

Listening

(developed at Kirkwood Community College)

Description

Listening is the receiving and decoding of messages from others. Listening includes hearing words and sounds and noticing nonverbals to ascertain the meaning that others are trying to convey. It is also the recall of what has been presented. The listener identifies his or her purpose and tries to understand the sender's purpose. Good listening results in effective feedback to the sender.

Ranked Criteria/Factors List

1. concentration –focusing on the message
2. comprehension – interpreting meaning accurately
3. perceptive – understanding the sender's nonverbals and hidden meaning
4. motivation – wanting to learn new material/knowledge
5. background knowledge – relating prior information/theories to the current context
6. classifying – organizing current information into an existing framework
7. targeting – sampling key words and phrases
8. empathy – willingness to understand underlying issues and the values of others
9. paying attention to details – inventorying important specifics
10. compare and contrast – using prior knowledge to evaluate and differentiate ideas

Visualizing

(developed at Southern Polytechnic State University)

Description

Visualizing is the process of making an image. It is an expression of an idea or concept as an image with context, whether done mentally or constructed externally. It is the ability to see what is not literally before one's eyes. These images can range from very tangible objects to abstractions. They can be stationary with complex detail, or a motion picture changing over time or context. It is the ability to see clearly a series of steps applied to a situation, play back the tape of an experience(history)or see clearly the future unfold (futurist).

Ranked Criteria/Factors List

1. recognizing patterns/relationships
2. abstracting/conceptualizing
3. manipulating objects
4. separating objects from background/context
5. perceptual skills (color/text sensibility)
6. spatial ability
7. playfulness
8. seeing complexity/richness of detail
9. clarity of images
10. receptivity

Performance Levels for Listening

Level 1 Novice (clueless) listeners

1. Only listen when directed; find anything beyond momentary concentration difficult.
2. Have little structure to classify incoming information; find comprehension extremely difficult; must have the sender slow down the process of communicating and repeat much of the message.
3. Are unfamiliar with the sender's language and have difficulty distinguishing any specific details from context.
4. Have little background knowledge and make little, if any, connection between the message and prior knowledge.
5. Have little background understanding of where the sender is coming from and miss most signals.

Level 2 Survival listeners

1. Will listen when critical needs are identified so they can apply it to their immediate needs.
2. Selectively choose information that is relevant for immediate critical use; they can fit information within the current defined structure and bring meaning to what is relevant to the current context.
3. Will focus on only the most prominent words of the sender and collect the most obvious details presented.
4. Operate with a surface knowledge and see only blatant similarities and contrasts.
5. Only explore the motivation of the sender when it directly impacts critical areas or matches personal values.

Level 3 Maintenance Listeners

1. Will listen when it is to their immediate benefit; they can obtain most of what is being conveyed.
2. Know what they want to collect; discard what they don't want; fit in what they do want, comprehending a portion of the message relevant to the listener's goals.
3. Understand the importance of key words and will collect specifics for building a strong information base.
4. Will find short-cuts to obtain the minimal information necessary to make some sense of the message.
5. Have done some understanding on the sender's values and catch the essential signals made by the sender.

Level 4 Effective Listeners

1. Seek long-term benefit for themselves and others; can recall accurately meaning to meet each other's purposes.
2. Understand the meaning of the message by effectively classifying the information into their existing framework, processing the language being used and thinking critically about implied relationships.
3. Comprehend language keys and phrases, and carefully select important specifics to build a story.
4. Have continual interest in expanding horizons, seek background knowledge in preparation, and know how to evaluate, compare, and contrast new information into their background.
5. Understand the context of the sender and his/her values, and signals so that they can place meaning to nonverbals.

Level 5 Quality Listeners

1. Are self-motivated in every context, regardless of benefit, and focus on maximizing others' messages.
2. Will vary the sequencing of classifying and comprehending to specific contexts; modify classification system and expand word meaning to increase the effectiveness of both the sender and listener.
3. Navigate easily in the language of the sender, leveraging each key word, and selecting the most important details.
4. Prepare by obtaining the appropriate knowledge for a given sender and use this knowledge to effectively compare and contrast their new information with this knowledge.
5. Correctly interpret the politics, emotions, and values of the sender and clearly frame the context for the message

Performance Levels for Visualizing

Level 1 Artless Individuals

1. See few images from each experience and are rigid in how they use these images.
2. Miss most patterns and relationships and have difficulty in abstracting.
3. Blur the lines between objects and context; any movement from concrete images is very difficult.
4. See only the surface in their environment and images and most of the time, it is very fuzzy.
5. See only rudimentary colors and texture; they misalign shapes, objects, and backgrounds.

Level 2 Imitators

1. Appropriate obvious standard images and use these images only in their current context.
2. See dominant patterns and strong relationships; can mimic these images.
3. Can be shown objects in different contexts and can manipulate basic aspects of an image.
4. Take key pieces of complex images and produce unbalanced images (in clarity), missing certain details.
5. Focus on generally accepted colors and textures and will be driven spatially by conventions.

Level 3 Apprentices

1. See images from new experiences and enjoy how others transform these images into new images.
2. Want others to help them see subtle relationships and patterns to better abstract and conceptualize.
3. See objects separate from many contexts and can transform images in selected dimensions.
4. Understand the importance of richness and can see it when shown; can then see images with new clarity.
5. Can see colors, texture, and backgrounds in spatial relationships in images previously seen.

Level 4 Craftsmen

1. Seek new experiences for finding images to experiment within the boundaries of their own context.
2. Are strong at recognizing patterns and drawing relationships, and can conceptualize abstract images.
3. See objects, context, and their relationships; can manipulate images by varying the relationships.
4. Have explored relationships between complexity and clarity to produce more clear rich images.
5. Actively use color, texture, and richness in images to given spatial meaning between objects and context.

