Unit Plan 10: Qualities of Effective Schools

# 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)**:** 900 Minutes/10 90-Minute Periods

# Unit Overview

Students will identify, examine, and compare qualities of effective schools from various lenses, from the micro to the macro, starting with the point of view of an individual student. Students will initially consider school effectiveness using case studies of students with diverse characteristics, such as language, gender, socioeconomic status, ethnicity, age, and ability.

Students will then evaluate school effectiveness through the perspectives of teachers, administrators, and community members. The activities will culminate with students identifying and comparing the qualities of effective schools from state, national, and global perspectives.

During their field-based experiences, students will note and reflect upon the qualities of effective schools, teachers, classrooms, and learners that they observe. Students will synthesize the information gathered and researched and present their observations and reflections in short presentations to their peers.

# 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** |
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| **TEKS (CTE)** | **130.164. (c) Knowledge and skills**(2) The student explores the teaching and training profession. The student is expected to: (D) identify qualities of effective schools.  |
| **Unit Question** | * What are the qualities of effective schools?
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| **Essential Content Questions** | * What are the most important qualities of effective schools?
* What are the qualities of effective teachers?
* How does an effective school look when viewed from a different perspective?
* What positive qualities do effective schools have in common?
* How could teaching and training students returning to their community after becoming an educator contribute to the implementation of practices, processes, and policies of an effective school?
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| **Unit Learning Objectives****(What student will know and be able to do)** | **Students will be able to:*** Identify and compare qualities of effective schools from diverse individual perspectives
* Identify and compare qualities of effective schools from diverse s community members’ perspectives
* Identify and compare qualities of effective schools from larger perspectives state, national, and global
* Create a chart, list, or diagram of the qualities of effective schools synthesizing diverse perspectives
* Present, compare, and discuss peer charts, lists, and diagrams of qualities of effective schools
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| **Assessments** **(Performance Tasks)** | **Students will be able to:*** Self-assess discussion participation
* Synthesize different perspectives of the qualities of effective schools in a chart, list, or diagram
* Present, compare, and discuss charts, lists, and diagrams of qualities of effective schools
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| **Evaluative Criteria** **(Rubric)** | * Qualities of Effective Schools Synthesis Rubric
* Presentation Rubrics
* Discussion Participation Self-Assessment Rubric
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| **Vocabulary** | * Diversity
* Equity
* Inclusion
* Person First Language
* Place-Based Education (PBE)
* Project-Based Learning (PBL)
* Social Justice
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| **Resources** | * **Effective Schools Resources**

**Texas CTE Resource Center (TCRC)** **Video Resource Center (Search “Qualities of Effective Schools”)**<https://www.youtube.com/playlist?list=PLYCCyVaf2g1sAxYSlGiALgbeh-5_6dcXp>* **Teacher Effectiveness**

<https://www.air.org/topic/p-12-education-and-social-development/teacher-preparation-and-performance>* **Texas Accountability Research Reports and Abstracts**

<https://tea.texas.gov/acctres/all_reports_index.html>* **Why Are So Many of our Teachers and Schools So Successful?** <https://www.youtube.com/watch?t=183&v=rzwJXUieD0U>
* **Nine Characteristics of Effective Schools**Office of Superintendent of Public Instruction, Olympia, Washington[www.k12.wa.us/research/pubdocs/NineCharacteristics.pdf](http://www.k12.wa.us/research/pubdocs/NineCharacteristics.pdf)
* **Edutopia**

**The Architecture of Ideal Learning Environments (Several Texas schools are featured.)**<https://www.edutopia.org/article/architecture-ideal-learning-environments>**Reading, Writing, Recycling: One Oregon School is Making the Planet a Better Place**<https://www.edutopia.org/green-building-students-curriculum>* **Texas Council for Developmental Disabilities-People First Language**

<http://www.tcdd.texas.gov/resources/people-first-language/>* **National Center for Education Statistics (NCES)**

**The Condition of Education**<https://nces.ed.gov/programs/coe/><https://youtu.be/Ql_t8X6kxjA>* **Individuals with Disabilities Education Act (IDEA)**

<https://sites.ed.gov/idea/>* **Edutopia: Place-Based Education (PBE) Resources**

<https://www.edutopia.org/practice/place-based-learning-connecting-kids-their-community>* **Getting Smart: What is Place-Based Education**

<http://www.gettingsmart.com/wp-content/uploads/2017/02/What-is-Place-Based-Education-and-Why-Does-it-Matter-3.pdf> |
| **Notes** |  |