**Key Assessment**

**Student Teaching Capstone Interview**

**Initial Level Capstone Interview Grades**

**Introduction:**

The Capstone Interview is a formal question and answer interview in which teacher candidates have the opportunity to discuss strengths and weaknesses from their student teaching experience. Teacher candidates are expected to discuss the following topics in detail:

* Goals
* Successful and unsuccessful aspects of their unit
* Design of unit based on data
* Areas of self-improvement

**Summary:**

The Capstone Judging Panel determines all scores for the teacher candidates. The Judging Panel consists of university faculty, university supervisors and public school professionals. Judges are randomly selected; candidates will not be placed with current or past university supervisor. Judges have been trained on scoring prior to the interview process and have copies of questions and rubrics. The Capstone Interview is scored on a 1-4 rubric scale; candidates must receive at least a 3.0 to be considered as passing. All teacher candidates must successfully complete the Capstone Interview as it is a graduation requirement.

Data are included from the following semesters:

* + - * Spring 2017
      * Fall 2017
      * Spring 2018

**Marshall University Key Assessment Cover Sheet**

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| **What is the Key Assessment Title?**  *Student Teaching Capstone Interview* |
| **Who is responsible for the assessment administration?**  *The SCOPES Office organizes the Capstone Judging Panels and assigns them several student teacher candidates to interview. The schedules are developed and sent out.* |
| **At what point(s) during the program is it administered?**  *The Student Teaching Capstone Interview is the last assessment completed during the candidate’s student teaching semester. This is usually their last semester before graduation.* |
| **What is the purpose of this assessment?**  *The Capstone Interview is a formal question and answer interview in which teacher candidates have the opportunity to discuss strengths and weaknesses from their student teaching experience.* |
| **What scoring/rating must a candidate reach in order to pass this assessment?**  *The Capstone Interview is scored on a 4-point rubric scale. Candidates must receive at least a 3.0 to be considered passing. All teacher candidates must successfully complete the Capstone Interview as it is a graduation requirement.* |
| **How is feedback to the candidate actionable?**  *The rubric provides candidates with their score on each element. The rubrics are submitted to the Asst. Director of Clinical Experiences who contacts each student with his/her score. If questions arise, a meeting is scheduled with the Asst. Director of Clinical Experiences to discuss the rubric with the teacher candidate.* |
| **What happens if a candidate does not meet the required criterion?**  *If a teacher candidates receives a score below 3.0, he/she has a chance to redo the capstone interview with a different pane, usually made up of the Program Director and Assoc. Dean.* |
| **How is the assessment aligned with standards, and what are the categories of alignment?**  *This assessment is aligned to WVPTS, InTASC, and CAEP standards.* |
| **What steps were taken to ensure reliability and validity of the assessment?**  *The revision of the ST Capstone Interview process and rubric was scheduled to be upgraded, along with validity and reliability during the summer 2018. However, this process was postponed until fall 2018 due to the renovations of our education building, Jenkins Hall. Faculty did not have offices during the summer and were not on campus. It was believed that postponing this process would be easier to achieve once all faculty returned in the fall.* |