Level 5 Artists

1. Capture images from every experience and transform them into new creative images that cross boundaries.
2. Create patterns and relationships in their images through synthesis, modeling, and generalizing of images.
3. Creates new boundaries and relationships between objects and context through creative manipulation.
4. Are creative in their use of detail, complexity, and richness without losing sharpness in their images.
5. Use color and textual richness expertly in challenging the boundaries of acceptable spatial arrangements.

Risk Taking

(developed at Sinclair Community College)

Description

Risk taking individuals possess the confidence to take on new challenges with uncertain outcomes. Such challenges require people to move outside of their comfort zones, stretching their mind, body, emotion, spirit, or interpersonal relationships. Since success is not guaranteed and the possibilities for failure are real. However, a good risk taker is willing to accept short-term failure to obtain long-term success.

Top 10 Risk taking factors

1. cost/benefit
2. number of failures transformed into successes
3. clarity of vision
4. assess upside/downside
5. see risk within context
6. managing fear
7. desire to grow (being open minded & proactive)
8. intuition
9. support system strength
10. emotional quotient (EQ)

Performance Levels for Risk taking

Level 1 Immobilized Individuals

1. See only the downside to everything and the costs seem overwhelming.
2. See the present in concrete terms and must have tangible evidence for decisions.
3. Have very low emotional development and compensate with dependent relationships.
4. Have not experienced a significant success from a failure and fear both failure and success.
5. Can not see beyond today and have a limited view of life, thus are fixed.

Level 2 Followers

1. Rely on others to tell them which risks have a strong upside and benefits.
2. Look for a vision that rings true from others and rely on others to make intuitive decisions.
3. Live on the emotions of others and migrate to relationships that fill their personal gap.
4. See others turn failures into success and manage fear by following these people when they taking risks.
5. Live their lives with the vision of others and must be challenged to change.

Level 3 Experimenters

1. Play with comparing the upside to downside and costs to benefits.
2. Have life plans that change over time and will rely on strong gut feelings.
3. Have developed a stronger sense of emotional maturity and understand how to get support.
4. Have experienced some success from failures and can manage fear to tackle more difficult risks.
5. Explore future possibilities and are open to experiences that will help them improve.

Level 4 Leaders

1. Engage in quality risk analysis, comparing the upside to downside and costs to benefits.
2. Have a vision for their lives and the lives of others and can intuitively make key day-to-day decisions.
3. Have developed strong emotional skills and surround themselves with others who can help them.
4. Having learned to turn failures into successes are able to help a group take risks and manage their fears.
5. See the potential in opportunities and will challenge himself/herself and others to respond to opportunities.

Level 5 Entrepreneurs/Visionaries

1. Help others see the upside potential versus downside; focus on the benefits and are realistic about costs.
2. Hide risk within rich meaningful context and make great intuitive leaps.
3. Don't worry about failures because they feel successful and have developed their own superb support system.
4. Have a hit ratio of failures turned into successes so high that they are fearless.
5. Articulate a wonderful picture of the future and constantly seek high quality in whatever they do.

Creating an Action Plan

Description

“Creating an Action Plan” includes many abilities such as assessing, analyzing, researching, and planning. It is the ability to reflect, assess and analyze past and current performances using external resources, examine where you have been, and decide where you want to go. It requires contrasting desired planned outcomes from actual outcomes by identifying the key differences. It is deciding on which characteristics define improved performance and choose those skills and processes that are important to improve performance. It requires recognizing from previous knowledge what new information and actions are required to change behaviors. Determine a path to achieve new objectives and construct a plan. Design and write the steps needed to reach these objectives. Identify and organize activities required for successful change. Define a standard that must be met to show new skills have been mastered.

Factors

Self-assessing	Risk-taking	Articulate a vision	Analysis of performance
Organizational/Planning skills	Commitment to change	Evaluating against criteria	
Use of measurement/analytic tools		Hypothesizing	Accessing Key Resources

Mentors

1. Assume all productive risks to help others to make changes in very tough situations.
2. Create or modify tools to make insightful inferences about almost any performance
3. Possess clear direction and create implementable ideas for change.
4. See full scope of the problem, break into elements and develops comprehensive model for improving self.
- 5a self assesses regularly to bring about continuous growth
- 5a accesses resources continually and effectively to bring about change

Professionals

1. choose to take risks for self-betterment and will continue efforts longer than most.
2. Use common measures to make appropriate inferences within typical professional context.
3. Have direction and begin creating ideas for change.
4. Can breakdown problems into elements and devise an adequate plan.
- 5a self assesses regularly but only for specific purposes
- 5a accesses resources regularly but only for specific purposes

Mobilized Individuals

1. are willing to take limited risks when necessary to follow through on critical commitments
2. Identify tools and makes limited use for immediate feedback in a specified context.
3. Have some sense of direction and recognize the need for change.
4. can see some elements of problems and devise a simple plan.
- 5a self assesses randomly to bring about change
- 5a accesses resources randomly to bring about change

Struggling Individuals

1. are unwilling to take risks except when forced and follow through when monitored.
2. Make uncritical use of measurement feedback if directed in specific use of that feedback.
3. Have very little direction and have only a vague idea that change is needed.
4. See that there is a problem, but no component parts to organize into a plan.
- 5a inventories self and resources in crisis

Stuck Individuals

1. Are risk averse and hardly ever follow through on any resolution.
2. Take a phenomenological look at the situation, voids objective data and inferences relative to criteria.
3. Have no direction and does not have the ability to conceptualize change.
4. Dare not even see a problem, thus sees no need for a plan of action.
- 5a Avoids self assessment and external resources

Questioning assumptions

Each team provided two statements to define the skill of Questioning Assumptions.

