

A large red square with a white border, centered on a white background. Inside the square, the text "Piper's Vision Board" is written in white, serif font.

**Piper's
Vision Board**

Miss Fritz



UNIVERSITY OF
Nebraska
Lincoln

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Dear Chelsea,

Congratulations! I am very pleased to inform you that you have been admitted to the Teacher Education program in secondary education. You were one of the candidates selected following a faculty-led admissions process. You not only met all of the admissions criteria, but your application materials and interview also conveyed an exceptional level of reflectiveness and thoughtfulness about teaching *all* students. It is important to note that there were far more applicants than available spots in the program this year, something that made for an incredibly difficult decision-making process. You should feel proud to be among the talented and thoughtful applicants to be accepted into secondary English education.

Refresher:

Identity: qualities, beliefs, etc. that make a particular person different from others. It's WHO A PERSON IS.

Now Ask Yourself...

- Who is Piper?
- How does she see herself?
- How does her family see her?
- How does the band see Piper?
- How would Piper describe herself?
- How would other people in the book describe her?
- What are her goals in the book?
- What has she done so far, in the book?
- What is she good at?
- What is she bad at?
- What is she trying to accomplish? Why?



Creating Piper's Vision Board

Show it!

Like your own vision board you will need:

- Minimum 7 images (can be Google)
- Feel free to go out and take your own pictures
- They have to describe what you think Piper's identity is
- Cannot be the cover photo of the book
- Need to be appropriate

Write about it!

When you find your images, create a new slide and explain your image choices

- 10 sentence minimum (2 paragraphs)
- Must explain how your images show Piper's identity
 - WHY did you pick these photos? What do they tell me about Piper?

Helpful Sentence Stems to Get You Started

“I chose this photo of _____ because it shows that Piper _____”

“This is important because _____”

“I included this photo because I thought that it showed _____”

“I think this photo shows Piper’s identity by _____”

“Piper does this in the book, which is why I chose to include this photo of _____”

“Some of Piper’s goals are _____, which is why I included this photo of _____”

“Piper’s family helped shaped her identity by _____”

“I thought this photo was important to include because _____”

“Piper wants to improve by _____, which is why I included the photo of _____”

“In conclusion, I think Piper’s identity could be described as _____ because _____”

“Ed/the Band think of Piper as _____, which is why I included the photo of _____.”

	1	2	3	4	5
Images & Composition	<p>No images are included.</p> <p>Does not meet required minimum.</p>	<p>One to a few images are included.</p> <p>Images are basic and lack any deeper thought about their identity.</p> <p>Does not meet required minimum.</p> <p>Formatting of images lacks creativity.</p>	<p>Vision board is missing 1-2 photos.</p> <p>Images are beginning to show student's thoughts about their identity.</p> <p>Does not meet required minimum.</p> <p>Student experiments with formatting of images.</p>	<p>Vision board meets required minimum of photos (7).</p> <p>Images answer the question of identity.</p> <p>Student experiments with formatting of images in a way that has meaning.</p>	<p>Vision board includes more than the required minimum of 7 photos.</p> <p>Images go beyond to answer the question of identity.</p> <p>Student experiments with formatting of images in a way that has meaning.</p>
Timeliness & Completion	<p>Both vision board slides are turned in after the assigned time, or not turned in at all.</p> <p>Not completed.</p>	<p>One vision board slide is turned in on time, while the other is unfinished or late.</p> <p>Both slides are not completed thoroughly.</p>	<p>Both vision board slides are turned in, but they are late.</p> <p>Both slides are not completed thoroughly.</p>	<p>Both vision board slides are turned in on time.</p> <p>Certain requirements of the vision board are missing and/or lacking full completion.</p>	<p>Both vision board slides are turned in on time.</p> <p>All requirements are met.</p>
Abstract & Explanation	<p>Abstract is not included or unfinished.</p> <p>Student was disengaged during small group discussion.</p>	<p>Abstract is included but only has a few sentences.</p> <p>Student lacks explanation.</p> <p>Abstract does not meet assigned requirements.</p> <p>Student was mostly disengaged during small group presentations.</p>	<p>Abstract is included but does not meet the 10 sentence minimum.</p> <p>Student begins to explain images and thoughts.</p> <p>Student was mostly engaged and respectful during small group discussion.</p>	<p>Abstract meets requirement of 10 sentences.</p> <p>Student explains image choice and identity.</p> <p>Sentence structure is understandable, with errors.</p> <p>Student was engaged and respectful during small group presentations.</p>	<p>Abstract goes beyond the 10 sentence minimum.</p> <p>Students begins to think more abstractly about the idea of identity.</p> <p>Students explains image choices thoroughly.</p> <p>Sentence structure is understandable with minimal errors.</p> <p>Student was engaged and respectful during small group presentations, and offered feedback to peers.</p>

**Turn it in to Google Classroom
By December 7th
(Images and writing)**