Unit 4: Developing Effective Instruction

# Introduction

This document provides teachers with a unit planning template.

# Course and Unit Information

This section provides information about the course, grade level, and timeframe of instruction.

* Course Name: Practicum in Education and Training
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 450 Minutes/Five 90-Minute Periods

# Unit Overview

Students will incorporate research-based and evidenced-based theories and strategies to create effective unit and lesson plans that both align with TEKS and that include accommodations for students with learning differences.

Students will peer-review student-created lesson plans for TEKS alignment, possibilities for student engagement in active, meaningful learning, accommodations for students with learning differences, and developmentally appropriate formative and summative assessment.

In presentations of their lesson plans, students will demonstrate and integrate effective use and application of current and/or emerging technologies in education and training.

# Unit PLan

The two-column table in this section contains unit planning elements in the first column, and details about the element in the second column.

* TEKS (CTE): List the TEKS identification numbers and descriptions for CTE.
* UNIT QUESTION: List the primary question the unit of instruction will answer.
* ESSENTIAL CONTENT QUESTIONS: List the essential content questions.
* UNIT LEARNING OBJECTIVES (WHAT STUDENT WILL KNOW AND BE ABLE TO DO): List all actions and knowledge a student will be able to demonstrate.
* ASSESSMENTS (PERFORMANCE TASKS): List the performance tasks that demonstrate mastery of the objectives.
* EVALUATIVE CRITERIA (RUBRIC): Provide a rubric for student evaluation.
* Vocabulary: Provide words students need to learn in this unit of instruction.
* Resources: List possible resources related to presenting this unit of instruction.
* Notes: Add notes that will assist you in presenting or reflecting on this unit of instruction.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.165. (c) Knowledge and skills**(5) The student plans and uses effective instruction. The student is expected to:(A) apply principles and theories that impact instructional planning;(B) develop instructional materials that align with the Texas Essential Knowledge and Skills;(D) create lessons plans that meet instructional goals;(E) analyze concepts for developing effective instructional strategies;(9) The student develops technology skills. The student is expected to:(A) access and use current technology applications appropriate for specific subject matter and student needs; and(B) integrate the skillful use of technology as a tool for instruction, evaluation, and management. |
| **Unit Question** | * How do educators incorporate research-based and evidenced-based theories and strategies to create effective unit and lesson plans that both align with TEKS and that include accommodations for students with learning differences?
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| **Essential Content Questions** | * How will you include diverse student populations in overall instructional planning?
* How will you use technology effectively as an instructional tool?
* How will you develop effective and engaging instructional materials that align with the TEKS and include accommodations for students with learning differences?
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| **Unit Learning Objectives****(What student will know and be able to do)** | **Students will be able to:*** Incorporate research-based and evidenced-based theories and strategies to create effective unit and lesson plans
* Demonstrate effective use of current and/or emerging technologies in education and training
* Create and present TEKS-aligned lesson plans that include accommodations for students with learning differences
* Through a peer-review process, provide and accept constructive feedback
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| **Assessments** **(Performance Tasks)** | **Students will be able to:*** Create TEKS-aligned lesson plans that include accommodations for students with learning differences
* Use current and/or emerging technology to present lesson plan to peers
* Peer-review student-created lesson plans
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| **Evaluative Criteria** **(Rubric)** | * Lesson Planning Self-Assessment Rubric
* Lesson Plan Peer-Assessment Rubric
* Class Discussion and Participation Self-Assessment Rubric
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| **Vocabulary** | * Accommodate
* Andragogy
* Backward Design
* Developmentally Appropriate
* Diverse Learners
* Facilitate
* Graphic Organizer
* Formative Assessment
* Pedagogy
* Special Populations
* Summative Assessment
* Texas Essential Knowledge and Skills (TEKS)
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| **Resources** | * **Texas Education Agency (TEA)Texas Essential Knowledge and Skills (TEKS)** <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>
* **Texas CTE Resource Center (TCRC)**

Search “Special Populations”<https://txcte.org/>* **ASCD**

**Introduction: The Logic of Backward Design**<https://www.ascd.org/ASCD/pdf/books/mctighe2004_intro.pdf>* **Learning Disabilities Association of America**

Graphic Organizers are visual tools used to support student comprehension, such as Venn Diagrams, T-Charts, Flow Charts, Concept Maps, Semantic Maps, Story Maps, Spider Diagrams, and more:<https://ldaamerica.org/graphic-organizers/>* **Edutopia**

**Supporting Practice with Emerging Technologies**<https://www.edutopia.org/blog/supporting-practice-with-emerging-technologies-sandra-schamroth-abrams>**Classroom Behavior? There’s an App for That**<https://www.edutopia.org/blog/classroom-behavior-classdojo-app-lisa-mims>**Putting Learning First with New Tech Tools**<https://www.edutopia.org/article/putting-learning-first-new-tech-tools>**How to Teach Internet Safety to Younger Students**<https://www.edutopia.org/blog/internet-safety-younger-elementary-mary-beth-hertz>**New Teachers: Lesson and Curriculum Planning**<https://www.edutopia.org/article/new-teachers-lesson-curriculum-planning-resources>**Just-in-Time Teaching: An Interactive Engagement Pedagogy**<https://www.edutopia.org/blog/just-in-time-teaching-gregor-novak>**Creating an Inclusive Classroom**<https://www.edutopia.org/article/creating-inclusive-classroom>**Backwards Planning Takes Thinking Ahead**<https://www.edutopia.org/blog/backwards-planning-thinking-ahead-rebecca-alber> |
| **Notes** |  |