Individual Statements

The ability to relate the assumption to the phenomenon.

*The ability to explain why the assumption is necessary.

*Evaluate the reliability and validity of the assumption.

*Present a plausible alternative explanation.

*Identify unsubstantiated statements (assumptions).

*Differentiate between fact and assumption.

*Identify the sensitivity of the outcome to the assumption.

*People come to class with their own set of assumptions; make these assumptions explicit.

*Sensitivity analysis to assess the effect of the assumptions.

Use level 3 skills to examine level 1 knowledge.

Question the significance of an observation.

Paragraph

People who are skillful in questioning assumptions identify unstated assumptions, unsubstantiated statements, make explicit the implicit, and distinguish assumptions from facts. They evaluate the reliability and validity of an assumption. They explain why the assumption is necessary and present plausible alternatives to it. They can identify the sensitivity that an assumption has on the outcomes. They recognize the value of observations in testing assumptions. They know how and when to challenge information and the significance of an observation when they are presented as facts.

Key Factors

1. Expertise in the field (Reputation)
2. Working knowledge of the phenomenon
3. Bound a problem
4. Utilizing information
5. Questioning
6. Life experience
7. Recognition false relationships
8. Critical observation
9. Risk-taking
10. Confidence to question authority(Expert)

Sage Individuals

1. Are renowned in their field and have excellent perspectives of the current issue.
2. Never avoid calculated risks when it is necessary challenge the leaders of an organization.
3. Effectively use all appropriate information and question efficiently logical relationships.
- 4.

Challengers

1. Are strong researchers in their field and know how to view new phenomena critically.
2. Often take risks and know how to challenge effectively to change views of others.
3. Know how to access critical information and use it to question leaders often.

Practitioners

1. Have substantial expertise and can grasp most of the issues of an existing phenomenon.
2. Are willing to occasionally take risks when motivated significantly to challenge authority.
3. Use information from multiple sources and question with challenged to do so.

Followers

1. Have a minimum level of expertise and often miss issues of an existing phenomenon.
2. Take risks when supported and challenge peers more often than leaders.
3. Use readily available information and privately question leaders.

“By the Book” Individuals

1. Have limited disciplinary expertise and are weak with the current issues.
2. Turn over risk-taking decisions to others and never question authority.
3. Use only information provided and question only when asked.

Writing

by the USM h.o.t.s.:

Writing is the ability to clearly communicate on paper the thoughts, ideas and interpretations related to a specific topic. Writing provides conceptual clarity woven into meaningful generalizations (being able to relate concepts to one another.) It includes the appropriate use of vocabulary of a discipline, it communicates an individual's synthesis that demonstrates understanding, it is grounded in direct observation OR authoritative sources, and it uses grammar, style and form correctly. Quality writing is the clear, written expression of critical thought that serves a specific purpose. Quality writing is characterized by logical development of ideas supported with substantiating evidence. Such writing avoids meaningless generalizations and shows evidence of critical distance, smoothness, and engagement.

Quality writing in a specific discipline's context is the process of clearly communicating information and ideas to its audience. It is the ability to communicate in writing, using accepted, established disciplinary standards of grammar, syntax, structure and style. The form of the writing may vary, but should evidence a purpose, a focus and a process of critical thought.

Quality writing in a discipline is writing that clearly and concisely expresses the core theoretical insights of that discipline and which can articulate the application of those insights to novel problems.

This writing uses ESWE in a way that is reliably effective with the writer's disciplinary and civic peers.

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Quality writing in a specific discipline's context

It is the ability to clearly and concisely express on paper critical thoughts and interpretations related to a topic that serves a specific purpose. It communicates complex core theoretical insights clearly through a logical conceptual development of ideas with substantiated evidence. Although the writer uses various forms of writing, each form has a focus, purpose, and critical thought. The writing uses established disciplinary standards for vocabulary, language, grammar, syntax, structure, and style that provides easy .

Factors--Top 10

a. Organization (Conforms to guidelines)	45	C
b. Clarity	37	C
c. Grammar and Syntax	23	B
d. Focus	19	E
e. Logical consistency	19	D
f. Responsible & accurate (Proper use of Citation)	20	E
g. Conceptual Development (views other perspectives)	14	D
h. Clear sense of purpose	12	A
i. Sense of audience & being of value	6	A
j. Richness of Vocabulary and word usage	7	B

Novice Writers produce documents that:

1. lack a defined purpose and a clearly identified audience.
2. Lack focus and contain substantial inaccuracies .
3. Impede comprehension for lack of structure and clarity.
4. Produces documents that frequently violate basic principles of grammatical structure, makes limited use of relevant vocabulary and exhibits a poor grasp of the vocabulary that they do use.
5. State simple undeveloped ideas from their own point of view.

Barely Proficient Writers produce documents that:

1. have ill defined purpose with a nebulous audience.
2. Some focus and a few inaccuracies
3. Convey a limited sense of organization and can be comprehended with effort.
4. Produces documents that generally adhere to the grammatical standards of the language and exhibit rudimentary command of relevant vocabulary.
5. State semi-formed, partially developed ideas from an undefined point of view.

Competent Writers produce documents that:

1. adequately satisfy a purpose and sense of audience.
2. Adequate focus and a few inaccuracies
3. Minimally confirm to guidelines and are adequately clear.
4. Produces documents that reliably adhere to all the grammatical standards of the language and appropriately exploit relevant vocabulary.
5. State thoughtful, developed ideas from a specific point of view.

