

Narrative Description

A. Setting is a high school in a reasonable demographic. The school itself is fairly new with most facilities being in good condition. The instrumental and vocal teachers share an office and have rooms that are generously large for both groups. The music department is not as well funded as a music teacher would like but it is good enough to provide the education needed. In this General Music class, which is held in the recital room for the 'band', there are 18 students. Diversity of culture and gender is fairly evenly distributed, 11 boys and 7 girls. Three of the boys and two girls are Hispanic, one girl is Asian, and two boys and one girl are African-American. The Music Appreciation class is open to all grades at the high school (9-12).

Age/grade of students?

What grade are you teaching?

12/13/12 submission does not include any revision to this item.

Caucasian/White

Male

Christopher - Senior

William - Junior

Jeremy - Junior

Brad - Sophomore

Joseph - Freshman

Mark - Freshman

Female

Tabitha – Sophomore

Jessica - Freshman

Hayley - Freshman

Hispanic

Male

Gerald - Junior

George - Sophomore

Manuel – Sophomore

Female

Angel – Senior

Jillian - Junior

African-American

Male

Carl - Freshman

Aaron – Sophomore

Female

Carla – Sophomore

Asian-American

Female

Emily - Freshman

There are three specific students in the class that need to be monitored closely:

First is Christopher, a 17 year-old senior who is struggling to keep a high enough grade point average to stay on the basketball team and is taking this class for “an easy A.” He is very polite but just has no drive to do work according to his profile. I am confident that with the proper instruction he will succeed while realizing the class is not just for an easy grade.

Second is Manuel, a 16 year-old sophomore hispanic student who is struggling slightly with the english language. He recently came to the school as a freshman from a school with bi-lingual teachers, which allowed him to communicate in spanish without worry. I know that he has enough of a grasp to hold a conversation in english and answer simple questions but he is reported to have an aid to help him who is spanish-speaking. This aid is not always present but is available should I need them.

Third is Tabitha, a 17 year-old junior. Tabitha is a special needs student that is restricted to a wheelchair due to a physical disability that prevents her from walking. Because of the classroom being a rather spacious rehearsal hall I do not foresee any issues with this handicap. Should the need arise either myself or a designated student will assist her where her physical handicap prohibits her.

B. The classroom is very musically oriented thanks to its purpose. Posters of various musicians and other musically oriented things like instruments are around the room. There is a set of doors on the left wall that lead to a storage room, mostly used for instruments. Music Appreciation will take place in the back half of the room where there are tables big enough for three people at each table. There is a projector setup from the ceiling with a plain white screen and a cart with a digital projector station and computer (No smartboard, otherwise similar to what we have in the ED rooms). There is also a stereo configured with the computer and projector. Because of the room being what it is, I have easy access to instruments, specifically a drum kit, piano, and other instruments that can be used to demonstrate some Jazz if needed. Class is 90 minutes long, meeting three times a week.

Length of class?

Ditto previous comment.

12/13/12 submission does not include any revision to this item.

C. Prior Knowledge: The students should all have prior knowledge of musical concepts, instruments, and some of the terminology that is a part of music, such as crescendo, tempo, form, etc. They are not all musicians but this knowledge was covered previously in the class at an earlier date. According to the Virginia Standards of Learning they should know these fairly

easily.

Good...and what does the objective ask of students so you will know their prior knowledge of jazz? (BTW, the answer of “none” in the task analysis isn’t appropriate in answering this question.)

How about use of SOLs to determine prior knowledge?

12/13/12 submission does not include any revision to this item.

D. Outcomes: Unit outcomes include the following:

- The student will be able to name and give a brief description of various artists, styles, and events, such as Dave Brubeck and “Smooth Jazz” as a result of mastery of the subject.

- The student will be able to understand completely the style of Jazz and how “Swing” time works when reading music.

- The student will be able to correctly identify the titles and composers of listening examples with 100% accuracy.

- The student will be able to match an event, style, or composer to a time period on a timeline.

E. Plans for diverse learners: Based on the descriptions in section A, I will be prepared for the following students:

Christopher - I will arrange for myself or another student who has completed the course to assist him with tutoring the first time he begins to fall behind. I will do what I can to keep him motivated through individual encouragement as well as making assignments/class discussions more interesting through student involvement.

