

Instructional Design Project

Date: November 27, 2023

Lesson Grade Level: 9th grade

Subject: English 1

Real-World Topic: Romeo and Juliet

Lesson Title: R & J Soundtrack Project

Objectives/Standards: ([directions](#))

Objective	Standards (with citations)
<p>Content Objective: 9th grade Advanced English 1 students will thoroughly analyze how each song on their Romeo and Juliet soundtrack represents the characters/themes/main ideas from the play using the R.A.C.E writing method in a Google Doc scoring proficient or better on the scoring rubric.</p>	<p>Kentucky Academic Standards –</p> <ul style="list-style-type: none"> ● RI. 9-10.1 Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text (Kentucky Department of Education [KDE], 2019). ● RL.9-10.2 Determine a theme or central idea of a text, and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details (KDE, 2019). ● RL.9-10.3 Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop themes (KDE, 2019). ● RI. 9-10.10 By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently (KDE, 2019). ● C.9-10.2 Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content (KDE, 2019).
<p>Technology Objective: 9th grade Advanced English 1 students will curate and present a Romeo and Juliet soundtrack and album cover using Canva scoring proficient or better on the scoring rubric.</p>	<p>International Society for Technology in Education Standards –</p> <ul style="list-style-type: none"> ● 1.3 Knowledge Constructor Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others (International Society for Technology in Education [ISTE], 2016). ● 1.4 Innovative Designer Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions (ISTE, 2016).

	<ul style="list-style-type: none"> 1.6 Creative Communicator Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals (ISTE, 2016).
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Connections: [\(directions\)](#)

How does your lesson address the following?	
A. Revised Bloom’s Level	Level/Cognitive Structure: Level 6: Create: 6.3 Producing (Constructing) Justification: Students are being asked to create an original product for a specific purpose. They will be creating a soundtrack with songs that represent the themes/characters/main ideas in Romeo and Juliet, explaining how each song fits the play in an analysis paragraph, and designing an album cover in order to prove their understanding of the play.
B. How will you <i>collaborate</i> with other educational professionals in this lesson?	I will collaborate with other professionals in this lesson by planning, implementing, and reflecting on the project with my English 1 PLC teacher team. We have already been working together to plan out this project and create the rubrics.

Resources: [\(directions\)](#)

Canva. (2023). About Canva. Canva. <https://www.canva.com/about/>

Students will use this resource to create their soundtrack projects.

[R.A.C.E Writing Method & Example Paragraph](#)

Students will use this exemplar to model when writing their analysis paragraphs in the project.

[Romeo and Juliet Brainstorming Document](#)

Students will use this to brainstorm song ideas that connect to the mood, themes, characters, plot and setting of Shakespeare’s *Romeo and Juliet*.

[Rubrics](#)

Students will use these rubrics as a checklist and resource to use before submitting their final versions of their projects, as these rubrics outline all expectations.

[Work Day Warm Up Form](#)

Students will use this form to communicate with me about their progress on their projects

Scenario: You have been reading, interacting with, and analyzing Shakespeare’s Romeo and Juliet during Unit 3 for the last couple of months. As a culminating project, you will thoroughly analyze the themes, characters, and main ideas from the play by creating a soundtrack, explanations of songs, and album cover using Canva.

Student Directions:

1. To brainstorm, use the [Romeo and Juliet Brainstorming Document](#) and choose and list songs by title & artist that connect to the mood, themes, characters, plot and setting of Shakespeare’s famous play, Romeo and Juliet. This will serve as your “tracklist” for your soundtrack project.
 - Provide a brief reason why you picked each song and how they connect to the play.
 - Provide samples of the song lyrics from each song that best supports your reasoning.
2. Review the objectives, directions, [rubrics](#), and the exemplar to understand expectations.
3. Write analysis paragraphs about how each song represents the play, using the [R.A.C.E method](#) we have been using throughout the year. Highlight your paragraphs according to the R.A.C.E method.
4. Transfer the songs and explanations into a Canva presentation of some sort that showcases the songs, the analysis paragraphs, and album cover art.

Student Worksheets:

[R.A.C.E Writing Method & Example Paragraph](#)

[Romeo and Juliet Brainstorming Document](#)

Scoring Rubrics:

Assessment Rubric for Content Objective

Categories	Working Toward Proficient	Proficient	Beyond Proficient
Paragraph Content		-All paragraphs are written using the R.A.C.E writing method. -All paragraphs address the prompt with a clear topic/thesis statement. -Paragraphs are thoroughly supported with relevant facts, details, quotations, and examples from Romeo and Juliet and at least 1 lyric from the chosen song. -Paragraphs explain the relevance of the evidence provided. -Each paragraph has a conclusion sentence that summarizes/concludes the information presented.	
Understanding the Play		-The created soundtrack demonstrates a clear understanding of the themes, characters, and plot of Romeo and Juliet. -Chooses music that reflects the emotions, traits, or circumstances of the characters, themes, or plot of the play.	
Paragraph Structure		-The paragraphs are organized in an effective and logical pattern (topic sentence, examples, relation to lyrics, concluding sentence)	

		-Student uses transition words and clearly explains connections between related ideas.	
Paragraph Language and Grammar		-The writing reflects a formal style and objective tone. -Language is precise, vivid, and appropriate to the topic. -Sentence beginnings, lengths, and structures vary. -Spelling, capitalization, and punctuation are correct. -Grammar and usage are correct.	

Assessment Rubric for Technology Objective

Categories	Working Toward Proficient	Proficient	Beyond Proficient
Presentations and Creativity		-Utilizes Canva effectively to present the soundtrack. -Includes visually appealing elements such as images, color schemes, and layout that enhance the overall presentation. -Demonstrates creativity in the selection of music, visuals, and how the soundtrack complements the play.	
Album Cover Artwork		-Demonstrates creativity in design choices, presenting a unique and engaging visual representation of the soundtrack. -Incorporates innovative ideas in design, layout, and overall aesthetics. -Creates original and custom design elements that are not solely reliant on default templates. -Avoids overuse of stock or generic design elements, aiming for a distinct and personalized presentation.	

