Self-Inquiry/Assessment Final Write-up Guidelines

Several weeks ago we asked you to develop a self-inquiry/assessment plan that included the following elements:

• one or more Goals;
• an “operational definition” for each significant element of your Goals (i.e., some way in which the goal can be “seen” and/or identified by others for identification purposes);
• one or more data sources for use when seeking evidence concerning the measurement of your goal/s; and
• some clear indication of how you would “gauge” overall success (e.g., according to a scale, based upon “a preponderance of the evidence,” etc.) toward your Goal/s.

Below, we offer a rubric designed to help us/you evaluate the extent to which you have succeeded in accomplishing this overall assignment in light of the four specific elements identified above. As you prepare your self-inquiry/assessment write-ups please do so with the following questions in mind:

PART I: YOUR SELF-INQUIRY/ASSESSMENT PLAN
• How faithful did you remain to your original self-inquiry/assessment plan? If you found yourself veering from this plan, explain why you did so and how you adjusted the plan to better suit your needs. [We’ll expect a hard copy of your original/revised plan to be attached to this final write-up.]

PART II: YOUR COLLECTED DATA
• What data did you collect relative to each of your stated teaching goals?
• In retrospect, what pertinent information might you offer relative to your data collection and analysis? (For example, did you decide to collect additional data? Did you decide to abandon some segment of your original data collection plan? Did you find the data analysis exercise difficult/problematic relative to your overall plan?)
• Briefly, how have you systematically analyzed these data [we did some of this in class]?

PART III: DATA-BASED FINDINGS (relative to your goal/s)
• What do your data tell you about the extent to which you met your original goals?
• What do your data seem to tell you, if anything, about yourself and this experience that has little or nothing to do with your stated goals?

PART IV: YOURSELF-AS-FUTURE-TEACHER
• What can you conclude after having collected, analyzed and interpreted your self-assessment date about your future as a student teacher? More importantly, what (if anything) did this exercise serve to tell you about your future as an educator?

In short, we’re looking for a write-up that reflects a structure and set of questions somewhat similar (if not identical) to these. We’re imagining this write-up to be four or five paragraphs in length, accompanied by a copy of your actual self-inquiry/assessment plan (in its original and/or revised form).

Due: 23 April, 2009 (To be submitted either in paper copy to individual instructor OR via ANGEL dropbox.)