--this questions asks for what YOU will do to assist learning for this student, not what the tutor will do.

12/13/12 submission does not include any revision to this item.

Manuel - I will request for Manuel's language aid to be present at every class if possible. I want to be sure that I am communicating as best as I can with him. If he is having trouble understanding something due to the language barrier, I will try to break down what I am saying to a more simplified level. Additionally, to help outside the classroom, I will offer to meet with him during a study hall or before school if class schedules allow it.

Ditto.....what will YOU do “inside the classroom” to facilitate learning for the student?

12/13/12 submission does not include any revision to this item.

Tabitha – Her physical disability will not prohibit learning in this classroom.

How does the fact that she can sit at a table assist her learning?

The narrative description explains your thinking about how you intend to achieve parts C, D, E. None of these items are included in the lesson plan.

- part C – how do you intend to determine prior knowledge? (the Task Analysis asks what the

prior knowledge is; it does not ask HOW you will assess)

- part D – what are your outcomes for the UNIT? (not the lesson plan)

- part E – how do you intend to meet the needs of diverse learners (the entire spectrum, not just those with visible needs) in your classroom? What did you learn in LMA that helped you think about the varied ways in which students learn?

12/13/12 submission does not include any revision to this item.

Complete all Narrative Description revisions for your next submission.

Revisions to part E above are overdue.

Eastern Mennonite University: Middle/Secondary School Lesson Design

Pre-Service Teacher: _____ Date: _____ 9/6/12 _____

Course/Subject: _____ **Appreciating Music** _____ Grade: _____ 9-12 _____

Title of Unit: _____ Jazz _____ Title of Lesson: _____ Intro to Jazz _____

VA SOL(s): (write out)

HS.7 The student will explore music styles and genres through listening, writing, and discussing.

~~With the above SOLs, you might also want to include the sub-standards that follow #1 and 4.~~

SPA Standard(s): **NAfME's Standards of Music Education**

~~(write out) the name of the SPA from which you took the following standards:~~

6. Listening to, analyzing, and describing music.

9. Understanding music in relation to history and culture.

In reality, you might also condense the # of SOLs and SPA standards for this lesson.

Materials:

For Teacher:

Playback device for listening to music (Stereo or Computer)

SmartBoard w/ Computer,

Jeopardy SmartBoard Activity,

(Textbook): Norton History of Western Music

For Students:

Notebook,

Writing utencil,

Textbook

-- OK.

Instructional Objectives: Write 3 observable/measurable instructional objectives (one for every 30 minutes of instruction) using the ABCD format (**a**udience, **b**ehavior, **c**onditions & **d**egree of expectation).

1-(C)Without the aid of their notes, (A)the students will be able to (B)recall at least one fact of knowledge about Jazz(D) that is true.

(For simplicity, I removed my highlighted comments from previous reviews.

Use only 1 verb for part B. Would "recall" or "state" be the verb that best describes what students will learn and perform?

In your next submission, label the parts of the verb by A-B-C-D. Then, write the objective in this sequence: A-B-C-D, or C-A-B-D. So far I'm not clear that you are using all four parts. For example,

where is part C and part D?

Part C – must identify the condition in which the learning takes place. Look at p. 15-16 in the book I loaned you, or at the “C” cards. What will students be using to learn “one fact of knowledge about jazz”? As demonstrated every week in class, you could begin the objective with part C. For eg.:

“Given a _____, TSWBAT (B)recall at least one fact of knowledge about Jazz (D) that is true.

Complete part C.

--OK.

2-(C) While listening to the song “Maple Leaf Rag,”(A)the student will be able to (B)analyze tempo, rhythm, instrumentation, and other concepts (D)with few mistakes.

Ditto—what is C and D?

What is part C? part D?

Yes! Look at this objective as your model in revising obj. #1.

--OK.

3-(C)Using the timeline covered during class, (A)the student will be able to (B)identify important dates, people, and styles of Jazz music (D)within the allotted 10 minutes.

focus part B on content learning rather than completion of a task.

Part C and D?