Sample Student Work

[\(Directions for this section\)](#)

Sample work for the Technology Objective:

[Romeo and Juliet Soundtrack Canva Presentation](#)

Evaluation with Rubrics:

Assessment Rubric for Content Objective

Categories	Working Toward Proficient	Proficient	Beyond Proficient
Paragraph Content		-All paragraphs are written using the R.A.C.E writing method. -All paragraphs address the prompt with a clear topic/thesis statement. -Paragraphs are thoroughly supported with relevant facts, details, quotations, and examples from Romeo and Juliet and at least 1 lyric from the chosen song. -Paragraphs explain the relevance of the evidence provided. -Each paragraph has a conclusion sentence that summarizes/concludes the information presented.	All analysis paragraphs follow the R.A.C.E writing method and are highlighted according to the structure. They all directly respond to the prompt and make a connection from the song to the play. Some paragraphs include a song lyric but not a quote from the

			play. Some of the paragraphs could have a more clear thesis statement.
Understanding the Play		<ul style="list-style-type: none"> -The created soundtrack demonstrates a clear understanding of the themes, characters, and plot of Romeo and Juliet. -Chooses music that reflects the emotions, traits, or circumstances of the characters, themes, or plot of the play. 	The soundtrack demonstrates a clear understanding of the play and its themes and characters. The songs chosen reflect the emotions of the play.
Paragraph Structure		<ul style="list-style-type: none"> -The paragraphs are organized in an effective and logical pattern (topic sentence, examples, relation to lyrics, concluding sentence) -Student uses transition words and clearly explains connections between related ideas. 	All paragraphs follow the R.A.C.E writing method which allows for organized and logical structures. Some explanations between songs and the play could be stronger and more transition words are needed in the paragraphs.
Paragraph Language and Grammar		<ul style="list-style-type: none"> -The writing reflects a formal style and objective tone. -Language is precise, vivid, and appropriate to the topic. -Sentence beginnings, lengths, and structures vary. -Spelling, capitalization, and punctuation are correct. -Grammar and usage are correct. 	The writing style is formal and objective. Language is precise and appropriate to the topic. Grammar and usage is correct. The sentence structure could contain more variety.

Assessment Rubric for Technology Objective

Categories	Working Toward Proficient	Proficient	Beyond Proficient
Presentations and Creativity		<ul style="list-style-type: none"> -Utilizes Canva effectively to present the soundtrack. -Includes visually appealing elements such as images, color schemes, and layout that enhance the overall presentation. -Demonstrates creativity in the selection of music, visuals, and how the soundtrack complements the play. 	Uses Canva to present a well-organized, engaging soundtrack that is visually appealing. It also demonstrates creativity in the selection of music, aesthetics, and

			explanations of the play.
Album Cover Artwork	The album cover is a collection of pictures from the internet. I would have liked to see more creativity here.	<ul style="list-style-type: none">-Demonstrates creativity in design choices, presenting a unique and engaging visual representation of the soundtrack.-Incorporates innovative ideas in design, layout, and overall aesthetics.-Creates original and custom design elements that are not solely reliant on default templates.-Avoids overuse of stock or generic design elements, aiming for a distinct and personalized presentation.	

References (Annotated APA Style)

[\(directions for this section\)](#)

Canva. (2023). About Canva. Canva. <https://www.canva.com/about/>

Students will use this resource to create their soundtrack projects.

CatMan. (2009, August 22). "I only want to be with you" dusty Springfield. YouTube.

<https://www.youtube.com/watch?v=osVaF4t-zFc>

This source was used to provide music for one of the songs of my Canva Romeo and Juliet Soundtrack.

DapTone Records. (2015, December 8). Charles Bradley "changes" (official video). YouTube.

<https://www.youtube.com/watch?v=xi49yirJiEA>

This source was used to provide music for one of the songs of my Canva Romeo and Juliet Soundtrack.

International Society for Technology in Education. (2016). *ISTE standards: Students*. ISTE.

<https://www.iste.org/standards/iste-standards-for-students>

This source was used to determine the correct reading and writing standards associated with the IDP assignment.

Kentucky Department of Education. (2019). *Kentucky academic standards: Reading and writing*.

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf

This source was used to determine the correct reading and writing standards associated with the IDP assignment.

Queen Official. (2008, August 1). Queen - crazy little thing called Love (official video). YouTube.

https://www.youtube.com/watch?v=zO6D_BAuYCI

This source was used to provide music for one of the songs of my Canva Romeo and Juliet Soundtrack.

Queen Official. (2008b, September 9). Queen - good old fashioned lover boy (top of the pops, 1977).

YouTube. <https://www.youtube.com/watch?v=PI3LAgGBxqU>

This source was used to provide music for one of the songs of my Canva Romeo and Juliet Soundtrack.

RHINO. (2018, January 26). Frankie Valli - can't take my eyes off you (official audio). YouTube.

<https://www.youtube.com/watch?v=J36z7AnhvOM>

This source was used to provide music for one of the songs of my Canva Romeo and Juliet Soundtrack.

The Ed Sullivan Show. (2020, December 18). Lesley Gore “it’s My Party & She’s a fool” on The ed sullivan show. YouTube. <https://www.youtube.com/watch?v=mtCIdpnQoWk>

This source was used to provide music for one of the songs of my Canva Romeo and Juliet Soundtrack.

Personal Reflection for Instructional Design Project for LITE 535 Survey of Educational Technology Practices

Name: Margaret Smith

Date: November 27, 2023

1. Rate the following course activities or technology use for the effect on you as a teacher:

Course Activity or Technology Products (in green)	Rating with 1=no effect on my learning and my teaching to 5 = <i>HIGH EFFECT ON MY LEARNING AND MY TEACHING</i>					Type Your Comments About Each Activity Here
	1 Harmful Effect	2 A Little Harmful Effect	3 No Effect	4 Some Effect	5 High Effect	
1. TS-3 Create Blog Website for LITE courses					x	Not only will this serve as a great portfolio but it is something I can teach my students to create for themselves. I could also use it to make a website as a librarian in the future.
2. 2 AI Blogs					x	AI is not going away. I think it is very valuable to be comfortable and know how to use it as a teacher within the classroom and to teach students to use it responsibly.
3. ID-1 Bloom's Taxonomy Activities on your topic				x		I was already very familiar with Bloom's but it was still beneficial to create activities on the same topic, as it allowed me to explore how the various levels can work together to provide deep understanding of a topic.
4. ID-3 Revise Project from Real World Learning book				x		It felt a lot like lesson planning, but with more technology. It was good practice but did not feel like it was a new concept for my teaching.
5. IDP Proposal				x		It felt a lot like lesson planning, but with more technology. It was good practice but did not feel like it was a new concept for my teaching.
6. TS-6 Design 3 technology projects					x	This was a very valuable assignment that got me out of my comfort zone and introduced me to new

						technologies I can use in my classroom with students.
7. Instructional Design Project				x		It felt a lot like lesson planning, but with more technology. It was good practice but did not feel like it was a new concept for my teaching. It is always good to practice tweaking and revisiting ideas.

