***Personal Reflection for Instructional Design Project***

***for LME 535 Survey of Educational Technology Practices***

Name: Date:

1. *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.*

I am very optimistic about my future, if I survive this final hurdle. I feel that if I do well in 2 summer graduate courses, I will feel that I can accomplish anything. This has been a very challenging summer for me. I have had to think outside the box and step outside of my own comfort zone in order to complete the assigned work. I needed to think and do things I have not considered before. And this has helped me to learn more efficiently. I have also had to learn to budget my time in an effective manner as well.

The two areas that that could use more attention are writing and attentiveness. I have had a tendency to write, off the cuff, so to speak. I tend to write just what my opinions are and not consider another’s ideas in regards to assignments. And I need to sow more attention to detail in reading assignments and not just read a paragraph or two and jump to it.

1. *What suggestions would you have to improve this class? What was most helpful to improve your teaching? What was least helpful to improve your teaching?*

Considering that I am on the Technology Education track, more emphasis on the uses of technology in a real world learning aspect. We did use technology to do our assignments, but the programs we used, except for a few, weren’t that impressive and lacked usability. For a true multimedia experience, you need to be able add not just images, audio and text. But most of these resources did not allow for videos, unless you paid some money.

The assignments could be almost entirely technology based.

Learning from my professor the art of constructive criticism. Being able to tell a student that more work is needed and saying it is a way that is also encouraging.

I understand that there has to be mention of the common core, and discussions about it, but the common core is a failed system. I would not even consider it. The common core is the least helpful to improve teaching.

1. *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.*

I don’t consider the diversity of my students. I never have. I know that every student is different. I expect no more or no less from every student. I do expect them to put forth their best. The rest will take care of itself. I have taught a wide range of students with varying ages. I treat each student equally: Fair, Firm and Consistent. I do not think it is a good thing to even consider diversity, because when you start, that tends to become all you think about. And that will most definitely take away from the learning opportunities for both teacher and student.

1. *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. Discuss your role in terms of the CReaTE framework.*

I will be the instructor. I will present the class my thoughts on the subject. We will watch a couple of short videos and discuss the project, sharing and tossing around ideas of how the students would like to proceed.

I will collaborate with former colleagues and peers. I will get the opinions and ideas and then make my own judgements.

CReaTE: C: I will direct student’s interaction with the content. I will be available for advice or questions raised by the students. R: I will inform the students how this project reflects Real World Learning. I will provide them will examples the types of projects they might undertake in the real world. E: By providing the students with a choice, I will explain to them that in the real world, they have even more choices and provide them with scenarios of how this might occur. T: I will provide the students with technology examples from my own experiences and real world jobs that I have completed.

1. *Select two disposition statements for the course (page 2 of the syllabus) and discuss how you could demonstrate those positive dispositions in teaching this lesson. Copy each disposition statement and discuss it below*

a. Values learning: Attendance

Consistently attends class and is on time. Usually notifies instructor in advance and arranges to meet instructor following a missed class. Usually gives reason for planned absence.

I will always be early for class. I will not miss a single class. I really don’t get sick, so this is not an issue. I put a lot of stock in being to class on time and ready to get to it. We will not take roll. There will be a sign in sheet and you will sign in each class period. If you don’t sign, you were absent. If you do not know how to sign your name, you need to learn and learn fast.

c. Values learning: Class preparation

Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to class well prepared.

I will be prepared ahead of time for each class. All of my class presentations will be thorough and consistent and logical. Class discussions will be done daily to talk about our projects. We will endeavor, as a class, to make the best presentations possible.

