Brad Kozel

Final Self-Assessment

CCT 692

December 19th 2016

**Part I: Phases of Research and engagement**

*A. Overall Vision - Goal: “I can convey who I want to influence or affect concerning what (Subject, Audience, Purpose).”*

**Achieved well:** The project topic and audience was clearly identified early and connects to my professional development.

**More development:** Incorporation of my colleagues into my audience.

*B. Background Information - Goal: “I know what others have done before, either in the form of writing or action, that informs and connects with my project, and I know what others are doing now.”*

Achieved well: I was able to find a wealth of information on my topic in the literature and from practitioners.

More development: Reading more widely, more time can and should be spent here

*C. Possible Directions and Priorities - Goal: “I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction or scope within the larger set of issues, and decide the most important direction.”*

**Achieved well:** I started with a limited view nature based education. A noble topic but I realized I was interested in a wider view of change in teaching methods.

**More development**: Limiting the direction of study might be necessary to create more in depth understanding of each aspect of my research.

*D. Component Propositions - Goal: “I have identified the premises and propositions that my project depends on, and can state counter-propositions. I have taken stock of the thinking and research I need to do to counter those counter-propositions or to revise my own propositions.”*

**Achieved well:** The counter to the counter propositions was an important step in thinking about institution challenges of implementing alternative teaching methods.

**More development:** Still have a hard time answering the questions about changing the classes when there does not appear to be anything majorly wrong from the perspective of colleagues.

*E. Design of Further Research and Engagement - Goal: “I have clear objectives with respect to product—both written and practice—and process—including my personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.”*

**Achieved well:** I have collected a lot and written about it.

**More development**: The development here is significant in the areas of product of practice and process. What actually changes in my professional life remains to be seen.

*F. Direct Information, Models and Experience - Goal: “I have gained direct information, models, and experience not readily available from other sources.”*

**Achieved well:** I spent time in others classrooms and interviewing. This led to further research and avenues of thought and helped me to see the possibilities.

**More development:** The next step is to extend this research outside of my school and seek alternative teaching models in science.

*G. Clarification through Communication - Goal: “I have clarified the overall progression or argument underlying my research and the written reports.”*

**Achieved well:** Process of narrative outlining brought together what seemed like fragmented ideas and research into a sequence.

**More development:** More awareness of my argument earlier could have guided me in my research and questioning. This was elusive throughout several steps but now seems like it should have been obvious.

*H. Compelling Communication - Goal: “My writing and other products grab the attention of the readers or audience, orient them, move them along in steps, so they appreciate the position I've led them to.”*

**Achieved well:** The reader I believe will appreciate my position and understand the need for the changes I explore.

**More development:** I wonder if the GOSP sequence is strictly adhered to in my final report. I felt like I wanted to keep returning to the grab stage.

*I. Engagement with Others - Goal: “I have facilitated new avenues of classroom, workplace, and public participation.”*

**Achieved well:** My interviews with colleagues have opened up dialogue at work about curriculum. This is cross-curriculum and has forged deeper working relationships.

**More development:** My involvement with potential school level grants is underdeveloped but could be an important way to ‘find the time (money)’ to do real curriculum work.

*J. Taking Stock - Goal: “To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.”*

**Achieved well:** This reflection step is going well and in the ‘more development’ areas there are revealing next steps around my work for this semester.

**More development:** The taking stock step will need to be revisited in order to extract the necessary lessons.

**Part II: Reflective Practitioner Goals**

*1. “I have integrated knowledge and perspectives from my current and past courses into my own inquiry and engagement in social or educational change.”*  
**Achieved well:** This project is an extension of work from CCT 645 and CCT 670. The development is as much personal as it is professional.

**More development:** Integration into my own inquiry and engagement will require more follow through at the professional level, if I am to experiment with ideas from this course.

*2. “I have also integrated into my own inquiry and engagement the processes, experiences, and struggles of previous courses.”*

**Achieved Well:** Previous courses have helped me, in this course, to trust the process and to take things one-step at a time.

**More development:** I still managed to impatiently want to start writing earlier than necessary.   
  
*3. “I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.”***Achieved Well:** I developed a much more compressive system of organizing using folders on the computer and notebooks.

**More development:** Strict adherence to the system throughout the process could improve.

*4. “I have experimented with new tools and experiences, even if not every one became part of my toolkit as a learner, teacher-facilitator of others, and reflective practitioner.”*

**Achieved Well:** The process of identifying propositions, counter propositions and counter counter propositions was valuable in clarifying my argument.

**More development:** The process of writing an annotated bibliography was a good exercise but so similar to my note taking that I stopped.   
  
*5. “I have paid attention to the emotional dimensions of undertaking my own project but have found ways to clear away distractions from other sources (present and past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.”*

**Achieved Well:** Selecting a topic that was so connected to my professional work allowed me to turn work and my collaborations into a source of research.

**More development:** Finding productive times to work. I relied heavily on working after 8 pm and struggled to settle into my thoughts.   
  
6. “I have developed peer and other horizontal relationships. I have sought support and advice from peers, and have given support and advice to them when asked for.”

**Achieved Well:** In the context of breakout rooms, I engaged in regular feedback and support of peers on their work and on support around navigating the process of the course.

**More development:** My interactions were limited to the formal class setting. I did not reach out to offer or ask for feedback.   
  
*7. “I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I did not wait for the them to tell me how to solve an expository problem, what must be read and covered in a literature review, or what was meant by some comment I did not understand. I did not put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they did not see things the same way as I do.”*

**Achieved Well:** I communicated regularly with Peter about my project and explored avenues for research.

**More development:** I was slow to respond to Erik’s work due to life complexities I should always place a high priority on peer feedback  
  
*8. “I have revised seriously, which involved responding to the comments of others. I came to see this not as bowing down to the views of others, but taking them in and working them into my own reflective inquiry until I could convey more powerfully to others what I'm about (which may have changed as a result of the reflective inquiry).”*

**Achieved well:** I read and engaged with all peer and instructor feedback as I revised my final report. Comments guided me toward a more personal feel to the paper in the voice.

**More development:** Serious revision requires a good first attempt. Better drafts would hopefully generate more nuanced comment that better refine my work.   
  
*9. “I have inquired and negotiated about formal standards, but gone on to develop and internalize my own criteria for doing work—criteria other than jumping through hoops set by the professor so I get a good grade.”*

**Achieved well:** I took each step in the process and honestly engaged with the understanding that process will reveal the next steps and reveal the shortcomings of my work in its current form.

**More development:** In an effort to do good work, at times I wonder if I am doing the exercise correctly and I invariably loose some creative aspect of my thinking.

*10. “I have approached this course and the program of studies as a whole as works-in-progress, which means that, instead of harboring criticism to submit after the fact, I have found opportunities to affirm what is working well in the course or program and to suggest directions for their further development.”*

**Achieved well:** The final report is very much an initial step that explores but does not explicitly layout next steps.

**More development:** Continued follow through on the next steps will be key to bring true meaning to the work from this course.