2. *Reflect on possibilities for your own professional development based on what you learned in this course and in designing this lesson. Discuss at least two areas of your professional competence that should be a focus for further training for you.*

- a. *I would like to continue working with AI technology. I want to feel comfortable enough to use it with my students and talk with them about using it responsibly.*
- b. *I need to continue to introduce myself to new Web 2.0 tools that I can use with my students. The more I can introduce them to now, the more comfortable they will be trying new technologies in their careers and beyond.*

3. *What suggestions would you have to improve the experiences in this class? To improve teachers' integration of technology?*

- a. *Integration of technology was great. I learned a lot. Technology is usually something I shy away from and I felt out of my comfort zone multiple times, which allowed me to grow.*
- b. *Sometimes directions are confusing. All BlackBoard courses are set up slightly differently and are difficult to navigate. I found the zooms and recorded videos to be very helpful.*

4. *Discuss how you considered the diversity of pupils in planning this unit. Diversity can include special populations, ELL, different learning styles, ethnic differences, gender, economic differences, etc.*

- *BSHS is the most diverse public high school in Fayette County and the second most diverse high school in Kentucky. All decisions we make are data driven and student focused. We use both graphic novels and side-by-side translations of Shakespeare to accommodate our EL populations during this unit. We also allow students to use music from other cultures and in different languages for their soundtrack projects, as long as they translate lyrics in their analysis paragraphs.*

5. *Discuss your role in this lesson. Would you be the classroom teacher, library media specialist, TRT (technology resource teacher), or other? Discuss how you would collaborate with other professionals in teaching this lesson.*

- *I will be the classroom teacher when teaching this lesson/project. I will collaborate with other professionals in this lesson by planning, implementing, and reflecting on the project with my English 1 PLC teacher team. We have already been working together to plan out this project and create the rubrics.*

6. *Select two dispositions for the course (at [this link](#) in the syllabus) and discuss how you could demonstrate those positive dispositions in teaching this lesson. Copy each disposition and discuss it.*

- *Values Learning as evidenced by communication: Students have to effectively communicate the connection between the songs they chose for their soundtrack and the mood, themes, characters, plot and setting of Shakespeare's famous play, Romeo and Juliet.*
- *Values Professionalism as evidenced by Professional Development and Involvement: I will continue to find new and better Web 2.0 tools to use for this project.*

Self-Evaluation of Lesson Plan

Highlight the text and change the color for your self-evaluation on each area. (See sample highlighting below. Be sure to remove the blue sample highlighting when you complete this section.) **Provide comments and justification for your evaluation in the last column.**

	1. Indicator Not Met; Needs Much Improvement ; Novice (0-49%)	2. Indicator Partially Met; Needs Improvement ; Apprentice (50-74%)	3. Indicator Met; Acceptable; Proficient (75-94%)	4. Exceeds Indicator; Excellent; Distinguished (95-100%)	YOUR RATINGS AND JUSTIFICATIONS FOR SELF-EVALUATION IN THIS COLUMN
OBJECTIVES (10 points)	<ul style="list-style-type: none"> Objectives unclear whether they are content or technology No evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues No standards are given or they are not related to the objectives Cites no standards source and date 	<ul style="list-style-type: none"> Either content or technology objective is missing Little evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by incorrect use of verbs or context clues Gives inappropriate student standards for either or both objectives Cites some but not all standards source and date 	<ul style="list-style-type: none"> One content objective and one technology objective Evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by correct use of verbs but context clues may not be clear Gives appropriate student standards for both objectives Cites standards source and date 	<ul style="list-style-type: none"> One content objective and one technology objective Clear evidence of higher level thinking in the Content objective (Analyze, Evaluate, or Create level of Bloom's) by correct use of verbs and context clues Gives excellent and appropriate student standards for both objectives Cites standards source and date Accomplishes all of the above on the first attempt 	I met all of this criteria except possibly my "resources" section. I was not sure if this was supposed to act as a bibliography. If so, I was unsure how to correctly cite the resources I created myself, like the Brainstorming Document.
CONNECTIONS (30 points)	<ul style="list-style-type: none"> Incorrect identification of Revised Bloom's Taxonomy level and no cognitive process given No discussion of collaboration with other professional educators; discussion of how you will conduct lesson alone 	<ul style="list-style-type: none"> Incorrect identification of Revised Bloom's Taxonomy level and/or cognitive process or justification H. Description of collaboration in very general terms and does not indicate professional educators you will work with or may describe only cooperation 	<ul style="list-style-type: none"> Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification H. Description of true collaboration with at least one professional educator when planning, teaching, or assessing pupil performance in this lesson. 	<ul style="list-style-type: none"> Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification Description of true collaboration with at least one professional educator when planning, teaching, and assessing pupil performance in this lesson. Accomplishes all of the above on the first attempt 	I am unsure if my PLC has enough collaboration. We will be planning, creating rubrics, and reflecting on the lesson together, but I am teaching it alone.
RESOURCES (10 points)	Only 1-3 print/media/technology are listed.	Not all specific print/media/technology is listed. Some	All specific print/media/technology is listed.	All specific print/media/technology is listed.	I only have 1 sentence for most explanations of my resources/sources. I also do not

	<p>Few of the instructional documents, worksheets and assessments are listed and files are included in the Appendix</p> <ul style="list-style-type: none"> Very short description telling how resources are used in the lesson or incomplete sentences. 	<p>obvious items are left out or discussed in very general terms. Not all instructional documents, worksheets and assessments are listed and some files are included in the Appendix. Very short description telling how resources are used in the lesson or incomplete sentences.</p>	<p>All instructional documents, worksheets and assessments are listed and files are included in the Appendix. 1 sentence description telling how resources are used in the lesson. No additional technologies are used to enhance instruction.</p>	<p>All instructional documents, worksheets and assessments are listed. 2-3 sentence description for each resource telling how this resource is used in the lesson. 1-2 additional technologies are used to enhance instruction. Accomplishes all of the above on the first attempt</p>	<p>know what it means by “additional technology”</p>
<p>ASSESSMENT, (30 points)</p>	<p>ASSESSMENT Assessment scoring rubrics do not address either objective. Scoring rubrics do not have four levels and they may not quantify and qualify criteria at each level. No alignment among assessment, instruction, and each objective</p>	<p>ASSESSMENT Assessment scoring rubrics do not address both objectives. Scoring rubrics do not have four levels or they may not quantify and qualify criteria at each level. Alignment among assessment, instruction, and each objective is not evident</p>	<p>ASSESSMENT Assessment scoring rubrics address both objectives. Scoring rubrics have four levels and quantify and qualify criteria at each level. Alignment among assessment, instruction, and each objective is evident</p>	<p>ASSESSMENT Assessment scoring rubrics are creative and clearly address both objectives and learning characteristics of pupils. Scoring rubrics have four levels and clearly quantify and qualify criteria at each level. Direct alignment and correlation among assessment, instruction, and each objective Accomplishes all of the above on the first attempt</p>	<p>The rubrics I created are the kind my school uses, called “single point paragraph” which lays out expectations to get a “proficient” score. Anything above and beyond scored distinguished, anything below scored novice. Because I used this type, I do not have 4 levels in my rubrics.</p>
<p>INSTRUCTION or Student Directions (30 points)</p>	<p>Directions do not address student level and is not accurate content for both learning objectives. Instructional activities do not connect objectives, assessment, age/ability level, identified standards. Directions do not provide any evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils do not create a</p>	<p>Directions do not clearly address student level and is not accurate content for one of the learning objectives. Instructional activities poorly connect objectives, assessment, age/ability level, identified standards. Directions do not provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils create a technology product that</p>	<p>Detailed directions that address student level and accurate content for both learning objectives. Instructional activities connect objectives, assessment, age/ability level, identified standards. Directions provide evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils have the opportunity to create one technology product that meets</p>	<p>Detailed creative directions that clearly address student level and accurate content for both learning objectives. Instructional activities clearly connect objectives, assessment, age/ability level, identified standards. Directions provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. Pupils have the opportunity to create 1-2 technology products that meet or exceed lesson requirements. Accomplishes all of the above on the first attempt</p>	<p>My instructions are clear but I would not call them “creative”. All other requirements have been met here, including the use of Level 6: Create: 6.3 Producing (Constructing) because students are being asked to create an original product for a specific purpose.</p>