**LEVEL III CLINICAL EXPERIENCE (STUDENT TEACHING)**

**CAPSTONE EVALUATION**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **DISTINGUISHED**  **(4 points)** | **PROFICIENT**  **(3 points)** | **BASIC**  **(2 points)** | **UNSATISFACTORY**  **(1 point)** | **SCORE** |
| **SPEAKING SKILLS** | | | | | |
| **DICTION and VOCAL INFLECTION** | Candidate clearly enunciates all words in a manner that is not distracting to the listener and consistently alters pitch, tone, and volume as appropriate for emphasis and meaning. | Candidate clearly enunciates most words in a manner that is not distracting to the listener and alters pitch, tone, and volume as appropriate for emphasis and meaning the majority of the time. | Candidate clearly enunciates some words in a manner that is not distracting to the listener and alters pitch, tone, and volume as appropriate for emphasis and meaning some of the time. | Enunciation is not clear, making it difficult to understand during the presentation and vocal inflection is not used appropriately making it difficult to hear and understand candidate’s message. |  |
| **LANGUAGE/**  **GRAMMAR** | Candidate utilizes language appropriate for the teaching profession during the presentation and does not make any grammatical errors. | Candidate utilizes language appropriate for the teaching profession during the majority of the presentation and does not make more than one grammatical error. | Candidate utilizes language appropriate for the teaching profession during some of the presentation and does not make more than two grammatical errors. | Candidate does not utilize professional language during the presentation; makes three or more grammatical errors. |  |
| **CENTRAL IDEAS** | | | | | |
| **ANALYSIS OF STUDENT TEACHING GOALS**  *WVPTS – 1C*  *InTASC – 7*  *CAEP – 1.1* | Candidate states goals which are insightful, reasonable and attainable. | Candidate states goals which are reasonable and attainable. | Candidate states goals which are reasonable but not attainable. | Candidate states goals which are neither reasonable nor attainable. |  |
| **INSIGHTS ON EFFECTIVE INSTRUCTION**  **AND**  **ASSESSMENT**  *WVPTS –3E*  *InTASC – 6*  *CAEP – 1.1* | Identifies the most and least successful activities and assessment and explores the plausible and in-depth reasons for their success or failure. | Identifies the most and least successful activities and assessments and explores the reasons for their success or failure. | Identifies the most and least successful activities and assessments but does not explore the plausible and in-depth reasons for their success or failure. | Does not identify the most and least successful activities and assessments and does not explore the plausible and in-depth reasons for their success or failure. |  |
| **IMPLICATIONS FOR FUTURE TEACHING**  *WVPTS – 3E*  *InTASC – 6*  *CAEP – 1.1* | Provides specific and relevant ideas for redesigned instruction and assessment and explains in detail why these changes would improve student learning. | Provides ideas for redesigned instruction and assessment and explains why these changes would improve student learning. | Provides few ideas for redesigned instruction and assessment and explains in little detail why these changes would improve student learning. | Does not provide ideas for redesigned instruction and assessment and does not explain why these changes would improve student learning. |  |
| **CONSIDERATION OF CONTENT INSTRUCTION**  *WVPTS – 3F*  *InTASC – 2*  *CAEP – 1.1* | Candidate provides a thorough explanation for the instructional design making based on data from the assessment plan. | Candidate provides an explanation for the instructional design making based on data from the assessment plan. | Candidate provides a limited explanation for the instructional design making based on data from the assessment plan. | Candidate does not provide an explanation for the instructional design making based on data from the assessment plan. |  |
| **INTERPRETATION OF STUDENT LEARNING**  *WVPTS – 3F*  *InTASC – 2*  *CAEP – 1.1* | Extensive evidence is provided on learner achievement and progress made toward the learning goad and/or each objective. | Adequate evidence is provided on learner achievement and progress made toward the learning goal and/or each objective. | Little evidence is provided on learner achievement and progress made toward the earning goal and/or each objective. | No evidence is provided on learner achievement made and progress toward the objectives. |  |
| **IMPICATIONS FOR PERSONAL AND PROFESSIONAL IMPROVEMENT**  *WVPTS – 4A*  *InTASC – 9*  *CAEP – 1.1* | Identifies more than two areas for improvement and lists and describes a comprehensive plan to improve these areas. | Identifies two areas for improvement and lists and describes a plan to improve these areas. | Identifies less than two areas for improvement and lists and describes a plan to improve these areas. | Identifies no areas for improvement and/or does not describe a plan to improve these areas. |  |
| **NOVERBAL ELEMENTS** | | | | | |
| **MOVEMENT/**  **GESTURES, FACIAL EXPRESSIONS, EYE CONTACT AND MANNERISMS** | Candidate displays appropriate use of movement, facial expressions, eye contact and mannerisms to enhance the verbal message. | Candidate displays movement, facial expressions, eye contact and mannerisms that reinforce the verbal message. | Candidate displays movements, facial expressions, eye contact and/or mannerisms that are somewhat distracting. | Candidate displays inappropriate movement, facial expressions, eye contact and/or mannerisms that are distracting. |  |
| **LISTENING SKILLS** | | | | | |
| **LISTENING AND RESPONDING SKILLS** | Candidate displays an exceptional ability to listen and understand the speaker as demonstrated by nonverbal cues and appropriate responses and ability to thoroughly articulate responses to questions and/or discussion. | Candidate displays an adequate ability to listen and understand the speaker as demonstrated by nonverbal cues and appropriate responses and ability to thoroughly articulate responses to questions and/or discussion. | Candidate displays an inadequate ability to listen and understand the speaker as demonstrated by nonverbal cues and appropriate responses and/or an inconsistent ability to articulate responses to questions and/or discussion. | Candidate displays a complete inability to listen and understand the speaker as demonstrated by inappropriate nonverbal cues and responses and/or an inability to articulate responses to questions and/or discussion. |  |

|  |  |  |
| --- | --- | --- |
| **Candidate (is):** | **YES** | **NO** |
| Punctual |  |  |
| Well-groomed |  |  |
| Prepared |  |  |
| Stays within time cues |  |  |
| Maintains confidentiality |  |  |
| Remains on topic |  |  |
| Dresses appropriately for a formal presentation |  |  |

