

## ASSESSMENT 6. CAPSTONE OR SUMMATIVE EXPERIENCE

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### DESCRIPTION

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For the capstone project for the M.Ed. ASTL program, candidates conduct a research project in their own classroom, usually of one (but sometimes more) of their courses, related to some discipline-related literacy instruction. The project is conducted during the course SED 555: Literacies Across the Disciplines. This action research project is described as follows: “This project is an examination of one’s literacy-based teaching. For this project, teachers will identify a research problem to address in their classroom, observe students’ literacy activity, analyze students’ work in relation to the implementation of literacy-based lessons (that are designed for this project), apply course concepts and readings to the interpretation of students’ literacy activity, and analyze the results of their improvement-oriented activities.”

### EVALUATION RUBRIC

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The FSEHD Capstone Performance Scoring Rubric is used for this summative assessment. (see attached page)

FEDERAL BOARD OF EDUCATION AND HUMAN DEVELOPMENT  
CAPSTONE PERFORMANCE

REVISED CAPSTONE PERFORMANCE SCORING RUBRIC

Candidate \_\_\_\_\_

Evaluator \_\_\_\_\_

EMPLID \_\_\_\_\_

Date of Initial Assessment \_\_\_\_\_

Revision Date \_\_\_\_\_

Communication and Expression	EXEMPLARY 4	ACCEPTABLE 3	DEVELOPING 2	UNACCEPTABLE 1
<ul style="list-style-type: none"> <li>• Integration and organization of knowledge</li>   <li>• Effective oral communication to range of individuals in given field</li>   <li>• Effective written communication to intended audience</li> </ul>	<p>The candidate consistently presents a clear, organized and comprehensive knowledge, thoughts and ideas relevant to the field.</p> <p>The candidate's oral communication is consistently articulate and effective in conveying relevant information to intended audience(s).</p> <p>The candidate's written communication skills are consistently free of errors of language, focused and effective in conveying information to intended audience(s).</p>	<p>The candidate presents appropriate knowledge, thoughts and ideas relevant to the field.</p> <p>The candidate's oral communication is effective in conveying relevant information to intended audience(s).</p> <p>The candidate's written communication skills display minor errors of language, but are able to effectively convey information to intended audience(s).</p>	<p>The candidate's presentation of knowledge, thoughts and ideas is disorganized or incomplete.</p> <p>The candidate's oral communication skills are ineffective in presenting relevant information to intended audience(s).</p> <p>The candidate's written communication shows errors of language that detract from comprehension of the information or the candidate's written communication does not effectively convey information to intended audience(s).</p>	<p>The candidate consistently presents unclear, faulty or incomplete knowledge, thoughts and ideas relevant to the field.</p> <p>The candidate's oral communication skills are not articulate and ineffective in conveying information to the intended audience(s).</p> <p>The candidate's written communication skills show significant errors of language, lack of focus and are ineffective in conveying information to intended audience(s).</p>
<p>Total score:</p> <p>4 = Lowest score is 4</p> <p>3 = Lowest score is 3</p> <p>2 = Lowest score is 2</p> <p>1 = Lowest score is 1</p>				
<p><b>TOTAL SCORE =</b></p>				



**PEDAGOGICAL SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT**  
**CAPSTONE PERFORMANCE**

Professional Practice	<u>EXEMPLARY 4</u>	<u>ACCEPTABLE 3</u>	<u>DEVELOPING 2</u>	<u>UNACCEPTABLE 1</u>
<ul style="list-style-type: none"> <li>• Critical overview of research</li>   <li>• Evidence-based practice advances well-being of children, families, or community</li> </ul>	<p>Performance demonstrates thorough and theoretically coherent application of significant research in specified, practice-related settings.</p> <p>Use of multiple and varied data to plan and/or implement practices that advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities.</p>	<p>Performance demonstrates theoretically coherent application of significant research in specified, practice-related settings.</p> <p>Beginning use of multiple and varied data-based sources to plan and/or implement practices that advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities.</p>	<p>Performance demonstrates application of research that reflects limited understanding of theoretical connections to practice.</p> <p>Limited use of data to plan and/or implement practices that advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities.</p>	<p>Performance demonstrates little evidence that practice is theoretically driven or relevant to specified settings.</p> <p>Little evidence of data-based planning or practice, and/or planning, practice does not advance the practices, skills, knowledge, and/or dispositions of diverse children, family systems, school systems, or communities.</p>
<p>Total score:</p> <p>4 = Lowest score to 4</p> <p>3 = Lowest score to 3</p> <p>2 = Lowest score to 2</p> <p>1 = Lowest score to 1</p> <p><b>TOTAL SCORE =</b></p>				

FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT  
CAPSTONE PERFORMANCE

Technology Use	EXEMPLARY 4	ACCEPTABLE 3	DEVELOPING 2	UNACCEPTABLE 1
<ul style="list-style-type: none"> <li>Evidence of information technology use to develop new knowledge, application, to transfer existing knowledge, or to create new knowledge.</li> </ul>	Performance demonstrates strong and widespread application of technology to effectively develop, transfer, or expand knowledge.	Performance demonstrates technology application to develop, transfer, or expand knowledge in a focused area of learning.	Performance demonstrates an emerging application of technology to support learning.	Performance demonstrates limited or no application of technology.
TOTAL SCORE =				

TOTAL SCORE: \_\_\_\_\_/11

DATA

<u>ACADEMIC YEAR</u>	<u>N</u>	<u>MEAN SCORES</u>
2009/10	13	13.7
2008/09	8	14.8
2007/08	10	13.3

Data Use

The M.Ed. A.S.T.L. program was re-designed in 2005. Prior to the re-design, the program was moribund, attracting very few or no students in each of the last few years before re-design. Although the program remains small, it attracts enough students every year to comprise a new cohort and the data show that the students have a very high completion rate, as well as a fairly rapid completion rate. These levels and rates of completion contrast significantly with the program prior to re-design: there are many students who failed to complete that program, in contrast to the current program that has almost no students who have failed to make steady progress and currently all are on track to complete the program within 5 years.

One aim of the re-design was to use a cohort structure, and the success rate of students is probably linked to the cohort structure of the program. The program has a core sequence of 4 courses (all newly created as part of the re-design) that students take as a cohort over 4 consecutive semesters. The core and the cohort structure help to overcome the disparate interests and assignments of teachers whose work spans the middle and high school content areas. That is, although many of the students take many or all of their electives (comprising half of the program), in the content area in

which they teach, all of the students come together for 2 consecutive years of course work in the core courses. The support structure that develops in the core courses, and the collegial relationships that are created, especially among content colleagues, likely contribute to the success of individuals and to the program as a whole. Each year, new applicants to the program follow others from their school who came before.

Since the re-design, the core courses have been taught by a small group of faculty that has continuously monitored the curriculum and the linkages between courses. As a result, the curriculum has twice been modified in order to better accomplish the aims of the program. In 2009, the original 5-course core was reconfigured to four courses. This change allowed us to better support the cohort structure, since some students were unable to enroll in the core course that was only offered in the summer. In addition, the change led to greater integration of some curricular themes across the core courses. A second change has been planned that will be implemented in Fall 2011. This change will re-sequence the first two courses in a way that we think will better prepare students to meet expectations in the teacher research course, which will now be taken as the second course. We will monitor this upcoming change in part by comparing results in assessment data presented here as Assessment 2, as well as the data in subsequent assessments.

Part of the program re-design was to integrate the idea of “teacher leadership” into the program structure. As a result, the capstone experience was revised to be a performance in which each candidate presents the results of an action research project as an oral presentation for professional peers. The performance is evaluated by department faculty, using the school-wide performance rubric. However, many of the faculty who participate in the evaluation process do not teach courses in the program core. In future, program faculty will spend additional time with non-core faculty preparing for the evaluation activity in order to increase reliability of scoring.

The M.Ed. A.S.T.L. program exists in a challenging context. The degree carries no certification or endorsement, and there are no policies in the state that encourage or reward the achievement of a master’s degree. For some students, the state’s professional development requirements reportedly are in conflict with their graduate studies. Thus, the teachers who seek the degree do so for other than utilitarian reasons. Given this situation, the program faculty must remain mindful of challenges and responsive to students’ interests and needs, as in the changes made since the original re-design. In addition, program faculty will continue to discuss program assessments and outcomes to maximize students’ accomplishments and to promote the development of teachers who are prepared to be not only reflective practitioners, but also teacher leaders of their colleagues in the schools, the state, and the profession.