**TEXAS CTE LESSON PLAN**

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

|  |  |
| --- | --- |
| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Practicum in Education and Training |
| **Lesson/Unit Title** | Creating an Effective Learning Environment |
| **TEKS Student**  **Expectations** | **130.165. (c) Knowledge and Skills**  (6) The student creates and maintains an effective learning environment.  (A) The student is expected to create and maintain a safe and an effective learning environment  (B) The student is expected to integrate teacher or trainer characteristics that promote an effective learning environment  (C) The student is expected to apply classroom management techniques that promote an effective learning environment  (D) The student is expected to demonstrate specific conflict management and mediation techniques supportive of an effective learning environment |
| **Basic Direct Teach Lesson** | |
| **Instructional**  **Objectives** | **Students will:**   * Discuss guidelines and plans for maintaining a safe and effective learning environment for students * Apply classroom management techniques to classroom scenarios that maintain safe and effective learning environments for students * Identify the steps in constructive conflict resolution and describe the goals of mediation * Identify characteristics in teachers that promote an effective learning environment |
| **Rationale** | Students want to feel safe and secure in the classroom and it is one responsibility of the teacher to ensure this essential student need is being met. In this lesson, you will learn to create and maintain an effective learning environment while practicing conflict management and mediation techniques. |
| **Duration of Lesson** | Five 45-minute lessons |
| **Word Wall** | **Classroom Management:** The steps teachers take to optimize learning by shaping their classroom environment, engaging students in learning, and minimizing inappropriate behavior  **Classroom Procedures:** Specific guidelines that translate the class rules into concrete actions expected of  **Classroom Guidelines:** The guidelines for student’s behavior specific to a class or teacher  **Mediation:** The process of bringing about agreement or reconciliation between opponents in a dispute  **Mediator:** A neutral person who oversees conflict resolution to help others reach a peaceful settlement  **Peer Mediation:** Facilitated deliberation that helps students in conflict resolve their disputes and create their own solutions, using shared problem-solving within a school setting |
| **Materials/**  **Specialized**  **Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentation * Presenter/remote * Computer lab with Internet access   **Materials:**   * Legal paper * Markers * Copies of handouts   **PowerPoint:**   * Creating an Effective Learning Environment   **Technology:**  Option: Locate a copy of the video below and show select video clips.   * Beyond the Blackboard, this movie is 96 minutes long, and is a great example of classroom management and building relationships with the students in the classroom. The movie also deals with homelessness and literacy problems. It is a great example of a teacher connecting with her students.   **Graphic Organizers:**   * KWHL Chart – Creating the Learning Environment * T-Chart   **Handouts:**   * Classroom Management Scenarios * Constructive Conflict Resolution * Constructive Conflict Resolution Key * Verbal and Nonverbal Communication * Verbal and Nonverbal Communication Key |
| **Anticipatory Set** | Prior to the lesson: Gather legal size paper and markers for all students.  Before class begins:  Arrange desks into groups and place one legal size paper with several markers in each group.  As class begins, tell students to draw a person (stick figures are okay). Inform students they will be creating a poster that reflects an effective teacher. Tell students to write or draw pictures around the teacher that exhibit the skills of an effective teacher. For example, where the teacher’s hands are, students should write or draw pictures of what an effective teacher does with her hands. For her mouth, the students should write or draw pictures of what an effective teacher says. Ask students to share their posters with the class. |
| **Direct Instruction with**  **Special Education Modifications/**  **Accommodations** | Introduce lesson objective, terms, and definitions.  Distribute the handout, KWHL Chart – Creating an Effective Learning Environment. Students will fill out the first three columns of the chart. Ask students to write down what they already know about classroom management, what they want to know about classroom management, and how they can find more information about classroom management. The last column will be completed during lesson closure.  Introduce PowerPoint Creating an Effective Learning Environment. Students will be expected to take notes while viewing the slide presentation.  *Individual Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * check for understanding * providing assistance with note-taking * providing extra time for oral response * frequent feedback |
| **Guided Practice with Special Education Modifications/**  **Accommodations** | Distribute the handout, Verbal, and Nonverbal Communication. Students will complete the chart based upon how teachers can effectively communicate with students both verbally and non-verbally. Share and discuss.  Distribute handout, T-Chart Pros, and Cons of Peer Mediation. Students will write down the pros and cons of peer mediation. Share and discuss.  *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 * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment |
| **Independent Practice/Laboratory Experience with Special Education Modifications/**  **Accommodations** | Distribute handout, Classroom Management Scenarios. Inform students they will respond to a series of classroom management scenarios. First, the class will complete an example out loud together. Students will work on the assignment independently completing the task.  Review assignment rubric so that students are aware of assessment procedures.  *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 * providing extra time for oral response * frequent feedback * providing peer tutoring * reducing length of assignment * assisting student in gathering information * providing praise and encouragement |
