

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

- Fall 2019
- As a result of COVID19, Spring 2020 Capstone Interview data is not available.

Marshall University Key Assessment Cover Sheet

What is the Key Assessment Title? <i>Student Teaching Capstone Interview</i>
Who is responsible for the assessment administration? <i>The SCOPES Office organizes the Capstone Judging Panels and assigns them several student teacher candidates to interview. The schedules are developed and sent out.</i>
At what point(s) during the program is it administered? <i>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.</i>
What is the purpose of this assessment? <i>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.</i>
What scoring/rating must a candidate reach in order to pass this assessment? <i>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.</i>
How is feedback to the candidate actionable? <i>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.</i>
What happens if a candidate does not meet the required criterion? <i>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.</i>
How is the assessment aligned with standards, and what are the categories of alignment? <i>This assessment is aligned to WVPTS, InTASC, and CAEP standards.</i>
What steps were taken to ensure reliability and validity of the assessment? <i>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.</i>

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 <i>WVPTS – 1C InTASC – 7 CAEP – 1.1</i>	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 <i>WVPTS – 3E InTASC – 6 CAEP – 1.1</i>	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 <i>WVPTS – 3E</i>	Provides specific and relevant ideas for redesigned instruction and assessment and	Provides ideas for redesigned instruction and assessment and explains why these	Provides few ideas for redesigned instruction and assessment and explains in little detail	Does not provide ideas for redesigned instruction and assessment and does not explain why these	

<i>InTASC – 6</i> <i>CAEP – 1.1</i>	explains in detail why these changes would improve student learning.	changes would improve student learning.	why these changes would improve student learning.	changes would improve student learning.	
CONSIDERATION OF CONTENT INSTRUCTION <i>WVPTS – 3F</i> <i>InTASC – 2</i> <i>CAEP – 1.1</i>	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 <i>WVPTS – 3F</i> <i>InTASC – 2</i> <i>CAEP – 1.1</i>	Extensive evidence is provided on learner achievement and progress made toward the learning goal 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 learning goal and/or each objective.	No evidence is provided on learner achievement made and progress toward the objectives.	
IMPLICATIONS FOR PERSONAL AND PROFESSIONAL IMPROVEMENT <i>WVPTS – 4A</i> <i>InTASC – 9</i> <i>CAEP – 1.1</i>	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

As a result of COVID19, Spring 2020 Capstone Interview data is not available.

Fall 2019 Disaggregated by Semester	
	Fall 2019 (N=54)
Analysis of Student Teaching Goals	Mean = 3.46 Mode = 3 SD = 0.53 <i>Distinguished= 26</i> <i>Proficient= 27</i> <i>Basic= 1</i> <i>Unsatisfactory= 0</i>
Insights on Effective Instruction and Assessment	Mean = 3.48 Mode = 4 SD = 0.54 <i>Distinguished= 27</i> <i>Proficient= 26</i> <i>Basic= 1</i> <i>Unsatisfactory= 0</i>
Implications for Future Teaching	Mean = 3.28 Mode = 3 SD = 0.49 <i>Distinguished= 16</i> <i>Proficient= 37</i> <i>Basic= 1</i> <i>Unsatisfactory= 0</i>
Consideration of Content Instruction	Mean = 3.13 Mode = 3 SD = 0.55 <i>Distinguished= 12</i> <i>Proficient= 37</i> <i>Basic= 5</i> <i>Unsatisfactory= 0</i>
Interpretation of Student Learning	Mean = 3.33 Mode = 3 SD = 0.67 <i>Distinguished= 23</i> <i>Proficient= 27</i> <i>Basic= 3</i> <i>Unsatisfactory= 1</i>
Implications for Personal and Professional Improvement	Mean = 3.48 Mode = 4 SD = 0.60 <i>Distinguished= 29</i> <i>Proficient= 22</i> <i>Basic= 3</i> <i>Unsatisfactory= 0</i>