Do you see how part B (organize into a timeline) is a completion task? How can you make part B focus on content learning by students?

What is part C? part D?

If you still need assistance in learning ABCD format, consult these sources:

1. <http://ets.tlt.psu.edu/learningdesign/objectives/writingobjectives>
2. <http://sharepoint.agriculture.purdue.edu/ces/development/evaluation/Shared%20Documents/ABCD%20Program%20Objectives.pdf>
3. http://classweb.gmu.edu/ndabbagh/Resources/IDKB/objective_formats.htm

Identify the # of minutes for the “short time limit.” 2 minutes? 5 minutes? How long will you wait for students to complete this task? Select what will be implemented in the Instruction section of this lesson plan.

--OK.

Task Analysis: The task analysis focuses on content learning for students.

Prerequisite	Essential	Desired/Enrichment
Paid attention during reading/lecture. Good notetaking skills. What pre-requisite content knowledge do students need to be successful in achieving obj. #1?	Students will reinforce knowledge from reading by recalling the information without using their notes. According to your objective, student jazz knowledge is prior knowledge. There is no new knowledge in the objective. What is the essential knowledge learned in today’s	To be used in the future in class as well as the Jeopardy activity during this lesson. Again, focus on content knowledge. How can the essential content knowledge be extended beyond today’s learning of obj. #1?

	lesson? It better be more than "none"! The task analysis requires that this essential column includes the content students will learn in each objective. What content knowledge will students learn from obj. #1?	
Knowledge of how to listen to specific things (Instruments, Voices) in music. Knowledge of Melody, Form, Tempo, and Rhythm. Yes!!!	The students will learn how to listen and recognize various concepts of Jazz, such as Tempo, Form, Rhythm, and Melody, using "Maple Leaf Rag" as an example. Why isn't the content knowledge identified here included in the objective? Obj. #2 uses the word, "analyze." Here you use the term "listen" and "recognize" which are different levels of thinking on Bloom's taxonomy. The Task Analysis should align with the objectives. What would it look like for the student to "analyze tempo, rhythm, instrumentation, and other concepts"?	To be used for future analysis of Jazz material for class and when analyzing other genres. Perfect!
Understanding of how a timeline works, the purpose of a timeline when studying a time period, and how to recreate a timeline. "no" is not an option. What prior content knowledge do students need to be successful in learning the "essential" knowledge for today's class? What SOL preceded today's SOL (that would define the prior knowledge)? --OK Revise this since you revised obj. #3. Focus on the content knowledge required in order to be successful in learning the essential knowledge.	Students will be able to identify important dates, people, and styles of Jazz music. --yes! Use the content knowledge named here in obj. #3 since this is what you expect students will learn.	For students to better understand who and what we discuss in class as well as general historical knowledge of the genre of music.

I will complete a thorough review of the task analysis when you have included ABCD in every objective.

Ditto--I will complete a thorough review of the task analysis when you have included ABCD in every objective.

To be revised.

Assessment

1. Content and process skills to be assessed as identified in the instructional objectives.

1-(C)Without the aid of their notes, (A)the students will be able to (B)recall at least one fact of knowledge about Jazz(D) that is true.

-Assess students' knowledge gained from the reading and note-taking during class.

--what knowledge does your objective focus on? (answer: "knowledge about jazz")?

–list today's NEW content knowledge, not knowledge prior to today's lesson. What will students learn today? .

2-(C) While listening to the song "Maple Leaf Rag,"(A)the student will be able to (B)analyze tempo, rhythm, instrumentation, and other concepts (D)with few mistakes.

-Assess the student's knowledge of the musical concepts of melody, form, tempo and rhythm through an active listening example using "Maple Leaf Rag".

--if you know what elements you are assessing (ie. content knowledge), why not list all of them in your objective? For eg., your objective states: tempo, rhythm, instrumentation, and other concepts; in this item you state: concepts of melody, form, tempo and rhythm. Be clear what content knowledge you are assessing.

–good, this is content knowledge. Will they know these aspects before today's class, or will you be teaching this content today?

3-(C)Using the timeline covered during class, (A)the student will be able to (B)identify important dates, people, and styles of Jazz music (D)within the allotted 10 minutes.

