

Introduction to Capstone
(Fall 2007)

I. Required materials:

Portfolio Review Guidelines Packet

1½" Binder

LiveText Template (will be provided)

II. Preparation:

An introduction to the portfolio will occur while enrolled in an introduction to education course. The initial preparation and framework of the portfolio will be completed throughout this semester. The goal during the course will be to familiarize all students with the portfolio process and to construct the initial framework of the portfolio.

III. Assessment:

At the end of the semester, a portfolio presentation day will be held during which the students will engage in a conversation about their work with peers and various faculty members. All students must become familiar with the required content for developing an educational portfolio. It is important to note that this is the first prong of the Capstone Experience as required both by the Department of Teaching and Learning and the University of North Dakota as a whole.

IV. Required Portfolio Framework Content:

- A. Belief Statement: using departmental guidelines.
- B. Artifacts: Demonstrating 4 INTASC Principles that can be taken from the following resources:
 - 1. Artifacts (2) selected from the introduction to education course that demonstrate any of the ten principles.
 - 2. Artifact (1) selected from other courses that demonstrate any of the ten principles.
 - 3. Artifact (1) selected or generated from other life experiences that demonstrate any of the 10 principles (e.g. camp counselor, coaching, extracurricular activities, jobs, parenting, etc.).
- C. Cover Sheet: For each artifact, a cover sheet should be provided containing the following information:

Name of Artifact:
Principle(s) Demonstrated:
Date artifact itself was created:
Course or Life Experience:
Descriptive summary of artifact:
Rationale for choice and how it demonstrates the chosen principle(s):
Self-reflection/assessment on growth and change that occurred through
examination of the artifact and how this will impact future teaching and learning
experiences:

D. Synthesis paper: Write a self-reflective paper in three parts: first, connect your work in the field with information discussed and read in the class; second, discuss your strengths and weaknesses with regard to the INTASC Principles; finally, synthesize class work, field experience and your beliefs about teaching at this juncture using specific references to texts and personal experiences.

D. Professional Dispositions for Teacher Education Report (Field Experience Reports)

Capstone Development Seminars

Required for all teacher candidates the semester prior to student teaching

The purpose of the Capstone Development Seminars is:

- To demonstrate growth of the teacher candidate throughout the program, indicating readiness for student teaching
- To explain the capstone experience
- To examine how the curriculum and principles are related
- To explain how the conceptual framework is integrated into the process
- To provide teacher candidates with the required criteria (& rubric) for the capstone experience
- To review the templates on LiveText

The Capstone Development Seminars will be conducted through two mandatory sessions the semester prior to student teaching. The first seminar will occur during the sixth or seventh week of the semester. The second seminar will occur prior to the end of the semester.

The first seminar (conducted after the student teaching application deadline) will include:

- 1) An explanation of the capstone experience.
- 2) A review of the INTASC Principles and Teaching and Learning Conceptual Framework.
- 3) A small group discussion (conducted by program area faculty) will provide an opportunity for teacher candidates to articulate their choice of artifacts.
- 4) The teacher candidates will write a reflective paper that will address their growth as a teacher candidate (see addendum A).
- 5) Teacher candidates will be informed that all INTASC Principles must be addressed, through select artifacts, in the capstone experience.

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The second seminar (conducted prior to the end of the semester before student teaching) will include:

- 1) A peer review of the teacher candidate's reflective papers followed by a small group discussion (see addendum B).

2) A large group question and answer session regarding the capstone experience will conclude the seminar.

Addendum A

Self-Reflective Paper

Use the following guidelines to write a well-organized, cohesive reflective paper synthesizing your growth as a teacher candidate. Each part may be written separately or the parts may be woven together as a cohesive whole. 6 – 8 pages

1. How have you grown as a teacher candidate since entering the Teaching and Learning program?

2. Describe yourself with regard to the three themes of the Department's Conceptual Framework: Teacher as Learner, as Active Agent of Learning, and as Articulate Visionary.
Connect this description to the following:
 - a) your teaching beliefs
 - b) the INTASC Principles
 - c) the development of your portfolio

3. Describe how you have met the goals that you set for yourself in the synthesis paper in TL 250: Introduction to Education.

4. Set 2-3 goals to achieve during student teaching that will be reflected as part of your Capstone experience.

Addendum B

Peer Review of Self-Reflective Paper

Teacher candidates will bring a copy of their reflective paper to the second seminar for peer review.

The teacher candidates will break into small groups (3 individuals) to review each other's reflective papers. A peer review rubric will be used to guide the review and provide feedback for the teacher candidate.

A faculty lead discussion will be conducted with small groups (approximately 10-15 individuals) at the conclusion of the peer reviews.

Senior Capstone Experience
(to be implemented Spring 2008)

Capstone Experience:

16 credits Student Teaching

2 credit Capstone (Interview/Electronic Portfolio)

Advisor/Faculty Designee heads review team

- Electronic portfolio is submitted to Advisor/Faculty Designee one week prior to review days
- Advisor/Faculty Designee will preview e-portfolio and if necessary, contact candidate with concerns prior to review day(s)

One-hour individual reviews

- held during finals week (Departmental Senior Capstone Review Day)
 - all faculty participate; advisors, faculty, supervisors, and/or retired school personnel, extended faculty, principals
 - 2 or 3-member teams

Departmental Senior Capstone Review Day format:

- 30 minute presentation (e-portfolio)
- 15 minute interview (question and discussion)
- 15 minute faculty assessment via LiveText

1. Desired Results:

Teacher candidates will pass a professional interview supported with a portfolio that demonstrates candidate competence by clear articulation and integration of conceptual framework; personal beliefs; knowledge, skills, dispositions; and the INTASC Principles (a holistic experience).

2. Acceptable Evidence:

Interview	Professional Portfolio
Professional appearance/conduct	Beliefs
<i>Clearly Articulate:</i>	Brochure (portfolio-at-a-glance)
Personal background and experience	Lesson Plans/Unit Plan (work samples)
Assessment (authentic, formal, informal)	Resume
Classroom Management/Motivation	Self-Reflective Paper (Replaces cover sheets)
Commitment/Collaboration	Video Clip (teaching snapshots/self-reflections)
Conceptual framework and INTASC Principles	
Diverse Learners/Inclusion	
Planning (lesson and unit)	
Technology Integration	

3. Plan learning experiences and instruction:

Rewrite the expectations and rubric for Phase III Portfolio.

Principal Screening Matrix for new teachers:

4: Exceeds expectations

3: Meets expectations

2: Partially meets expectations

1: Does not meet expectations

Domains:

- Professional Appearance (attire)
- Oral Communication
- Written Communication--from application form to writing sample completed at the interview
(student teachers--from resume, belief statement, self-reflective paper)
- Knowledge of Content/Subject Area Competency
- Professional Relationships/Collaboration
- References

Assistant Superintendent list of topics to consider when preparing for an interview:

- Background and experience
- Knowledge of district initiatives
- Integration
- Assessment
- Whole Language--process writing
- Cooperative learning
- Hands-on science
- Standards, benchmarks and assessment
- Technology
- Discipline
- Planning
- Commitment
- Collaborative teaching--teaching
- Inclusion
- Multi-age grouping
- Skills in extracurricular areas
- Basic knowledge of No Child Left Behind