

RDNG570 CAPSTONE PROJECT (2020-21 Completers, n=8)

	Distinguished	Proficient	Basic	Unsatisfactory	Average Score
Demonstrates an understanding of the reading process	100%	0%	0%	0%	3.00
Understands the major theories and research that describe the motivation of reading as it relates to choice.	100%	0%	0%	0%	3.00
Understands the major theories and research that describe the motivation of reading as it relates to offering access to multiple sources of print	25%	75%	0%	0%	2.25
Understands the major theories and research that describe the motivation of reading as it relates to challenging students to read.	100%	0%	0%	0%	3.00
Models professional judgment and ethical behavior when teaching	100%	0%	0%	0%	3.00
Uses foundational knowledge to design and/or implement an integrated, comprehensive and balanced curriculum.	25%	75%	0%	0%	2.25
Uses appropriate and varied instructional approaches	88%	13%	0%	0%	2.88
Implements appropriate and varied instructional approaches to teach reading.	100%	0%	0%	0%	3.00
Implements appropriate and varied instructional approaches to teach writing.	13%	88%	0%	0%	2.13
Technology	0%	75%	25%	0%	1.75
Literacy curriculum supports diversity in reading	100%	0%	0%	0%	3.00
Literacy curriculum supports diversity in writing	50%	50%	0%	0%	2.50
Develops and implements strategies that advocate equity linguistically	50%	50%	0%	0%	2.50
Develops and implements strategies that advocate equity culturally	100%	0%	0%	0%	3.00
Designs physical environment to optimize motivation	100%	0%	0%	0%	3.00
Designs a physical environment to optimize reading.	100%	0%	0%	0%	3.00
Designs a physical environment to optimize writing.	50%	50%	0%	0%	2.50
Designs a social environment that is low-risk	100%	0%	0%	0%	3.00
Designs a social environment that is supportive for other professionals.	100%	0%	0%	0%	3.00
Designs an environment for student success	100%	0%	0%	0%	3.00
Designs an environment for scaffolding students' reading	100%	0%	0%	0%	3.00
Designs an environment for scaffolding students' writing	50%	50%	0%	0%	2.50
Designs a supportive environment for self-confidence	100%	0%	0%	0%	3.00
Designs an environment for scaffolding teachers and other professionals.	100%	0%	0%	0%	3.00
Variety of classroom configurations for a literate environment	100%	0%	0%	0%	3.00
Dispositions toward tutoring and students is enthusiastic	100%	0%	0%	0%	3.00
Disposition toward tutoring students reflects a belief that all students can learn	100%	0%	0%	0%	3.00
Leads in and facilitates effective professional development programs regarding modeling.	100%	0%	0%	0%	3.00
Participates in and facilitates effective professional development programs regarding co teaching.	100%	0%	0%	0%	3.00
Participates and communicates effectively for purposes of planning	100%	0%	0%	0%	3.00
Participates and communicates effectively for purposes of reflective problem solving	100%	0%	0%	0%	3.00
Promptness	88%	13%	0%	0%	2.88
Preparedness	75%	25%	0%	0%	2.75
Creativity	75%	0%	25%	0%	2.50

Rubric items based upon ILA-2010 Standards

1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.
1.3 Candidates understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.
2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.
2.3 Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.
4.1 Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
4.3 Candidates develop and implement strategies to advocate for equity.
5.1 Candidates design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.
5.2 Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.
5.3 Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).
5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.
6.2 Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.
6.3 Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.