**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 (30 points)** | * 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 | * 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 | * 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 | * 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 | * **My chosen objectives are a 4 because the objectives encourage the student to think in a real world environment.** * **I searched several hours to find standards that best fit my objectives. I wanted objectives that I know best embody what I want my students to achieve. The chosen standards are applicable to the objectives.** * **I believe the objectives and standards are an excellent way to communicate what is expected.** * **Dates include the first release and each successive revision.** * **I almost didn’t see the part about the dates, but I was able to find the dates and include them in first attempt.** |
| **CONNECTIONS (45 points)** | * Incorrect identification of Revised Bloom’s Taxonomy level and no cognitive process given * The lesson plan clearly reflects a CReaTE 1 level or less. * No justification for each CReaTE component provides clear supporting examples from the lesson * No justification uses statements from the CReaTE framework supporting each component rating * No discussion of collaboration with other professional educators; discussion of how you will conduct lesson alone | * Incorrect identification of Revised Bloom’s Taxonomy level and/or cognitive process or justification * The lesson plan clearly reflects a CReaTE 2 level or less. * Little justification for each CReaTE component provides clear supporting examples from the lesson * Little justification uses statements from the CReaTE framework supporting each component rating * H. Description of collaboration in very general terms and does not indicate professional educators you will work with or may describe only cooperation | * Correct identification of Revised Bloom’s Taxonomy level and cognitive process and justification * The lesson plan clearly reflects a CReaTE 3 level or higher. * Some justification for each CReaTE component provides clear supporting examples from the lesson * Some justification uses statements from the CReaTE framework supporting each component rating * H. Description of true collaboration with at least one professional educator when planning, teaching, or assessing pupil performance in this lesson. | * Correct identification of Revised Bloom’s Taxonomy level and cognitive process and justification * The lesson plan clearly reflects a CReaTE 3 level or higher. * Comprehensive justification for each CReaTE component provides clear supporting examples from the lesson * Comprehensive justification uses statements from the CReaTE framework supporting each component rating * 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 | * **Having students create a project that requires higher level thinking is justification.** * **This lesson plan clearly requires higher level thinking on behalf of the students.** * **Clear supporting examples were giving for each CReaTE phase.** * **Justification was provided supporting each component rating.** * **Collaborating with current and former professors and colleagues and peers is a fine example of collaboration.** |
| **RESOURCES (30 points)** | * Only 1-3 print/media/ technology are listed. * Few of the instructional documents, worksheets and assessments are listed and files are included in the Appendix * Very short description telling how resources are used in the lesson or incomplete sentences. | * Not all specific print/media/ technology is listed. Some 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. | * All specific print/media/ technology is listed. * 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. | * All specific print/media/ technology is listed. * 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 | * **Everything needed for this class project is listed under resources.** * **A rubric has been provided to the students on what is expected for this project.** * **A brief description of each resource has been provided. Additionally, steps have been provided to ensure that all needed browser programs are up to date.** |
| **ASSESSMENT,**  **(45 points)** | **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 | **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 | **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 | **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 | * **The scoring rubrics clearly address both objectives and provide a clear idea of what is required.** * **The established rubrics have 4 levels that clearly quantify the expectation for this course.** * **All students need to do is follow the instructions for successful completion of the project.** |
| **INSTRUCTION or Student Directions (45 points)** | * 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, identified CReaTE levels. * Directions do not provide any evidence of pupils using higher level thinking (Analyze, Evaluate, or Create) with the CONTENT. * Pupils do not create a technology product. | * 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, identified CReaTE levels. * 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. | * Detailed directions that address student level and accurate content for both learning objectives. * Instructional activities connect objectives, assessment, age/ability level, identified standards, identified CReaTE levels. * 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 lesson requirements. | * 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, identified CReaTE levels. * 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 | * **Detailed directions have been provided for both objectives.** * **The instructional activity is clear in its objective. To provide a clear use of the CReaTE levels.** * **With this course, students will be required to use higher level thinking in 2 ways. Using higher level thinking to plan a new cell phone technology and also higher level thinking is presenting their new technology to the class.** * **As stated, at least 1 technology project will be created.** |
| **Use of Technology and Sample Student Work**  **(45 points)** | **USE OF TECHNOLOGY**   * Pupils use of technology in this lesson is not aligned with 3-4 of the following: objectives, assessment, age/ability level, identified standards, or incorrect CReaTE levels * 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.   **SAMPLE STUDENT WORK**   * 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 rubrics, and/or project(s) do not represent the CReaTE levels that you identified in the Context section | **USE OF TECHNOLOGY**   * Pupils use of technology in this lesson is not aligned with 1-2 of the following: objectives, assessment, age/ability level, identified standards, or incorrect CReaTE levels * 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.   **SAMPLE STUDENT WORK**   * 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, or project(s) do not represent the CReaTE levels that you identified in the Context section | **USE OF TECHNOLOGY**   * Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards, correct CReaTE levels 3 with the content * 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.   **SAMPLE STUDENT WORK**   * Creates sample student project that clearly meets the criteria of both IDP objectives, projects would score a level 3 on your own IDP rubrics, Clearly represents the CReaTE levels that you identified in the Context section | **USE OF TECHNOLOGY**   * Lesson requires pupils use of technology aligned with objectives, assessment, age/ability level, identified standards, correct CReaTE levels 3 or higher with the Content * 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.   **SAMPLE STUDENT WORK**   * 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, Clearly represents the CReaTE levels that you identified in the Context section * Accomplishes all of the above on the first attempt | * **Students will be required to use different forms of technology in line with the set CReaTE levels.** * **This lesson does require students to create a product that meets the lesson requirement.** * **I am very fluent in Word, especially the various tools and other features that are not normally used in Word.** * **The sample student work is creative and also entertaining and provides the students an idea of the types of multimedia that are available and can be used for their projects. I do not score a 4 on the rubric due to the limitations of the programs that** |
| **REFLECTION AND SELF- EVALUATION (30 points)** | * 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. | * 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. | * 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. | * 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 | * **2 or more areas of professional development that I believe are needed have been provided. PD opportunities occur every school year and even some occur in the off season. Don’t care for the ones during the school year because, if it takes you away from your students, then it is defeating the purpose and is pointless. I attended one once that was called Being There For Your Students. It was a funny title because it took you away from your students in order to attend. These I do not agree with. Make the effort to have it during the off season and I will be there.** * **Stated reasons that diversity isn’t a consideration in my class. Just don’t think about it; because when you dwell on it, it takes away from the teaching. Treat each student equally. This should be common sense.** * **Yes. Completed self-evaluation rubric and used last column to do so.** |
| **REFERENCES (30 points)** | * 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 | * 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 | * 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 | * 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 was used in creating lesson. * 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 | * **Several references was listed using APA format.** * **A brief annotation was provided for each reference, including images and videos.** * **All references, including images, videos, etc. were listed using APA reference format.** * **References for standards listed.** |