

CCT693 Assignment Check-list -- Keep track of your own progress.

If you get behind, ask for an extension OR skip the assignment/item—it defeats the learning goals to submit a stack of late work.

Date(s)
(re)submitted OK/RNR

Written assignments and presentations, 2/3 of course grade

A. Action Research Written Assignments.

- 1. 2/12 1st Reflection on your Experience as Novice Action Researchers
- 2. 2/26 Initial Project Description
- 3. 3/5 KAQ
- 4. 3/12 Eval. clock, part a; 4/2, part b
- 6. 3/26 Notes on research and planning (posted onto wiki)
- 7. 4/23 Narrative outline of project report
- 9. 5/7 complete draft report
- 10. 5/21 final (1500-2500 words) report

B. Action Research work-in-progress presentations

- 5. 3/26 work-in-progress presentation I
- 8. 4/30 work-in-progress presentation II

Participation and contribution to the Class Process, 1/3

Date fulfilled

- C. Prepared participation and attendance at class meetings (13) (number)
- D. Personal/Professional Development (PD) Workbook, perused
By 3/12 (with worksheet submitted 3/12)
at end of semester (by 5/21, picked up by 5/28)
- E. Minimum of two in-office or phone conferences on your assignments and projects
by 3/15
by 4/25
- F. Peer commentary on another student's draft report by 5/12 student =
- G. Assignment Check-list maintained by student and submitted by 5/7
- H. End-of-semester Process Review on the development of your work

Completion contract

Date Agreed to by student & professor

Required if you haven't met the automatic B+ levels by 5/7. Final grade will be based on work completed (OK/RNR) by the contracted date, or if no completion contract is submitted, by the date for submission of grades.

Use right margin to indicate contracted dates.

I want everyone to complete the course, but my experience is that the desired learning rarely takes place during an incomplete, despite the best intentions of student and professor. Moreover, there is no substitute for the development of teaching/learning interactions that happens in a class over the course of the semester. So, if you haven't met 50% levels by 5/1, the incomplete contract will require you to attend the course the next time it is offered.

Assessment according to the rubric

Self-assessment Optional (include with PD workbook at end of semester perusal)

Instructor's assessment used to assign grades above B+

Use the following system to make your own self-assessment for each quality below

** [= "fulfilled very well"],

OK [= "did an OK job, but room for more development/attention"], or

- [= "to be honest, this was not my strength in this course"]

	Student	Instructor
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. Design project innovative, well planned and carried out with considerable initiative, and
4. indicates that you are ready to move to implementation in your specific situation
5. Project report 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 unit
8. Ability to shift between opening out & focusing in as required to complete full Eval. 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

If there are big discrepancies between the student's and the instructor's assessments, we should discuss the discrepancies and try to come to a shared agreement about them.