-Assess the students' ability to recall and share information in groups in preparation for the Jeopardy activity.

--Ok.

–this is not content knowledge, this is a strategy.

List each objective under each of #1, 2, and 3, followed by answers to #1, 2, and 3 for each objective.

2. Specific strategies or methods of assessment: (Describe & attach specific assessments)

-Spill the beans: Call on students by drawing their names for sharing their knowledge in objectives #1 and #2. This will also be used to call out readers during the class reading.–what are you asking students? **--OK.**

--question #2 requires that you list the strategies/methods/approaches that you will use to assess the content learning for every objective: #1, #2, #3.

-Exit ticket: Ask students to write down what they learned and turn it in before they can leave. Exit ticket for this class is focusing on recalling information covered in the timeline. Linked to Objective #3.Needs to be specific—what content will the exit ticket focus on?

Ditto: develop a question to ask on the exit ticket. "What did you learn" is far too broad.

-Jeopardy: Review activity where students will be working together in three teams to recall

information covered during the lesson's reading and class discussions. Purpose of the activity is to reinforce fresh knowledge. Linked to Objective #3 –how does this fit with measuring learning in the objectives?

-OK.

3. Differentiation: How will you differentiate your assessment for the specific needs of diverse learners?

-Based on the need of the diverse learners I will provide assistance in writing and note-taking if necessary. Example: I will print out a copy of the timeline for a student who may have problems with reading or something that would prohibit them from successfully taking notes or recreating the timeline. If a student is having issues reading aloud for the class, I will assist with pronunciation of words. If their reading strength is low I will avoid calling on them.--This is a good beginning. Add specificity as you plan the lesson. If you are supporting reading and writing, pull in strategies from your Reading and Writing Across the Curriculum **(Have not had this class)** class to use in this lesson to support student learning. --sorry, my error. Then draw from the support learning/differentiation column in the Instruction section.

Lesson Body:

Anticipatory Set: While students are entering the classroom, a recording of the song “Maple Leaf Rag” will be playing. As students enter the classroom, there will be the following instructions on the board: **“Please write down one fact you know about Jazz prior to this class. We will share these together at the start of the lesson.”**

--I’m curious what kind of answers you expect here. I’m thinking that students will need a bit clearer directive, or this A.S. will be wasted time. How can you provide clearer direction while remaining open for varied responses? **I’m honestly expecting anything from “Jazz includes Swing” or anything really simple like “Louis Armstrong was a jazz musician.” I’m really not sure how to provide clearer direction than that though, it’s really just to get a feel for what the students know.**

--Ok. What do you expect to do with this info you gather? How will it influence the lesson? The anticipatory should be valuable learning time.

The information is used at the beginning of the instruction.

Instruction:

(Step-by-step procedures include teacher notes on content, teaching strategies, questions written out verbatim, guided practice, independent practice activities, and time allotments for each procedure.)	Differentiation, Support Learning, & Adaptations What modifications, accommodations, and adaptations will you make to meet the needs of your students?
Once students have finished the anticipatory assignment, take up the papers and go over them all as a class. Shuffle the responses before drawing one; if there are no volunteers, call on the student to explain their answer as to what they know. Also be sure to ask HOW they know and WHERE they learned it. (Spill the Beans) (5 min) -Spill the beans: Call on students by drawing their names for sharing their knowledge in class discussions.	I suspect Manuel could have some trouble explaining what he may already know about Jazz due to his language barrier. If his aid is not with him I will do what I can to help him find the proper words for what he is not able to express in English. --so what will you do to assist him so he can achieve the learning task you’ve given? --what strategies will you use to “find the proper words”?

--explain how you are using Spill the Beans. --OK.

Introduce the title of the unit and give a brief background of the material that will be covered. "In this unit we will be exploring the birth and rise of Jazz in America. --good start. Where are the notes for this content? We will study individuals, events, and plenty of musical examples from the time period." (4 min)-- shouldn't ALL of these concepts be listed in the Task Analysis as prior knowledge?