Professional produce documents that:

1. Have clear purpose for intended audience.
2. Clearly focused and essentially accurate
3. Are well organized, clearly conform to guidelines.
4. Produces documents that reliably adhere to all the grammatical standards of the language, as well as a measure of creative flexibility in the application of these standards, and demonstrate a broader command of the relevant vocabulary of the language.
5. State well developed complex ideas and acknowledge multiple points of view

Expert Disciplinary Writers produce documents that:

1. have the intended effects on the targeted audience.
2. sharply focused and completely accurate
3. are organized to the level of structural transparency.
4. Produces documents that fully exploit the grammatical resources of the language and the full potential of the vocabulary.
5. completely develop original ideas logically and consistently, and that describe and evaluate multiple points of view.

Abstraction

(developed at SUNY at Stony Brook)

Description - Abstracting is the process of finding and extracting the essence from the concreteness in a process or an object. It involves making connections among concrete things by picking out key elements or similar characteristics from a multiplicity of particulars and generalizing from observation. It is the construction of frameworks to test identified boundaries. This construction allows for classification by determining similarities and linking components. Abstracting culminates in the formulation of simplifications that are then applicable to other contexts.

Ranked Criteria/Factors List

1. identifying similarities
2. # of layering capability; seeing possibilities of layers
3. identifying components
4. classifying
5. making Linkages
6. observing
7. identifying the boundaries
8. constructing frameworks
9. simplifying
10. using prior knowledge

Performance Levels for Abstraction

Level 1 Concrete Individuals

1. miss many significant components and refuse to group anything.

Level 2 Students

1. see the obvious components and need to be led to use frameworks.

Level 3 Graduate Students

1. often see many of the subtle components and use standards conventions as frameworks.

Level 4 Faculty Members

1. see relative importance of most components and expand on existing structures.

Level 5 Top Flight Researchers

1. inventory every significant components and structures a new and meaningful classification for each abstraction.

Measure: Being Connected

Highly Connected Individuals

1. Consistently seek information and experiences to expand one's knowledge of others and demonstrates a respect for other's views.
2. Leverage highly positive self-concept to exploit the full potential of digital technology.
3. Consistently and freely interacts with and moves across all social and economic levels without regard to discipline.
4. Enthusiastically seeks, initiates, or leads highly disciplinary teams
5. Makes informed, but independent decisions motivated by intellectual curiosity and circumscribed by ethical reasoning.

Actively Connected Individuals

1. Needs to be developed
2. Have a good self-image and seeks to find solutions through application of technology.
3. Are team members who are very willing to work with others outside his/her discipline.
4. Frequently interacts with community and can move among a few different social and economic levels.
5. Make informed decisions motivated by an interest in knowledge and additional ethical standards.

Selectively Connected Individuals

1. Occasionally seeks information to expands ones knowledge of other and is usually able to appropriately interact with others.
2. Harnesses moderate self-image to use technology only when required to do ones job.
3. Choose which teams to be on and limit which disciplines with which to work.
4. Occasionally interacts with community when it is to the individual's self interest.
5. Make decisions based on the ethical practices of others and seldom seeks new knowledge.

Minimally Connected Individuals

1. Needs to be developed
2. Have poor self-image leading to technology used only when forced.
3. Reluctantly serves on teams in minimal role and little involvement with other disciplines.
4. Reluctantly interacts with community when pushed and required.
5. Make decisions after testing the opinions of others to be certain that their decision is acceptable and considered ethical.

Hermits

1. Must have explicit direction in learning about others and need to be told how to interact with others.
2. Have very low self-image and leads to technicological immobility.
3. Are non-participatory team members who won't work outside their disciplines.
4. Rarely interacts with any in community and only then when absolutely critical.
5. Make decisions motivated by interest and personal survival and does not use ethical reasoning that includes a larger community.

Performance Measure for Producing a Strong Thesis with Supporting Evidence

Description

A quality thesis is a thoughtful, creative, and concise statement of inquiry which serves as a focal point. The thesis then threads throughout the supporting evidence and developed argument leading to a significant conclusion. The thesis is focused, original, clear, and supportable and requires a significant argument developed with quality data and examples. The argument uses this evidence as recognizable proof in producing a quality flow starting from the perspective of the audience leading the audience to a new perspective.

Factors

- | | |
|---------------------------|--|
| 1. Focused Thesis | 2. Creative Argument |
| 3. Significant Thesis | 4. Assessing Quality of Data |
| 5. Argument Sequencing | 6. Good Examples |
| 7. Analytical Development | 8. Appropriately Addresses Relevant Issues |

Scholars

1. Produce succinct and clear focal points with its most arguable issues clearly addressed
2. Invent, select, and synthesise a powerful innovative theses that are supported with stories, images, experiences, and history.
3. Generate and use only the most reliable data that are essential in their comprehensive and creative analytical development.
4. Fabricate wonderful stories starting from the perspective of the audience leading to the powerful summary without missing a beat.

Researchers

1. Narrow their focus to a central focus and will address most issues that concern them.
2. Identify new ideas for theses that are supported by examples that come from significant inquiry and researched efforts.
3. Experiment to produce reliable data with reduced error in the development of a theoretical analytical argument.
4. Respond to the highest standards for disciplinary presentations and will produce tight sequenced argument in support.

Educated Communicators

1. Present a general focus with several of the key issues addressed.
2. Select acceptable theses that are supported with reasonable collected examples.
3. Select and integrate reliable and noncontraversial data to produce a solid analytical development.
4. Will use one imaginative twist, but primarily ensure a solid sequencing in the argument.

