The PCP

*P*resenting (RU's) *C*apstone *P*roject

HISTORY OF OUR CAPSTONE

Provides information for self-assessment and program evaluation, and ensures that graduate candidates possess the knowledge, skills and competencies defined as appropriate to their area of study.

Documents the central teaching concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students, parents, peers, and supervisors.

Provides concrete examples and resources in collegial activities designed to foster leadership roles in research presentations and in-service professional development education.

Aids in the self- reflection process as students seek opportunities to grow professionally by utilizing self-assessment and problem-solving strategies for moral reflection, professional growth and learning, and teaching for social justice.

Provides an authentic representation of a student's work over time and culminates as a capstone review.

Capstone Prior to Fall, 2015

First submission:

- Electronic portfolio consisted of written reflections and artifacts from coursework demonstrating pre-service teacher's understanding of the Missouri Teacher Standards and the Department of Education's *Conceptual Framework*.

- Reflections were written during specified education courses.

- Portfolio was submitted for assessment prior to student teaching to an education faculty member (portfolio mentor).

- Portfolio was a 1-hour credit course which encompassed the capstone during the professional semester.

Second submission:

- ▶ Student teachers addressed each standard by reflecting on their knowledge growth gained during student teaching.

- ▶ An artifact from student teaching was used for each standard (an artifact could be used twice, but needed to be addressed differently for different standards).

- ▶ Submitted around the 12th week of student teaching.

Capstone oral review:

- A PowerPoint or Prezi was created to showcase an artifact from student teaching that spanned at least 2 weeks of related teaching from a particular content.

- A template guided the student's presentation.

- Usually presented the week after student teaching concluded.

- Cooperating teacher and University mentor were invited to attend.

- The capstone was assessed by the same education faculty member using a rubric.

