

Evaluation of Educational Change

CrCrTh693

RUBRICS

Overall course grade. This rubric is simple, but unusual. Read the Rationale in the Notes on Teaching/Learning Interactions and ask questions to make sure you have it clear.

Count writing assignments OK/RNR (=OK/ Reflection-revision--resubmission Not Requested) and presentations up to a maximum of 8. Count participation items up to a maximum of 16. If you reach the maximum for both, you get 80 overall course points (= automatic B+) and the rubric below is used to add further points. If you don't reach the maximum for both, your overall course points = (writing assignments x 20 + participation items x 5)/3.

For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."

1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
 2. often revised thoroughly and with new thinking in response to comments.
3. Project innovative, well planned and carried out with considerable initiative, and
 4. indicates that you can move from design to implementation in your specific situation.
5. Project reports clear and well structured,
 6. with supporting references and detail, and professionally presented.
7. Active contribution to and reflection on process of learning from Action Research (initial example + class activities around semester-long projects)
8. Ability to shift between opening out and focusing in as required to complete full Evaluation clock
9. Active, prepared participation and building class as learning community.
10. Consistent work outside class as evidenced in PD workbook
11. Process Review that shows deep reflection on your development through the semester and
 12. maps out the future directions in which you plan to develop

Overall course points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50.
(Note: In theory it is possible for a student to earn 104 points, but this is still awarded an A.)

Written assignments

Each assignment will count if marked **OK/RNR** (= Revision-reflection-resubmission Not Requested) meaning you have met almost all of the guidelines described in the Notes teaching/Learning Interactions (and summarized below), but **Revision and Resubmission** will be requested if you have not. Rationale for the assignments is conveyed in the Notes teaching/Learning Interactions. Comments made as part of Dialogue around written work provide guidance tailored to each student's specific interests and needs.

In addition to the specific rubric for each assignment, the following General Expectations apply:

Two copies of all assignments must be turned in during class typed on standard 8.5" x 11" paper, using at least 1" margins, a standard 10- or 12-point font such as Times or Helvetica, and (preferably) one and half line spacing. Do not submit work by email unless requested in the syllabus or specifically arranged with the instructor. Before attaching work to send by email, you **MUST** rename your file so it begins with 693 then your initials.

Your name, course number, assignment name, and date of writing or revising must appear on the first page at the top right. Subsequent pages must contain your name and the page number. Do not use a cover page.

Proofread your work for spelling, grammar, punctuation, and coherence of paragraphs. (Each paragraph should have one clear topic that is supported and/or developed by what is in it.) If writing

is difficult for you, arrange assistance from a fellow student, the Graduate writing center (S-1-03, 287-5708) or a professional editor -- do not expect the instructor to be your writing teacher.

Recommended:

- as guides to writing and revising: Elbow, Writing with Power (on reserve); Daniel, et al. Take Charge of Your Writing; Kanar, "Improving your paragraph skills"; Conlin, "The basics of writing" (on electronic reserve at <http://docutek.lib.umb.edu/> (path: Electronic reserves and Course Materials I select crcrhtaylor, enter password provided by instructor)
- as a guide on technical matters of writing scholarly papers: Turabian, A Manual For Writers (in library's reference section).

RUBRICS for SPECIFIC ASSIGNMENTS -- Use these as a check-list after you have digested the guidelines given in the Notes on Teaching/Learning Interactions.

A. Action research written assignments.

1. 1st. Reflection. OK = 1. word length; 2. presented succinctly as if to an intended constituency that you make clear; and 3. as if you are trying to enlist them behind your proposals; conveys 4. the focus you evolved for your AR tasks; and 5. the research to support the proposals you make.

2. initial description. OK = Overview conveys 1. subject, 2. audience, and 3. your reason for working on designing this evaluation or facilitation. 4. Subject relates to the design of an Action Research Process related to a change or intervention in a specific classroom, workplace or personal teaching/learning practice, an educational policy, an educational institution, or a social policy. 5. One-two prose paragraphs (not bullets).

3. KAQ OK = 1. Use the worksheet provided, 2. work through the whole KAQ (and F) for each point, 3. use the additional questions in parentheses to check your thinking (perhaps with another student as sounding board).

4. Evaluation clock OK = 1. comparison steps 2-4 identify a specific change and its effects to evaluate; 2. the full clock spelled out with actual or plausible steps that; 3. relate to the specific comparison; and 4. answer the questions.

6. Notes on research and planning OK = 1. notes on your reading and your thinking organized to elicit comments; 2. show that you are finding out what others have been doing in your area of interest; 3. full citations recorded for your sources, including WWW sources; 4. Updated overview; 5. Posted onto wiki.

