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# Elementary Education Capstone: Modeling Professional Practice

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# Elementary Education Capstone: Modeling Professional Practice



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## Background Info

### The Goals of the Capstone Project

1. Demonstrate competency in one aspect of teaching;
2. Demonstrate competency in one theme by using a diverse range of product clusters from the whole program;
3. Reflective product.

### TLTE'S Cognitive Map: Themes

TLTE has defined nine themes that reflect its values, mission and goals. These serve as the foundation for all the work done in the department. For example:

- Teaching Subject Matter
- Theories of Learning
- Growing Professional Knowledge

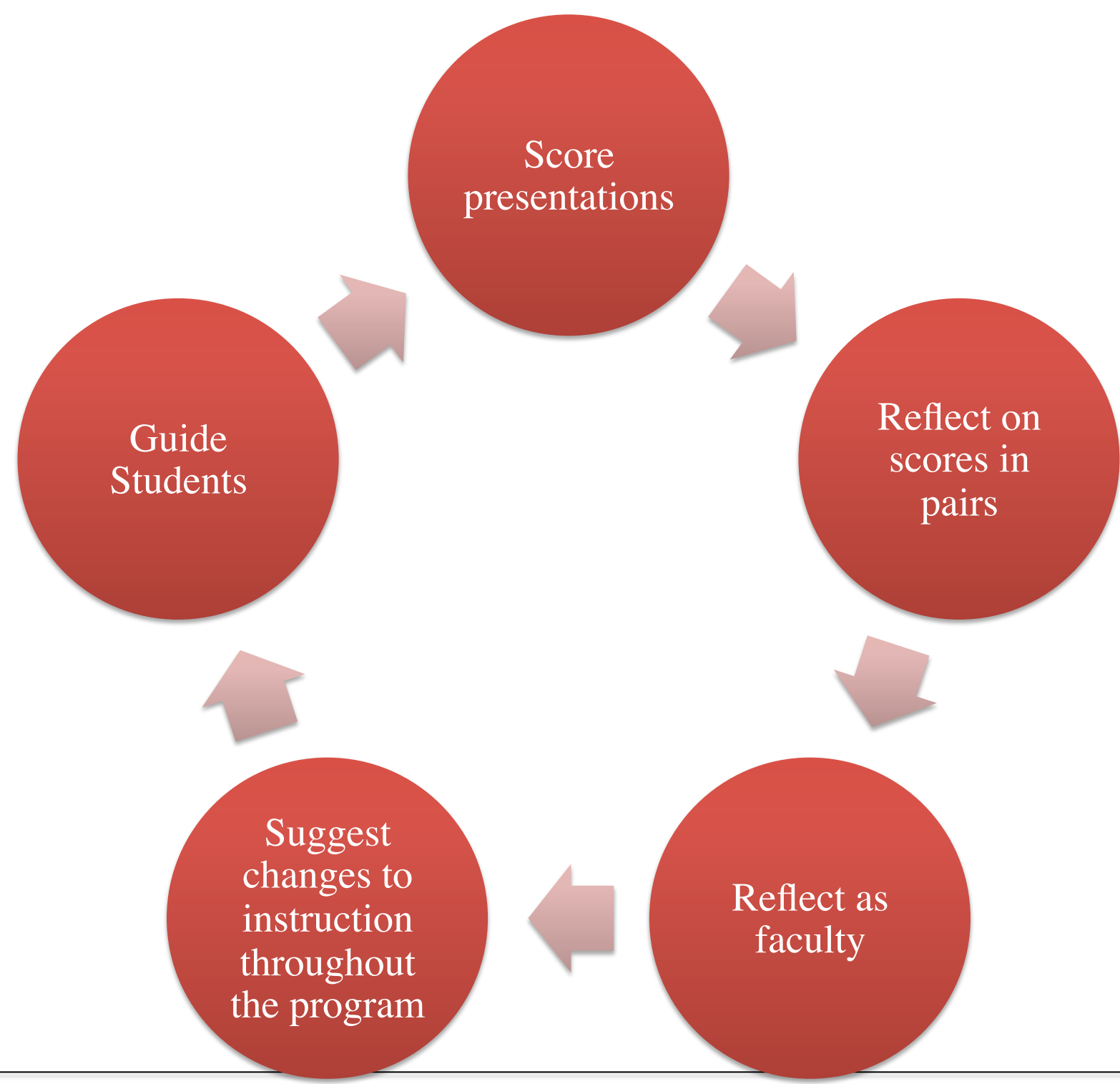
### Items in Capstone Rubric

- Statement of competency;
- Diverse products/evidence:
  - 1) Student teaching; 2) Methods courses; 3) Practicum experiences; 4) Other education courses; 5) Any other courses; 6) Outside experiences
- Synthesis-what are common aspects, what are unique aspects, how does the evidence support my claim;
- Reflection: 1) What did I learn; 2) How do I identify what is still left to learn