Oral Capstone Quality Indicators

- Teaching diverse learners
- Knowledge of Missouri Teaching Standards
- Impact on student learning over time
- Knowledge of subject matter
- Connection to the themes of the Conceptual Framework
- Importance of being a reflective practitioner
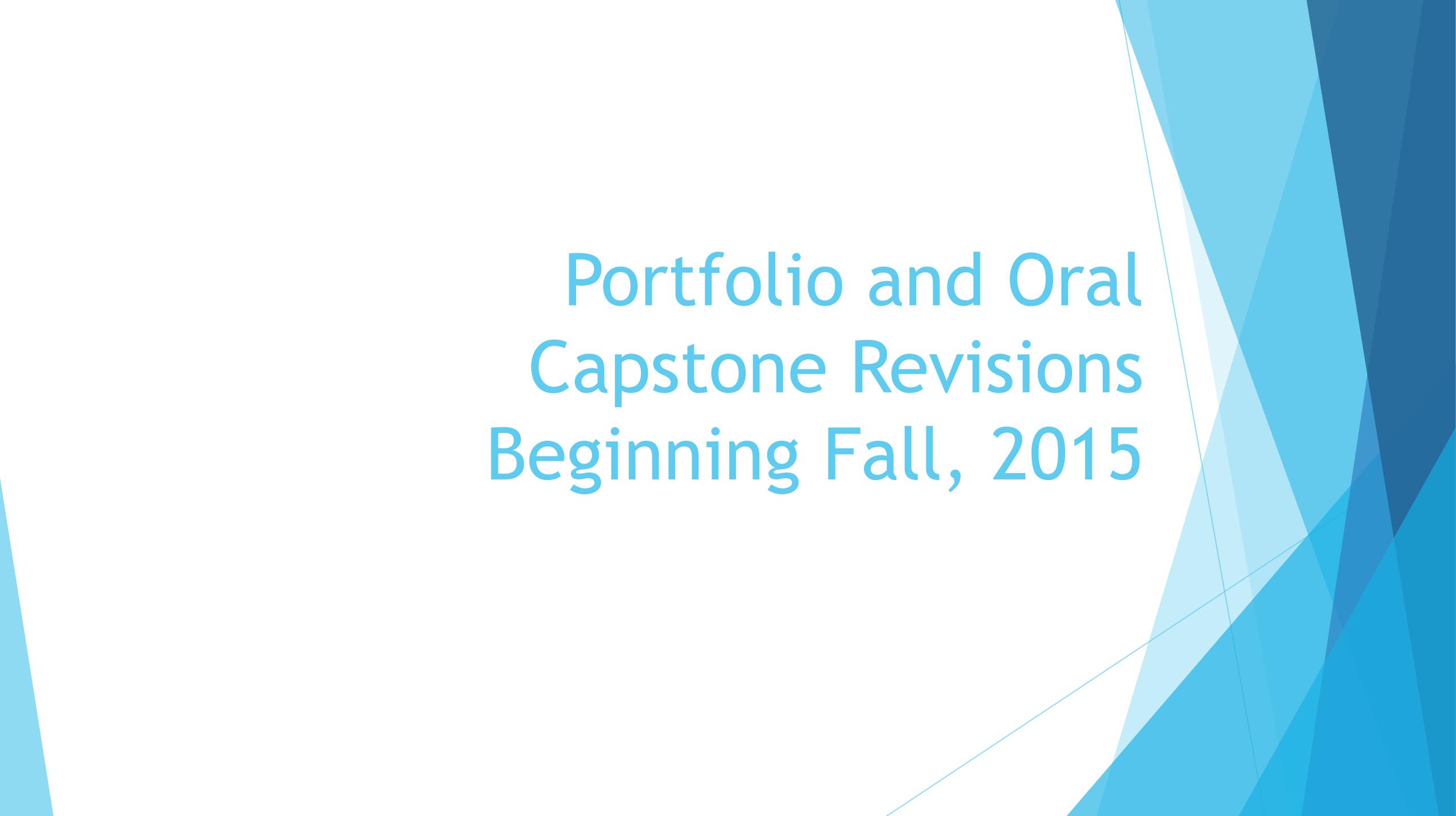
Portfolio and Oral Capstone Revisions Beginning Fall, 2015

Initial Portfolio: process and product remain the same; submit prior to student teaching placement

Second Submission: replace with MoPTA Tasks 1 – 4

Oral Capstone:

- A PowerPoint or Prezi was created to showcase an artifact from student teaching that spanned at least 2 weeks of related teaching from a particular content.

- A template guided the student's presentation.

- Usually presented the week after student teaching concluded.

- Cooperating teacher and University mentor were invited to attend.

- The capstone was assessed by the same education faculty member using a rubric.

- Candidates plan a 15 minute oral presentation based on artifacts from (a) the MoPTA Tasks, (b) the Professional Competency Profile, and (c) reflections on the Jesuit Core Values and the Department of Education's *Conceptual Framework.*

- The Capstone presentation is evaluated by the portfolio mentor and a rubric is used to guide scoring.

- Artifacts from the MoPTA Tasks and the completed Professional Competency Profile are the basis for discussion and support of these three major questions:

What Missouri Teacher Standard presented your biggest area of growth as a student teacher? Include examples from your professional semester experience and/or MoPTA artifacts in support of your response (Discussion slide).

What Missouri Teacher Standard presents your greatest opportunity for growth as you begin your teaching career? Include examples from your professional semester experience and/or MoPTA artifacts in support of your response (Discussion slide).

How have Jesuit Core Values and the Department of Education's Conceptual Framework shaped the kind of teacher you hope to become?

- In addition to the presentation, candidates submit a completed Professional Competency Profile to their portfolio mentor to support the discussion of future growth

- Most capstone presentations were done in a cohort setting. Fall, '15 student teachers provided favorable feedback regarding this process and product.

- Spring, '16 mentors will choose to continue the cohort or assess individually.

- The rubric used in fall'15 is currently being reviewed by Education faculty.