**Initial Level Capstone Interview Data (most recent three rounds of data)**

**Spring 2017 – Spring 2018 Disaggregated by Semester**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Spring 2017**  **(N=53)** | **Fall 2017**  **(N=177)** | **Spring 2018**  **(N=93)** |
| Diction/Vocal Inflection | Mean = 3.66  Mode = 4  SD = 0.52  *Distinguished=36*  *Proficient=16*  *Basic=1*  *Unsatisfactory=0* | Mean = 3.54  Mode = 4  SD = 0.54  *Distinguished=28*  *Proficient =21*  *Basic=1*  *Unsatisfactory=0* | Mean = 3.66  Mode = 4  SD = 0.50  *Distinguished=62*  *Proficient= 30*  *Basic=1*  *Unsatisfactory=0* |
| Language/Grammar | Mean = 3.68  Mode = 4  SD = 0.55  *Distinguished=38*  *Proficient=13*  *Basic=2*  *Unsatisfactory=0* | Mean = 3.58  Mode = 4  SD = 0.50  *Distinguished=29*  *Proficient=21*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.67  Mode = 4  SD = 0.56  *Distinguished=63*  *Proficient=24*  *Basic=1*  *Unsatisfactory=0* |
| Analysis of Student Teaching Goal | Mean = 3.55  Mode = 4  SD = 0.5  *Distinguished=29*  *Proficient=24*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.50  Mode = 4,3  SD = 0.51  *Distinguished=25*  *Proficient=25*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.53  Mode = 4  SD = 0.50  *Distinguished=48*  *Proficient= 42*  *Basic=0*  *Unsatisfactory=0* |
| Insights on Effective Instruction and Assessment | Mean = 3.55  Mode = 4  SD = 0.50  *Distinguished=29*  *Proficient=24*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.54  Mode = 4  SD = 0.54  *Distinguished=28*  *Proficient= 21*  *Basic=1*  *Unsatisfactory=0* | Mean = 3.43  Mode = 3  SD = 0.58  *Distinguished=42*  *Proficient= 43*  *Basic=4*  *Unsatisfactory=0* |
| Implications for Future Teaching | Mean = 3.49  Mode = 3  SD = 0.5  *Distinguished=26*  *Proficient=27*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.52  Mode = 4  SD = 0.50  *Distinguished=26*  *Proficient= 24*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.49  Mode = 4  SD = 0.55  *Distinguished=46*  *Proficient=42*  *Basic=2*  *Unsatisfactory=0* |
| Consideration of Content Instruction | Mean = 3.34  Mode = 3  SD = 0.55  *Distinguished=20*  *Proficient=31*  *Basic=2*  *Unsatisfactory=0* | Mean = 3.50  Mode = 4  SD = 0.61  *Distinguished=27*  *Proficient= 22*  *Basic=0*  *Unsatisfactory=1* | Mean = 3.44  Mode = 4  SD = 0.62  *Distinguished=46*  *Proficient=38*  *Basic=6*  *Unsatisfactory=0* |
| Interpretation of Student Learning | Mean = 3.30  Mode = 3  SD = 0.61  *Distinguished=20*  *Proficient=29*  *Basic=4*  *Unsatisfactory=0* | Mean = 3.34  Mode = 3  SD = 0.56  *Distinguished=19*  *Proficient= 29*  *Basic=2*  *Unsatisfactory=0* | Mean = 3.34  Mode = 3  SD = 0.60  *Distinguished=36*  *Proficient=47*  *Basic=6*  *Unsatisfactory=0* |
| Implications for Personal and Professional Improvement | Mean = 3.42  Mode = 3  SD = 0.50  *Distinguished=22*  *Proficient=31*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.52  Mode = 4  SD = 0.58  *Distinguished=26*  *Proficient= 24*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.56  Mode = 4  SD = 0.52  *Distinguished=51*  *Proficient=38*  *Basic=1*  *Unsatisfactory=0* |
| Movement, Gestures, Facial Expressions, Eye Contact and Mannerisms | Mean = 3.79  Mode = 4  SD = 0.41  *Distinguished=42*  *Proficient=11*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.60  Mode = 4  SD = 0.49  *Distinguished=30*  *Proficient= 20*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.69  Mode = 4  SD = 0.51  *Distinguished=63*  *Proficient=24*  *Basic=2*  *Unsatisfactory=0* |
| Listening and Responding Skills | Mean = 3.68  Mode = 4  SD = 0.47  *Distinguished=36*  *Proficient=17*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.56  Mode = 4  SD = 0.50  *Distinguished=28*  *Proficient= 22*  *Basic=0*  *Unsatisfactory=0* | Mean = 3.71  Mode = 4  SD = 0.45  *Distinguished=65*  *Proficient=26*  *Basic=0*  *Unsatisfactory=0* |