Technicians

1. Know that they must focus a communication and appropriately support its.
2. Produce topics that have been presented to them and select obvious examples from personal experiences.
3. Use data that meets the specifications of others and have a bull-dog approach in their analytical presentation.
4. Respond to the prescribed structure for arguments and often have sequencing issues of missing holes or out of step flow.

Illogical Communicators

1. Are very scattered in presentation and whatever evidence has little connectiveness and relevance.
2. Often deal in non-relevant topics and have scarce examples in support.
3. Frequently use false or error filled data that have fallacies in analytical development.
4. Illustrate little creativity in flow and requires the audience to maneuver through an obstacle course.

Rubric for Generalization of Helping Models Across Contexts

5. Expert Generalizer

- a. Able to research any helping model to increase its generalizability to new groups and problems
- b. Able to recommend new assessment methods that will increase control of self-management as needed for use of any helping model
- c. Can hypothesize, for any context, how its features, influences, and resources will interact with any individual's traits and performance abilities
- d. Chooses wisely, in any situation, the highest priority factors and goals and has no difficulty maintaining focus
- e. Always realistic about probability of success by choosing goals that validly fit relevant helping models

4. Flexible Helper/Supporter

- a. Fully knowledgeable about the helping model and able to identify key factors for any individual
- b. Totally familiar and comfortable with assessment and journaling as a basis for improving self-management; always assume that these skills are integral to use of any helping model
- c. Can hypothesize how features, influences, and resources in familiar contexts will interact with known individuals' traits and performance abilities
- d. Chooses well, in many situations, the highest priority factors and goals and usually maintains focus
- e. Usually realistic about probability of success in familiar contexts by choosing goals that validly fit a familiar helping model

3. Self-Help Capable

- a. Fully knowledgeable about the helping model and able to identify key factors for self
- b. Have learned to use assessment and journaling as a basis for personal improvements in self-management that are essential for using a particular helping model
- c. Can explain, on the basis of a specific helping model, how the features, influences, and resources in a present context are significant for personal performance and self-management
- d. Analyzes well, in any familiar context, the highest priority factors and goals relevant to a specific helping model and can usually return to focus if confused or frustrated
- e. Chooses well, in a familiar context, most of the highest priority factors and goals that validly fit the helping model

2. Consequences-Sensitive

- a. Abstractly aware of most features of the helping model and able to identify some consequences, for self, of using the model
- b. Open to feedback about assessment and journaling efforts and can verbally describe reasons why personal improvements in self-management are essential for using a helping model
- c. With feedback can identify, for a specific helping model and a familiar context, some of the important features, influences, and resources needed for personal performance and self-management
- d. In a very familiar context, can identify significant factors and goals but has difficulty if focus is lost during the analysis process due to confusion or lack of progress
- e. In a very familiar context and with feedback, can identify some high-priority factors and goals that validly fit the helping model

1. Rule-Governed

- a. Knows some abstract definitions and descriptions related to the helping model but not able to reliably identify consequences, even for self, of using the model
- b. Sometimes unable to be open to or to benefit from feedback about assessment and journaling efforts for personal improvement in self-management as central to use of a helping model
- c. Even for familiar helping models and contexts, often needs feedback about the significant features, influences, and resources in that context that are relevant to personal performance and self-management
- d. Even for familiar contexts, needs help with identification of significant factors and goals; experiences considerable anxiety or frustration with any complex analysis process
- e. Even in very familiar contexts, often fails to identify realistic factors and goals suggested by the helping model

Description of Elements and Levels in the Contextualizing Rubric

Definitions:

<i>Context</i>	Any situation in which a helping model may be used
<i>Contextualizing</i>	Critical thinking skill of applying knowledge of a model to a different situation and/or using it for varied persons
<i>Helping Model</i>	Any description or theory of a systematic and ethical means to influence others
<i>Transfer</i>	Direct use of a model in a similar context
<i>Generalization</i>	Flexible use of a model in quite varied contexts
<i>Rubric</i>	A broad but realistic measure of performance characteristics

The 5 Levels:

The five “levels” indicate general patterns of awareness and skills related to ability to transfer, and ultimately to flexibly generalize, knowledge of helping models across situations and people.

1. Rule Governed

Individuals at this level tend to follow advice or “rules of thumb” without much reflection about longer-term consequences and are not aware of the need for improvements in self-awareness if one is to be successful with either self-help or use of expert guidance.

2. Consequence-Sensitive

At this level the tendency is to pay close attention to the practical consequences of use of a helping model as the basis for understanding the model. The limitations of not gaining full knowledge of the various factors within the model that make it effective are unintended consequences, discouragement when results are unsatisfactory, and less motivation to try a different model.

3. Self-Help Capable

When a person has taken the time to fully understand how a model of help is structured, under what conditions it is intended to operate, and how individual differences affect its implementation and success, then he or she will be able to resolve unexpected failures or less results than needed by reanalyzing both aspects of the theory and aspects of personal self-management related to making it work.

4. Flexible Helper/Supporter

At this level the person is becoming skilled at transferring the basic principles and requirements of a helping model to different contexts involving both new situations and different types of individuals or groups. This ability to perceive principles across contexts will enable the person to become an effective leader or manager in roles requiring guidance of others or of an organization.

5. Expert Generalizer

This is a level achieved by only some professionals. Those trying to improve their own performance in generalization of how helping models can be used will carefully examine the research reports and closely observe the behavior and language of those at this level. They have very strong insights about human needs and motivations, including their own, and can quickly see the implications of any intervention strategy, even if they are not fully familiar with all its theoretical details.

