**TEXAS CTE LESSON PLAN**

[www.txcte.org](http://www.txcte.org)

|  |  |
| --- | --- |
| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | A Look at Qualities of Effective Schools |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry.  (C) The student is expected to practice various forms of communication such as verbal and non-verbal communication skills used in educational and career settings  (2) The student explores the teaching and training profession.  (D) The student is expected to identify qualities of effective schools  (3) The student understands the learner and the learning process.  (A) The student is expected to relate and implement principles and theories of human development to teaching and training situations |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Identify characteristics of effective schools * Explore qualities of effective schools * Explain the relationship between effective schools and students, faculty, and staff members * Present a technology application on effective schools |
| **Rationale** | What does an effective school mean to you? What qualifies a school as being an effective school? What qualities of a school determine its effectiveness? Do location, socio-economic status, and parental involvement matter to the effectiveness of a school? Do you believe this school is an effective school? While all schools might need improvement in one area or another, all schools can be effective. Let’s find out what makes an effective school and how it can affect you as you pursue a career in education. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall** | The terms and definitions to be used with this lesson will be generated by the students. Terms that may be addressed include:  **Achievement:**  **Characteristics:**  **Effective:**  **Quality:**  **Socio-economic status:**  **Success:** |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Computers with Internet access (be sure to follow school district guidelines) * Light projector (Elmo)   **Materials:**   * Images of private and public schools * Images of schools within the school district * Images of schools outside of the school district * Images of colleges and universities   **Supplies:**   * Index cards * Copies of handouts   **PowerPoint:**   * A Look at Qualities of Effective Schools   **Technology:**   * Free iPad App:   + Teaching With Technology Video Library The NETS video library is a collection of video of actual classrooms, enriched by additional material such as lesson context, teacher handouts and even student work, accessible alongside the video.<https://itunes.apple.com/us/app/teaching-technology-video/id460913574?mt=8> * Infographic:   + Queens University of Charlotte The Impact Effective Principals Have on Education<http://online.queens.edu/resource/education/infographic/impact-principals-have-on-education> * TED Talks:   + Why are so many of our teachers and schools so successful?   John Hattie explains what teachers are doing and how schools can be successful.<https://www.youtube.com/watch?t=183&v=rzwJXUieD0U>   **Graphic Organizers:**   * Characteristics of Effective Schools * Characteristics of Effective Schools (example) * Effective Schools Project Options   **Handouts:**   * FCCLA Planning Process Worksheet * FCCLA Planning Process * Qualities of Effective Schools Note-Taking * Rubric for Professional Development Presentation   **Teacher Resource:**   * Site-Based Decision Making * Tagxedo® |
| **Anticipatory Set** | **Before class begins:** Display as many items from the Materials or Specialized Equipment Needed tab as you have available on a table in front of the room so that students may view as they enter.  Divide the class into subgroups of four or five students.  Distribute the graphic organizer Characteristics of Effective Schools to each group and instruct students to brainstorm key words that would describe an effective school.  Possible answers are in the Characteristics of Effective Schools (example). Other terms may also be used.  Ask the following questions:   * What do you think makes an effective school? * What are the qualities of an effective school? * Why did you think \_\_\_\_\_\_\_\_\_ is part of an effective school?   The completed graphic organizer Characteristics of Effective Schools will be used in the Lesson Closure tab. |
| **Direct Instruction with Special Education Modifications/Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute graphic organizer Qualities of Effective Schools Note-Taking so that students may take notes during slide presentation.  NOTE TO TEACHER: The purpose of this lesson is to provide students with a model for investigating the qualities of an effective school. The sole purpose of the slide presentation is to assist them in developing the type of questions they would like answered. Learning will be completely student led.  Introduce slide presentation Qualities of Effective Schools and lead brainstorming as slides are viewed. Presentation Notes for Qualities of Effective Schools have been provided to assist with dialog during the presentation. Allow time for student questions and discussion.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * note-taking assistance |
