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| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Education and Training |
| **Course Name** | Practicum in Education and Training |
| **Lesson/Unit Title** | What a Wonderful Teacher You Will Be! |
| **TEKS Student Expectations** | **130.165. (c) Knowledge and Skills**  (2) The student explores the teaching and training profession. The student is expected to:  (A) analyze current trends and issues that impact education such as political, societal, and economic trends and issues;  (B) demonstrate and implement knowledge and skills needed by the teaching and training profession;  (C) update assessment of personal characteristics needed to work in the teaching and training profession;  (E) refine professional philosophy of education based on a personal set of beliefs. |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Students will:**   * Determine characteristics of effective teachers * Evaluate personal characteristics as measured by characteristics of effective teachers * Develop goals to advance personal qualities to become more effective as a teacher * Determine the effect each characteristic has on individual students and the class * Evaluate/recognize how characteristics of an effective teacher are similar (and/or how they are different) than those of a good student * Create specific plans to reach stated goals * Practice new skills at field-site |
| **Rationale** | When students consider favorite teachers, they may not recognize the specific characteristics or qualities that cause the student to favor one teacher over another. As an aspiring teacher, the student-interns will want to consider these qualities and work toward developing them in him/herself. Each student is likely to find that many of the qualities that make an effective teacher also are the same ones that make them excellent students. This means that as the student-intern improves as a student, he/she is also becoming a more effective teacher candidate. |
| **Duration of Lesson** | Three 45-minute class periods |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* | While students may know the meaning of many of these terms, they need to become cognizant of these characteristics in relation to being a successful teacher and the impact on students and the class.  **Accuracy:** The ability to be careful and to consistently avoid mistakes  **Alertness:** The ability to understand instructions and meet changing conditions  **Courtesy:** The ability to be polite and considerate and to cooperate with others  **Empathy:** The ability to be aware of and understand another’s feelings  **Flexibility:** The ability to adjust to meet new needs or changing situations  **Initiative:** The ability to be a self-starter rather than waiting to be told what to do  **Loyalty:** The ability to display faith and confidence in another person  **Patience:** The ability to bear provocation, annoyance, misfortune, and disagreement without complaint, loss of temper, or irritation  **Stability:** The ability to understand pressure and remain calm during crises  **Tactfulness:** The ability to do and say the right thing at the right time  **Tolerance:** The ability to do and say the right thing at the right time |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for PowerPoint presentation   **Materials:**   * Beach ball * List of web resources/references * One brown paper bag per student * Printed “It’s in the Bag” labels * Silhouette template per student * Copies of handouts   **PowerPoint:**   * Positive Characteristics of a Classroom Teacher   **Ted Talk:**   * Rita Pierson: Every kid needs a champion Rita Pierson, a teacher for 40 years, once heard a colleague say, “They don’t pay me to like the kids.” Her response: “Kids don’t learn from people they don’t like.’” A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.<http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion>   **YouTube:**   * Ferris Bueller’s Day Off 7 second clip  Bueller Bueller Bueller<http://youtu.be/f4zyjLyBp64>   **Handouts:**   * It’s in the Bag * Positive Characteristics Activity * Resources and References * Rubric * Silhouette |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | As students walk into the classroom, provide them with a TEACHER acrostic handout or instruct students to write TEACHER vertically down the left side of their papers. Students are write in words that describe qualities of their favorite teachers that begin with the letters T-E-A-C-H-E-R. Allow students to share acrostics.  Provide one labeled brown lunch bag for each student. See It’s in the Bag handout for labels and instructions. Inform students that throughout the lesson, as they discover new characteristics or qualities of effective teachers, they are to write the information on strips of paper and keep them in their paper bag. They will be able to refer back to their bags throughout the school year.  Option: Have one large communal brown bag for the entire class. |
| **Direct Instruction \*** | Introduce lesson objectives, terms, and definitions.  Prepare students to take notes. Introduce slide presentation, Positive Characteristics of a Classroom Teacher. Allow for questions and discussion throughout slide presentation. Focus on terms and definitions on word wall.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * providing a copy of slide presentation * encouraging participation |
| **Guided Practice \*** | Using information from slide presentation, students will illustrate the qualities of an effective teacher on Silhouette. If time permits, provide students with a second silhouette to illustrate the qualities of an effective student and compare the two. Allow students to share finished products.  Option 2: Using “life size” sheets of craft or butcher paper, have students work in pairs. One student lies down on the paper while the other draws their outline and vice versa. Students will illustrate the qualities of an effective teacher on their life-sized silhouettes.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * working with a partner |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Inform students of Effective Teaching Research Project. Students are to locate, read and summarize three articles related to Effective Teaching. Provide Rubric for Assessing Effective Teaching Research Project and review all components.  Instruct students to use reliable sources. Provide a copy of References and Resources for examples of reliable resources. Articles must be documented correctly. See <http://citationmachine.net/index2.php> citation machine. Provide assistance as needed during duration of research project.  Now that students are more aware of effective characteristics, they can practice them at their field site and note results in their journals.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * shortening assignment * partnering with another student |