Diction/Vocal Inflection	Mean = 3.63 Mode = 4 SD = 0.55 <i>Distinguished= 36</i> <i>Proficient= 16</i> <i>Basic= 2</i> <i>Unsatisfactory= 0</i>
Language/Grammar and Responding Skills	Mean = 3.44 Mode = 4 SD = 0.72 <i>Distinguished= 29</i> <i>Proficient= 18</i> <i>Basic= 4</i> <i>Unsatisfactory= 1</i>
Movement, Gestures, Facial Expressions, Eye Contact, Mannerisms and Listening Skills	Mean = 3.52 Mode = 4 SD = 0.57 <i>Distinguished= 30</i> <i>Proficient= 22</i> <i>Basic= 2</i> <i>Unsatisfactory= 0</i>
Confidentiality and Ethics	Mean = 3.64 Mode = 4 SD = 0.62 <i>Distinguished= 37</i> <i>Proficient= 14</i> <i>Basic= 1</i> <i>Unsatisfactory= 1</i>
Well Groomed/Dressed Appropriately	Mean = 3.64 Mode = 4 SD = 0.62 <i>Distinguished= 37</i> <i>Proficient= 14</i> <i>Basic= 1</i> <i>Unsatisfactory= 1</i>

Fall 2019 - 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
Analysis of Student Teaching Goals							
Cumulative (n = 54)	26	27	1	0	3.46	3	0.53
Elementary (n = 30)	17	12	1	0	3.53	4	0.56
Secondary (n = 24)	9	15	0	0	3.38	3	0.48
Art Education, PreK-Adult (n = 1)	1	0	0	0	4.00	4	0.00
English, 5-Adult (n = 5)	2	3	0	0	3.40	3	0.49
Mathematics, 5-Adult (n = 2)	0	2	0	0	3.00	3	0.00
Music Education, PreK-Adult (n = 8)	3	5	0	0	3.38	3	0.48
PE Health/Wellness, PreK-Adult (n = 3)	1	2	0	0	3.33	3	0.47
Social Studies, 5-Adult (n = 5)	2	3	0	0	3.40	3	0.49
Insights on Effective Instruction and Assessment							
Cumulative	27	26	1	0	3.48	4	0.54
Elementary	16	13	1	0	3.50	4	0.56
Secondary	11	13	0	0	3.46	3	0.50
Art Education, PreK-Adult	1	0	0	0	4.00	4	0.00
English, 5-Adult	5	0	0	0	4.00	4	0.00
Mathematics, 5-Adult	0	2	0	0	3.00	3	0.00
Music Education, PreK-Adult	1	7	0	0	3.13	3	0.33
PE Health/Wellness, PreK-Adult	1	2	0	0	3.33	3	0.47
Social Studies, 5-Adult	3	2	0	0	3.60	4	0.49
Implications for Future Teaching							
Cumulative	16	37	1	0	3.28	3	0.49
Elementary	10	19	1	0	3.30	3	0.53
Secondary	6	18	0	0	3.25	3	0.43

Art Education, PreK-Adult	0	1	0	0	3.00	3	0.00
English, 5-Adult	3	2	0	0	3.60	4	0.49
Mathematics, 5-Adult	0	2	0	0	3.00	3	0.00
Music Education, PreK-Adult	0	8	0	0	3.00	3	0.00
PE Health/Wellness, PreK-Adult	0	3	0	0	3.00	3	0.00
Social Studies, 5-Adult	3	2	0	0	3.60	4	0.49
Consideration of Content Instruction							
Cumulative	12	37	5	0	3.13	3	0.55
Elementary	9	18	3	0	3.20	3	0.60
Secondary	3	19	2	0	3.04	3	0.45
Art Education, PreK-Adult	0	1	0	0	3.00	3	0.00
English, 5-Adult	2	3	0	0	3.40	3	0.49
Mathematics, 5-Adult	0	2	0	0	3.00	3	0.00
Music Education, PreK-Adult	0	6	2	0	2.75	3	0.43
PE Health/Wellness, PreK-Adult	0	3	0	0	3.00	3	0.00
Social Studies, 5-Adult	1	4	0	0	3.20	0	0.40
Interpretation of Student Learning							
Cumulative	23	27	3	1	3.33	3	0.67
Elementary	15	14	1	0	3.47	4	0.56
Secondary	8	13	2	1	3.17	3	0.75
Art Education, PreK-Adult	1	0	0	0	4.00	4	0.00
English, 5-Adult	2	3	0	0	3.40	3	0.49
Mathematics, 5-Adult	0	2	0	0	3.00	3	0.00
Music Education, PreK-Adult	1	5	1	1	2.75	3	0.83
PE Health/Wellness, PreK-Adult	0	2	1	0	2.67	3	0.47
Social Studies, 5-Adult	4	1	0	0	3.80	4	0.40
Implications for Personal and Professional Improvement							
Cumulative	29	22	3	0	3.48	4	0.60