7. Narrative Outline. OK = 1. Outline or plan of your report, 2. with explanatory sentences inserted at key places: 2a. to explain *in a declarative style* the point of each section & 2b. to explain how each section *links* to the previous one and/or to the larger section or the whole report it's part of, 3. explanatory sentences show that your ideas and material really will fit your outline.

9. complete draft. OK= 1. gets to the end to count, even if some sections along the way are only sketches; 2. not directed to the instructor, but conceived as something helpful to your fellow students and colleagues; 3. Grab readers' attention, Orient them, and move through Steps so that they appreciate the Position you have led them to and how it matches the subject of your project.

10. final report. OK= 1. 1500-2500 words; 2. bibliography of references cited; 3. revised in response to comments from instructor and peer on complete draft; 4. time allowed for the additional investigation and thinking that comments may entail; + items 2 & 3 for draft.

B. Work-in-progress presentations. OK= 13-15 minutes, which includes setup, packup and 3-5 minutes of Q&A; 2. conveys the important features of work you have already done; 3. indicates where additional investigation or advice are needed and where you think that might lead you.

Participation items

C. **Building learning community through prepared participation and attendance** at class meetings. One item fulfilled for each class attended except NOT if you arrive late and have been more than 10 minutes late once or more before and NOT if you are clearly unprepared/un-participating and have been so once or more before.

D. **Professional Development (PD) Workbook**. One item fulfilled if you submit your workbook for perusal week 7 and another if you submit it in at the end of the semester and it shows you have responded to suggestions and been working consistently between classes.

- E. In-office or phone conferences.** One item fulfilled for each of two conferences on your assignments and project, one before spring break and the other between then and week 10, except appointments missed without notifying me in advance count as a participation item not fulfilled.
- F. Assignment Check-list.** One item fulfilled if check-list is maintained (so that valuable time does not need to be spent informing the student of their progress) and is submitted in week 12
- G. Peer commentary.** One item fulfilled for commentary on another student's draft report in time for student to use it, with copy submitted to PT.
- H. Process Review.** One item fulfilled if process review with 250-500 word cover note and 4-6 annotated examples that capture the process of development of your work and thinking is included with your PD Workbook at end-of-semester perusal.

SUMMARY OF OBJECTIVES in relation to the COMMITMENTS, UNDERSTANDINGS, AND PRACTICES of THOUGHTFUL AND RESPONSIVE EDUCATORS.

For more detail see Requirements in syllabus, Notes on Teaching/Learning Tools and Rubrics.

	Objectives directly assessed	Objectives not directly assessed, but promoted through class activities and the instructor's modeling and mentoring
Commitments		
Ethical behavior		Individualized attention given through Dialogue around written work and Conferences, Participatory Action Research video
Lifelong learning	Action Research assignments, PD workbook, Clippings, Process Review, Consistent work outside class	Strategic personal planning
Dedication	PD workbook	Participatory Action Research video
Modeling & mentoring	Participation in building Learning Community, Providing supporting references as help to readers	Stages of development for course project, Dialogue around written work, Conferences, Interview with alum, Adjustments in response to Critical Incident Questionnaires
Understandings		
Content	Written Assignments incl. individual AR Design Project	Class activities, especially Action Research cycles/epicycles and Evaluation Clock
Pedagogy	Individual AR Design Project, PD workbook	Class activities
Assessment	Individual AR Design Project, Assignment Check-list, Process review	Critical Incident Questionnaire, Focused Conversation, Stages of development for course project, Dialogue around written work, Rationale for the Assessment system, Taking stock at end of semester
Technology	Presentations on Action Research Work-in-progress, Notes on research and planning, Participation in building on-line component of Learning Community, E-Clippings	Action Research unit (incl. out-of-class communication) and other Class activities
Practices		
Caring	Participation in building Learning Community	Conferences, Supportive Listening, Participatory Action Research video
Collaboration	Action Res. projects, Peer Feedback on presentations, Prepared participation and attendance, Peer commentary on project drafts, Participation in building Learning Community	Group work in Action Research activities, Participatory Action Research video
Reflection	Assignment 1 on compressed Action Research unit, Dialogue Process reflection, Revision and resubmission (as part of Dialogue around written work), PD workbook, Process Review	Action Research spiral and Evaluation Clock, Guided freewriting, Focused Conversation, Supportive Listening, Taking stock at end of semester, incl. Historical/future scan
Social Justice		Participatory Action Research video discussion, Historical/future scan