Written Communication Rubric

5. Published Author

- a. Highly intriguing to readers because of the consistent, excellent quality of inferences and creativity
- b. Submits work to experts for peer review with confidence in its creative value for furthering knowledge
- c. Draws conclusions on the basis of a comprehensive analysis of internal and external validity of all ideas, examples, evidence, logic, and applications
- d. Provides organizing features and transitions that are almost “transparent” for readers
- e. Creatively uses composition techniques to provide an almost “playful” environment for readers

4. Creative Communicator

- a. Very flexible writer with several strong styles; usually achieves interesting results
- b. Has strong self-assessment skills; requests external feedback from peers known to have relevant expertise; frequently compares own work with that of published authors
- c. Always attentive to internal validity of arguments; often able to use external validity perspectives to improve the generalizability of conclusions
- d. Uses organizing features and transitions systematically; fully aware of reader needs
- e. Composition techniques are usually inventive and helpful to readers

3. Analytic Writer

- a. Systematically involves readers in an analysis of the evidence and logic related to the knowledge at hand
- b. Does some self-assessment and sometimes requests external assessment in order to improve the thinking quality behind writing
- c. Draws conclusions on the basis of careful analysis of the internal validity of evidence for a position
- d. Recognizes readers’ needs for organizing features and transitions and competently provides them in most cases
- e. Displays solid composition skills; word usage may be overly abstract at times

2. Paraphraser

- a. Assumption that the purpose of writing is mainly summarization; involves only readers interested in an overview of some specific referenced sources
- b. Aware of need for evaluative feedback from an expert to validate accuracy of paraphrasing; not aware of potential of feedback to improve thinking
- c. Assumes published material to be generally valid; draws conclusions on the basis of what appears to be most commonly agreed
- d. Provides some organizing features because these are prescribed by composition guides or instructors
- e. Has some problems with grammar, punctuation, and word usage; sometimes remembers to assess for these types of inaccuracies

1. Egocentric Writer

- a. Focus on facts or opinions of personal interest fails to involve readers
- b. Unaware of the need for assessment; may consider feedback as critical evaluation of themselves
- c. Assumes the facts speak for themselves and that personal opinion is a valid basis for conclusions
- d. Unaware of readers’ needs for organizing features such as topic sentences, transitions, and headers
- e. Exhibits difficulties with composition mechanics such as grammar, punctuation, and word usage

Description of the Five Levels in the Written Communication Rubric

Definitions:

<i>Assessment</i>	Feedback for improvement; can be self, peer, instructor, expert, or any other source used to gather insights that will lead to better performance
<i>Composition mechanics</i>	Grammar, punctuation, and word usage required for effective written communication
<i>Composition techniques</i>	Use of figures of speech like analogies, metaphors; use of stylistic methods to create desired effects on a reader and to make reading interesting; descriptive techniques, examples, models, and applications are often very helpful for readers.
<i>Evaluation</i>	Summative information about the degree to which a standard has been met; grading is evaluative
<i>Egocentric</i>	Refers to taking a personal perspective without awareness of other possible worldviews that can be considered; does not mean selfishness or narcissism
<u>External validity</u>	<u>It is important to consider evidence or perspectives that are “outside” of one’s own in order to increase the truth or usefulness of what one concludes. For example, it would not be valid to conclude that because a teaching method helps grade school students it will also help college students. It would require research to find out if developmental and context differences create critical differences in learning approach or if variations on the same principle are operating.</u>
<i>Generalization</i>	Flexible use of written techniques in quite varied context
<u>Internal validity</u>	<u>This type of validity is seen within a written product. All the elements are consistent with each other. If some evidence is not relevant to the main thesis point being examined, the writing would lack internal validity.</u>
<u>Paraphrasing</u>	<u>Accurately stating ideas and meaning of another in one’s own words</u>
<i>Rubric</i>	A broad but realistic measure of performance characteristics
<i>Transfer</i>	Direct use of writing technique in a similar context
<i>Validity</i>	Refers to the truth and usefulness of a method of measurement, a conclusion, or a solution

Summary Statements for the 5 Levels:

The five “levels” indicate general patterns of awareness and skills related to ability to communicate through writing.

1. Egocentric Writer

Individuals at this level tend to think within their own frame of reference but may be unaware of more comprehensive or divergent ways of addressing a topic they are writing about. They are struggling with the mechanics of composition and need additional practice and guidance before they are ready to consider reader needs.

2. Paraphrasers

At this level the tendency is to pay close attention to ideas of others, especially in published formats and the internet, with the assumption that knowledge exists as expert statements in these sources. Self-assessment is somewhat difficult until the writer gains additional insights about how to construct knowledge for their own purposes. Feedback tends to feel personally critical because they are not yet fully aware that writing is a performance skill for communicating one’s ideas.

3. Analytic Writer

Analysis is the fourth level (“above Knowledge, Comprehension, and Application) in Bloom’s taxonomy of cognitive learning. Writers at this level exhibit awareness of the importance of critical examination of ideas, examples, processes, research evidence, theories, models and perspectives to help with drawing relevant conclusions about a position, hypothesis, or thesis proposition. The writer at this level recognizes that knowledge results from careful attention to detail, while also keeping in mind one’s purpose and audience.

4. Creative Communicator

Writers at this level have learned to focus on improvement through varied kinds of assessment. They have developed a creative ability to synthesize in their writing in order to communicate interesting insights and discoveries gained from careful analysis and thinking. They have an in-depth grasp of how analogy, metaphors, and other composition techniques can raise the level of knowledge in their writing. Writers at this level and above will constantly examine excellent examples of writing as models of what can be accomplished and how.

