Reflective Teaching Capstone

Student Teachers

Capstone description

- The Graduate licensure capstone (3 credit, 1 term course) centers on task-based artifact gathering during the pre service teachers' student teaching. Those tasks would include the following areas:
  - Technology
  - Classroom Management
  - Parent/Community Connection
  - Student In Context
  - Instructional Strategies (based on the pre service teachers' Colorado work sample)
- Artifacts are collected for these areas once the student teaching placement has been approved and continue throughout the student teaching semester.
- Artifacts are analyzed in the capstone course. In this course, students participate in structured, collaborative reflective discussion with peers. Students then use this discussion to deepen their own written critical reflection.

Agenda

- Overview of the handbook/tasks
- EDRS 698
- Discussion of each of the Strands
- Ongoing support
- TIPS
- FINAL CAPSTONE QUIZ

Overview of Handbook

- 5 Strands with discrete tasks
  1. **Student in Context**
  2. **Community Connection**
  3. **Technology**
  4. **Classroom Management**
  5. **Instructional Strategies**

EDRS 698

- The EDRS 698 course offerings will be always be offered during the 8 week term immediately following student teaching. They are offered ground based and online.
- If you student teach in the Fall and are on a TTE or are otherwise a teacher of record for Spring, it is recommended that you take capstone during the summer rather than the Spring.

Student in Context (task outline)

- *Demographic data regarding the school, classroom and community. Much of the data is publicly available.*
- School Information
- Classroom Demographics
- School and Community Programs and Events

Community Connection (task outline)

- *Home visit or other meeting with parents/community members outside of the mandated student teacher conferences etc designed to give you more insight into your students and their lives outside of school. Community sponsored events are good places to meet some of your families and get to know them a little better!*
- Community Mapping
- Minority Community Investigation/Experience (5hrs)
- Majority Community Investigation/Experience (5hrs)

Technology

- *This is pretty straight forward, but may require some digging to get a complete picture of the technologies available. Include the school and district websites as available technology.*
- Classroom Inventory
- School Inventory
- District inventory

Classroom Management

- This like some of the other tasks has multiple parts
  - Procedural management
  - Classroom behavior management
  - Long Term Student Observation (Individual behavior plan) *This task is an integral part of professionalism.*

Instructional Strategies

- *Much of this task can draw on your Colorado Work Sample. Be sure to save lots of student work and other artifacts to evidence the elements of this task:*
  - Differentiated instruction
  - Grouping Strategies
  - Assessment Driven Instruction

Community Connection IDEAS

- Home visit or other meeting with parents outside of the mandated student teacher conferences etc designed to give you more insight into your students and their lives outside of school.
- Examples: local libraries, churches, grocery stores, laundry mats, rec centers, boys and girls clubs, after school programs, community sponsored events, public transportation etc.
- If your school has a social worker or school psychologist, find out if s/he can provide you with a list of service organizations used by your school community.
- COVER STORY
- ****The basic determinant for evaluating whether or not an activity is appropriate for this task is how effectively the gained knowledge can be utilized within your classroom to impact student learning.

How will you be supported?

- Ongoing support will be offered via your professionalism class.
- The handbook provides significant guidance regarding the artifact collection.
- Your Advisor!!!!

TIPS

- Use your student teaching journal to record feelings and ideas related to the particular strands—especially with the community connection post reflection pieces, you might use that journal to record those thoughts. Suggestions for this are often noted in the Artifact Collection Handbook.
- Take LOTS of pictures and scan student work as artifact evidence.
- Collect anchor artifacts for every student work product at a low performance, average performance and high performance level. Particularly for the student work associated with the work sample.
- START NOW!!! Use this time to begin collecting some of the public record school data, the community based data, procedures from the classroom management strand, speak with the technology people for the school and district level tech inventory, etc.
- READ the required text and taking notes on the in-text questions: Zeichner, K.M. and Liston, D.P. (1996). *Reflective Teaching: An Introduction*. Mawah, NJ: Lawrence Erlbaum Associates.
- GET word versions of the handbook and other docs at MY WEBSITE!

Capstone Quiz

- I am no longer personally reviewing each quiz as I have put it on quizstar and made it automated. Therefore, you will need to be sure to complete the final step listed here when you have completed the quiz.
- When you have finished reviewing these materials, print out the Artifact Collection Handbook and take the capstone quiz on Quiz Star (http://quizstar.4teachers.org). You need to register to use this application. (PLEASE USE YOUR FULL LEGAL NAME SO WE CAN TRACK WHO HAS TAKEN THE QUIZ).
- Once you have registered,
- Enter as a student and search by keywords **EDRS 698 quiz**.
- Click on the hyperlink that appears as "Proceed to **My Classes** to view all of your classes together."
- Click on **QUIZ**.
- Once you complete the quiz, click on **Review** for the answers.