**TEXAS CTE LESSON PLAN**

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| **Lesson Identification and TEKS Addressed** | |
| **Cluster** | Education and Training |
| **Course** | Instructional Practices in Education and Training |
| **Lesson/Unit Title** | Managing Your Classroom |
| **TEKS Student Expectations** | **130.164. (c) Knowledge and Skills**  (6) The student creates an effective learning environment.  (A) The student is expected to describe characteristics of a safe and effective learning environment  (B) The student is expected to demonstrate teacher and trainer characteristics that promote an effective learning environment  (C) The student is expected to identify classroom-management techniques that promote an effective learning environment  (D) The student is expected to describe conflict-management and mediation techniques supportive of an effective learning environment |
| **Basic Direct Teach Lesson** | |
| **Instructional Objectives** | **Students will:**   * Analyze and evaluate the classroom management strategies * Plan a way to minimize behavioral problems * Develop a set of class rules to enhance the learning environment * Apply behavior management strategies by suggesting appropriate responses to common behavioral problems |
| **Rationale** | With this lesson, you will gain insight into an effectively run classroom that fosters a positive learning environment for students. You will be able to create your own classroom expectations; classroom procedures and design a classroom of your own. This will enable you to have a better insight to an effectively operated and organized classroom. |
| **Duration of Lesson** | Five 45-minute class periods |
| **Word Wall** | **Authoritarian style:** A management style that seeks to control students’ behavior through many rules, procedures, and consequences  **Authoritative style:** A management style that seeks to shape students’ behavior through setting high expectations, explanations, and consistent application of consequences  **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 students  **Class rules:** The guidelines for student behavior specific to a class or teacher  **Nonverbal cues:** Communication without words using techniques such as eye contact, body language, gestures, and physical closeness  **Permissive style:** A management style that does not seek to control students’ behavior through many rules, procedures, and consequences  **School policies:** Overall guidelines the generally address major issues such as attendance and dress code |
| **Materials/Specialized Equipment Needed** | **Equipment:**   * Computer with projector for multimedia presentations * Computers with internet access (Be sure to follow district guidelines for internet access) * Presenter/remote   **Materials:**   * Graph paper * Poster board * Markers * Rulers * Colored pencils   **Movie/video:**   * Movie Ron Clark Story * Copies of handouts   **PowerPoint:**   * Managing Your Classroom   **Technology:**   * Ms. Noonan: Managing Transitions<https://www.teachingchannel.org/videos/managing-transitions> * New Teacher Survival Guide: Classroom Management<https://www.teachingchannel.org/videos/new-teacher-classroom-management> * Option: Locate and view video clips of the movie “Ron Clark Story”   **Graphic Organizers:**   * KWHL Chart Classroom Management * T-Chart Classroom Management   **Handouts:**   * Engaging Students * Design Your Own Classroom * Speech Topic * What Are Your Classroom Guidelines? |
| **Anticipatory Set** | **Prior to the lesson:**  Gather a variety of classroom expectations, guidelines, procedures, and consequences from teachers on your campus.  **Before class begins:**  Arrange desks into groups of about four students each. Place a set of expectations, rules, procedures, and consequences for each group.  As class begins, have students discuss the expectations, rules, procedures, and consequences provided for each group. Ask the students to guess which teacher the expectations, rules, procedures, and consequences belong to.  Ask the following questions:   * Why is it important to have a set of guidelines for the classroom? * What purpose do guidelines serve? * What problems may occur if classroom expectations, rules, procedures, and consequences are not clearly defined and explained to students? |
| **Direct Instruction with**  **Special Education Modifications/**  **Accommodations** | Introduce lesson objectives, terms, and definitions.  Distribute handout KWHL – Managing Your Classroom. 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 Managing Your Classroom. Students will be expected to take notes while viewing the slide presentation.  Distribute handout, Engaging Students. Students will compete individually or with a group. Then have students discuss answers as a class.  Distribute handout, What Are Your Classroom Guidelines? Have students individually complete what their rules would be for their own classroom one day. Discuss why they chose the rules to put on their poster.  *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 handout, Design Your Own Classroom. Inform students they will complete the worksheet and then enlarge the room to poster board size. Hang the posters on the wall of the classroom in a gallery style. Then students should compare and contrast rooms with one another.  *Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:*   * checking 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** | Students will work independently or with a partner researching and collecting data for their assignment Designing Your Own Classroom.  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:*   * checking 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 objective, terms, and definitions.  Distribute handout T-Chart Classroom Management. Students will write down the pros and cons of implementing effective classroom management strategies.  During research, end each class with each student or group giving a brief status report on the progress of their assignment.  Follow-up questions at the end of each class period to include answer and discussion. Use one a day.   * How are class rules and procedures related? Give an example that shows their relationship. * Explain why consistency is so important in handling behavioral problems? * How do students develop a sense of personal responsibility? How does having a sense of personal responsibility impact behavior? * Explain how classroom management is linked to learning? * Why do behavioral problems happen more often during transitions?   Complete graphic organizer, KWHL Chart – Managing Your Classroom 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 Guided 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:**   * Teaching Channel Ms. Noonan: Managing Transitions<https://www.teachingchannel.org/videos/managing-transitions> * Teaching Channel New Teacher Survival Guide: Classroom Management<https://www.teachingchannel.org/videos/new-teacher-classroom-management> |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall * Draw visual representations of terms on word wall * [Http://www.learnersdictionary.com/](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** | You teach best what you most need to learn  . **-Richard David Bach**  A mind once stretched by a new idea never regains its original dimensions.  **-Anonymous**  Who dares to teach must never cease to learn?  **-John Cotton Dana** |
| **Writing Strategies** | **Journal Entries:**   * If you were to meet Ron Clark what five (5) questions would you ask him? * Why do behavioral problems occur more frequently during transitions? * How do students develop a sense of personal responsibility?   **Writing Strategies:**  RAFT Writing Strategy   * + Role: student   + Audience: future teachers   + Format: informative flyer   + Topic: tips for successful classroom management |
| **Communication 90 Second Speech Topics** | * How do you feel about using rewards such as stickers or parties, to encourage achievement or good behavior? * How can teachers facilitate positive classroom management skills? |
| **Other Essential Lesson Components** | |
| **Enrichment activity** | Students can create a bulletin board for another teacher on the campus or at their internship with the teacher’s expectations, rules, procedures, and consequences in mind. |
| **Family/Community Connection** | Have students visit a variety of classrooms. Have the students take notes as they observe the teacher and students.  Ask the following:   * What changes would you make (if any) to the teacher(s)’ classroom? Why? |
| **CTSO connection** | **Family, Career, Community Leaders of America (FCCLA)**  <http://www.texasfccla.org>  STAR Event:   * Teach and Train – An individual event – recognizes participants for their exploration of the education and training fields through research and hands-on experience. * Interpersonal Communication – An individual or team event – 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.   **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 idea:  Have students offer to help an elementary school teacher set up or rearrange his/her classroom to improve classroom management and to be more welcoming. |

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)