

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.

(Even though you may have many examples for some items, one is enough. Download the handout from the website so you can prepare your own document.)

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).

The process of this capstone project and my work experience at the Museum of Science has lead me to know that I want to spend time with classroom teachers and assist them with their goals for their field trip outings and in their classrooms. It took some time to be able to narrow that idea down to one sentence.

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.

In the Museum of Science, Sharon Horrigan, Henry Robinson, Lynn Baum, Lesley Kennedy and many other educators have worked on creating documents to support teachers. I have not observed any guides that involve such in-depth critical and creative thinking skills. It is difficult to propose this new idea to such well-practiced educators.

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.

Yes, I had an incredibly difficult time placing CCT skills as the focal point of the lesson plans in my curriculum guide. Now that it's taken me almost a year to figure out how to teach thinking skills surrounding science knowledge, I feel as though I can communicate this much easier and keep it as a central part of my mentoring.

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.

In current science teaching journals, more ideas that are identified in my Got Rocks? Curriculum are addressed and thought out. Although, I have not read any that are related to connecting a field trip along with these new concepts of problem-based learning through a whole unit. Many teachers have ideas about brainstorming, but they may not convey those ideas well to their pupils. The Got Rocks? Program needs to be carried out and taught in a classroom with an experience at the Museum of Science to be fully aware of any real difficulties in carrying out the program and be able to attune the guide to address those issues.

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.

Currently, public schools generally have funding issues with arranging field trips to the Museum of Science. With this added challenge, finding schools to complete this program is difficult. I am making a classroom visit to Noelle Taylor's classroom, (teacher in Everett) on June 9th to teach one of my lessons. If things work out, we may be able to arrange a full experience from beginning to end next school year.

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

Yes, as stated above I am in contact with a classroom teacher, who I did not know directly and made a connection for this project. Fellow museum educators have given advice and provided support through this whole process.

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

Chapters two and three of my synthesis explains the progression of my research and written reports. There are many avenues to examine when integrating critical and creative thinking and problem solving in a geology curriculum. The researchers in the CCT practice have made a strong defense in their theories and practices. Other science teachers are willing to open their classrooms and practices to a new experience with a geology curriculum: Ann White and Noelle Taylor.

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.

The curriculum guide I wrote does address all of the essential parts in lessons and programs. I provided explanations for the CCT skills and how to augment the students while learning with this process.

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

In my weekly teacher workshop that I facilitate, I have started to provide the teachers with a problem-based experience surrounding insects. They observe and explain to me what they observe. Next I provide an explanation to what problem-based learning is and how to utilize it in the classroom. I also give them an article with more information to explore in their classrooms.

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 need to be realistic about deadlines and my procrastination. As far as museum education, I want to increase the amount of teachers who can 'experience' the CCT program.

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.

My close friends from the program still get together on a weekly basis and practice dialogue. I need a refresher, though; it's been a while since we got together because of our capstone projects. It will be great to be together again. I am also reading *The Artist's Way* this summer. To further my artistic creativity, I'm going to take an adult ed. Course at Cambridge Adult Ed. Center.

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

In my position at the Museum of Science, I have designed a method of data collecting for an action research project. Action research was a difficult course because it was not apparent to me at the time how I could put it into practice, but now, I have included it in my work. It's great!

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

The organization of time is my most difficult personality characteristic. Sometimes, it's difficult for me to make sure I get done everything I need to. Although, when I truly enjoy my work, it comes easy. I am going to purchase a new computer after the frustrations of formatting with my pc. Learning how to edit, proofread, and format a formal document is a valuable piece of knowledge. I'm happy that I now know the APA format.

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.

Yes, I have not examined a rock or mineral from a geologist's perspective in the past. I tried to view it from a child's perspective.

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.

My emotions have been on a roller coaster with this project. I am aware of them, although the more difficult emotions: frustration and disappointment are not easy to clear away. I am working on it because half of the battle is being aware of them.

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.

My relationships that have formed within this program are very strong. Mary Frangie, Michelle Morgan, and Meghan McNiff are so wonderful; I know I can always rely on them for advice of any matter. Their responses will always be well thought-out and given with love.

7. I have taken the lead, not dragged my feet, in dialogue with my advisor and other readers. I didn't wait for 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 is one of the most difficult feats I had to accomplish. It wasn't until this past semester that Carol and I were starting to see the same light regarding my paper. I did avoid it at times because I was afraid of the responses or constructive criticism. I have gotten over it and learned to take the advice and learn from it rather than avoid it.

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).

As I explained in the previous answer, yes, I not only responded to Carol's comments, but my editor, Angeline Martyn, Meghan McNiff, and Lynn Baum when they read my paper and gave me really good things to think about. I took what they had to say and used it for more thinking on my end and further investigations.

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.

My criteria for developing this program is that I wanted to develop a CCT curriculum guide that would really augment the students' learning, help teachers consider this train of thought, and give their students' objectives' for their field trip.

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, I do realize it's a work in progress. I want more museum educators to review this guide, and when classroom teachers to put it into practice and give me their feedback.