

INTASC Standard 7

Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Licensure/Content Standard 3: Observing, Documenting, and Assessing to Support Young Children and Families.

3a. Understanding the goals, benefits, and uses of assessment-including its use in development of appropriate goals, curriculum, and teaching strategies for young children.

3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches including the use of technology in documentation, assessment, and data collection.

Licensure/Content Standard 4: Using Developmentally Effective Approaches

4b. Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology.

4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches.

4d. Reflecting on own practice to promote positive outcomes for each child.

Licensure/Content Standard 6: Becoming a Professional

6c. Engaging in continuous, collaborative learning to inform practice using technology effectively with young children, with peers, and as a professional resource.

Description of evidence and how it demonstrated the standard: In EDU 305 *Teaching Language Arts* this lesson plan was designed and taught in a local fifth grade classroom. This assignment required detailed plan for instruction including aligned national and state requirements and standards, methods and strategies, assessments aligned with the objectives. The lesson plan in addition included the academic language required for the lesson, students' needs, materials, language function, step-by-step procedure, assessments, resources, and a post reflection. Instruction was planned according to knowledge of children and differences, content and curriculum, and in class circumstances; disposition of the lesson (short-term planning and adaptation to change); and performance, creating a comfortable environment and classroom management.

Implications for Future Teaching: There are three key aspects that play into planning instruction: Knowledge, disposition, and performance. Effective lessons should be up to date with learning, consistent through courses, relatable to students, meet national and state requirements, and provide new insight to achieve greater understanding. Short term and long terms plans are also main components of effective instruction.