**Spring 2018 - ST Capstone Interview Data – Disaggregated by Program and Content Area**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 pts)** | **Proficient**  **(3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pts)** | **Mean** | **Mode** | **StDev** |
| Diction/Vocal Inflection | | | | | | | |
| **Cumulative (n = 93)** | 62 | 30 | 1 | 0 | 3.66 | 4 | 0.50 |
| **Elementary (n = 49)** | 36 | 13 | 0 | 0 | 3.73 | 4 | 0.45 |
| **Secondary (n = 44)** | 26 | 17 | 1 | 0 | 3.57 | 4 | 0.55 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 7 | 4 | 0 | 0 | 3.64 | 4 | 0.50 |
| General Science (n = 4) | 4 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 3 | 3 | 1 | 0 | 3.29 | 4 | 0.76 |
| Social Studies (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4 | 0.53 |
| Wellness (n = 6) | 3 | 3 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Language/Grammar | | | | | | | |
| **Cumulative (n = 93)** | 63 | 24 | 1 | 1 | 3.52 | 4 | 0.56 |
| **Elementary (n = 49)** | 37 | 10 | 1 | 1 | 3.69 | 4 | 0.62 |
| **Secondary (n = 44)** | 26 | 18 | 0 | 0 | 3.59 | 4 | 0.50 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 7 | 4 | 0 | 0 | 3.64 | 4 | 0.50 |
| General Science (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 3 | 4 | 0 | 0 | 3.43 | 4 | 0.53 |
| Social Studies (n = 10) | 7 | 3 | 0 | 0 | 3.70 | 4 | 0.48 |
| Wellness (n = 6) | 2 | 4 | 0 | 0 | 3.33 | 3 | 0.52 |
| Analysis of Student Teaching Goal | | | | | | | |
| **Cumulative (n = 93)** | 48 | 42 | 0 | 0 | 3.42 | 4 | 0.50 |
| **Elementary (n = 49)** | 28 | 21 | 0 | 0 | 3.57 | 4 | 0.50 |
| **Secondary (n = 44)** | 20 | 24 | 0 | 0 | 3.45 | 3 | 0.50 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 5 | 6 | 0 | 0 | 3.45 | 3 | 0.52 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 3 | 4 | 0 | 0 | 3.43 | 3 | 0.53 |
| Social Studies (n = 10) | 3 | 7 | 0 | 0 | 3.30 | 3 | 0.48 |
| Wellness (n = 6) | 3 | 3 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Insights on Effective Instruction and Assessment | | | | | | | |
| **Cumulative (n = 93)** | 42 | 43 | 4 | 0 | 3.28 | 4 | 0.58 |
| **Elementary (n = 49)** | 24 | 22 | 3 | 0 | 3.43 | 4 | 0.51 |
| **Secondary (n = 44)** | 18 | 25 | 1 | 0 | 3.39 | 3 | 0.54 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 6 | 5 | 0 | 0 | 3.55 | 4 | 0.52 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 2 | 4 | 1 | 0 | 3.14 | 3 | 0.52 |
| Social Studies (n = 10) | 2 | 8 | 0 | 0 | 3.20 | 3 | 0.42 |
| Wellness (n = 6) | 2 | 4 | 0 | 0 | 3.33 | 3 | 0.52 |
| Implications for Future Teaching | | | | | | | |
| **Cumulative (n = 93)** | 46 | 42 | 2 | 0 | 3.38 | 4 | 0.55 |
| **Elementary (n = 49)** | 25 | 23 | 1 | 0 | 3.49 | 4 | 0.58 |
| **Secondary (n = 44)** | 21 | 22 | 1 | 0 | 3.45 | 3 | 0.55 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 4 | 7 | 0 | 0 | 3.36 | 3 | 0.50 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 3 | 3 | 1 | 0 | 3.29 | 4,3 | 0.76 |
| Social Studies (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.53 |