	technology product.	does not meet lesson requirements.	lesson requirements.		
Use of Technology and Sample Student Work (30 points)	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Pupils use of technology in this lesson is not aligned with 3-4 of the following: objectives, assessment, age/ability level, identified standards <p>In this lesson pupils do not create a technology product at all. Your use of word processing features (such as word wrap, use of ruler markers, table management) is very poor with more than 10 mistakes.</p> <p>SAMPLE STUDENT WORK</p> <p>Creates sample student project that does not meet any of the criteria of both IDP objectives, or projects would score a level 1-2 on your own IDP rubric</p>	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Pupils use of technology in this lesson is not aligned with 1-2 of the following: objectives, assessment, age/ability level, identified standards <p>In this lesson pupils do not create a technology product that meets the lesson requirements; i.e., does not use one of the required programs or does not create a required product</p> <p>Your use of word processing features (such as word wrap, use of ruler markers, table management) is poor with 4-10 mistakes.</p> <p>SAMPLE STUDENT WORK</p> <p>Creates sample student project that meets some of the criteria of both IDP objectives but not all, or projects would score a level 2 on your own IDP rubrics</p>	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards <p>Lesson requires pupils create a technology product that meets the lesson requirements.</p> <p>Your use of word processing features (such as word wrap, use of ruler markers, table management) is good with 3 or less mistakes.</p> <p>SAMPLE STUDENT WORK</p> <p>Creates sample student project that clearly meets the criteria of both IDP objectives, projects would score a level 3 on your own IDP rubrics identified in the Context section</p>	<p>USE OF TECHNOLOGY</p> <p>Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards</p> <p>Lesson requires pupils create a technology product that meets the lesson requirements.</p> <p>Your use of word processing features (such as word wrap, use of ruler markers, table management) is excellent with no mistakes.</p> <p>SAMPLE STUDENT WORK</p> <p>Creates excellent model student project that clearly meets the criteria of both IDP objectives, projects would score a level 4 on your own IDP rubrics</p> <p>Accomplishes all of the above on the first attempt</p>	<p>I met all of these requirements except use of word processing features (such as word wrap, use of ruler markers, table management). I am unsure what that is/do not think it was part of this project.</p>
REFLECTION AND SELF-EVALUATION (30 points)	<p>Names 1-2 general areas in which you need professional development (PD) with no discussion.</p> <p>Names 1-2 consideration for diversity of pupils with no discussion.</p> <p>Identifies 1-2 possible</p>	<p>Identifies one area in which you need professional development (PD) or discusses two areas in very general terms.</p> <p>Discusses one point of consideration for diversity of pupils or</p>	<p>Identify 2 areas in which you need professional development (PD). Describe each specific PD you need.</p> <p>Discusses 2 points providing clear, appropriate consideration for diversity of pupils.</p>	<p>Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting.</p> <p>Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils.</p> <p>Discusses 3 or more points providing comprehensive</p>	<p>I could have discussed more points of diversity, such as supplementary texts.</p>

	<p>collaboration efforts with other professionals but no discussion. Lists 1-2 positive dispositions from the syllabus but no discussion.</p> <ul style="list-style-type: none"> Self-evaluation is incomplete with 6-9 areas in the rubric not rated or 6-9 justifications are missing. 	<p>discussion very general. Discusses one point of discussion of possible collaboration with other professionals or discussion is very general. Discusses 1 positive disposition or discussion very general.</p> <ul style="list-style-type: none"> Self-evaluation is incomplete with 1-5 areas in the rubric not rated and/or 1-5 justifications are missing. 	<p>Discusses 2 points providing discussion of possible collaboration with other professionals</p> <p>Discusses 2 positive dispositions.</p> <ul style="list-style-type: none"> Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. 	<p>discussion of possible collaboration with other professionals</p> <p>Discusses 3 or more points providing excellent discussion of positive dispositions.</p> <p>Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column.</p> <p>Accomplishes all of the above on the first attempt</p>	
<p>REFERENCES (30 points)</p>	<ul style="list-style-type: none"> Listed at least two references, used APA format with many errors; No annotations or give very little detail of source contents and how source was used in creating lesson Very few citations Provides no reference(s) for standards from Objectives section 	<ul style="list-style-type: none"> Listed at least three references, used APA format with some errors; Annotations give little detail of source contents and how source was used in creating lesson Not all "borrowed" information was cited or incorrect APA format Provides some but not all reference(s) for standards from Objectives section 	<ul style="list-style-type: none"> Listed five references, used correct APA format with few errors; Annotations give detail of source contents and how source was used in creating lesson All "borrowed" information cited in correct APA format with 1-2 mistakes Provides reference(s) for standards from Objectives section 	<p>Listed more than five references, used correct APA format;</p> <p>Annotations give two sentences—one gives the source's contents and the second tells how the source was used in creating lesson.</p> <p>All "borrowed" information (even pictures) is cited in correct APA format.</p> <p>Provides reference(s) for standards from Objectives section</p> <p>Accomplishes all of the above on the first attempt</p>	<p>I could have written more and been more detailed in my annotated bibliography.</p>