### Format of Capstone Project

- In person presentation-NOT a paper
- Poster (One piece/Power-point/Tri-fold)
- Computer/Mobile device
- Samples of work and reflections
- Be ready to discuss your work and answer questions from faculty and students

### Reflexive Cycle for Faculty



## Method of Analysis

- Descriptive Analysis
- Inter-rater agreement
- Factor Analysis
- Internal Consistency

## Findings

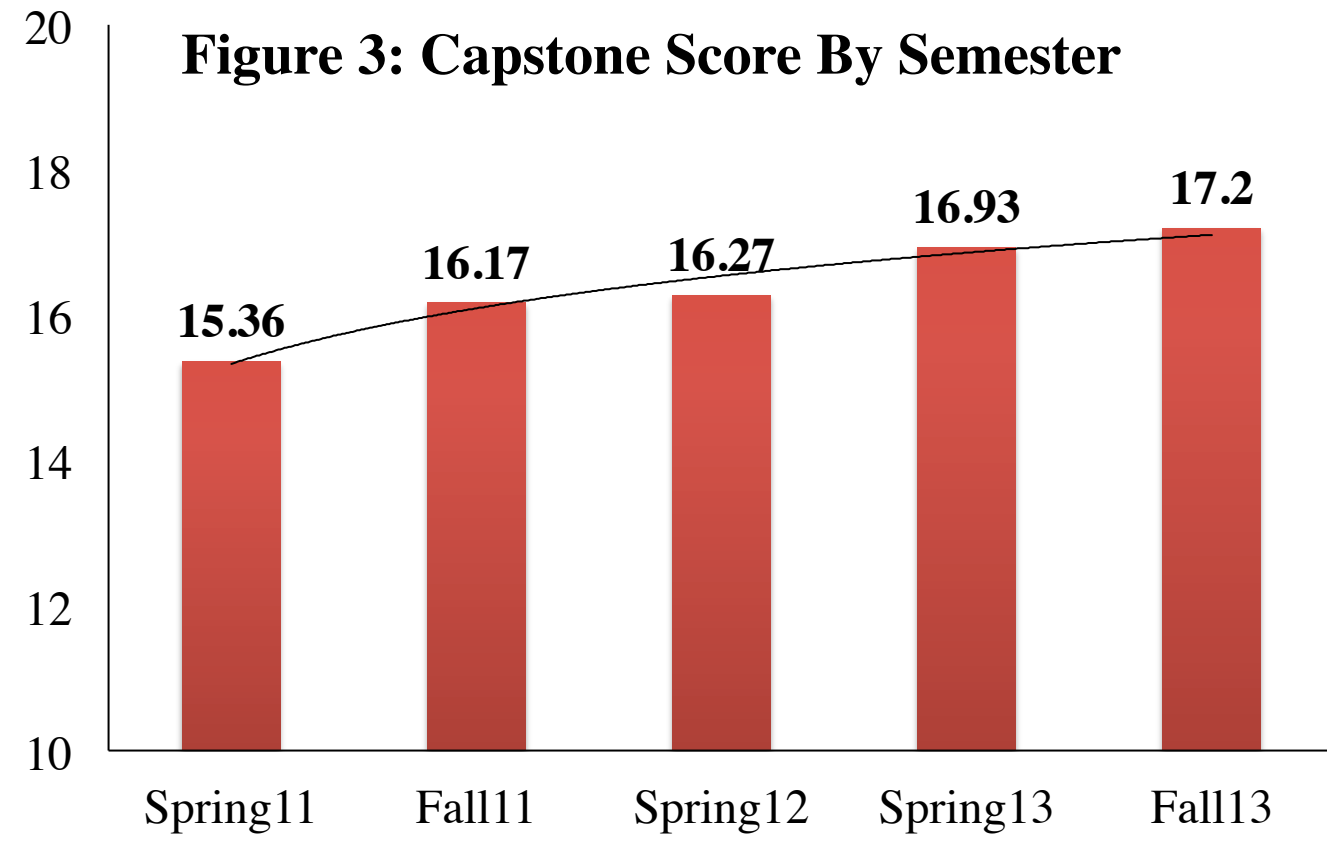
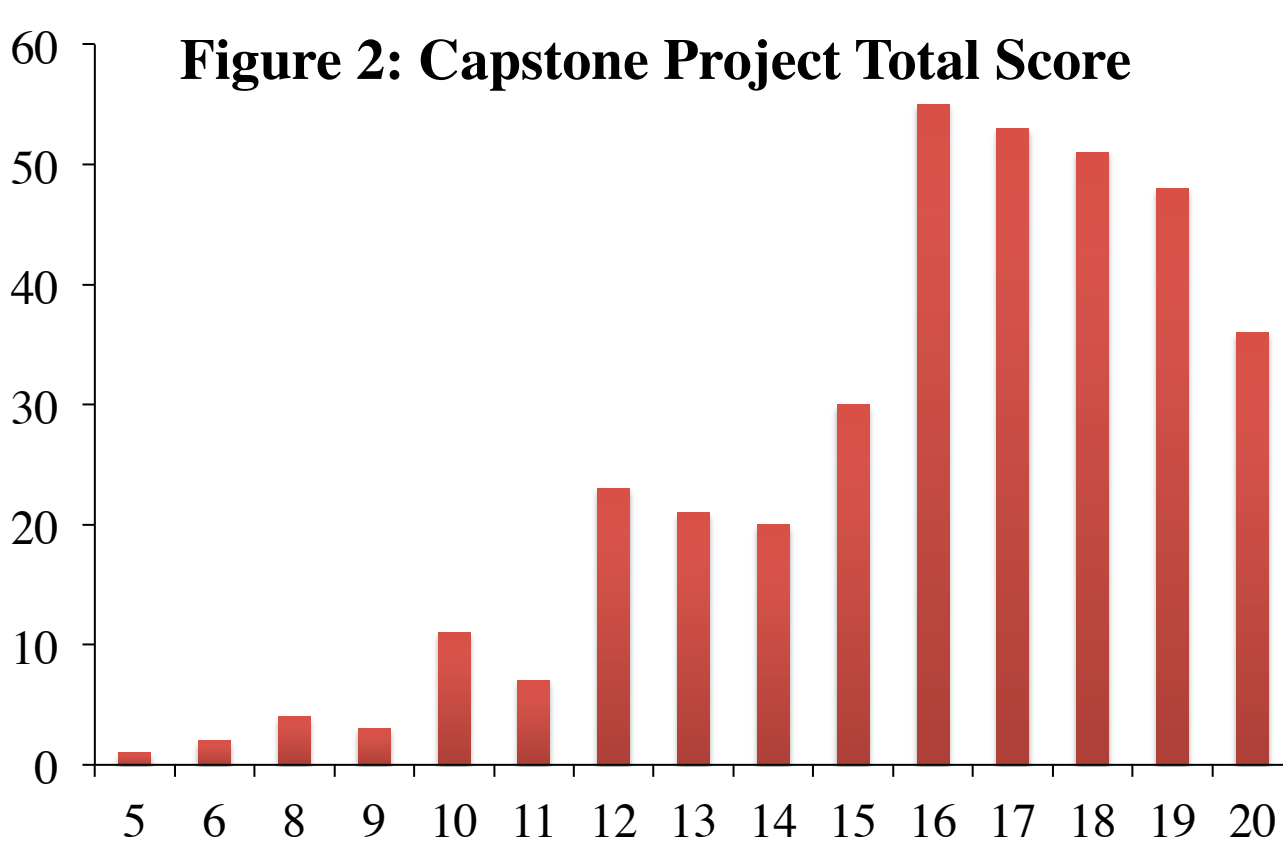
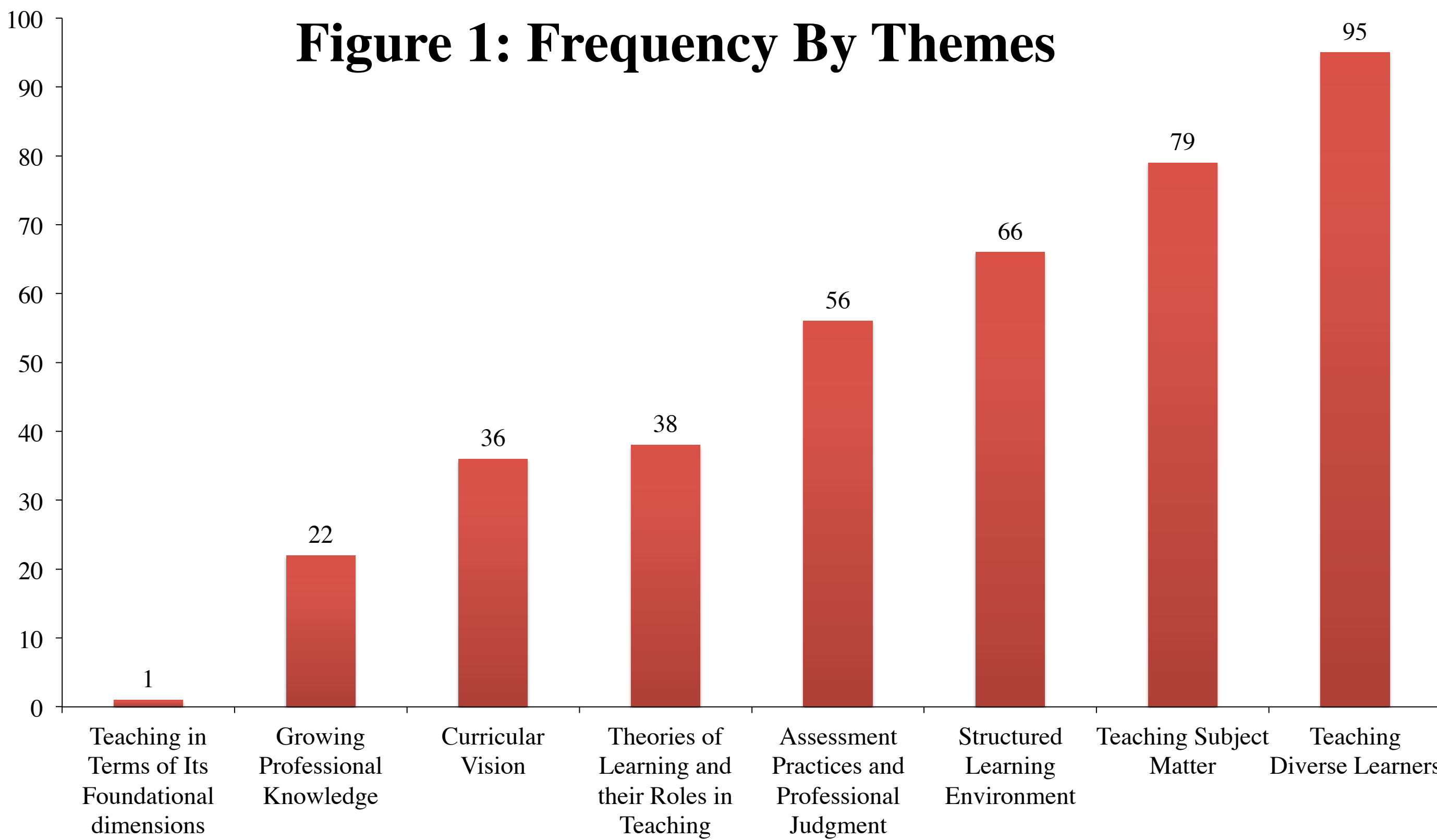