Play the recording of the song "Maple Leaf Rag" for the students again. Students will be asked to write down what musical concepts and or aspects of the song they can identify: **"I would like everyone to direct your attention to the song that is playing. I would like all of you to answer the following questions: What is the Instrumentation? What is the Tempo? What is the Rhythm? If you can identify anything else about the piece please do."**

--label questions by type and level.

--although you note in the Task Analysis that tempo and rhythm is content students have learned prior to this lesson, a brief review/summary would be helpful to student mastery of applying this content to "Maple Leaf Rag."

These will be shared as a class to introduce the students to how they should 'listen' to the Jazz examples covered in future classes.

--where are your notes to inform students how they should "listen"?

(10 min)

--add verbatim here of what you'll say to help students transition from the 5 elements to a historical timeline. --OK.

"Now that you've heard what the Maple Leaf Rag sounds like and have learned what some of the concepts are behind the tune, let's get out our textbooks to chapter 33 and learn about other Jazz artists and their songs." (1 min)

Transition to the textbook to have a class reading activity.

--what is the content focus of the textbook? I'm wondering what students are learning here?

Again making use of the Spill the Beans tactic to call on students so that everyone is involved and

I will give every student an opportunity to participate if possible. There may not be enough things to talk about with the song, or questions. If a concept or aspect of the song is missed, I will ask the students what they hear, can they name it? "What is it?" "How did you come to that?"

--explain a strategy you will use to do this.

--what will you do to assist them in learning?

Differentiation requires that you go beyond noting the challenge to learning.

I will give every student an opportunity to participate if possible, starting with Christopher as I am worried he may not be giving his full attention. Calling on him first or to read one of the longer sections will at least get him reading the information.

--what will you do to assist him?

engaged in the learning as opposed to being left reading along and possibly losing interest. --what is the content of what you are calling on students? Insert verbatim questions here. After completing the reading, I will display a timeline on the projector. I am using one separate from the book because it shows when certain styles and eras took place all on one timeline. Students will recreate this timeline taking note of only the entries related to Jazz, not the world events. Students will keep these in their notebooks for use in future classes as well as a visual aid with remembering the eras.(35 min)

--include PPt with lesson --ditto- include PPt.

--what are students learning? "copying notes"? does that equate to learning?

--This seems like a waste of time if you've already used a PPt to GIVE students the info, now you want to have them read it, and later they'll recreate the timeline in their own format.

--what music content knowledge are they learning in this activity?

Divide the class into four groups. I will choose the groups to prevent imbalance. The groups will have ~10 minutes to come up with strategies to help them learn and remember specific information from the timeline and reading. --are they coming up with a "strategy" or with "information"?

"You all have until 11:45 to use any strategy you can to commit parts of the timeline to memory. As an example, use the acronym 'BRALT' to remember the title of the song 'Blue Rondo A La Turk'. It is up to you how you choose to remember or recall the information as long as you are not reading it from something."(2 min forming groups, 10 min for activity)

--need clarity--state what you will say to students to explain how they'll use the "frying" pan strategy (rather than justifying its use). --OK.

Jeopardy Activity - In their groups, students will act as teams to get the highest score. All the information in the activity is straight from the powerpoint/timeline earlier in class. There is no grade or reward from the activity except a participation grade. Students are NOT allowed to have any notes to use for this activity. The

I need to be certain to have a good mixture of students, probably having Manuel, Tabitha, and Christopher in separate groups. If I arrange the groups I can be sure to level out the groups so that there is not one "team" answering all of the questions when it comes time for the Jeopardy activity.

This will depend on how well they have been keeping up thus far as well as the other students if anyone else is behind as well.

--show evidence of the differentiation concepts studied in class: content, process, product, learning environment, affect.

main point of this activity is to allow the students to see the information again while getting an opportunity to recall it.(Jeopardy) (25 min)

--what directions will you give to students? Do they come up to the SmartBoard (is Jeopardy interactive? I have difficulty getting it to function properly. See note in last review.)

--a game like Jeopardy is likely better as a review activity than as the initial source of content learning.

--insert Jeopardy with lesson plan

I totaled 82 minutes; 90 required.