LITE Feedback Template

191/200

<p>OBJECTIVE S (10 points)</p>	<ul style="list-style-type: none"> Objectives unclear whether they are content or technology No evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) or incorrect use of verbs or context clues No standards are given or they are not related to the objectives Cites no standards source and date 	<ul style="list-style-type: none"> Either content or technology objective is missing Little evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by incorrect use of verbs or context clues Gives inappropriate student standards for either or both objectives Cites some but not all standards source and date 	<ul style="list-style-type: none"> One content objective and one technology objective Evidence of higher level thinking in the Content objective (Analysis, Evaluation, or Create level of Bloom's) by correct use of verbs but context clues may not be clear Gives appropriate student standards for both objectives Cites standards source and date 	<ul style="list-style-type: none"> One content objective and one technology objective Clear evidence of higher level thinking in the Content objective (Analyze, Evaluate, or Create level of Bloom's) by correct use of verbs and context clues Gives excellent and appropriate student standards for both objectives Cites standards source and date Accomplishes all of the above on the first attempt 	<p>Objectives are well-written in ABCD format and show evidence of higher level thinking. Standards are appropriate and cited for both objectives.</p>
<p>CONNECTI ONS (30 points)</p>	<ul style="list-style-type: none"> Incorrect identification of Revised Bloom's Taxonomy level and no cognitive process given No discussion of collaboration with other professional educators; discussion of how you will conduct lesson alone 	<ul style="list-style-type: none"> Incorrect identification of Revised Bloom's Taxonomy level and/or cognitive process or justification H. Description of collaboration in very general terms and does not indicate professional educators you will work with or may describe only cooperation 	<ul style="list-style-type: none"> Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification H. Description of true collaboration with at least one professional educator when planning, teaching, or assessing pupil performance in this lesson. 	<ul style="list-style-type: none"> Correct identification of Revised Bloom's Taxonomy level and cognitive process and justification Description of true collaboration with at least one professional educator when planning, teaching, and assessing pupil performance in this lesson. Accomplishes all of the above on the first attempt 	<p>Revised Bloom's and cognitive process appropriate and justified, albeit briefly. Collaboration is evident but very short, but it good to collaborate with other English 1 teachers.</p> <p>24/30</p>
<p>RESOURCE S (10 points)</p>	<ul style="list-style-type: none"> Only 1-3 print/media/technology are listed. Few of the instructional documents, 	<ul style="list-style-type: none"> Not all specific print/media/technology is listed. Some obvious 	<ul style="list-style-type: none"> All specific print/media/technology is listed. All instructional documents, 	<ul style="list-style-type: none"> All specific print/media/technology is listed. All instructional documents, worksheets and assessments are listed. 2-3 sentence description for each resource telling 	<p>Resources well-described and annotated, with 1 tech resource to enhance instruction.</p>

	worksheets and assessments are listed and files are included in the Appendix <ul style="list-style-type: none"> • Very short description telling how resources are used in the lesson or incomplete sentences. 	items are left out or discussed in very general terms. <ul style="list-style-type: none"> • Not all instructional documents, worksheets and assessments are listed and some files are included in the Appendix. • Very short description telling how resources are used in the lesson or incomplete sentences. 	worksheets and assessments are listed and files are included in the Appendix. <ul style="list-style-type: none"> • 1 sentence description telling how resources are used in the lesson. • No additional technologies are used to enhance instruction. 	how this resource is used in the lesson. <ul style="list-style-type: none"> • 1-2 additional technologies are used to enhance instruction. • Accomplishes all of the above on the first attempt 	
ASSESSMENT, (30 points)	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics do not address either objective. • Scoring rubrics do not have four levels and they may not quantify and qualify criteria at each level. • No alignment among assessment, instruction, and each objective 	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics do not address both objectives. • Scoring rubrics do not have four levels or they may not quantify and qualify criteria at each level. • Alignment among assessment, instruction, and each objective is not evident 	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics address both objectives. • Scoring rubrics have four levels and quantify and qualify criteria at each level. • Alignment among assessment, instruction, and each objective is evident 	ASSESSMENT <ul style="list-style-type: none"> • Assessment scoring rubrics are creative and clearly address both objectives and learning characteristics of pupils. • Scoring rubrics have four levels and clearly quantify and qualify criteria at each level. • Direct alignment and correlation among assessment, instruction, and each objective • Accomplishes all of the above on the first attempt 	Rubrics are not written in four level style but this was addressed and approved by professor early in the process. Both rubrics are well-written and aligned with objectives and instructions.
INSTRUCTION or Student Directions (30 points)	<ul style="list-style-type: none"> • Directions do not address student level and is not accurate content for both learning objectives. • Instructional activities do not connect objectives, assessment, age/ability level, identified standards. • Directions do not 	<ul style="list-style-type: none"> • Directions do not clearly address student level and is not accurate content for one of the learning objectives. • Instructional activities poorly connect objectives, assessment, age/ability level, 	<ul style="list-style-type: none"> • Detailed directions that address student level and accurate content for both learning objectives. • Instructional activities connect objectives, assessment, age/ability level, identified standards. • Directions provide evidence of 	<ul style="list-style-type: none"> • Detailed creative directions that clearly address student level and accurate content for both learning objectives. • Instructional activities clearly connect objectives, assessment, age/ability level, identified standards. • Directions provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils have the opportunity to create 1-2 technology products that meet or exceed lesson requirements. 	Instructions are well-written and aligned to the age/ability of students. Higher level thinking evident throughout, with pupils creating tech product. Nicely done!

	<p>provide any evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT.</p> <ul style="list-style-type: none"> • Pupils do not create a technology product. 	<p>identified standards.</p> <ul style="list-style-type: none"> • Directions do not provide clear evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. • Pupils create a technology product that does not meet lesson requirements 	<p>pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT.</p> <ul style="list-style-type: none"> • Pupils have the opportunity to create one technology product that meets lesson requirements. 	<ul style="list-style-type: none"> • Accomplishes all of the above on the first attempt 	
<p>Use of Technology and Sample Student Work (30 points)</p>	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils use of technology in this lesson is not aligned with 3-4 of the following: objectives, assessment, age/ability level, identified standards • In this lesson pupils do not create a technology product at all. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is very poor with more than 10 mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates sample student project that does not meet any of the criteria 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Pupils use of technology in this lesson is not aligned with 1-2 of the following: objectives, assessment, age/ability level, identified standards • In this lesson pupils do not create a technology product that meets the lesson requirements ; i.e., does not use one of the required programs or does not create a required product • Your use of word processing features (such as word wrap, use of ruler markers, table management) is poor with 4-10 mistakes. 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards • Lesson requires pupils create a technology product that meets the lesson requirements. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is good with 3 or less mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates sample student project that clearly meets the criteria of IDP objective, projects would score a level 3 on your own IDP rubrics 	<p>USE OF TECHNOLOGY</p> <ul style="list-style-type: none"> • Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards • Lesson requires pupils create a technology product that meets the lesson requirements. • Your use of word processing features (such as word wrap, use of ruler markers, table management) is excellent with no mistakes. <p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> • Creates excellent model student project that clearly meets the criteria of objective, projects would score a level 4 on your own IDP rubrics • Accomplishes all of the above on the first attempt 	<p>Technology usage appropriate for this age group. Sample student work shows high level of thinking and would earn a high score on rubric.</p>

