

SPED 595: Capstone Project
Comprehensive Capstone Portfolio
Assignment Description



Purpose: The purpose of the Comprehensive Capstone Portfolio is to demonstrate the candidate's ability to meet the knowledge, skills and dispositions identified in the Advanced CEC and CAEP advanced standards for the MEd, Special Education Track. MEd students integrate competencies in technology, experiences with diversity, and application of specialized knowledge throughout the portfolio. The portfolio serves as a reflective tool for MEd students. The Comprehensive Capstone Portfolio contains a collection of artifacts that demonstrate evidence of meeting program learning outcomes. The project ends with a presentation of the portfolio. This assignment is designated as a key assessment in the Master of Special Education program to demonstrate knowledge and skills related to Advanced CEC standards. Key assessments are assessed using validated rubrics. Students must receive a grade of "C" or better on this key assessment in order to pass the course. If a "C" is not earned by the student, the instructor will work with the student to improve their grade. Grading scale for this assignment follows what is listed in the syllabus: A=94-100% (72-76 points), B=87-93% (66-71 points), C=80-86% (61-65 points), D=73-79% (53-60 points), F=72% or lower (0-52 points)

Objectives (as aligned to the advanced CEC and CAEP standards):

1. Apply specialized pedagogical knowledge and skills (CEC 2; CAEP A1.1).
2. Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners (CEC 1, 2; CAEP A1.1).
3. Design and apply educational research specific to the area of special education (CEC 4; CAEP A1.1).
4. Lead and collaborate within professional learning environments (CEC 5, 7; CAEP A1.1).
5. Create learning environments for students with special needs using observation, documentation, and analysis of behaviors (CEC 1, 2,3; CAEP A1.1).
6. Integrate augmented and alternative tools to enhance the curriculum, learning, and classroom interactions for students with special needs (CEC 2, 3; CAEP A1.1).

Overview: Candidates will create a portfolio that will include the key assessment projects and other meaningful assignments created and implemented throughout the MEd Special Education Track. Key assessment projects/meaningful assignments will be uploaded to the TaskStream Capstone Project Portfolio DRF. Candidates will write rationales that support using the projects/assignments for each of the Advanced CEC standards. The capstone project portfolio should provide evidence of the candidate's ability to use technology to engage students, enhance instruction, and manage student assessment data to meet the needs of diverse learners. Candidates will then prepare a professional presentation open to faculty and colleagues and others the candidate would like to invite.

Directions:

1. Within your TaskStream portfolio, write a 2-3 paragraph introduction to your portfolio under the "**Portfolio Introduction**". The introduction should be descriptive and show an integration of your background experiences, professional goals and philosophy of special education.

2. Review assignments you completed throughout the MEd Special Education program. Select the assignments that were most meaningful to you in developing your specialized knowledge and skills. These assignments will serve as artifacts within your capstone portfolio.
3. Your final Action Research project MUST be included as one of your artifacts.
4. Review the **Advanced CEC standards**. Those standards can be found within the learning management system and at the bottom of this document. Decide which of the assignments/artifacts you selected align best to each of the Advanced CEC standards.
5. Upload the artifacts you selected into your TaskStream Comprehensive Capstone Portfolio as an attachment under the corresponding Advanced CEC standard.
6. For each artifact uploaded, a 2-3 paragraph rationale needs to be written to demonstrate your ability to align your artifacts to the Advanced CEC standards.
7. To write a quality rationale, MEd students should keep the following points in mind:
 - a. Rationale should be well-written in terms of **mechanics and grammar** (correctly formatted using APA guidelines, grammatically correct, and free of spelling errors).
 - b. Aim to write 2 to 3 paragraphs per rationale.
 - c. The first paragraph of the rationale should include a brief summary of the artifact and how the assignment has influenced your professional learning.
 - d. In subsequent paragraphs, align the artifacts to the Advanced CEC standards in a written format providing justification as to how it represents your knowledge and performance in relation to the standards. Consider using the language found within the Advanced CEC standards as you write your justification.
 - e. Each rationale should demonstrate your awareness of **diversity and equity** (i.e., multiple perspectives, respect for responsiveness to cultural differences, and an understanding of diverse contexts).
 - f. The rationale should also include how you used **technology** to engage students, enhance instruction, and manage student assessment data.
8. Prepare an engaging, professional presentation to showcase your knowledge and skills shared throughout the creation of your portfolio.
9. The presentation should:
 - a. Have enough content to cover a 30-minute time frame, including questions from reviewers.
 - b. Begin with an engaging **introduction** that thoroughly integrates your professional goals, and philosophy of special education.
 - c. Allow you to display a high level of **professionalism** and confidence with logical sequencing, fluency, enthusiasm, and use of discipline specific vocabulary in appropriate contexts.
10. Present the capstone project in an arranged portfolio presentation date over web technologies (MSU is currently using Zoom) arranged by you and the instructor.
11. The comprehensive capstone portfolio will be completed throughout the semester. Your final task will be to use the rubric to self-assess your work and submit that for your instructor's review. Review this assignment description and the grading rubric to guide your quality work on this assignment.

