

Exit Self-Assessment - Casey Andrews - 4/29/19

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

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

The specific work that I've done to engage colleagues in developing professional development is reflected in my curriculum document, and I'm excited to continue with that work after the synthesis course ends. This illustrates my ability to identify key objectives and communicate these clearly to my intended audience. As I move forward from synthesis, it is my aim to revise my paper at least one more time in order to potentially share it with a wider audience.

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.

The section of my final paper that focuses on definitions shows the extensive experience and research that I've completed in order to present a clear perspective on how race came to exist and how it impacts American society. This was a pleasure to put together because it incorporates so many ideas/theories that were living only in my head before. I want to continue learning, reading, and growing in my capacity to understand the big ideas that underlie the more tangible work I do in my classroom each day.

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. My project and paper underwent several significant reorganizations and revisions, which demonstrates the ways that my path shifted as I received feedback and reflected on what needed to be said. I feel proud of this development, and also know that with more revision would come deeper clarity and more conciseness of my writing, so that is something to consider as I move forward.

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 feel clear about the propositions that I outline in my final synthesis presentation, and these reflect a pattern of ongoing thinking that I've done during my time in CCT. That said, I also feel that they are still developing, and that with more time, I will continue to shift what the propositions are and how I explain them.

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.

I felt particularly proud of my use of clear deadlines for myself in google calendar to make sure that I was on track to receive all of the feedback I wanted. For example, I had outside readers (four of them) give me feedback before I submitted draft 1 to my professor. This timeliness supported me to make more frequent, substantive revisions to my work. As I near the end of the semester, I am wary of what will happen when I leave this course, and the challenges of continuing to rethink and revise without the structure of the CCT program.

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

My participation in each class discussion supported me to gain different information and perspective from my classmates and professor. In particular, my work with my writing group fundamentally supported my development of my project, which is demonstrated both through the class recordings and email exchanges of feedback between myself and my group.

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

Through my work-in-progress presentation, I was able to begin working towards more clearly identifying the underlying progression of arguments, which resulted in getting feedback that shifted the direction of my

writing. Since my resulting paper and curriculum feel so lengthy, I'm also interested in potentially pulling together shorter progressions of the same argument.

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.

My eventual draft of my paper demonstrates clear revision towards this goal. Most specifically, I'm proud of the graphics and frameworks that I produced to scaffold the ideas in my writing. Being able to develop good graphics is also something I'd like to learn more about, because it really helps me in showing something to an audience in a less complicated way.

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

My initial meetings with the critical professional development collective, as shown via the curriculum write-up, demonstrates a new kind of meeting and workplace participation. I'm especially excited to continue working with the group over the summer as we develop professional development for the wider faculty. It will be important for us to remain careful about this being a "new avenue" rather than an old one.

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 responded clearly to feedback, as demonstrated by my consistent practice of using google comments to record feedback both from myself as well as the multiple other readers who looked at my work. By documenting suggestions and questions in one running place, I was able to more effectively evaluate what I was doing and where I wanted to go next.

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.

In my final presentation, I share the way that my thinking about "revision" was initially shaped by early ideas about how creative thinking is facilitated through the manipulation of freedoms and constraints. This underlying idea was a huge benefit to my eventual synthesis project, and reflects my ongoing process of learning and rethinking what I'm doing. I'm interested to see what comes next in terms of how my process shifts as I exit the program and work in a more independent way.

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

The propositions underneath my final paper and presented in my synthesis were initially developed, in pieces, as parts of earlier courses. In particular this project was shaped by the design thinking course as well as 692, which both supported me to think about problems differently and approach solutions in a new way. I'd be interested to find all of the propositions I've written during my time in CCT and do some comparison to see how my thinking changed over time.

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

This is a particular strength of mine and I've been satisfied with the organizational systems I've developed, especially via the google suite, which allowed me to move between spaces without losing documents, pdfs, articles, deadlines or notes. I do wish (as similar to #2) that I had some space that more seamlessly allowed comparison of different things across courses, so this is something to consider pulling together this summer. In particular, I always find myself wanting access to articles/readings, so if I could put all of my CCT readings in one place, that would probably be very helpful down the line.

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.*

One interesting example of this came about with some informal conversations with one of my peers outside of classtime, where she shared ideas about a lesson plan. Although I never integrated this particular activity into what I present in my synthesis, I did use it to brainstorm about my own intentions and propositions, and consider my map (the result of the activity) to be one of the springboards of my eventual project. I hope to continue having conversations like that with my peers from CCT even after we've graduated.

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 first large revision demonstrates this most clearly as I moved from a more stuck writing place into something that felt more natural to write. The obvious shift in writing style represents my moving through a difficult topic and figuring out what I wanted to say. Without the structure and support of CCT, I know this means I'll have to look for feedback on my work and process in less traditional ways in the future.

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.*

Throughout the process of the synthesis course, I engaged peers from outside of the CCT program in talking to me about my project, and had some of them act as readers for my paper. This helped me deepen relationships with people I already considered close friends, and makes me feel more sure that I can move forward in community with these people as allies.

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 specifically demonstrated by my early submissions and frequent, lengthy revisions. I asked for particular feedback at each step of my process, reflecting my own process of thinking about what I was saying and what would be most useful from the people reading my work. This work will have to extend to me making sure that I revise and submit my work elsewhere if I want it to be read by a wider audience this summer.

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).*

The introduction and conclusion sections of my synthesis paper demonstrate this most clearly, since both of them were the direct result of feedback I received and my own response to that feedback in the form of writing a more personally-focused narrative. After these revisions, I received feedback that these sections landed differently with the readers than previous versions of my paper had.

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 feel confident that the work I produced in this course, including setting up and facilitating collective planning meetings at my school, exists because of my own standards of what I want to achieve and what I think needs to be done to get to that goal. The closer I get to actively doing my work at school, the less important my grades in CCT have felt. I think this will be helpful as I exit the program and grades literally no longer matter.

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.

I have consistently appreciated the ways that the CCT program invites critique towards its own revision, and this made it easier for me to be open to feedback and change as a participant. I have consistently provided honest feedback when asked, but have also challenged myself to make adjustments when I didn't find something meeting my needs. This heightened personal accountability is also why I invited so many other people in my network to talk to me about my project, as well as why I plan to continue sharing my work more widely.