INTASC Standard 1

Learner Development: The student teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Licensure/Content Standard 1: Promoting Child Development and Learning

> 1b. Knowing and understanding the multiple influences on early development and learning.

> 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

Licensure/Content Standard 2: Building Family and Community Relationships

> 2a. Knowing about and understanding diverse family and community characteristics.

> 2b. Supporting and empowering families and communities through respectful, reciprocal relationships.

> 2c. Involving families and communities in their children's development and learning.

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.

Description of evidence and how it demonstrated the standard: This paper written for EDU 325 *Identification and Assessment of Young Children with Special Needs* focuses the pressing need for literacy within family and social connections with reference to Purcell-Gate's *Other Peoples Words* as the cultural discourse of the urban Appalachians is revealed. Purcell-Gates demonstrates a model of an effective teacher, as the differences in student learning are addressed and student learning is supported through teacher, family, and community collaboration.

Implications for Future Teaching: Through reading this book and writing this paper specific characteristics of effective teaching were highlighted. Effective teachers support students through teacher, family, and community collaboration, as well as understanding that students learn differently and modifying instruction accordingly. Specifically in literacy development of young students, social, linguistic, and cognitive factors should be taken into consideration when planning for instruction.