Unit Plan 5: 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: Instructional Practices
* Grade Level(s)**:** 11-12
* TimeFrame (# of Minutes/Periods)**:** 1350 Minutes/15 90-Minute Periods

# Unit Overview

Students will research, compare, and present principles and theories that influence and impact instructional planning. Students will also explain the rationale for and the process of instructional planning as well as the rationale for having a fundamental knowledge of the subject matter to plan, prepare, and deliver effective instruction.

Students will analyze the Texas Essential Knowledge and Skills (TEKS) to be able to provide a rationale for having a set of content standards as guidelines. Students will be able to explain not only how those guidelines relate to planning and evaluating instruction, but also be able to demonstrate effective planning and evaluation of instruction skills.

Students will discuss and create developmentally appropriate learning objectives for backward-designed unit and lesson plans that include TEKS, rich activities based on the theories and approaches students learned about in previous units, appropriate current and/or emerging technology.

Lesson plans created by students in this unit are intended to be used during student field-based experiences and will be included in the students’ teaching portfolios.

# 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.

## Unit Plan Table

| **Section** | **Information** |
| --- | --- |
| **TEKS (CTE)** | **130.164. (c) Knowledge and skills**  (5) The student plans and develops effective instruction. The student is expected to:  (A) explain the role of the Texas Essential Knowledge and Skills in planning and evaluating instruction;  (B) explain the rationale for having a fundamental knowledge of the subject matter in order to plan, prepare, and deliver effective instruction;  (C) explain the rationale for and process of instructional planning;  (D) describe principles and theories that impact instructional planning;  (E) create clear short-term and long-term learning objectives that are developmentally appropriate for students; and  (F) demonstrate lesson planning to meet instructional goals. |
| **Unit Question** | * How is effective instruction planned, prepared, and delivered? |
| **Essential Content Questions** | * What are the TEKS, and why are they important? * How do principles and theories impact instructional planning? * How can a teacher create clear short-term and long-term learning objectives that are developmentally appropriate? * How can a teacher assist all learners in meeting instructional goals? |
| **Unit Learning Objectives**  **(What student will know and be able to do)** | **Students will be able to:**   * Research, compare, and present principles and theories that influence and impact instructional planning * Explain the rationale for and the process of instructional planning * Explain the rationale for having a fundamental knowledge of the subject matter to plan, prepare, and deliver effective instruction * Provide examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of educators * Analyze TEKS and explain the value and reasoning behind them * Explain reasoning for having a set of guidelines for a course and how the guidelines relate to planning and evaluating instruction * Create developmentally appropriate learning objectives for a lesson plan * Write a developmentally appropriate lesson plan using a lesson plan template * Discuss lesson plans and learning objectives with peers/class * Research and present current and emerging technologies appropriate for use in instruction * Integrate a current or emerging technology into a lesson plan intended to be included in their portfolio and/or field-based experience |
| **Assessments**  **(Performance Tasks)** | **Students will be able to:**   * Present a principle or theory that influences and impacts instructional planning * Collaboratively present two examples from classroom observations and course activities that demonstrate understanding of educational pedagogy and professional responsibilities of educators * Write a developmentally appropriate lesson plan using a lesson plan template * Integrate a current or emerging technology into a lesson plan * Complete a peer review of a lesson plan that includes constructive feedback |
| **Evaluative Criteria**  **(Rubric)** | * Principles and Theories of Instructional Planning Peer Presentation Rubric * Educational Pedagogy Group Collaboration Rubric * Lesson Plan Peer Review Rubric * Technology Integration in a Lesson Plan Self-Assessment Rubric |
| **Vocabulary** | * Understanding by Design * Backwards Design * Universal Design for Learning (UDL) * College and Career Readiness Standards (CCRS) * Developmentally Appropriate * Effective * Learning Objectives * Pedagogy * Texas Essential Knowledge and Skills (TEKS) |
| **Resources** | **Texas Education Agency (TEA) Texas Essential Knowledge and Skills (TEKS)**  <https://tea.texas.gov/curriculum/teks/>  **CTE TEKS**  <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>   * **Texas CTE Resource Center (TCRC):**   <https://txcte.org/>   * **Texas College and Career Readiness Standards (CCRS)**   <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>   * **Understanding by Design (UbD)**   **McTighe-What is UbD**  <https://www.youtube.com/watch?v=d8F1SnWaIfE>  **Wiggins-Understanding by Design (1 of 2)**  <https://www.youtube.com/watch?v=4isSHf3SBuQ>  **Wiggins-Understanding by Design (2 of 2)**  <https://www.youtube.com/watch?v=WsDgfC3SjhM>  **Understanding by Design**  <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>   * **Backwards Design**   <https://www.edglossary.org/backward-design/>   * **Benefits of Backwards Design**   <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>   * **Understanding by Design**   <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>   * **National Center on Universal Design for Learning**   <http://www.udlcenter.org/aboutudl/whatisudl>   * **Edutopia**   **Putting Learning First with New Tech Tools**  <https://www.edutopia.org/article/putting-learning-first-new-tech-tools>  **The Value of Field Experience and Mentoring in Teacher Preparation: Views from the Experts**  <https://www.edutopia.org/value-field-experience-and-mentoring-teacher-preparation>  **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>  **Backwards Planning Takes Thinking Ahead**  <https://www.edutopia.org/blog/backwards-planning-thinking-ahead-rebecca-alber>  **Teaching Strategies**  <https://www.edutopia.org/blogs/tag/teaching-strategies> |
| **Notes** |  |