| **Lesson Closure** | Review lesson objectives, terms, and definitions.  Complete graphic organizer, KWHL Chart – Creating the Learning Environment to analyze what they have learned about classroom management. |
| **Summative/End of**  **Lesson Assessment**  **with Special**  **Education**  **Modifications/**  **Accommodations** | Student presentations will be assessed with appropriate rubric provided during Independent Practice.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * Grading according to work done * Providing praise and encouragement |
| **References/Resources** | **Textbooks**   * Cooper, J.M, Ryan, K. (2000). Those Who Can, Teach Ninth Edition. Boston, MA: Houghton Mifflin Company. * Henke-Konopasek, N. (2010). Student Workbook Teaching. Tinley Park, IL: Goodheart-Willcox Company. * Kato, S.L. (2010). Teaching. Tinley Park, IL: Goodheart-Willcox Company. * Wong, H., Wong, R. (1998). The First Days of School. Mountainview, CA: Harry K. Wong Publications, Inc.   **Websites**   * Peer Mediators This site offers free peer mediation training and online curriculum to school districts.<http://www.peermediators.org> * Peer Mediation – Study Guides and Strategies This website contains information and strategies to implement peer mediation in the classroom.<http://www.studygs.net/peermed.htm> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * <http://www.learnersdictionary.com/>for pronunciation and meaning of terms |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | Promote the use of the pre-reading strategy prediction. |
| **Quotes** | The task of the modern educator is not to cut down jungles, but to irrigate deserts.  **-C.S. Lewis**  A teacher is one who makes himself progressively unnecessary.  **-Thomas Carruthers**  Experience is a hard teacher because she gives the test first, the lesson afterwards.  **- Vernon Law** |
| **Writing Strategies** | **Journal Entries:**   * What characteristics does it take to make an effective teacher? * How can teachers create a safe environment for students to learn in? * How can teachers utilize classroom management strategies to foster a positive student-learning environment? * How can teachers resolve conflict within the classroom?   **Writing Strategies:**  Raft writing strategy   * + Role: student   + Audience: future teachers   + Format: informative   + Topic: how to create a positive and safe learning environment that fosters student learning |
| **Communication**  **90 Second**  **Speech Topics** | * How can conflict management and mediation techniques support an effective learning environment for students? * Describe strategies teachers can utilize to create a safe learning environment for students. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity** | Write an article for a parent newsletter about an event in your school. This can be an interesting class or school activity, volunteer opportunity, or other topic that would be of interest. When developing your article, keep parents’ needs and interests in mind. Communicate the information clearly and concisely. Proof read your work carefully. Make sure that the tone is positive, enthusiastic, and constructive. |
| **Family/Community Connection** | Have students participate in a contest in honor of Teacher Appreciation Week. Students will choose a teacher who has had the most influence on their life and write an article about the teacher. Have the students explain why the teacher deserves the nomination for “Teacher of the Year” by describing how he or she is an inspiration to students. Have the students describe this teacher’s methods and strategies for engaging students. Students could ask community members to donate items such as a gift certificate for dinner or a movie as a gift for receiving the “Teacher of the Year” award. |
| **CTSO connection** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  **STAR Events:**   * Teach and Train – An individual event that recognizes participants for their exploration of the education and training fields through research and hand-on experience. * Interpersonal Communication – An individual or team event that recognizes participants who use Family and Consumer Sciences and/or related occupations skills and apply communication techniques to develop a project designed to strengthen communication. * Job Interviewing – An individual event that recognizes participants who use Family and Consumer Sciences and/or related occupations skills to develop a portfolio, participate in an interview, and communicate a personal understanding of job requirements.   **SkillsUSA**  <http://skillsusa.org>  Skills USA Events:   * Early Childhood Education – an individual event that recognizes participants who demonstrate their knowledge of developmentally appropriate practice and their ability to prepare and implement learning activities for children 3 to 5 years old. Students will prepare a written lesson plan and take a written test assessing their knowledge of child development and effective teaching strategies.   **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org>   * Lesson Planning and Delivery Competition – This competition is an individual event where future educator will plan, prepare, and deliver a lesson of their choosing to an actual classroom of students. Self-reflection following the lesson is an essential component of this competition as future educators begin the practice of honing their own teaching skills. Participants will prepare a lesson plan and a 10-minute video teaching the lesson to a class. The lesson can focus either on CTE, Humanities or STEM. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see <http://www.servicelearningtexas.org>  Possible ideas:  Students could set up a peer mediation program at their school.  Students could create positive conflict resolution posters to post around the school building. They can offer tips and steps to resolving conflicts. |

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)