At this point in the lesson, I don't see a connection between the Instruction and your objectives (eg. "one article," "Cottontail," students create a timeline, etc.). The instruction section seems void of student learning and appears to be a compilation of to-do's for students. Clarify in the objectives what students will be learning, then align the Instruction with facilitating student learning.

Closure: Give the students an "Exit Ticket". "Before you can leave today, I want you all to write down on a sheet of paper one musician or style of Jazz we learned about today and why. Is there a personal reason? What caught your ear? These will be taken up and we will revisit them again next class."

--the Closure is intended to measure student learning, not participation. Focus on the content identified in the objectives. Could you call this an exit ticket? I did intend for this to be an exit ticket -good, then call it an exit ticket.

Self-Reflection: To be written once the lesson has been presented in your practicum.

Eastern Mennonite University Middle/Secondary Lesson Plan Rubric

	Exemplary 3	Competent 2	Does Not Meet Expectations 1	Score (Weight)
Introductory Information/ Narrative Description	Information of course, grade level, lesson/unit, SOLs, SPAs, materials, is thorough and accurate	Information of course, grade level, lesson/unit, SOL's, SPAs, materials, is complete and accurate	Information is missing, inaccurate or inappropriate Awaiting revisions. Revisions not completed in final submission.	(.15_X 1 = _1.5_)
Instructional Objectives¹	Objectives are observable & measureable; ABCD format is thoroughly and accurately included in all objectives; aligned with SOLs and SPA standards	Objectives are observable & measureable; ABCD format is addressed in all objectives; linked to SOLs and SPA standards	Objectives are not observable & measureable; one or more components of the ABCD format is missing in one or more objective Objectives must focus on content knowledge. Clarify C in #3. Complete. —as in: Needs revision.	(.2_X 2 = _4_)
Task Analysis	Thorough and accurate statement of Prerequisite, Essential, and Desired content knowledge	Complete and accurate statement of Prerequisite, Essential, and Desired content knowledge	Incomplete statement of Prerequisite, Essential, and Desired content knowledge or missing category Will evaluate after objectives are revised. Complete. —as in: Needs revision. Improvement noted; remember to focus on content knowledge as stated in the objectives.	(.15_X 2 = _3_)
Assessment¹	Clearly linked to learning outcomes and monitored throughout the lesson (formal and informal)	Assessment linked to learning outcomes or monitored somewhat throughout the lesson	Assessment not linked to learning outcomes or monitored throughout the lesson Link specifically to objectives. Complete. —as in: Needs revision.	(.2_X 2 = _4_)
Anticipatory Set/Closure	Compelling introduction draws students into the lesson and closure focuses on student summary of learning; procedure is written out verbatim	Introduction draws students into the lesson; Closure focuses on student summary of learning; written out verbatim	Introduction or closure not included in lesson; not written out verbatim Link Closure to content in learning objectives	(.2_X 1 = _2_)
*Instruction: Instructional Strategies/ Independent Practice¹	Detailed and purposeful teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing	Includes: teacher notes, instructional strategies, guided practice, independent practice. Reflects best practice; organized, sequential, varied strategies, timing optimizes student learning.	Does not include or is missing some required components. Does not reflect best practice; lacks one or more components: organized, sequential, varied strategies, timing; jeopardizes student	(.15_X 4 = _6_)

	optimizes student learning; practice extends student learning		learning Some revisions not completed in final submission: label Guided Practice, Independent Practice. Include teacher notes, timing.	
*Instruction: Support Learning/ Differentiation of Instruction¹	Extends and adjusts instruction appropriately for all students	Extends and adjusts instruction appropriately for most students	Instruction designed without consideration for individual student learning Revisions not completed in final submission.	(0.5__X 2 = __1__)
*Instruction: Questions	Types/levels of questions identified; extend and promote, and extrapolate higher level thinking from students	Types/levels of questions identified; extend or promote some higher level thinking	Questions do not extend or promote higher level thinking; types/levels not identified Revisions not completed in final submission.	(__0.5__X 1 = __0.5__)
Total				22/45

***An interactive SmartBoard activity is required in one of these categories.**

¹Criteria will be used for admission to student teaching decisions beginning July 2012.

Assignment is completed when a competent "2" rating is achieved in every category.

