Goal: During my first school year, I want to analyze and improve upon the assignments I write, with regard to how they address Indiana standards for English and how effectively they engage my students.

How: In order to improve this particular aspect of my teaching, I will have students complete brief evaluations for every large assignment they do, which I will then record in my teaching portfolio, making note of any patterns or significant comments that I should consider in how I write and present assignments in the future. To supplement this, I will also commit to reading at least one professional journal article about English teaching each month.

Measurement/Assessment: The responses from my students’ evaluations will be my primary mode of assessing the quality of my assignments. Responses like “Strongly Agree,” “Agree,” “Neutral,” “Disagree,” and “Strongly Disagree,” will be converted to numeric values that can then be compiled and charted for better interpretation, and included in my teacher portfolio. Specific written comments will be invited as well and recorded. In addition, I will make note of anything that I read in professional journal articles that resonates with me or that I think I can somehow apply or modify for my classroom.

Expected Results: I will learn what types of assignments or aspects of assignments are successful in reaching and engaging my students, and which are not. I will take what I discover and adjust my future assignments accordingly.

Time: This project will be ongoing throughout the year.