| **Lesson Closure** | Student research project summaries will be shared with class and submitted for assessment.  Using a beach ball (or wad of paper), allow students to toss ball to each other, one at a time, each naming an effective teacher characteristic and explaining its importance/impact on students/classroom environment.  Option: Teacher may write names of the characteristics on beach ball with a permanent marker. After catching the ball, students will explain the importance of the characteristic closest to their right thumb.  Allow students to share and compare the contents of their brown bags. |
| **Summative/End of Lesson Assessment \*** | Student research project summaries will be assessed with rubric.  Students will write a one-page self-reflection on what they learned about themselves during this lesson, and how the information will assist them in becoming effective teachers.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * shortening assignment * providing guiding questions |
| **References/Resources/**  **Teacher Preparation** | **Articles:**   * American Federation of Teachers  Home page of the American Federation of Teacher with multiple link of various educational issues<http://www.aft.org/> * Edutopia What Works in Education The George Lucas Education Foundation  Frequently updated links to articles – many with imbedded videos of actual classes – about current topics and strategies. <http://www.edutopia.org/> * NEA Today News and information site of the National Education Association Articles on a variety of educational topics<http://neatoday.org/>   **YouTube:**   * Ferris Bueller’s Day Off (7 second clip)  Bueller Bueller Bueller<http://youtu.be/f4zyjLyBp64> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Clear explanation of academic tasks |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** | **Books:**  Chicken Soup for the Teacher’s Soul compiled/edited by Jack Confield and Mark Victor Hansen Relate qualities of an effective teacher to story.  Write a reflective paper on attributes demonstrated in the selected story. (see Writing Strategies) |
| **Quotes** | The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires. **-William Arthur Ward**  Perhaps the most important quality of an effective teacher is that she be a learner. **-Leo R. Sandy** |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:**   * The quality of an effective teacher that I think is most important is …. Because… * The way I plan to become a more effective teacher is to… * I am going to be a wonderful teacher because …. * Because of what I now know about being an effective teacher, the next time I am at my field site campus I am going to…   **Writing Strategy:**   * Write a thank you letter to an effective/favorite past/present teacher. Refer to one or more of the qualities identified and how this has inspired you to become a teacher. Allow students to peer edit and proof letters prior to mailing/delivering to teachers. * RAFT Strategy   + Role: Principal   + Audience: Teacher   + Format: Memo   + Topic: Nomination for Teacher of the Year   Write a reflective paper on attributes demonstrated in the selected story. (see Reading Strategies) |
| **Communication**  **90 Second Speech Topics** | * One way that students and are alike/different is… * The animal most like an effective teacher is a \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_. |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | * Students may create a skit to demonstrate effective characteristics and how they impact students and the classroom environment. * Using the qualities of an effective teacher, have students create a teacher observation/evaluation instrument (rubric) stating observable behaviors.   **TED Talks:**   * TED is a nonprofit devoted to spreading ideas, usually in the form of short, powerful talks (18 minutes or less). The video below is related to this lesson. Allow students to view the video and lead a discussion concerning the TED Talk. * Rita Pierson: Every kid needs a champion Rita Pierson, a teacher for 40 years, once heard a colleague say, “They don’t pay me to like the kids.” Her response: “Kids don’t learn from people they don’t like.’” A rousing call to educators to believe in their students and actually connect with them on a real, human, personal level.<http://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion> |
| **Family/Community Connection** | Interview or invite school principal(s), campus/district administrator(s), District Human Resource(s) Administrators (personnel in charge of hiring and/or evaluating teachers) to determine characteristics and qualities they look for when hiring teachers. |
| **CTSO connection(s)** | **Family, Career, and Community Leaders of America (FCCLA)**  <http://texasfccla.org>  Power of One Project:   * A Better You – Improve personal traits * Working on Working – Explore work options, prepare for a career, or sharpen skills useful in business   For both activities above, students would work on qualities/characteristics identified as needing improvement  **Texas Association of Future Educators (TAFE)**  <http://tafeonline.org/>  **TRAFLES Projects:**   * Teacher Appreciation Project – Students decoratively write terms from TEACHER acrostic large cut-out letters spelling TEACHER – Laminate the letters the display them in the teachers’ lounge or workroom. * Educational Awareness or Service Project – Research specific practices of effective teachers. (See References/Resources for some suggested sites) Use the information to create a series of tri-fold brochures or a complied pamphlet of “Tip for Topnotch Teacher” suitable for distribution to new teachers. * Leadership Project or Competitions – Use the current TAFE speech theme to write an essay/speech incorporating the qualities of an effective teacher that could be developed into a speech. |
| **Service Learning Projects** | Using reliable internet sources, have students research specific practices of effective teachers. Use information to create a series of tri-fold brochures entitled, Tips for Topnotch Teachers” or some other clever title, suitable for distribute to new teachers. |

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)