| **Guided Practice with Special Education Modifications/Accommodations** | Distribute the handout FCCLA Planning Process and review the five steps to assist in the decision-making process.  Divide the class into subgroups of four or five students or use the same groups as in the Anticipatory Set.  **Read the following scenario:**  You are a member of the Site-Based Decision-Making Committee for your school district. The committee has been charged with making improvements to your campus. How will your group decide what to do?  Place the teacher resource Site-Based Decision Making on a light projector and explain to the students what the committee does.  Distribute the handout FCCLA Planning Process Worksheet and instruct students to use the five steps on the worksheet to brainstorm with their group an area that needs improvement in their school.  Based on student findings, as a class, determine terms and definitions for lesson word wall. A word cloud program such as one below may be created with the selected terms and definitions. View the teacher resource Tagxedo® example for ideas.   * Tagxedo® Turns words into a visually stunning word cloud<http://www.tagxedo.com/>   *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * peer tutor * encourage participation |
| **Independent Practice/Laboratory Experience with Special Education Modifications/Accommodations** | Once again, divide the class into subgroups of three or four students or continue to use the same teams from previous activity.  **Read the following scenario to the groups:**  Once again you are serving on the Site-Based Decision-Making Committee for your school district. The board of directors has asked that the committee make a short presentation to the district at the professional development identifying the qualities of an effective school and its effect on student success in the classroom. How will your team present your findings to the district during the professional development that is informative, yet presented in an exciting way, to get teachers and staff members pumped up for the upcoming school year?  Distribute the handout FCCLA Planning Process Worksheet to each team and instruct the students to utilize this handout or other decision-making organizers to plan your project.  Students may use one of several media presentation programs available in the Classroom Essentials section:  Review the Rubric for Professional Development Presentation so that students understand how their project will be assessed.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * reduce assignment * group with peer tutors |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Review the completed graphic organizer Characteristics of Effective Schools from the Anticipatory Set from each group on a light projector.  Ask each group to discuss their ideas with the class and if they think their own school fits their description of an effective school. |
| **Summative/End of Lesson Assessment with Special Education Modifications/Accommodations** | Each team will present their In-Service Presentation.  Projects will be assessed with the appropriate rubric.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * assistance with presentation * praise participation |
| **References/Resources** | **Images:**   * Photos obtained through a license with Shutterstock.com®   **Textbooks:**   * Diaz, C., Pelletier, C. & Provenzo, Jr., E. (2006). *Touch the future: teaching!* Boston, MA: Pearson Education, Inc. * Kauchak, D. & Eggen, P. (2014). *Introduction to teaching: becoming a professional.* Saddle River, NJ: Pearson Education, Inc. * Morrison, G. (2012). *Early childhood education today.* Upper Saddle River, NJ: Pearson Education, Inc.   **Websites:**   * About Education Top ten characteristics of a quality school.<http://712educators.about.com/od/teacherresources/tp/quality-school.htm> * Association for Effective Schools, INC. Correlates of Effective Schools<http://www.mes.org/correlates.html> * Code of Ethics This website sponsored by the National Educators Association provides an overview of ethics for educators.<http://www.nea.org/home/30442.htm> * Code of Ethics for Educators This website sponsored by the American Association of Educators provides an overview of ethics for teachers.<http://www.aaeteachers.org/index.php/about-us/aae-code-of-ethics> * Texas Education Agency—Code of Ethics   This site has the Code of Ethics and the Texas Administrative Code for Texas teachers.<http://ritter.tea.state.tx.us/rules/tac/index.html> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | Provide student(s) with index cards.  Allow student(s) to create Vocabulary Cards for each lesson term in the following manner:   * The word and its definition in the front. * A drawing and the vocabulary word in a sentence in the back.   Cards can be accumulated throughout the school year and kept on a binder ring. |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Other articles pertaining to this lesson:   * Nine Characteristics of Effective Schools Office of Superintendent of Public Instruction, Olympia, Washington [www.k12.wa.us/research/pubdocs/NineCharacteristics.pdf](http://www.k12.wa.us/research/pubdocs/NineCharacteristics.pdf) * The Washington Post Five key features of effective schools<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/10/24/five-key-features-of-effective-schools/>   **Reading Strategies** Allow students to utilize Word Attack Strategies with this or any other topic related article. Prior to reading, allow students to skim the passage or text, circling words that are unfamiliar to them. Once these words are decoded (glossary, dictionary, dictionary.com, classroom discussion), students will have a better understanding of the pronunciation and meaning of the unfamiliar word(s), facilitating comprehension. |
