

Capstone Conversation & Exit Surveys

All teaching candidates are expected to use a laptop or tablet in order to share their e-portfolios. Make sure your device is fully charged, as access to a power source during this presentation might not be possible.

Group Format: The group format allows for a panel interview style discussion with the review panel and a small group of other students majoring in a similar content area. Group sessions are scheduled for a two-hour block of time.

Evidence from e-Portfolios: Candidates should use evidence from their e-portfolios to guide their thinking and discussion about the questions below. These are the core questions that moderators must use. Additional questions may be asked after these are completed, or teaching candidates may decide to add additional information that they have thought about in their e-portfolio.

- 1. Effective urban educators are Reflective Practitioners who can accurately assess themselves and develop plans for improvement.**
 - a. What evidence do you have in your portfolio that reflects your process for analyzing and reflecting on your teaching?
 - b. Tell us about something that didn't go as you planned, what you did about that, what you'd do the next time, and why.
 - c. Tell us about aspects of your teaching that need improvement. As you notice things that need to improve, what process do you follow to implement those improvements?

- 2. Effective Urban Educators are Innovative Practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods. (We understand that as a student-teacher you were in another teacher's classroom. Therefore, you may share either an example where you were able to use new or different strategy or approach or situation where you envisioned an innovative strategy or approach.)**
 - a. Show us evidence from your portfolio that demonstrates an innovative approach or strategy to motivating and/or increasing student learning.
 - b. What evidence from your portfolio demonstrates an innovative or creative method of assessment?
 - c. Tell us about an innovative way to integrate content across curricular areas.

- 3. Effective Urban Educators are Committed to meet the needs of a diverse population**
 - a. What does diversity mean to you?
 - b. What evidence in your portfolio demonstrates how you incorporate appreciation of diversity into your teaching?
 - c. In what ways have you grown in your understanding of servicing the needs of a diverse population and what are your goals for continued growth in this area? What do you know that you still need to work on?

Exit Surveys: Immediately following Capstone Conversation, teaching candidates must complete digital exit surveys. Computers will be set up for this in the College of Education. A teaching candidate's surveys must be complete before s/he will earn a final grade for student teaching.

CAPSTONE CONVERSATION RUBRIC

NOTE: Students are expected to use their e-portfolios and artifacts therein as evidence in the Capstone dialogue.

Effective Urban Educator	Underdeveloped	Progressing	Basic	Proficient	Exemplary
<p>I. REFLECTIVE PRACTITIONER</p> <p>Effective urban educators are reflective practitioners who can accurately assess themselves and develop plans for improvement.</p>	Does not articulate need for his/her professional growth; evidence through entries are not apparent.	Articulates need for his/her professional growth; uses few entries as evidence.	Evaluates professional growth over time and provides some explanations of entries as evidence. Some plans outlined for improvement but are perhaps vague.	Evaluates professional growth over time and provides sufficient explanation of entries as evidence. Sufficient amount of improvement plans precisely outlined.	Evaluates professional growth over time and provides extensive explanations of entries as evidence. In-depth plans of improvement precisely outlined.
<p>II. INNOVATIVE PRACTITIONER</p> <p>Effective Urban Educators are innovative practitioners who are able to demonstrate the ability to problem solve, develop ideas, and use creative methods.</p>	Does not evidence professional problem- solving strategies.	Articulates the need for professional problem-solving, however uses traditional strategies only. Recognizes the need for innovative strategies, but uses only traditional strategies in conventional ways.	Evidences skills in professional problem-solving strategies using a limited number of innovative strategies. Uses some innovative and traditional strategies in alternative ways.	Evidences skills in professional problem-solving strategies using a sufficient number of innovative strategies. Creative in using a sufficient number of innovative teaching strategies and traditional strategies in alternative ways.	Evidences skills in professional problem-solving strategies using multiple innovative strategies. Creative in using multiple innovative teaching strategies and traditional strategies in alternative ways.
<p>III. COMMITTED TO DIVERSITY</p> <p>Effective urban educators are committed to meet the needs of a diverse population.</p>	Provides no evidence of planning to address various diversities, such as learning styles, cultures, socio-economic status, and abilities.	Articulates the need for consistent planning in addressing various diversities, such as learning styles, cultures, socio- economic status, and abilities. Provides limited or no evidence of such planning.	Provides a limited number of artifacts as evidence of consistent planning to address various diversities, such as learning styles, cultures, socio- economic status, and abilities.	Provides a sufficient number of artifacts as evidence of consistent planning in addressing various diversities, such as learning styles, cultures, socio- economic status, and abilities.	Provides multiple entries as evidence of consistent planning in addressing various diversities, such as learning styles, cultures, socio-economic status, and abilities.