	<p>of IDP objective, or projects would score a level 1-2 on your own IDP rubric</p>	<p>SAMPLE STUDENT WORK</p> <ul style="list-style-type: none"> Creates sample student project that meets some of the criteria of IDP objective but not all, or projects would score a level 2 on your own IDP rubrics 	<ul style="list-style-type: none"> identified in the Context section 		
<p>REFLECTION AND SELF-EVALUATION (30 points)</p>	<ul style="list-style-type: none"> Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 considerations for diversity of pupils with no discussion. Identifies 1-2 possible collaboration efforts with other professionals but no discussion. Lists 1-2 positive dispositions from the syllabus but no discussion. Self-evaluation is incomplete with 6-9 areas in the rubric not rated or 6-9 justifications are missing. 	<ul style="list-style-type: none"> Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for diversity of pupils or discussion very general. Discusses one point of discussion of possible collaboration with other professionals or discussion is very general. Discusses 1 positive disposition or discussion very general. Self-evaluation is incomplete with 1-5 areas in the rubric not rated and/or 1-5 justifications are missing. 	<ul style="list-style-type: none"> Identify 2 areas in which you need professional development (PD). Describe each specific PD you need. Discusses 2 points providing clear, appropriate consideration for diversity of pupils. Discusses 2 points providing discussion of possible collaboration with other professionals Discusses 2 positive dispositions. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. 	<ul style="list-style-type: none"> Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting. Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils. Discusses 3 or more points providing comprehensive discussion of possible collaboration with other professionals Discusses 3 or more points providing excellent discussion of positive dispositions. Completion of self-evaluation with each area in the rubric rated and justification for each rating in last column. Accomplishes all of the above on the first attempt 	<p>Self-evaluation and reflection addressed and well-written, if a bit brief at times. Good job discussing issues of diversity in classroom.</p> <p>I appreciate the feedback on the course; I agree that the directions (which have been written by multiple people) can be tightened up a bit, and that is something I am going to adjust the next time I teach the course.</p> <p>28/30</p>
<p>REFERENCES (30 points)</p>	<ul style="list-style-type: none"> Listed at least two references, used APA format with many errors; No annotations 	<ul style="list-style-type: none"> Listed at least three references, used APA format with some errors; Annotations give little 	<ul style="list-style-type: none"> Listed five references, used correct APA format with few errors; Annotations give detail of 	<ul style="list-style-type: none"> Listed more than five references, used correct APA format; Annotations give two sentences—one gives the source's contents and the second tells how the source 	<p>Multiple references included, all in APA format. Annotations are typically one sentence but describe the source.</p> <p>29/30</p>

	<p>or give very little detail of source contents and how source was used in creating lesson</p> <ul style="list-style-type: none"> • Very few citations • Provides no reference(s) for standards from Objectives section 	<p>detail of source contents and how source was used in creating lesson</p> <ul style="list-style-type: none"> • Not all “borrowed” information was cited or incorrect APA format • Provides some but not all reference(s) for standards from Objectives section 	<p>source contents and how source was used in creating lesson</p> <ul style="list-style-type: none"> • All “borrowed” information cited in correct APA format with 1-2 mistakes • Provides reference(s) for standards from Objectives section 	<p>was used in creating lesson.</p> <ul style="list-style-type: none"> • All “borrowed” information (even pictures) is cited in correct APA format. • Provides reference(s) for standards from Objectives section • Accomplishes all of the above on the first attempt 	
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Margaret Smith
LITE 537
IDP Reflection

IMPACT: Reflection/Analysis of Teaching and Learning

1. **INSTRUCTIONAL DECISIONS:** Describe one occasion when pupil responses or other performance/ behavior required a change (adaptation) in your instruction from the original lesson plan. Do not describe administrative activities such as setting up equipment. Describe changes made in your instruction for pupils. Explain what was done, for which objective, and how the change improved pupil learning for that objective. Was it done for one pupil or for the whole group?

- While the majority of my students were able to complete the project as planned, there were instances where student circumstances or skills made it important to differentiate the assignment to meet their needs and styles. I had several students who I felt were capable and ready for student choice that not only challenged them but also gave them a chance to be creative with a product that better fit their learning styles or general interests. I had several ideas for project options such as a character letter exchange, a modern scene adaptation, or a character social media account. However, it was important that I was able to grade each of these with a similar rubric to the original soundtrack rubric. I settled on giving these students the option of creating vision boards, conducting “character interviews”, or completing the soundtrack project. For all options, students were required to represent both key scenes and key character interactions in Romeo and Juliet. They each contained a written portion as well as an artistic portion, all created using Canva. I also had a couple of circumstances that led to me shortening the assignment for students or providing them with extra support to complete it. This did not mean lessening the rigor or expectations of the assignment. Instead, no matter the adjustments made, each student was expected to learn at a high level and show mastery of both objectives. For example, one student who transferred from another school in the middle of our unit was already trying to catch up on many assignments. For her, I required 1 paragraph instead of 2 when explaining her soundtrack song choices. For another student, I provided an example paragraph as well as sentence starters.

2. LESSON REFLECTION:

- a. Select the instructional objective for which pupils had the greatest success. Explain possible reasons for this success. What things under the control of the teacher were done well?
 - The instructional objective that students had the greatest success with was analyzing how complex characters developed over the course of a text, interacted with other characters and advanced the plot or developed themes. I believe one of the reasons for this success was that Romeo and Juliet is an engaging and relatable story. Every year, it ends up being the unit that we have the most fun with. Students get so invested in the play and its characters, partly because they are experiencing some of the woes of young love that we see from Romeo and Juliet. The characters are multi-dimensional and their development throughout the play is easy to identify. Because the characters and their

interactions are relatable, students may have been more engaged and motivated to understand and analyze them more deeply. Additionally, the characters in Romeo and Juliet are interconnected to each other. These relationships are essential to the plot's development. If a student understands one character, they inherently understand others as well. I think I did a good job of helping students understand the characters, their relationships, and their development through tools such as a story timeline and a character chart. Students were responsible for tracking events and characters throughout the play. Although it took us a long time to read the play, taking the time to slow down and understand all character interactions was vital to their overall understanding and engagement with the play.

