The Self-Inquiry/Assessment Assignment

Create a PLAN that addresses two questions: **What** it is you want to learn (particular goals pertaining to knowledge, skills and dispositions) about yourself as a novice teacher during your 495 experience, and **how** you will assess or measure the extent to which you have learned or accomplished what you wish. To get at the **how** aspect, we suggest that you create a rubric (a checklist, a narrative, a concept map, an outline – you decide its form) that you can use for gauging success.

Your plan should contain at least the following information:

(A) One or two goals [please NO MORE THAN 2 GOALS!];
(B) An operational definition for each significant element of your goal [= what would one hear and see when observing you successfully achieving your goal?];
(C) Multiple data sources to be used when trying to determine learning success [please try and utilize all of the data sources that you are already expected to generate for your Xed instructors and 495C supervisors]; and
(D) Some clear indication of how you will evaluate or gauge your overall accomplishment of these elements [a rubric].

Here’s a quick example using the four points above:

(A) To learn and use students’ names quickly
(B) Learning names means not having to look at a seating chart in order to know a name; using names means within the context of a lesson; quickly means no later than the end of my third full week in the classroom.
(C) I will test myself at least twice each week to track (in my ejournal) how well I have learned names. I will ask students to keep track each day of how many times I call on someone by name (correctly and incorrectly). Perhaps this can be done in the room, somehow.
(D) Looking at the data will indicate not only speed, but which names/students took the least and longest time to learn – allowing me to speculate about these patterns. IF I identify improvement over time in both accuracy and speed, I will determine that I have successfully achieved my goal.

When imaging the **what**—your goal/s for this task—we encourage you to think beyond (or even outside the boundaries of the foci and data that will be used by others to evaluate your experience. Said differently, identify goals that are not what others have established for you. Also, the example above is only that … an example. We strongly encourage you to identify a goal(s) that is sufficiently challenging (though not too demanding) and that feels worthwhile of your focus, energy, and time.

When imagining the **how** aspect of this task, please try and draw upon information sources and activities that will already be a part of your 495 life (i.e., try not to create some new task for yourself if you can fold self-assessment efforts into already-existing tasks).

Your self-assessment plan, then, is a brief document that describes **what** you hope to accomplish and/or learn about yourself (one or more questions/goals) and **how** you will go about collecting evidence related to that learning. We are suggesting that you develop your plan around a rubric designed for use in analyzing and interpreting your data in order to address your learning questions or goals. Try and fit this plan on no more than two pages.

**Due: 5 March, 2009 (To be submitted either as paper copy to individual instructor OR to ANGEL dropbox.)**
Note: This assignment IS revisable.