| Wellness (n = 6) | 3 | 3 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Consideration of Content Instruction | | | | | | | |
| **Cumulative (n = 93)** | 46 | 38 | 6 | 0 | 3.33 | 4 | 0.60 |
| **Elementary (n = 49)** | 25 | 21 | 3 | 0 | 3.45 | 4 | 0.61 |
| **Secondary (n = 44)** | 21 | 20 | 3 | 0 | 3.41 | 4 | 0.62 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| English (n = 11) | 5 | 6 | 0 | 0 | 3.45 | 3 | 0.52 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 4 | 1 | 2 | 0 | 3.29 | 4 | 0.95 |
| Social Studies (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.53 |
| Wellness (n = 6) | 2 | 3 | 1 | 0 | 3.17 | 3 | 0.75 |
| Interpretation of Student Learning | | | | | | | |
| **Cumulative (n = 93)** | 36 | 47 | 6 | 0 | 3.19 | 3 | 0.60 |
| **Elementary (n = 49)** | 20 | 27 | 2 | 0 | 3.37 | 3 | 0.57 |
| **Secondary (n = 44)** | 16 | 24 | 4 | 0 | 3.27 | 3 | 0.62 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 4 | 6 | 1 | 0 | 3.27 | 3 | 0.65 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 1 | 3 | 3 | 0 | 2.71 | 3,2 | 0.75 |
| Social Studies (n = 10) | 3 | 7 | 0 | 0 | 3.30 | 3 | 0.48 |
| Wellness (n = 6) | 2 | 4 | 0 | 0 | 3.33 | 3 | 0.52 |
| Implications for Personal and Professional Improvement | | | | | | | |
| **Cumulative (n = 93)** | 51 | 38 | 1 | 0 | 3.44 | 4 | 0.52 |
| **Elementary (n = 49)** | 29 | 19 | 1 | 0 | 3.57 | 4 | 0.54 |
| **Secondary (n = 44)** | 22 | 22 | 0 | 0 | 3.50 | 4,3 | 0.51 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 5 | 6 | 0 | 0 | 3.45 | 3 | 0.52 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Music (n = 7) | 5 | 2 | 0 | 0 | 3.71 | 4 | 0.49 |
| Social Studies (n = 10) | 3 | 7 | 0 | 0 | 3.30 | 3 | 0.48 |
| Wellness (n = 6) | 3 | 3 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Movement, Gestures, Facial Expressions, Eye Contact and Mannerisms | | | | | | | |
| **Cumulative (n = 93)** | 63 | 24 | 2 | 0 | 3.53 | 4 | 0.51 |
| **Elementary (n = 49)** | 38 | 11 | 0 | 0 | 3.78 | 4 | 0.42 |
| **Secondary (n = 44)** | 25 | 17 | 2 | 0 | 3.52 | 4 | 0.59 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 6 | 5 | 0 | 0 | 3.55 | 4 | 0.52 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Music (n = 7) | 5 | 1 | 1 | 0 | 3.57 | 4 | 0.79 |
| Social Studies (n = 10) | 5 | 4 | 1 | 0 | 3.40 | 4 | 0.70 |
| Wellness (n = 6) | 2 | 4 | 0 | 0 | 3.33 | 3 | 0.52 |
| Listening and Responding Skills | | | | | | | |
| **Cumulative (n = 93)** | 65 | 26 | 0 | 0 | 3.63 | 4 | 0.45 |
| **Elementary (n = 49)** | 39 | 10 | 0 | 0 | 3.80 | 4 | 0.46 |
| **Secondary (n = 44)** | 26 | 18 | 0 | 0 | 3.59 | 4 | 0.50 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Biology (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 11) | 6 | 5 | 0 | 0 | 3.55 | 4 | 0.52 |
| General Science (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Math (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Music (n = 7) | 3 | 4 | 0 | 0 | 3.57 | 3 | 0.53 |
| Social Studies (n = 10) | 6 | 4 | 0 | 0 | 3.40 | 4 | 0.52 |
| Wellness (n = 6) | 4 | 2 | 0 | 0 | 3.33 | 4 | 0.52 |