Elementary	17	12	1	0	3.53	4	0.56
Secondary	12	10	2	0	3.42	4	0.64
Art Education, PreK-Adult	0	0	1	0	2.00	2	0.00
English, 5-Adult	5	0	0	0	4.00	4	0.00
Mathematics, 5-Adult	2	0	0	0	4.00	4	0.00
Music Education, PreK-Adult	1	6	1	0	3.00	3	0.50
PE Health/Wellness, PreK-Adult	1	2	0	0	3.33	3	0.47
Social Studies, 5-Adult	3	2	0	0	3.60	4	0.49
Diction/Vocal Inflection							
Cumulative	36	16	2	0	3.63	4	0.55
Elementary	21	9	0	0	3.70	4	0.46
Secondary	15	7	2	0	3.54	4	0.64
Art Education, PreK-Adult	1	0	0	0	4.00	4	0.00
English, 5-Adult	2	2	1	0	3.50	3	0.75
Mathematics, 5-Adult	2	0	0	0	4.00	4	0.00
Music Education, PreK-Adult	3	4	1	0	3.25	3	0.66
PE Health/Wellness, PreK-Adult	2	1	0	0	3.67	4	0.47
Social Studies, 5-Adult	5	0	0	0	4.00	4	0.00
Language/Grammar and Responding Skills							
Cumulative	29	18	4	1	3.44	4	0.72
Elementary	20	8	2	0	3.60	4	0.61
Secondary	9	10	2	1	3.23	3	0.79
Art Education, PreK-Adult	1	0	0	0	4.00	4	0.00
English, 5-Adult	2	1	0	0	3.67	4	0.47
Mathematics, 5-Adult	2	0	0	0	4.00	4	0.00
Music Education, PreK-Adult	1	6	1	0	3.00	3	0.50
PE Health/Wellness, PreK-Adult	2	1	0	0	3.67	4	0.47
Social Studies, 5-Adult	1	2	1	1	2.60	3	1.02

Movement, Gestures, Facial Expressions, Eye Contact, Mannerisms and Listening Skills							
Cumulative	30	22	2	0	3.52	4	0.57
Elementary	18	12	0	0	3.60	4	0.49
Secondary	12	10	2	0	3.42	4	0.64
Art Education, PreK-Adult	0	1	0	0	3.00	3	0.00
English, 5-Adult	3	1	1	0	3.40	4	0.80
Mathematics, 5-Adult	2	0	0	0	4.00	4	0.00
Music Education, PreK-Adult	4	4	0	0	3.50	3	0.50
PE Health/Wellness, PreK-Adult	2	1	0	0	3.67	4	0.47
Social Studies, 5-Adult	1	3	1	0	3.00	3	0.63
Confidentiality and Ethics							
Cumulative	37	14	1	1	3.64	4	0.62
Elementary	20	9	0	0	3.69	4	0.46
Secondary	17	5	1	1	3.58	4	0.76
Art Education, PreK-Adult	1	0	0	0	4.00	4	0.00
English, 5-Adult	4	1	0	0	3.80	4	0.40
Mathematics, 5-Adult	2	0	0	0	4.00	4	0.00
Music Education, PreK-Adult	4	3	1	0	3.38	4	0.70
PE Health/Wellness, PreK-Adult	2	1	0	0	3.67	4	0.47
Social Studies, 5-Adult	4	0	0	1	3.40	4	1.20
Well Groomed/Dressed Appropriately							
Cumulative	43	9	2	0	3.76	4	0.51
Elementary	27	3	0	0	3.90	4	0.30
Secondary	16	6	2	0	3.58	4	0.64
Art Education, PreK-Adult	1	0	0	0	4.00	4	0.00
English, 5-Adult	4	1	0	0	3.80	4	0.40
Mathematics, 5-Adult	0	0	2	0	2.00	2	0.00
Music Education, PreK-Adult	5	3	0	0	3.63	4	0.48

PE Health/Wellness, PreK-Adult	2	1	0	0	3.67	4	0.47
Social Studies, 5-Adult	4	1	0	0	3.80	4	0.40