EXIT SELF-ASSESSMENT

The assessment centers on your Synthesis experience, but allows room for you to review your CCT experience as a whole. A copy will be kept in your CCT file to help document the Program's effect on students. This assessment also serves as stock-taking to inform your future work; and to provide insight for the instructor, advisors, and for other interested parties. The assessment, which is adaptable to any project of research and engagement, addresses two sets of goals:

- *My Synthesis Product Shows That...*
- *Developing as a Reflective Practitioner*

Describe for each goal

- *a) something that reflects what you have achieved well related to this goal, and*
- *b) something you have struggled with/ need more help on/ want to work further on.*

I. "My Synthesis Product Shows That..."

(adapted from the "Phases of research and engagement" in the Practicum course because these are also relevant goals for students' work in moving towards the synthesis product)

A. I can convey who I want to influence/affect concerning what (Subject, Audience, Purpose).

Yes. Although I do not directly communicate who the intended audience is within the synthesis itself, I do indicate, under 'Next Steps', that I would like to design a graduate level, professional development, or C-suite executive course based on the material. I do believe the "voice" used in the synthesis appropriate for this audience.

Perhaps, in terms of addressing a wider, or different audience, I might consider modeling a "more accessible" range of practical examples and metaphors - for example, if I were to present the content to, or design a curriculum for a class of grade school children.

B. 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.

Yes. For example, although I explore areas in my synthesis which might be considered "buzz word" topics, I have traced and used sources from the earliest development of each area, to the most contemporary views, in order to inform my thinking.

Although to the best of my knowledge, the Autonomous Realization Tetrad represents a unique model for creative realization and empowerment, I will continue to explore how others approach these topics.

C. I have teased out my vision, so as to expand my view of issues associated with the project, expose possible new directions, clarify direction/scope within the larger set of issues, and decide the most important direction.

Absolutely. The ART model is not an outcome I sought to design, but rather a model which emerged as a result of inquiry, being able to draw connections between the various bodies of knowledge explored, and making choices in regard to the most important aspects of the learning encountered underway.

As I do not consider ART to be a finished, polished model, future development will indeed include an effort to expose possible new directions, and clarify the scope of the model and its purpose.

D. 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.

I believe the synthesis demonstrates these qualities through its evaluation and assessment of the tested FTH model in order to arrive at the emergence of the ART model. Further development of the ART model will be based on the presumption that it is imperfect.

E. I have clear objectives with respect to product, both written and practice, and process, including personal development as a reflective practitioner. I have arranged my work in a sequence (with realistic deadlines) to realize these objectives.

From the outset, the intended scope of work for the synthesis was quite ambitious. I believe that the fact I was able to realize the vast majority of my synthesis ambitions, while identifying the remaining work under "Next Steps" illustrates these principles.

F. I have gained direct information, models, and experience not readily available from other sources.

Absolutely. Apart from the amount of research conducted, the extent of probing through conversation, dialogue, interviews, and preliminary testing incorporated into developing the synthesis and the ART model is unprecedented, compared to my earlier work in CCT. This form of development outreach was extremely effective, and is a tool I plan to continue utilizing in future work.

G. I have clarified the overall progression or argument underlying my research and the written reports.

The above statement may imply a more formal, academic approach to research and reporting than I have adopted in producing my synthesis, however, I do believe I was successful achieving a respectable level of clarification in respect to progression or argument nonetheless. I expect that the fine line between formal and informal is something I will continually encounter, and hopefully at one point master, moving forward.

H. My writing and other products Grab the attention of the readers/audience, Orient them, move them along in Steps, so they appreciate the Position I've led them to.

Yes, I believe I have managed to achieve this through my synthesis writing. Although, given my affinity for storytelling and narrative, I am contemplating whether moving a reader or audience along in linear steps is the only way to lead them to appreciate my position, and also, that non-linear movement (as I experience in literature, film, and music composition) might at times provide a more, or at least variedly effective means of grabbing audience attention.

I. I have facilitated new avenues of classroom, workplace, and public participation.

Definitely. As addressed under *'F.'*, the extent of probing through conversation, dialogue, interviews, and preliminary testing incorporated into developing the synthesis, was, I believe, more helpful to me than the sharing of unfinished writing (much of which ended in the virtual waste basket) underway would have been. I found this manner of facilitating avenues of participation to be more intuitive for both myself as well as participants. By gauging which ideas resonated with, or were understood by, a diverse group of participants, and which didn't or weren't, I was able to determine where and how I needed to clarify various ideas. Also, depending upon the audience addressed, useful metaphors often emerged for communicating complex concepts.

J. To feed into my future learning and other work, I have taken stock of what has been working well and what needs changing.

I've had a tendency to outline a progression of work from start to finish, before embarking upon the inquiry. What I've learned, which I believe is reflected in the ART model, is to detach myself from a literal perception of the intended goal as well as the path chosen toward the realization of that goal, and to find some level of Flow in the ambiguity of the journey.

II. Developing as a Reflective Practitioner, Including Taking Initiatives in and Through Relationships

1. I have integrated knowledge and perspectives from CCT and other courses into my own inquiry and engagement in social and/or educational change.

Yes, absolutely. I believe this is evident in my later CCT work especially, as well as through the person I've become during my time in CCT.

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

My answer here would be identical to the above answer in question 1.

3. I have developed efficient ways to organize my time, research materials, computer access, bibliographies, etc.

Yes. This has always been a strong personal trait, developed especially through my work as a television executive and musical director, beginning roughly twenty years ago.

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.

Absolutely. Although I have perhaps adopted some tools more naturally than others, all tools remain efficiently organized on my computer, as well as in multiple backups.

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 & past) and not get blocked, turning apparent obstacles into opportunities to move into unfamiliar or uncomfortable territory.

Nearly forty years of experience as a professional music practitioner as more than prepared me for this.

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.

Most definitely, as reflected in the concept of *Co-Agency*, a fundamental property of the *Prolific Journey* component in the ART model.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't 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 didn't understand. I didn't put off giving my writing to my advisor and other readers or avoid talking to them because I thought that they didn't see things the same way as I do.

This hasn't been a challenge for me.

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).

Absolutely. I recognize feedback and revision to be a powerful tool.

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.

I've always sought to push the threshold and challenge myself throughout my entire time in CCT, both in regard to becoming more familiar with formal standards, as well as seeking new ways forward with respect to the interpretation of formal standards.

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

Absolutely, as reflected in my answer to question 9 above.