**Fall 2017 – ST Capstone Interview Data – Disaggregated by Program and Content Area**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 pts)** | **Proficient**  **(3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pts)** | **Mean** | **Mode** | **StDev** |
| Diction/Vocal Inflection | | | | | | | |
| **Cumulative (n = 50)** | 28 | 21 | 1 | 0 | 3.54 | 4 | 0.54 |
| **Elementary (n = 25)** | 12 | 13 | 0 | 0 | 3.48 | 3 | 0.51 |
| **Secondary (n = 25)** | 16 | 8 | 1 | 0 | 3.60 | 4 | 0.58 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 8 | 2 | 0 | 0 | 3.80 | 4 | 0.42 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 1 | 3 | 0 | 0 | 3.25 | 3 | 0.50 |
| Social Studies (n = 2) | 0 | 1 | 1 | 0 | 2.50 | 3,2 | 0.71 |
| Wellness (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 3,2 | 0.55 |
| Language/Grammar | | | | | | | |
| **Cumulative (n = 50)** | 29 | 21 | 0 | 0 | 3.58 | 4 | 0.50 |
| **Elementary (n = 25)** | 14 | 11 | 0 | 0 | 3.56 | 4 | 0.51 |
| **Secondary (n = 25)** | 15 | 10 | 0 | 0 | 3.60 | 4 | 0.50 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Social Studies (n = 2) | 1 | 1 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Wellness (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Analysis of Student Teaching Goal | | | | | | | |
| **Cumulative (n = 50)** | 25 | 25 | 0 | 0 | 3.50 | 4,3 | 0.51 |
| **Elementary (n = 25)** | 12 | 13 | 0 | 0 | 3.48 | 3 | 0.51 |
| **Secondary (n = 25)** | 13 | 12 | 0 | 0 | 3.52 | 4 | 0.51 |
| Art (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Social Studies (n = 2) | 1 | 1 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Wellness (n = 4) | 1 | 3 | 0 | 0 | 3.25 | 3 | 0.50 |
| Insights on Effective Instruction and Assessment | | | | | | | |
| **Cumulative (n = 50)** | 28 | 21 | 1 | 0 | 3.54 | 4 | 0.54 |
| **Elementary (n = 25)** | 14 | 11 | 0 | 0 | 3.56 | 4 | 0.51 |
| **Secondary (n = 25)** | 14 | 10 | 1 | 0 | 3.52 | 4 | 0.59 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Social Studies (n = 2) | 0 | 2 | 0 | 0 | 3.00 | 3 | 0 |
| Wellness (n = 4) | 1 | 2 | 1 | 0 | 3.00 | 3 | 0.82 |
| Implications for Future Teaching | | | | | | | |
| **Cumulative (n = 50)** | 26 | 24 | 0 | 0 | 3.52 | 4 | 0.50 |
| **Elementary (n = 25)** | 13 | 12 | 0 | 0 | 3.52 | 4 | 0.51 |
| **Secondary (n = 25)** | 13 | 12 | 0 | 0 | 3.52 | 4 | 0.51 |
| Art (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 6 | 4 | 0 | 0 | 3.60 | 4 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Social Studies (n = 2) | 0 | 2 | 0 | 0 | 3.00 | 3 | 0 |
| Wellness (n = 4) | 0 | 4 | 0 | 0 | 3.00 | 3 | 0 |
| Consideration of Content Instruction | | | | | | | |
| **Cumulative (n = 50)** | 27 | 22 | 0 | 1 | 3.50 | 4 | 0.61 |
| **Elementary (n = 25)** | 13 | 12 | 0 | 0 | 3.52 | 4 | 0.51 |
| **Secondary (n = 25)** | 14 | 10 | 0 | 1 | 3.48 | 4 | 0.71 |
| Art (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 4 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Social Studies (n = 2) | 0 | 2 | 0 | 0 | 3.00 | 3 | 0 |
| Wellness (n = 4) | 1 | 2 | 0 | 1 | 2.75 | 3 | 1.26 |
| Interpretation of Student Learning | | | | | | | |
| **Cumulative (n = 50)** | 19 | 29 | 2 | 0 | 3.34 | 3 | 0.56 |
| **Elementary (n = 25)** | 9 | 16 | 0 | 0 | 3.36 | 3 | 0.49 |
| **Secondary (n = 25)** | 10 | 13 | 2 | 0 | 3.32 | 3 | 0.63 |
| Art (n = 1) | 0 | 0 | 1 | 0 | 2.00 | 2 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 4 | 6 | 0 | 0 | 3.40 | 3 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 3.50 | 4 | 0 |
| Music (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Social Studies (n = 2) | 0 | 2 | 0 | 0 | 3.00 | 3 | 0 |
| Wellness (n = 4) | 0 | 3 | 1 | 0 | 2.75 | 3 | 0.50 |
| Implications for Personal and Professional Improvement | | | | | | | |
| **Cumulative (n = 50)** | 26 | 24 | 0 | 0 | 3.52 | 4 | 0.50 |
| **Elementary (n = 25)** | 14 | 11 | 0 | 0 | 3.56 | 4 | 0.51 |
| **Secondary (n = 25)** | 12 | 13 | 0 | 0 | 3.48 | 3 | 0.51 |
| Art (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 5 | 5 | 0 | 0 | 3.50 | 4,3 | 0.52 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Social Studies (n = 2) | 0 | 2 | 0 | 0 | 3.00 | 3 | 0 |
| Wellness (n = 4) | 1 | 3 | 0 | 0 | 3.25 | 3 | 0.50 |
| Movement, Gestures, Facial Expressions, Eye Contact and Mannerisms | | | | | | | |
| **Cumulative (n = 50)** | 30 | 20 | 0 | 0 | 3.60 | 4 | 0.49 |
| **Elementary (n = 25)** | 13 | 12 | 0 | 0 | 3.52 | 4 | 0.51 |
| **Secondary (n = 25)** | 17 | 8 | 0 | 0 | 3.68 | 4 | 0.48 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 8 | 2 | 0 | 0 | 3.80 | 4 | 0.42 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 1 | 3 | 0 | 0 | 3.25 | 3 | 0.50 |
| Social Studies (n = 2) | 1 | 1 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Wellness (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Listening and Responding Skills | | | | | | | |
| **Cumulative (n = 50)** | 28 | 22 | 0 | 0 | 3.56 | 4 | 0.50 |
| **Elementary (n = 25)** | 11 | 14 | 0 | 0 | 3.44 | 3 | 0.51 |
| **Secondary (n = 25)** | 17 | 8 | 0 | 0 | 3.68 | 4 | 0.49 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Chemistry (n = 2) | 2 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 10) | 7 | 3 | 0 | 0 | 3.70 | 4 | 0.48 |
| General Science (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.55 |
| Social Studies (n = 2) | 1 | 1 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Wellness (n = 4) | 2 | 2 | 0 | 0 | 3.00 | 4,3 | 0.55 |

