

The evidence I chose for TRB standard 5 is a language arts unit plan I co-created on teaching students the importance of saving the earth. The unit plan consists of three lessons that encourages students to explore different ways of how they can help save the earth. As I created this unit plan, I realized that there is a lot more to planning for lessons than just considering the content. Every aspect of implementing the lessons needs to be taken into account. For example, lessons need to correspond with what is in the BC curriculum, which includes covering big ideas, curricular competencies, and content. In addition, individual student needs and classroom management are important to plan for so that lessons run smoothly.

I recognize that sometimes the lesson activities need to be altered in order for them to work well with a specific group of students. For example, in lesson 3, I noted that the park chosen had to be quite flat to accommodate a student who uses a wheelchair. Without taking this into consideration, it could lead to distrust, and harming teacher-student relationships as well as parent-teacher relationships. As mentioned previously, I co-created this unit plan, ensuring that we both agreed upon the content, differentiated instruction, management strategies, and assessment.

One of the main things I learned about my teaching is that stronger relationships between teachers and students will aid in creating lessons. When you know your students better, you can gain a sense of which lessons will work well, and which ones will not. In my unit plan, I tried to incorporate multiple intelligences (Gardner, 1983) that would resonate with many different types of learners. For example, I added in elements of music, art, and nature across the three lessons. Gardner's (1983) theory of multiple intelligences outlines how intelligence can be split up into different modalities, rather than it being one ability. Assessment throughout the lessons correspond with the multiple intelligences, rather than just using testing.

A strength of my evidence piece is that it shows how I planned for several lessons and thought through different elements of classroom management, differentiation, instruction, and assessment/evaluation. While I was writing the lessons, I pictured how it would go from the beginning to the end. I thought about specific students who might have more difficulty with the lessons in regards to both academics and behaviour, and made adjustments accordingly. Although there is no way to plan for every detail, my unit plan shows that I took student needs into consideration while writing the lessons.

Standard 5 outlines the importance of knowing when to ask for help. I think that in the teaching world it is easy to become overwhelmed, which can lead to negative effects on mental health. When it comes to lesson planning, I think there is a lot of value in collaborating with other teachers. When teachers work together, they can learn from each other. Gaining someone else's perspective through collaboration and asking for advice can help teachers be more diverse.

An integral part of teaching is planning. Without planning and understanding how lessons may unfold, there is no way of anticipating what might happen. Being over prepared means that the class will be properly managed. As I grow as a teacher, I plan to continue writing out lesson plans and collaborating with my colleagues. By doing this, I can make connections and reflect on how I might improve in the future.

References

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.