

I. "MY SYNTHESIS PRODUCT SHOWS THAT..."

(adapted from the "Phases of research and engagement" in the Practicum course in the expectation that 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).

My synthesis involves the utilization of metacognitive strategies along with technology to aid children in kindergarten through 2<sup>nd</sup> grade with literacy. My audience for this project includes school administrations, teachers, and other decision-makers in elementary education. I have been able to successfully convey my ideas/methodology through studies, research and other data.

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.

Through my research I was able to examine the work that has been done previously through research study and observation. Through my employment as a Boston Public Schools substitute teacher, I am able to see first-hand the practice of a variety of teachers in many different schools.

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. When I started this project in the Fall of 2011, it was a project on technology however through looking at the available research as well as the need for good literacy instruction I decided to focus more on it.

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.

Yes. I have looked at counter propositions involving the use of technology and how best to handle those objections.

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.

When I started this spring semester I took some time to think about what my final product would look like and working backwards, how I was to get there. I have also taken the time to research many different angles of my two main concepts (technology and metacognition) as well a commitment to produce a certain amount of written material each week.

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

Yes. Through my work as a substitute teacher I have been able to talk w/ many teachers, both experienced and new to the field, in kindergarten through 2<sup>nd</sup> grade and ask them their thoughts on metacognition as well as technology in the classroom. Also I have been able to witness their practice and the students reaction to it.

G. I have clarified the overall progression or argument underlying my research and the written reports.  
Yes. Throughout my synthesis, I emphasize the main idea of trying to aid literacy in early learners and the multiple paths toward that goal.

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. From the start, my synthesis grabs the attention of the reader by detailing what the problem is that I am working on, how I plan to resolve it (or make it "better") and what method(s) I am using to get there. Also the very products that I am using, metacognition and technology, are fascinating and very interesting to the average reader.

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

Yes. In my synthesis I propose that early literacy learners take more of an interactive approach to learning by being involved w/ their own education through the use of technology and metacognition. One example would be using a SmartBoard in an interactive format where students can touch the board to select or draw a picture or write a word to relate to a lesson.

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

Yes. Whenever I have the opportunity to use a strategy, either technology-related or metacognitive, in a classroom where I am the substitute teacher, I do so. Overall the results have been positive as students like to be directly involved with their own learning rather than passive listeners. In addition, students have been able to look at the implicit meaning of a text through metacognition rather than just the surface details.

## II. DEVELOPING AS A REFLECTIVE PRACTITIONER, INCLUDING TAKING INITIATIVE 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.

I have used many of the disciplines from cct in my daily practice as a substitute teacher. Some of these include my work with metacognition in teaching literacy, using creativity as a tool to convey definitions of new words, as well as encouraging my students to use critical thinking skills in their daily lives.

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

Yes. I have recognized in myself the struggles and difficulties I have had in understanding certain concepts/ ideas that came easily to others and I used this information to develop different approaches to material. Some of these different approaches included using creativity in describing a new task/idea, utilizing different approaches: visual/tactile/auditory/etc as well as slowing the whole process down a bit by using metacognitive strategies to know the material more deeply.

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

Yes. By thinking deeply about what my synthesis would entail, I first organized a binder into sections for all of my paper research documents, then I set up directories in my word processing directory, in addition I made sure that my working area was free of clutter so that I could have a clear area to work. I also realized the best time for me to work on the computer was late at night when I am the most relaxed. This helps me to write freely without much hesitation.

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.

I have tried to use as much technology in my own practice, as well as my research on my synthesis. Some of these include software programs that help w/ literacy such as RazzKids, Starfall.com and SesameStreet.com to determine if the program is useful and how it should be used to maximize its use.

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.

I would have to say sometimes I have been effective in doing this but not always. As we are all emotional beings with lives that are unpredictable, it has not always been possible to "block everything out". However I have found ways to steal away some time so that I have the chance to write and research.

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.

Yes. IN my synthesis class I have found it quite easy to participate in an email support group where we all commiserate and also help each other to get past obstacles.

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. Yes. I have kept in direct contact with my professor, reader and editor along the way during the synthesis. Also I have not taken their negative comments personally but used them as a constructive item to make my synthesis a more finished product.

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).

Yes. I have taken the comments of others and used them to my advantage to make my synthesis a much better product. When I have felt it was necessary, I have defended my ideas and that as well has helped me to see how strong my research/ideas are.

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. Yes. Essentially the first part of my synthesis, my concentration was on the content and not on the format of the paper, however once I had a large amount of material written, I talked w/ my reader about the formatting of the synthesis. I have found it very useful to have my synthesis in a proper format for readability and access to material already written.

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 and to suggest directions for further development.

Yes, most definitely. I think of life as something that is a “work in-progress” – so this is not a stretch to use the same criteria for cct. But seriously, I have always been quite verbal in all of my courses, letting my instructors know what was beneficial for me personally as well as items that I felt did not work as well. I have always felt that cct courses were extremely interactive in nature and encouraged this type of interaction to take place on a regular basis throughout the course. I will also say that I have felt as if any/all comments/criticisms that I have made throughout my cct experience, they have been heard and recognized by my instructors as valuable contributions.