Comprehensive Capstone Portfolio				
Category	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Presentation Introduction CAEP A.1.1, A.1.2 CEC 6	Engaging introduction that thoroughly integrates professional goals and philosophy of special education.	Introduction connects professional goals and philosophy of special education.	Introduction lists professional goals and/or philosophy of special education.	Introduction does not include professional goals and/or philosophy of special education.
Presentation Professionalism CAEP A.1.1, A.1.2 CEC 6	Displays a high level of professionalism and confidence with logical sequencing, fluency, enthusiasm, and use of discipline specific vocabulary in appropriate contexts.	Displays professionalism and confidence logically sequencing information and using discipline specific vocabulary in appropriate contexts.	Professionalism demonstrated but lacks fluency, logical sequencing and/or use of discipline specific vocabulary in appropriate contexts.	Lacks professionalism, confidence, and use of discipline specific vocabulary.
CEC Standard 1 – Assessment (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to assessment.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to assessment.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to assessment.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to assessment.
CEC Standard 1 – Assessment (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough application of assessment.	The artifact(s) selection demonstrates understanding and application of assessment.	The artifact(s) selection demonstrates a limited understanding and/or application of assessment.	The artifact(s) selection demonstrates little or no understanding or application of assessment.
CEC Standard 2 Curricular Content Knowledge (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to curricular content knowledge.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to curricular content knowledge.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to curricular content knowledge.	Rationale inadequately identifies the artifact(s); misinterprets how artifact demonstrates performance and knowledge related to curricular content knowledge.
CEC Standard 2 Curricular Content Knowledge (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough application of curricular content and knowledge.	The artifact(s) selection demonstrates understanding and application of curricular content and knowledge.	The artifact(s) selection demonstrates a limited understanding and/or application of	The artifact(s) selection demonstrates little or no understanding or application of curricular content and knowledge.

			curricular content and knowledge.	
CEC Standard 3 Programs, Services, and Outcomes (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to programs, services, and outcomes.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to programs, services, and outcomes.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to programs, services, and outcomes.	The artifact(s) selection demonstrates little or no understanding or application of programs, services, and outcomes.
CEC Standard 3 Programs, Services, and Outcomes (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough application of programs, services, and outcomes.	The artifact(s) selection demonstrates understanding and application of programs, services, and outcomes.	The artifact(s) selection demonstrates a limited understanding and/or application of programs, services, and outcomes.	The artifact(s) selection demonstrates little or no understanding or application of programs, services, and outcomes.
CEC Standard 4 Research and Inquiry (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to research and inquiry.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to research and inquiry.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to research and inquiry.	The artifact(s) selection demonstrates little or no understanding or application of research and inquiry.
CEC Standard 4 Research and Inquiry (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough application of research and inquiry.	The artifact(s) selection demonstrates understanding and application of research and inquiry.	The artifact(s) selection demonstrates a limited understanding and/or application of research and inquiry.	The artifact(s) selection demonstrates little or no understanding or application of research and inquiry.
CEC Standard 5 Leadership and Policy (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to leadership and policy.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to	The artifact(s) selection demonstrates little or no understanding or application of leadership and policy.