| **Quotes** | The principle goal of education in the schools should be creating men and women who are capable of doing new things, not simply repeating what other generations have done. **-Jean Piaget**  Education is the most powerful weapon which you can use to change the world. **-Nelson Mandela**  Intelligence plus character-that is the goal of true education. **-Martin Luther King Jr.**  An ethical leader demonstrates concern for the welfare of students by placing it as the chief value that influences all decision making. **-American Association of the School Administrators Code of Ethics** |
| **Writing Strategies** | **Journal Entries:**   * What is an effective school? * What are the qualities or characteristics of an effective school? * How does an effective school make an impact on the student, teacher, or faculty?   **Writing Strategy:**   * RAFT (Role/Audience/Format/Topic) writing strategy:   + Role – superintendent   + Audience – faculty and staff members   + Format – memo   + Topic – becoming an effective school   Write a memo to the faculty and staff about becoming an effective school. |
| **Communication 90 Second Speech Topics** | * Three things I have learned about qualities of effective schools are…. * Effective schools …. * The benefits of effective schools are … |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Invite the district superintendent to speak to the class on the qualities and characteristics of an effective school. |
| **Family/Community Connection** | Have students compile video clips along with the audio-visual department from their interviews during the project to create a short video presentation.  Students may display the video presentation at the district in-service, within the community or during a PTO/PTA meeting. |
| **CTSO connection** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  **Star Events**   * Early Childhood Purpose: To evaluate participants who use Family and Consumer Sciences skills to plan and conduct a child development project that has a positive impact on children and the community. * Focus on Children Purpose: To evaluate participants who organize a community service project focused on a specific need related to children in the community. * Teach and Train Purpose: To evaluate participants for their exploration of the education and training fields through research and hands-on experience.   **SkillsUSA**  <http://www.skillsusa.org/>  SkillUSA Events   * Community Action Project (Demonstration)  Purpose: To evaluate a team of two contestants’ ability to develop, execute, document, and present a project that was completed in their community or school, which provides a benefit to the community or the school. To evaluate local activities that benefit the community and to recognize excellence and professionalism in the area of community service. This event also enables the community to become aware of the outstanding work being performed by career and technical education students.   **Texas Association of Future Educators**  <http://tafeonline.org>  **TAFE Events**   * Bulletin Board Competition Purpose: To evaluate an individual or team participants who demonstrate their knowledge, skills, and ability to create a bulletin board display for teaching and/or for student interaction. Participants must prepare a display board and an oral presentation introducing the display and summarizing how it could be used in a classroom setting to teach a lesson. The display board may be no larger than 36” x 48”. * Creative Lecture Competition Purpose: To evaluate an individual who demonstrate valuable skills for all educators. Storytelling and effective oral communication skills are vital qualities for professional success. Captivating an audience and sustaining their attention and wonder with a compelling topic remains one of the most valuable abilities in an increasingly networked society. * Project Visualize Contest Purpose: To evaluate a team’s presentation on one of their chapter’s projects. The project must be from one of the areas of the TRAFLES. Contestants will thematically construct a cardboard tri-fold display (36” x 48”). Participants must prepare a display and an oral presentation introducing the display and summarizing the project. * Service Project Presentation Competition Purpose: To evaluate a team’s service project presentation. The team must prepare a display and an oral presentation introducing the display and summarizing the project. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to this lesson. [www.ysa.org](http://www.ysa.org)  Possible ideas:  Students may compile a list of items that would improve the school campus and visit with the principal to plan a project or projects to accomplish one or more of the items. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)