.

5. Supporting the Focus Learner's Use of Expressive and/or Receptive Communication.

Respond to prompts 5 a-e. Refer to your instructional materials to support your explanations of how your plans support the focus learner's use of a communication skill related to the primary learning target.

- a. Communication Skill (function). Identify and describe one communication skill that the learner needs to access instruction and/demonstrate learning for the primary learning target and includes the language of the discipline associated with the academic learning target.
- b. Describe how the learner will use the communication skill to participate in learning or demonstrate learning. Given the communication skill identified above, describe the expressive and/or receptive communication demands that the focus learner needs to use in order to participate in learning tasks and/or demonstrate learning. These are to include vocabulary demands and other communication demands and other communication demands.
- c. Relative to expressive and/ or receptive communication skills and needs, what does the learner know, what can the learner do and what is s/he learning to do?
- d. Describe the supports that help this learner acquire, generalize, maintain, and successfully use the targeted expressive and receptive communication skill, vocabulary demands, and other communication demands identified in 5 a and c.

6. Monitoring Learning

Explain how the assessments and the daily assessment record (including baseline data) will provide evidence of the focus learner's progress toward both learning targets through the lesson objectives and the level of support and challenge appropriate for the focus learner's needs. Explaining how you involve the learner in monitoring his/ her learning progress.