	related to leadership and policy.		leadership and policy.	
CEC Standard 5 Leadership and Policy (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough application of leadership and policy.	The artifact(s) selection demonstrates understanding and application of leadership and policy.	The artifact(s) selection demonstrates a limited understanding and/or application of leadership and policy.	The artifact(s) selection demonstrates little or no understanding or application of leadership and policy.
CEC Standard 6 Professional and Ethical Practice (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to professional and ethical practice.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to professional and ethical practice.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to professional and ethical practice.	The artifact(s) selection demonstrates little or no understanding or application of professional and ethical practice.
CEC Standard 6 Professional and Ethical Practice (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough application of professional and ethical practice.	The artifact(s) selection demonstrates understanding and application of professional and ethical practice.	The artifact(s) selection demonstrates a limited understanding and/or application of professional and ethical practice.	The artifact(s) selection demonstrates little or no understanding or application of professional and ethical practice.
CEC Standard 7 Collaboration (Rationale) CAEP A1.1	Rationale thoroughly describes the artifact(s) and the context for use; clearly connects performance, knowledge, and personal insights related to collaboration.	Rationale describes the artifact(s) and the context for use; clearly discusses performance and knowledge related to collaboration.	Rationale identifies the artifact(s); limited discussion of how artifact demonstrates performance and knowledge related to collaboration.	The artifact(s) selection demonstrates little or no understanding or application of collaboration.
CEC Standard 7 Collaboration (Artifact) CAEP A1.1	The artifact(s) selection demonstrates deep understanding and thorough collaboration.	The artifact(s) selection demonstrates understanding and application of collaboration.	The artifact(s) selection demonstrates a limited understanding and/or application of collaboration.	The artifact(s) selection demonstrates little or no understanding or application of collaboration.

Diversity and Equity CAEP A.1.1, A.1.2 CEC 5 6, 7	Rationale and artifacts consistently embed strong evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and • Understanding of diverse contexts	Rationale and artifacts consistently embed evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and • Understanding of diverse contexts	Rationale and artifacts embed limited evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and/or • Understanding of diverse contexts	Rationale and artifacts embed little to no evidence of the EPP's Diversity Goals related to: • Incorporating multiple perspectives, • Respect for and responsiveness to cultural differences, and/or • Understanding of diverse contexts
Technology CAEP A.1.1, A.1.2 CEC 1,2,3,7	Rationale and artifacts consistently embed strong evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and • Manage student assessment data	Rationale and artifacts consistently embed evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and • Manage student assessment data	Rationale and artifacts embed limited evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and/or • Manage student assessment data	Rationale and artifacts embed little or no evidence of meeting the EPP's Technology Goals related to: • Incorporating technology to engage students and enhance instruction, and • Manage student assessment data
Mechanics and Grammar	All written work is correctly formatted using APA guidelines, grammatically correct, and free of spelling errors	Written work is correctly formatted using APA guidelines and contains minimal errors in grammar/spelling	Written work contains some errors in APA formatting, grammar, and spelling	Written work does not adhere to APA formatting, and has numerous grammar and spelling errors
Comments:				

Points breakdown per letter grade:

72-76 = A

66-71 = B

61-65 = C

53-60 = D

0-52 = F

Advanced CEC Standards (2015) - as referenced in objectives and rubric

Standard 1: Assessment	Special Education specialists use valid and reliable assessment practices to minimize bias.
Standard 2: Curricular Content Knowledge	Special education specialists use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
Standard 3: Programs, Services, and Outcomes	Special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
Standard 4: Research and Inquiry	Special education specialists conduct, evaluate, and use inquiry to guide professional practice.
Standard 5: Leadership and Policy	Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.
Standard 6: Professional and Ethical Practice	Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.
Standard 7: Collaboration	Special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

Advanced CAEP Standards (2022) - as referenced in objectives and rubric

A1.1	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 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.
A1.2	Provider Responsibilities	Providers ensure that advanced program completers have opportunities to learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards. These specialized standards include, but are not limited to, Specialized Professional Association (SPA) standards, individual state standards, standards of the National Board for Professional Teaching Standards, and standards of other accrediting bodies [e.g., Council for Accreditation of Counseling and Related Educational Programs (CACREP)]