- b. Select the instructional objective on which pupils had the least success. Explain possible reasons for this. What things under the control of the teacher could have been managed more effectively?
 - The instructional objective that students struggled with the most was determining a theme or central idea of a text, and analyzing in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. One reason they struggled with this target is that understanding the historical and literary context of Shakespeare's writing style can be daunting for 9th grade students. The language and style of the play is not something most of them have seen before. Although we do spend some time reviewing historical context, Shakespeare background knowledge, and exploring the aspects of the globe theater, I do think I could be more intentional about building their confidence with the language. Providing them a key or modern translation toward the beginning of the play might help build their confidence enough to start their understanding, then I could “wean” them off of that and move them toward reading the original text. Additionally, Romeo and Juliet explores multiple themes simultaneously, making it challenging for students to identify and track a single theme throughout the play. To support this struggle, I could assign student groups a theme to “track” throughout the play. We could identify the themes at the beginning and have students find evidence of that theme throughout. This would narrow down their focus and possibly make the themes more attainable.
- c. Reflect on possibilities for your professional development based on the designing, implementing, and assessing instruction for this project. Discuss at least two areas of your professional competence that should be a focus for further training for you.
 - One possible professional development opportunity that could be a focus for further training when improving this project would be utilizing technology. I have done a similar project for a few years. Each year, it is developed and transformed. This year, I was especially proud of the student choice for certain students, specifically expanding the options to include vision boards and character interviews. However, I still haven't found the right platforms besides Canva to use in their project production. I have been exposed to several during the LITE program, but none that I am comfortable enough with to teach my students to use. Another professional development that I would like to seek out when developing this project further would be focused on interdisciplinary connections. For example, strategies for connecting the project with other

subjects such as history, music, or art would make this project more meaningful to students. It is difficult to find the time to align content with other teachers and subjects, but it could create connections that could further student critical thinking.

- d. Discuss how you considered the diversity of pupils in planning and teaching this lesson. Diversity can include special populations, ELL, different learning styles, ethnic differences, gender, economic differences, etc.
 - Considering the diversity of students was a large part of planning this Romeo and Juliet soundtrack project. It was important to me that this project was not only challenging for students, but also something they were interested in. The song selection aspect of the project allowed them to pick songs that represent various genres, interests, cultures. This ensured that students from different backgrounds could find music that resonated with them and that they felt comfortable working with. More specifically, I allowed some of my ELL students to select songs in their native languages as long as they could explain the connections in English throughout their analysis paragraphs. This was also similar when considering gender equity in the selection of songs and in the interpretation of the play. Students were encouraged to explore the experiences and perspectives of both male and female characters.
- e. Discuss your role in this lesson. Were you the classroom teacher, library media specialist, TRT (technology resource teacher), or other? Discuss how you collaborated with other professionals in creating and/or teaching this unit.
 - My role was mainly that of a classroom teacher during the creation and implementation of this project. However, my experience and research during the LITE program certainly informed my decisions throughout, through the lens of both a library media specialist as well as a TRT. For example, offering student choice and providing differentiation was not something I have done well in years past, but assignments throughout LITE 535 and LITE 537 expanded my thinking and encouraged me to make edits to the project. I did collaborate with my professional learning community at my school, which is composed of other English 1 teachers. As with all summative assignments, I collaborated with my team in this lesson by planning, implementing, and reflecting on the project. We worked very closely together on the rubric, ensuring that it aligned with our objectives and allowed for teacher/student choice. One of my PLC members is a special education teacher. Collaboration with her is hugely beneficial when considering if the project was accessible to students with diverse learning needs. She shared strategies and resources needed to support students with disabilities throughout the project. In particular, she created sentence starters for the analysis paragraphs to support students who were struggling.

REFINEMENT: Lesson Extension/Follow-up

1. Based on your reflection, discuss plans for subsequent lessons to reinforce and extend understanding particularly for students who did not make satisfactory progress.

- To reinforce and extend understanding, particularly for students who did not make satisfactory progress in the Romeo and Juliet soundtrack project, I plan to provide extensive feedback and extra support so students can edit their projects and attempt again. For example, either one-on-one conferencing or creating video tutorials on analyzing songs through analysis writing might help students who struggled with writing. I could also provide supplementary readings or simplified versions of Romeo and Juliet to aid comprehension for those who lacked general understanding of the play, its characters, or its themes. Since my school is standards based, we believe that students should always have the opportunity to view feedback, get extra support, and try again.
2. Include ways in which you would change this lesson if you were to teach it again:
- If teaching the Romeo and Juliet soundtrack project again, I would focus most on scaffolding the project for students in a more manageable way. Some of my students were simply overwhelmed by the amount of steps in this project. Instead of presenting it to them all at once, most students would have benefited from it being broken down into smaller, more manageable tasks and providing clear guidelines and examples. Scaffolding the project will help students, especially those who struggled, to understand the requirements and expectations more clearly as well as increase their confidence in their ideas and final product. Another thing that I would like to change, which I have mentioned already, is the technology aspect. Not only would I like to find and master another platform other than Canvas to expose students to, but I could also provide additional guidance and training to students on whatever technology tool we use to create the soundtrack. Ensuring all students are comfortable with the technology will make the process of creating the soundtrack and album cover less daunting. Exposing them to new platforms they have not already used just gives them more “tools” in their “toolbelt” in terms of technology.

PERSONAL REFLECTION

Describe your teaching experience in this lesson: (when, where, who, how long did you teach, describe the support you had from personnel, reception from students, prior permission to teach the lesson, etc.) Include information, such as preparing your IDP, collaborating with other educators, teaching the lesson, and writing the IDP.)

- I taught the Romeo and Juliet soundtrack project during the spring semester to my 9th-grade English classes. The project spanned two weeks, but I do only see my students every other day. This was the third time I had implemented the Romeo and Juliet soundtrack project and each time, I have refined the lesson based on previous experiences. I made significant changes this year due to my reflection in LITE 535 and 537. I collaborated with other English 1 teachers as well as the special education and ELL teachers, to ensure that the project would be accessible and engaging for all students. While creating the project, we reviewed previous lessons and reflected on areas that needed improvement and clarification for our content objectives for English 1. I introduced the project to the students, explaining the goals and expectations, guided students through the process of selecting songs that represent aspects of the play and analyzing their lyrics, provided examples and extra support like sentence starters when needed, and offered feedback throughout the process. The students were engaged with the play and the project. They enjoyed the opportunity to express their understanding of the play through music and art. The

project covered different learning styles and backgrounds. Overall, I was pleased with their work and think the project was a success. However, I will continue to refine the project based on student feedback and PLC data reflection.

1. Self evaluation

- a. Highlight the text and change the color for your self-evaluation on each area. (See sample highlighting below. Be sure to remove the sample highlighting when you complete this section.) Provide comments or justification for your evaluation in the last column.