5. Published Author

This is a level achieved by only some professionals. It involves attaining ability to work from varied perspectives, to predict quite accurately the knowledge needs and interests of audiences, and to have great expertise with composition techniques. Their work tends to show playfulness with language, awareness of universal human experiences, ability to handle paradoxes and inconsistencies, and they are confident that expert evaluators, such as peer reviewers for journals, will find their writing valuable enough for publication. These authors desire to their knowledge to be tested and challenged by the best minds in the world.

Elements (“a” to “e”) Incorporated within each Level of the Written Communication Rubric

Within each of the 5 levels there are descriptive sentences for elements “a” through “e.” The assumption is that all of these descriptors will be approximately true for an individual at that level. In order to use the rubric it is important to take time to fully think through, reflect on, and experiment with the instrument in order to form a clear “gestalt” of each level. The elements in each level, which change in complexity for each level, are as follows:

- (a) *Audience Involvement:* As writers get better they develop techniques that make their material interesting by stimulating improved thinking in readers—and even invite playfulness through language usage and techniques.
- (b) *Awareness of perspectives:* In order to become aware of more perspectives a writer must engage in a great deal of self-assessment, including asked for feedback from those more expert and using the accomplishments of revered writers as models for what can be communicated through writing. The critical thinking skill of identifying assumptions often plays an important role for this element of writing skills.
- (c) *Statement of position:* The management of information and evidence is established largely by clarity and proper scope of the hypothesis or thesis proposition. Related to this is critical thinking about evidence and logic that leads to concise conclusions.
- (d) *Organization:* As a practical matter, writers need to provide readers with “tools” that help them navigate and to quickly perceive the overall layout of the writing product. These tools include use of standard style conventions (e.g., APA manuscript style), use of well-designed paragraphs, and providing of transition wording to guide readers to changes of topic and to new sections.
- (e) *Composition mechanics and techniques:* Grammar, punctuation, and word usage are expected to be consistently accurate and well chosen. Writing techniques require more skill but add considerable quality and richness to any written product. Some of these are uses of analogies, metaphors, poetic styles, and various kinds of argumentation and logic.

Oral Communication Rubric

5. Orator

- a. Keeps audience always excited about the thesis through orientation, summations, and examples
- b. Causes audience to consider speaker an expert because of great depth and flexibility in use of knowledge and evidence
- c. Challenges the audience to discover new insights and to ask sophisticated questions
- d. Uses simple language to make complex ideas easy to comprehend even for those without background
- e. Extensively uses non-verbals and timing to keep any audience fully involved

4. Communicator

- a. Maintains full attention of audience through orientation, summations, and examples
- b. Causes audience to consider the speaker as fully in command of the knowledge and able to generalize to similar contexts or problems
- c. Engages the audience in thoughtful consideration that leads them to ask for clarifications
- d. Able to adapt language usage to audience on basis of specific questions and other indications of their needs
- e. Non-verbals and timing show flexibility in adapting message to the audience

3. Professional

- a. Keeps audience aware of the thesis by clear initial orientation and occasional reminders
- b. Creates audience impression of solid preparation of the knowledge for the present purpose
- c. Helps the audience to attain a solid understanding of the knowledge and some insights
- d. Language use is consistent and at a level of complexity appropriate to the present audience
- e. Non-verbals and timing give an impression that the presentation is well-planned

2. Information Provider

- a. Provides a basic introduction to orient the audience but inconsistent help to audience in tracking logic of the presentation
- b. Gives audience impression that knowledge is being “transmitted” as intended by the sources used
- c. Gives impression that the knowledge is well-established and unlikely to result in new discoveries
- d. Language usage is consistent with that of sources used but not always with needs of audience
- e. Non-verbals suggest to audience that questioning or challenging would be uncomfortable for the speaker

1. Reader

- a. Provides only a personal perspective about the topic; unaware of the need to orient and to provide summations
- b. Causes audience to assume that information is simply being read without full understanding
- c. Offers audience only facts and well-established theory stated as if quoted
- d. Language usage limits understanding or causes misunderstandings because of use of overly abstract jargon, undefined terms, and incorrect word choices
- e. Non-verbals cause discomfort in audience by giving impression of lack of control of the presentation

Levels of Educator

Level 1: Teaching Assistants

1. Follow the curriculum and script provided by the teachers including materials and procedures.
2. Are limited in their ability to do assessment and let the teacher define the evaluation system.
3. Understand little about creating learning environments and what processes they are facilitating.
4. Are beginning to learn about the profession and can share their struggles with other students.
5. Are normally isolated from the community of educators and given responsibilities without authority.

Level 2: Instructors

1. Use the resources and materials that the department has decided on.
2. Are given some latitude with common departmental evaluation instruments and do some assessment.
3. Try to cover the material defined and keep some control over the classroom environment.
4. Are learning the profession thus will share what they know about the profession.
5. Seldom are interested in any additional responsibility and do little administration.

Level 3: Teachers

1. Analyze what should be emphasized in a course, the best materials for learning, and how to best implement and present the course content.
2. Design a fair evaluation system and produce systematic assessment of student learning.
3. Understand that a trusting and challenging environment is needed to improve the learning process.
4. Realize that continual professional interests will stimulate the improvement of teaching processes.
5. Share some of the administrative responsibility when requested and seeks some community.

Level 4: Facilitators of Learning

1. Produce activities that help students improve their learning by increasing learner ownership.
2. Provide continuous feedback to learners' about their performance which increases results with respect to the course evaluation system.
3. Produce a learning environment that allows the opportunity to facilitate the growth of learner's skills.
4. Model consistently their profession to help improve the professional performance of their students.
5. Take their institutional responsibility serious and will offer to lead efforts to improve quality.

