

## **Reflection on TPE 9 Instructional Planning.**

**Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students.**

*As students grow up their level of comprehension and reasoning increases. Therefore candidates for teaching credential always plan their lessons and their instructions based on the comprehension and communication level of their classrooms. Sometimes although the students have grown up their age specifics in adolescence requires the candidates to plan their lessons with emphasis on some areas to help students connect to them as well as understand the instruction more smoothly.*

**They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs.**

*Students response well to the lessons and instructions when there are clear goals and expectations. Candidates for a teaching credential always set short term and long term goals for the students, inform them of the goals both verbally in class and in the syllabus and regular hand outs so the students understand well the goals and expectations. Specially adolescents need to be very well informed of these ideas several times. All students, especially certain age groups or those with special needs benefit from variety of teaching strategies or methods. Therefore candidates for teaching credential try to use several different strategies when they plan their lessons. Candidates for teaching credential also know that documenting their work is also very helpful for further use of different strategies. Therefore they always work on reflecting on their works and using their previous experiences for raising their success in their classrooms. Their awareness and knowledge of all previous experiences help them differentiate the instruction in a very high range which results to meet the needs and goals of different groups of students.*

**Candidates connect the content to be learned with students linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student**

**needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.**

*Candidates for a teaching credential are aware that the classrooms of California are filled with many groups of students from different ethnicities, language and cultural backgrounds. The differences make the students face some limitations in connecting and understanding some lessons. Therefore to help them increase their level of understanding the candidates use differentiated instructions to make the lessons more comprehensible. Not only aids and volunteers can be encouraged to support these ideas but also students with strong English and host culture background would be encouraged to help their peers.*