**Spring 2017 - ST Capstone Interview Data – Disaggregated by Program and Content Area**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 pts)** | **Proficient**  **(3 pts)** | **Basic (2 pts)** | **Unsatisfactory (1 pts)** | **Mean** | **Mode** | **StDev** |
| Diction/Vocal Inflection | | | | | | | |
| **Cumulative (n = 53)** | 36 | 16 | 1 | 0 | 3.66 | 4 | 0.52 |
| **Elementary (n = 29)** | 18 | 10 | 1 | 0 | 3.59 | 4 | 0.57 |
| **Secondary (n = 24)** | 18 | 6 | 0 | 0 | 3.75 | 4 | 0.44 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 6) | 5 | 1 | 0 | 0 | 3.83 | 4 | 0.41 |
| Social Studies (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Wellness (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Language/Grammar | | | | | | | |
| **Cumulative (n = 53)** | 38 | 13 | 2 | 0 | 3.68 | 4 | 0.55 |
| **Elementary (n = 29)** | 20 | 7 | 2 | 0 | 3.62 | 4 | 0.62 |
| **Secondary (n = 24)** | 18 | 6 | 0 | 0 | 3.75 | 4 | 0.44 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 6) | 5 | 1 | 0 | 0 | 3.83 | 4 | 0.41 |
| Social Studies (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Wellness (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Analysis of Student Teaching Goal | | | | | | | |
| **Cumulative (n = 53)** | 29 | 24 | 0 | 0 | 3.55 | 4 | 0.50 |
| **Elementary (n = 29)** | 12 | 17 | 0 | 0 | 3.41 | 3 | 0.50 |
| **Secondary (n = 24)** | 17 | 7 | 0 | 0 | 3.71 | 4 | 0.46 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.50 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 3 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Math (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Music (n = 6) | 5 | 1 | 0 | 0 | 3.83 | 4 | 0.41 |
| Social Studies (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Wellness (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Insights on Effective Instruction and Assessment | | | | | | | |
| **Cumulative (n = 53)** | 29 | 24 | 0 | 0 | 3.55 | 4 | 0.50 |
| **Elementary (n = 29)** | 13 | 16 | 0 | 0 | 3.45 | 3 | 0.51 |
| **Secondary (n = 24)** | 16 | 8 | 0 | 0 | 3.67 | 4 | 0.48 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.58 |
| Math (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Music (n = 6) | 6 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Social Studies (n = 4) | 4 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Wellness (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Spanish (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Implications for Future Teaching | | | | | | | |
| **Cumulative (n = 53)** | 26 | 27 | 0 | 0 | 3.49 | 3 | 0.50 |
| **Elementary (n = 29)** | 9 | 20 | 0 | 0 | 3.31 | 3 | 0.47 |
| **Secondary (n = 24)** | 17 | 7 | 0 | 0 | 3.71 | 4 | 0.46 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| Math (n = 1) | 0 | 1 | 0 | 0 | 4.00 | 3 | 0 |
| Music (n = 6) | 6 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Social Studies (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Wellness (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Consideration of Content Instruction | | | | | | | |
| **Cumulative (n = 53)** | 20 | 31 | 2 | 0 | 3.34 | 3 | 0.49 |
| **Elementary (n = 29)** | 11 | 17 | 1 | 0 | 3.34 | 3 | 0.50 |
| **Secondary (n = 24)** | 9 | 14 | 1 | 0 | 3.33 | 3 | 0.50 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 0 | 3 | 0 | 0 | 3.00 | 3 | 0 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 3.00 | 4 | 0 |
| Music (n = 6) | 4 | 1 | 1 | 0 | 3.50 | 4 | 1.21 |
| Social Studies (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Wellness (n = 4) | 1 | 3 | 0 | 0 | 3.25 | 3 | 0.50 |
| Spanish (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Interpretation of Student Learning | | | | | | | |