	1. Indicator Not Met; Needs Much Improvement; Novice (0-49%)	2. Indicator Partially Met; Needs Improvement; Apprentice (50-74%)	3. Indicator Met; Acceptable; Proficient (75-94%)	4. Exceeds Indicator; Excellent; Distinguished (95-100%)	Self-Evaluation Comments/Justification
IMPACT	<p>Instructional Decisions</p> <ul style="list-style-type: none"> Decisions are inappropriate, not pedagogically sound. <p>Description is <50 words.</p> <ul style="list-style-type: none"> No adaptations for individual differences. Modifications not related to learning goals/objectives. 	<p>Instructional Decisions</p> <ul style="list-style-type: none"> Some decisions are inappropriate, not pedagogically sound. <p>Description is 50-75 words.</p> <ul style="list-style-type: none"> Some adaptations for individual differences. Some modifications are related to learning goals/objectives and some are not. 	<p>Instructional Decisions</p> <ul style="list-style-type: none"> Decisions are appropriate and pedagogically sound. <p>Description is 75-100 words.</p> <ul style="list-style-type: none"> Adaptations made for individual differences. Modifications are somewhat related to learning goals/objectives. 	<p>Instructional Decisions</p> <ul style="list-style-type: none"> Decisions are appropriate, and pedagogically sound. <p>Description is 100-200 words.</p> <ul style="list-style-type: none"> Adaptations were made for individual differences. Description of modifications provides reasons that are clearly related to learning goals/objectives. 	<p>I feel confident about the decisions I made throughout this project as well as the efforts I made to differentiate for individual student differences. I do think I could use some extra training or resources in terms of differentiating for specific learner needs like English as a second language.</p>
Lesson Reflection and Personal Reflection	<ul style="list-style-type: none"> Rationale or evidence does not discuss successful pupil performance with the objective. <50 word description. Rationale or evidence does not discuss unsuccessful pupil performance with the objective. <50 word 	<ul style="list-style-type: none"> Unclear rationale or little evidence to support successful pupil performance with the objective. 50-75 word description. Unclear rationale or little evidence to support unsuccessful pupil performance with the 	<ul style="list-style-type: none"> Clear rationale or evidence to support successful pupil performance with the objective. 75-100 word description. Clear rationale or evidence to support unsuccessful pupil performance with the objective. 75-100 word 	<ul style="list-style-type: none"> Clear rationale or evidence to support successful pupil performance with the objective. 100-200 word description. Clear rationale or evidence to support unsuccessful pupil performance with the objective. 100-200 word 	<p>Overall, I think I have meaningful and personal reflection when considering how this project went and how to improve in the future. I do think I could be more intentional in regards to diversity within the project and its expectations. I struggled to think of ways this project</p>

	<p>description.</p> <ul style="list-style-type: none"> Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 consideration for diversity of pupils with no discussion. Identifies 1-2 possible collaboration efforts with other professionals but no discussion. Lists 1-2 positive dispositions from the syllabus but no discussion. Self-evaluation is incomplete with 6-9 areas in the rubric not rated or 6-9 justifications are missing 	<p>objective. 50-75 word description.</p> <ul style="list-style-type: none"> Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for diversity of pupils or discussion very general. Discusses one point of discussion of possible collaboration with other professionals or discussion is very general. Discusses 1 positive disposition or discussion very general. Self-evaluation is incomplete with 1-5 areas in the rubric not rated and/or 1-5 justifications are missing. 	<p>description.</p> <ul style="list-style-type: none"> Identify 2 areas in which you need professional development (PD). Describe each specific PD you need. Discusses 2 points providing clear, appropriate consideration for diversity of pupils. <p>Discusses 2 points providing discussion of possible collaboration with other professionals</p> <ul style="list-style-type: none"> Discusses 2 positive dispositions. Completion of self evaluation with each area in the rubric rated and justification for each rating in last column 	<p>description.</p> <ul style="list-style-type: none"> Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting. Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils. Discusses 3 or more points providing comprehensive discussion of possible collaboration with other professionals Discusses 3 or more points providing excellent discussion of positive dispositions. Completion of self evaluation with each area in the rubric rated and justification for each rating in the last column. Accomplishes all of the above on the first attempt 	<p>catered to diverse students besides the music selection aspect.</p>
<p>REFINEMENT</p>	<p>Discussion does not address reinforcement and extension activities of this lesson at all. <50 word discussion.</p>	<ul style="list-style-type: none"> Discussion does not clearly address reinforcement and extension activities of this lesson. 50-75 	<ul style="list-style-type: none"> Clear, appropriate discussion of reinforcement and extension activities of lesson. 75-150 	<ul style="list-style-type: none"> Clear, appropriate discussion of reinforcement and extension activities of this lesson. 150-200 	<p>I was very thoughtful no only throughout the planning process for this project but also when reflecting.</p>

	<ul style="list-style-type: none"> ●Discussion does not address lesson changes and justification at all. <50 word discussion. 	<p>word discussion.</p> <ul style="list-style-type: none"> ●Discussion does not clearly address lesson changes and justification. 50-75 word discussion. 	<p>word discussion.</p> <ul style="list-style-type: none"> ●Appropriate discussion of lesson changes and justification. 75-150 word discussion. 	<p>word discussion.</p> <ul style="list-style-type: none"> ●Clear and appropriate discussion of lesson changes and justification. 150-200 word discussion. ●Accomplishes all of the above on the first attempt 	<p>The changes I want to make on this project moving forward as student focused and should improve engagement and higher order thinking.</p>
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Logsdon Feedback

IMPACT

Instructional Decisions

Score: 4/4

Your instructional decisions were clearly appropriate and pedagogically sound. You provided a detailed description of the changes you made in response to pupil performance, totaling over 100 words. You made thoughtful adaptations for individual differences, such as offering alternative assignments like vision boards and character interviews, and you ensured that all modifications were directly related to the learning goals/objectives.

Lesson Reflection and Personal Reflection

Score: 4/4

You offered a clear and comprehensive rationale for both successful and unsuccessful pupil performance. Your reflection included over 100 words for each aspect, and you identified specific areas for professional development. You also provided a well-rounded discussion on diversity, collaboration, and positive dispositions. Your self-evaluation was complete, with all areas rated and justified appropriately.

REFINEMENT

Score: 4/4

Your discussion of reinforcement and extension activities, as well as lesson changes, was thorough and clear, with each aspect discussed in over 150 words. The changes you plan to make for future iterations of the project are well thought out and aimed at enhancing student engagement and higher-order thinking.

Suggestions for Improvement:

Further Differentiation: Consider seeking out additional training or resources specifically for differentiating instruction for English Language Learners (ELL) to enhance your ability to meet their needs more effectively.

Intentional Diversity Planning: While the music selection aspect of the project did cater to diverse student backgrounds, you could explore additional ways to embed considerations for diversity throughout other aspects of the project.

Technology Integration: Continue to explore and become comfortable with new digital platforms that can be integrated into the project. This will not only expand your toolkit but also provide students with more varied and potentially more effective ways to demonstrate their learning.

Total Score: 12/12

Percentage: 100%

Excellent job on your reflection and self-evaluation. Your attention to detail and thoughtful planning are evident in your work, and your willingness to continually improve is commendable. Keep up the great work!