Advanced Program Capstone Project
(CAEP Standard 1)

2023-24 Completer Cohort Data

Reported for 2025 CAEP Annual Report

Advanced Program Capstone Project

- On Taskstream (does not supplant any program rubric, tools)

- Capstone / research type project

- 6 rubric criteria

- Includes 7 dispositions too

- Based on CAEP's six advanced proficiencies

- Assists in CAEP Standard 1 (Content & Pedagogical Knowledge)

RA1.1 Candidate Knowledge, Skills, and Professional Dispositions   Candidates for advanced preparation demonstrate their proficiencies to understand and apply knowledge and skills appropriate to their professional field of specialization so that learning and development opportunities for all P-12 are enhanced, through:
- Applications of data literacy;
- Use of research and understanding of qualitative, quantitative and/or mixed methods research methodologies;
- Employment of data analysis and evidence to develop supportive, diverse, equitable, and inclusive school environments;
- Leading and/or participating in collaborative activities with others such as peers, colleagues, teachers, administrators, community organizations, and parents;
- Supporting appropriate applications of technology for their field of specialization; and
- Application of professional dispositions, laws and policies, codes of ethics and professional standards appropriate to their field of specialization.

Submitted capstone projects evaluated during the 2023-24 cycle

Criterion 1 **Evidence based contribution to the teaching profession**	Criterion 2 **Specialized pedagogical knowledge**	Criterion 3 **Impact on P-12 student-learning growth and / or school environment**	Criterion 4 **Professional Responsibility**	Criterion 5 **Technology**	Criterion 6 **Diversity**
3.5	**3.5**	**3.6**	**3.6**	**3.5**	**3.6**

Programs:

Art Ed = 8

CTE/BME/TED/FACS = 0

Curr & Ins = 55

Eng Ed = 12

Literacy = 31

Math = 0

Music = 0

Science Ed = 10

Spec Ed (3 progs) = 61

Social St Ed = 3

N= 180

	1	2	3	4
	Does Not Meet Expectations	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**
Evidence based contribution to the teaching profession *Data literacy = ability to understanding and use data effectively to inform decisions; includes skills such as identify, collect, organize, analyze, summarize and prioritize information (Mandinach & Gummer, 2013)*	Candidate does not apply data literacy skills when gathering and interpreting . Evidence does not contribute to the teaching profession or their professional field of specialization.	Candidate applies some data literacy skills when gathering and interpreting evidence. Evidence may have limited contribution to the teaching profession and their professional field of specialization.	Candidate applies data literacy skills when gathering and interpreting evidence that contributes to the teaching profession and their professional field of specialization.	Candidate exceeds expectations in their application of data literacy skills when gathering and interpreting evidence that contributes to the teaching profession and their professional field of specialization.
Specialized pedagogical knowledge	Candidate does not study nor apply content and pedagogical knowledge relevant to their specialized professional area or it is not relevant.	Candidate studies or applies content and pedagogical knowledge that is not very relevant to their specialized professional area.	Candidate studies or applies content and pedagogical knowledge relevant to their specialized professional area.	Candidate exceeds expectations in their study or application of content and pedagogical knowledge relevant to specialized professional area.
Impact on P-12 student-learning growth and / or school environment	Candidate does not identify implications to enhance current or future teaching, school environments, nor student learning and development	Candidate identifies minor implications that may not enhance current or future teaching, school environments, and/or student learning and development	Candidate identifies practical implications to that may enhance current or future teaching, school environments, and/or student learning and development.	Candidate exceeds expectations in identifying practical implications that may enhance current or future teaching, school environments, and/or student learning and development
Professional Responsibility	Through their work, candidate does not advance their own intellectual foundation nor that of their learning/professional community. They are not reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. They do not present/share research with peers and instructor in collaborative environment.	Through their work, candidate minimally advances their own intellectual foundation and their learning/professional community. They are somewhat reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. They present/share research with peers and instructor in collaborative environment.	Through their work, candidate advances their own intellectual foundation and their learning/professional community. They are reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. They present/share research with peers and instructor in collaborative environment.	Through their work, candidate exceeds expectations in advancing their own intellectual foundation and their learning/professional community. They exceed expectations in their ability to be reflective in evaluating the impact of their professional knowledge and offer insight for ongoing professional learning. Candidate presents/shares research at a department, college or professional research forum.
Technology	Candidate does not utilize available and/or domain-appropriate technology. Candidate does not illustrate data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.	Candidate may not utilize available and/or domain-appropriate technology. Candidate illustrates minimal data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.	Candidate utilizes available and domain-appropriate technology. Candidate illustrates data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.	Candidate exceeds expectations in their utilization of available and domain-specific technology Candidate exceeds expectations in their ability to use data literacy skills to identify, collect, organize, analyze, summarize and prioritize information.