| **Cumulative (n = 53)** | 20 | 29 | 4 | 0 | 3.30 | 3 | 0.50 |
| **Elementary (n = 29)** | 10 | 17 | 2 | 0 | 3.28 | 3 | 0.59 |
| **Secondary (n = 24)** | 10 | 12 | 2 | 0 | 3.33 | 3 | 0.64 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 1 | 1 | 1 | 0 | 3.00 | 4,3,2 | 1.00 |
| Math (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Music (n = 6) | 4 | 2 | 0 | 0 | 3.67 | 4 | 0.52 |
| Social Studies (n = 4) | 2 | 2 | 0 | 0 | 3.50 | 4,3 | 0.58 |
| Wellness (n = 4) | 1 | 2 | 1 | 0 | 3.00 | 3 | 0.82 |
| Spanish (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Implications for Personal and Professional Improvement | | | | | | | |
| **Cumulative (n = 53)** | 22 | 31 | 0 | 0 | 3.42 | 3 | 0.50 |
| **Elementary (n = 29)** | 11 | 18 | 0 | 0 | 3.38 | 3 | 0.49 |
| **Secondary (n = 24)** | 11 | 13 | 0 | 0 | 3.46 | 3 | 0.51 |
| Art (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| English (n = 3) | 1 | 2 | 0 | 0 | 3.33 | 3 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 0 | 3 | 0 | 0 | 3.00 | 3 | 0 |
| Math (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| Music (n = 6) | 5 | 1 | 0 | 0 | 3.83 | 4 | 0.41 |
| Social Studies (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Wellness (n = 4) | 1 | 3 | 0 | 0 | 3.25 | 3 | 0.50 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Movement, Gestures, Facial Expressions, Eye Contact and Mannerisms | | | | | | | |
| **Cumulative (n = 53)** | 42 | 11 | 0 | 0 | 3.79 | 4 | 0.41 |
| **Elementary (n = 29)** | 22 | 7 | 0 | 0 | 3.76 | 4 | 0.44 |
| **Secondary (n = 24)** | 20 | 4 | 0 | 0 | 3.83 | 4 | 0.38 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 6) | 5 | 1 | 0 | 0 | 3.83 | 4 | 0.41 |
| Social Studies (n = 4) | 4 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Wellness (n = 4) | 4 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Listening and Responding Skills | | | | | | | |
| **Cumulative (n = 53)** | 36 | 17 | 0 | 0 | 3.68 | 4 | 0.47 |
| **Elementary (n = 29)** | 19 | 10 | 0 | 0 | 3.66 | 4 | 0.48 |
| **Secondary (n = 24)** | 17 | 7 | 0 | 0 | 3.71 | 4 | 0.46 |
| Art (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| English (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| French (n = 1) | 0 | 1 | 0 | 0 | 3.00 | 3 | 0 |
| General Science (n = 3) | 2 | 1 | 0 | 0 | 3.67 | 4 | 0.58 |
| Math (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |
| Music (n = 6) | 4 | 2 | 0 | 0 | 3.67 | 4 | 0.52 |
| Social Studies (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Wellness (n = 4) | 3 | 1 | 0 | 0 | 3.75 | 4 | 0.50 |
| Spanish (n = 1) | 1 | 0 | 0 | 0 | 4.00 | 4 | 0 |

**Data Analysis**

The Student Teaching Capstone Interview data show that teacher candidates preparing to graduate are at the distinguished and proficient levels on the final capstone interview. With a mean score of 3.34 (Interpretation of Student Learning) and above, all elements of the assessment show success. In addition to “interpretation of student learning,” students had lower scores in “consideration of content instruction” and “insights on effective instruction and assessment.” The remaining elements have a mean of 3.5 and above.

During the spring of 2018, the elementary candidates scored slightly higher than the secondary candidates in all rubric elements. Whereas, in fall 2017, the elementary and secondary teacher candidates had an equal number of elements that were received higher scores than the others. So, on half of the elements, the elementary teacher candidates had higher mean scores and the other half showed that the secondary teacher candidate had higher mean scores. In the spring of 2017, the secondary candidates scored higher than the elementary candidates on most elements.