

## Weekly Goals

### **Week of 1/17 – 1/20**

InTASC #9: Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.

After teaching a lesson, analyze what went well and what needs improvement and implement that into my next lesson.

### **Week of 1/23 – 1/27**

InTASC #5: Integrates culturally relevant content to build on learners' background knowledge

Utilize what I know about the students' background knowledge to help them understand various concepts

### **Week of 1/30 – 2/3**

InTASC #7: Activates prior knowledge and experiences based on learners and community contexts

When designing a lesson, create a motivation piece to activate the students' prior knowledge.

### **Week of 2/6 – 2/10**

InTASC #3: Is able to critically analyze a lesson weighing the relative strength of the weak areas. Offers alternative actions complete with probable successes with different approaches. Actively seeks constructive criticism.

After teaching a lesson, have a closure, ask a question, tell the homework, and explain what the students need to do next.

### **Week of 2/13 – 2/17**

InTASC #4: Employs Accessible and Meaningful Approaches When Teaching Content

Learn how to use the SMART board and utilize it in at least one lesson instead of the whiteboard

### **Week of 2/21 – 2/24**

InTASC #9: Maintain Professional Relationships with Colleagues, Parents, Learners, and Families

During Family Night, I will introduce myself to at least two families and talk about how their student is doing in the class.

### **Week of 2/27-3/3**

InTASC #3: Monitoring and Responding to Learner Conduct

Respond to the students' misbehaviors appropriately and move students' magnets when they disrespect me

**Week of 3/6-3/10**

InTASC #3: Directions and Procedures

Give clear directions, repeat the directions more than once, and ask questions to make sure the students understand

**Week of 3/13 – 3/17**

InTASC #3: Management of Transitions

Improve the time it takes for the students to move from one thing to the next by setting a time limit

**Week of 3/27-3/31**

InTASC #8: Provides Multiple Models and Representations of Content

Provide various ways to introduce the content

**Week of 4/3 – 4/7**

InTASC #9: Maintains Professional Relationships with Colleagues, Parents, Learners, and Families

Contact at least two parents this week

**Week of 4/10 – 4/13**

InTASC #3A: Management of Transitions

Integrate smooth transitions with little time lost

**Week of 4/17 – 4/21**

InTASC #2: Establishes High Expectations for Learning and Achievement

Allow the students to choose at least one activity or end product

**Week of 4/24-2/28**

InTASC #8: Implements a Variety of Instructional Strategies to Develop Deep Understanding

Ask more why questions and higher order questions instead of just right there questions while reading