Comments 9/28/12:

Objectives:

- It strikes me how passive all three objectives are in relation to part "B" – discuss, listen, observe. How unfortunate for a class that is so hands-on! How can you revise the objective to reflect purpose in learning that actively engages students.
- Focus part B on content learning rather than completion of a task.
-

Task Analysis:

- Revise to coincide with your revised objectives. I will complete a thorough review of the task analysis when you have included ABCD format in every objective.

A.S. and Closure:

- See above notes.

For the next submission, revise the above and submit along with the new assignment. Remember, as per the syllabus:

Re-submission should include: 1) revisions typed in bold text in the original assignment submission; and 2) the lesson plan rubric with the professor's comments intact.

Let me know if you have questions or wish clarification. You have started and now need to work toward refinement.

Comments 10/23/12:

Narrative Description:

- In your next submission, insert the narrative description (with my comments) at the very beginning of the lesson plan doc. Thanks!
- Prior to handing in your assignment, be sure you have completed all parts of the narrative section. It would really help your grade.

Objectives:

- Since the remainder of the lesson plans builds on the development of strong objectives, you really need to get the objectives in perfect shape in this next revision.

Task Analysis

- Will review after objectives are written in A, B, C, D format and focus on content learning.

Assessment:

- Will review after objectives are correctly written.

In this next revision, you will need to have achieved proficiency in the Objective, Task Analysis, and Assessment section in order to adequately complete the Instruction section. Dedicate your focus to these areas; at this point in the assignment you should be focusing all of your attention on the Instruction section. Ask if you need assistance.

11/10/12:

Complete these revisions in the next submission. See above notes. Be sure to include all revisions **in bold text so I can see what you've changed**, as per the syllabus:

Re-submission should include: 1) revisions typed in bold text in the original assignment submission; and 2) the lesson plan rubric with the professor's comments intact.

- **Narrative –**
- **Objectives – must be completed so you can plan Instruction that meet the objectives.**
- **Task Analysis**
- **Instruction:**
 - Need 90 minutes.
 - As noted above: I don't see a connection between the Instruction and your objectives (eg. "one article," "Cottontail," students create a timeline, etc.). The instruction section is void of student learning and is a compilation of to-do's for students. Clarify in the objectives what students will be learning, then align the Instruction with your task as the teacher to facilitate student learning.
 - The biggest gap in the Instruction is a sense of how the lesson contributes to student learning.
 - Add questions, types and levels, and SmartBoard in the next submission.
- **Differentiation – I did not review this section and won't until the objectives are completed. At that time you need to review the differentiation section based on reading from the textbook, articles posted on Moodle, and class activities to ensure that you are planning for differentiated instruction for each student.**

Let me know if you have questions about any of the above.

11/21/12:

X, this document is full of red highlights with the intent that you will carefully read my comments and revise accordingly. I'm concerned that your lesson plan is not as developed as it should be, mostly because revisions have not been completed. You need to pick up the pace if you intend to successfully complete this assignment.

The following revisions **MUST** be completed in your next submission:

1. **Narrative description revisions are overdue.**
2. **Objectives:**
 - a. You will not achieve a grade of C or better in ED 351 if you cannot achieve a 2 rating/competent of writing objectives. For the purpose of ensuring that you can successfully demonstrate your ability to write objectives, you need to write each of your objective in this order: A-B-C-D, **OR** C-A-B-D.
 - b. So far all three objectives include students oral or written as the B (Bloom's taxonomy learning verb). In doing so you confuse the content that students are learning. What do you want them to learn? Look at the SOLs to determine content knowledge to be learned in this lesson.
 - c. Where does objective 3 take place in the Instruction?
3. **Task Analysis:**
 - a. Needs revision.
4. **Assessment:**
 - a. Needs revision.
5. **Instruction:**
 - a. After another review, I still do not see evidence of curricular alignment between objectives and assessments in this lesson. Until you have clarified for yourself **what content students are learning in this lesson (which is always identified in the**

objectives), the rest of the lesson will be a struggle. So far, the activities in the Instruction section are disjointed and do not link together,-- because the focus of learning is not clear in the objectives. What learning do you anticipate will occur for students at the end of this 90 minutes?