Table 1: Inter-rater agreement by items

Items	Kappa Coefficient	Agreement	N of Cases
Competency Statement	.54*	Moderate	369
Evidence	.61*	Good	360
Synthesis & Reasoning	.61*	Good	358
Reflection	.62*	Good	358
Organization of Oral Presentation	.54*	Moderate	365
Visual Aids	.53*	Moderate	364

Table 2: Inter-rater agreement by semester

Semester	Kappa Coefficient	Agreement	N of Cases
Spring11	.13*	Poor	81
Fall11	.42*	Moderate	75
Spring12	.21*	Fair	85
Spring13	.78*	Good	54
Fall13	.56*	Moderate	66

Table 3: Factor Analysis and Reliabilities

Item	Factor 1	Factor 2	Communality
Evidence	.953	-.042	.88
Reflection	.942	.002	.86
Synthesis & Reasoning	.897	.061	.89
Organization of Oral Presentation	-.022	.618	.37
Visual Aids	-.050	.592	.33
Competency Statement	.100	.354	.17
% of Variance	46.643%	11.422%	
Total Variance		58.065%	
Factor Internal Consistency (α)	.911	.519	

Note.  $\chi^2 = 3.90$ ,  $df = 4$ ,  $p = .42$ . Alpha for whole scale is .775.  
Extraction Method: Maximum Likelihood. Rotation Method: Oblimin with Kaiser Normalization.

## Results

- Not all themes show up, evidence that students avoid some difficult themes.
- Better guidance from faculty results in better outcomes
- Reliability and validity are acceptable
- Scores represent two factors: presentation, content
- Faculty engagement is in real time and reduces the need to report and spur discussions about student outcomes
- Faculty has gained a sense of student progress through the program
- Most students report learning and satisfaction from the experience
- Greater faculty engagement with program and not just courses taught

## Program Learning

Changes made as a result of Capstone:

- Integrating presentation into existing course assignments
- More attention to foundational thinking throughout coursework
- Increase faculty understanding of capstone and PD in scoring