Level 5: Mentors

1. Integrate the growth of skills into every activity producing desirable long-term behaviors.
2. Facilitate the growth of self-assessment skills leading to the ability to self-improve performance.
3. Blend quality teaching/learning processes to produce a productive learning/growth environment.
4. Are highly effective professionals who seek to improve their profession by mentoring others.
5. Seek to organize teams to improve educational systems within and outside the profession.

Table of Techniques based upon Level of Educator

Level	Curriculum	Evaluation	Assessment
Teaching Assistant	Lecture questions Problem solving methodology Rank list of content Syllabus review Reading methodology	Reading quiz Problem solving Exercise Pre-test Homework portfolio Bonus points	mid-term SII 3 by 5 card self-check inquiry questions
Instructor	Concept models Reading inquiry log Knowledge map LPM Content methodologies	Learning Assessment Journal Group portfolio Problem solving Contest Projects Papers	Reading Logs Self-assessments Reflector's reports Free Writing Peer coaching
Teacher	Guided discovery activities Facilitated discussions Open syllabus Defining long-term behaviors Use of activities	At least 5 tools	Peer assessments Using rubrics Setting performance criteria Activity assessments Peer Coaching
Facilitator of Learning	Creating measurable outcomes Use of themes Uses at least 10 different activity types Defined set of learning skills	Course Evaluation System Group problem solving projects	Adapting rubrics Course Assessment System Assessing student performance Assessing assessments
Mentor	Service learning Integrated skill development	Consulting projects	Real-time assessment Creating rubrics

Other areas: Facilitation, Learning environment, Professionalism, Administration, Mentoring, Community

Performance Levels for an Assessor

Level Five — Sage

1. Accurately interprets the key performance areas, and clearly describes the strengths, areas for improvement, and insights in all contexts.
2. Crystallizes the performance issues for the assessee in a way that transforms the future quality of performance.
3. Engages in continuous structured reflection and reports a valuable specific plan of action in positive language.
4. Seeks assessment opportunities in any context and teaches others the skills for assessment across various contexts.
5. Removes all personal values and biases, and presents a report based completely from the affective perspective of the assessee.

Level Four — Mentor

1. Usually interprets the key performance areas, and usually describes the strengths, areas for improvement, and insights in familiar and some unfamiliar contexts.
2. Consistently provides specific, supported feedback that helps the assessee to grow in critical performance areas.
3. Uses real-time assessment to improve immediate performance of self and others who ask.
4. Seeks assessment opportunities, and teaches others to assess within a particular context.

Level Three — Guide/coach

1. Often interprets the key performance areas, and describes the strengths, areas for improvement, and insights well in familiar contexts.
2. Identifies and provides helpful feedback on prominent performance issues.
3. Conducts intermittent assessments, and formulates insights that are valuable to future performance.
4. Appropriately selects performance criteria, and recognizes the specific context of application.

Level Two — Learner/player

1. Sometimes interprets the key performance areas, and inconsistently describes the strengths, areas for improvement, and insights.
2. Provides feedback on obvious performance issues but in an inconsistent and superficial manner.
3. Exhibits an uncreative mechanical approach by completing assessments without understanding future value.
4. Can use given performance criteria to assess within a specific context.

Level One — Naif

1. Misidentifies the key performance areas, and offers ambiguous strengths, areas for improvement, and insights.
2. Offers unsupported and poorly articulated feedback, which misses many important performance issues.
3. Engages in little or no assessment, and cannot identify growth opportunities.
4. Is unable to recognize appropriate performance criteria in any context.
5. Is biased in every aspect and is oblivious to the “affect” of the assessee.

Elements Incorporated within each Level of the Contextualizing Rubric

Within each of the 5 levels there are descriptive sentences for elements “a” through “e.” The assumption is that all of these descriptors will be approximately true for an individual at that level. In order to use the rubric it is important to take time to fully think through, reflect on, and experiment with the instrument in order to form a clear “gestalt” of each level. The elements in each level, which change in complexity for each level, are as follows:

- (a) Complexity and integration of knowledge of the model; insight level for transfer or generalization of the model.
- (b) Awareness of the significance of having systematic skills in learning about self as a critical factor in application of any helping model; knowing one’s own capacities is the first step toward being able to realistically assess the potential of any helping model, especially if the purpose is to help others.
- (c) Individual differences of people and variations in situation create an extremely complex set of interacting factors to consider when applying a helping model. Individuals who know how to transfer or generalize a helping model can assess contexts for important features (e.g., How is a physical space organized in terms of proximity of people who need to support each other?), influences (e.g., Whose interpersonal or communication style dominates those of others in the situation?), and resources (e.g., How much time does a person have to do the things necessary for a helping model to work?). The better a helper/supporter is at picking up on key aspects of context, the better the person can predict how to modify the context or to help individuals adapt appropriately to the context so they can succeed with implementation of the model.
- (d) Each helping model requires, or sometimes assumes, certain factors (e.g., characteristics like ability to maintain emotional stability) to be taken into account in using a helping model. Some these are specified in the description and research about the model, others are not as clear but still must be recognized if success with certain goals is to be attained. In addition, the person using the model usually must have attained a certain degree of skill with handling personal emotions like anxiety or frustration that can impede progress with resolving problems in implementation such as taking a lot longer than expected or being harder to learn than expected.
- (e) Realism of judgment is so important that it merits special attention. It is possible to apply a model in a very “rule-oriented” way (e.g., see level 1: Rule-Governed) that doesn’t capture the real dynamism or need to assess things like preparedness of a person to use a model. Prochaska is a good resource for research and theory about preparedness, e.g., of chemically dependent clients, for making life-change decisions. Another insight comes from the research on relapse prevention in which it is necessary to realize that failure is highly likely at times with any model but that being ready to return to the effort with fuller knowledge based on failure experiences can often lead on to success.