

Instructional Plan Rationale

For each lesson, please respond to the questions, below, and provide a plan for interacting with families. If a question is not relevant to your class, please indicate that the question does not apply. For example, if English is the first language of all students in your classroom, then questions that relate to modifications for students for whom English is not their first language do not apply to you. Additionally, if you plan to address a question in a subsequent lesson, but not in this lesson, please indicate this next to the question. For example, if you are unable to address, in the first lesson, the question about learning targets that incorporate a multicultural perspective, then indicate that you will address this in your next lesson.

Learning Target(s)

- a. How do the learning targets relate to EALRs, state learning goals, district goals, school goals, or classroom goals?
- b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?
- c. How do the learning targets incorporate a multicultural perspective?
- d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?

Assessment Strategies

- a. How does the strategy accommodate students at different developmental or achievement levels?
- b. How does the strategy respond to differences in students' cultural and linguistic backgrounds?

Learning Experiences

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?
- b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?
- c. How do the experiences incorporate multicultural perspectives?
- d. How do the experiences stimulate student problem solving and critical thinking?
- e. How do the experiences create an inclusive and supportive learning community?
- f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

Family Interactions

Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. Prior to the observation of your teaching, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.