- b. Label the section that is Guided Practice.
 - c. Label the section that is Independent Practice.
 - d. Develop and insert the PPT referred to in the Instruction section.
 - e. Develop and insert questions you will ask throughout the lesson to enhance student learning. Label every question by type and level.
 - f. Must be 90 minutes total.
6. Differentiation: Requires that the teacher identify the learning need AND a plan to assist the student so s/he will be successful in learning.

X, there is much revision to do to achieve mastery learning of this lesson plan, and time in the course is nearing an end. It causes me great concern to see that you are still working on revisions to your objectives at this point in the course, and at near-completion of two music methods courses. Your admission to student teaching is based on your ability to achieve mastery learning on the lesson plan assignment, or you will need to repeat ED 351, in order to be admitted to student teaching. I'm available for assistance if you ask. It is up to you how you proceed from here.

12/5/12:

Objectives:

- You are much closer to completing the objectives section. See yellow highlights above (the second set). Revise immediately and re-submit. Time is slipping away.

12/12/12:

Objectives:

- Achieve a "2" level. Reflect ABCD format. Now plan a lesson that builds on the objectives, uses a task analysis, assessment, instruction, and differentiation that aligns with and meets the objectives.

Instruction:

- SmartBoard has been submitted. In the Instruction section, identify how the SmartBoard is interactive for students (not for the teacher). In trying the Jeopardy, the Score function did not work. It might need revision to make it interactive.

I did not locate revisions in this document other than revisions to the objectives.

***Important: Document "CM7.docx" that I returned to you on 12/5/12 is a document you should refer to for the correct color coding through the lesson plan that did not come through in this revised document. Items that are color coded still require revision. The RED highlights above from 11/21/12 identify a very specific list of what is needed for you to successfully complete the lesson plan assignment. Please be reminded that all revisions are due by the beginning of the final exam period.

12/13/12:

Narrative Description:

- 12/13/12 submission does not include any revision to letters A, B, C, or E in this item.

Task Analysis:

- the focus of the task analysis is to plan for the sequencing of content knowledge. While there is some improvement in this section, there is still a lack of content knowledge related to the learning objectives.

Assessment:

- stronger demonstration of your knowledge of this section would be helpful.

Instruction:

- Ditto above comment: Label the section that is Guided Practice.
- Ditto above comment: Label the section that is Independent Practice.
- Ditto above comment: SmartBoard has been submitted. In the Instruction section, identify how the SmartBoard is interactive for students (not for the teacher). In trying the Jeopardy, the Score function did not work. It might need revision to make it interactive.
- Ditto above comment: Develop and insert questions you will ask throughout the lesson to enhance student learning. Label every question by type and level.
 - Only 3 questions asked in a 90 minute lesson. None labeled by type and level.
- 92 minutes recorded excluding Anticipatory and Closure; 90 required.
- In general, the Instruction section is lacking in providing for learning opportunities that will engage students and promote student learning.
- **NOTE: My greatest concern in this lesson plan is that the Instruction section does not provide significant content learning or instructional strategies/approaches to help students learn the content. At the end of the Instruction, I'm left with these two questions: 1) what are students learning; and 2) what mechanisms (instructional strategies) will guide students through the process of learning content?**

Differentiation:

- show evidence of the differentiation concepts studied in class: content, process, product, learning environment, affect. Label each differentiation strategy with one of these concepts to show what you are differentiating.

This evaluation is your final lesson plan evaluation for ED 351. You have not achieved the required “2” level ratings required for admission to student teaching (see syllabus excerpt below):

The lesson plan evaluation will be used for admission to student teaching decisions. A minimum score of 2.0 is required on four criteria (Lesson Outcome/Objectives, Aligned Assessment, Planning for Instruction, and Differentiation) at least once out of the two lesson plan evaluations that have been selected for review for admission to student teaching. If you score less than 2.0 on any of the criteria, you will be given opportunity to outline a plan for growth in the identified area through the creation of a Student Growth Plan. See the Entrance Requirements to Student Teaching in the Teacher Education Handbook for more information.

Consequently, you have the opportunity to meet with me to develop a Student Growth Plan.