



**CAPSTONE EXHIBITION FOR THE EARLY CHILDHOOD EDUCATION  
MASTER OF ARTS IN TEACHING or MASTER OF ARTS**

Date: \_\_\_\_\_ Title: \_\_\_\_\_

Presenter's Name: \_\_\_\_\_ (MA or MAT)

Presenter's Name: \_\_\_\_\_ (MA or MAT)

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Circle One

**What is a Capstone Exhibition?** In stone constructions like walls and chimneys, builders place a large, long stone across the top of the project to hold the pieces below in place - a capstone. As the final evaluation of an individual's achievements in the Early Childhood Education MAT or MA program, each candidate creates and presents a scholarly, personal synthesis of her/his experiences in the program - courses, readings, observations, papers, research, teaching, initiatives, reflections, insights, changes, etc. This "capstone" provides an opportunity for each candidate to demonstrate *mastery* as a reflective, scholarly, proactive educator.

**Why an Exhibition?** (1) Custom-designing an exhibition accommodates a variety of learning styles, building on the realization that each participant in the program is unique and is constructing her/his own understandings about learning, schooling, and teaching. An exhibition provides for a completeness of experiences and reflection beyond what written exams ("comps") elicit. (2) The exhibition encourages participants to continuously thread together the various elements of their Early Childhood Education program, rather than the conventional route of checking off separate courses in an unrelated sequence. (3) Designing and presenting an exhibition entails direct experience with a form of performance assessment that is increasingly used in schools and colleges. (4) An exhibition provides experience in making scholarly presentations to audiences of other professionals.

**What to expect in an exhibition:** (1) **Scholarly** - Evidence of an informed professional who synthesizes the program of study through the vessel of their theme, project, or portfolio. (2) **Proactive** - Evidence of applications of pedagogy and knowledge in the field of Early Childhood Education to classroom instruction, action research, and school improvement. (3) **Reflective** - Perhaps most importantly, we hope to see manifestations of the habits of mind which characterize a continuously developing professional educator who continues the pursuit of knowledge in the field of Early Childhood Education.

**EVALUATOR'S DIRECTIONS:**

- ◆ The exhibition must be completed with an overall rating of Pass to complete the requirements for the Early Childhood MAT or MA degree and a recommendation for a T-5 certification.
- ◆ Throughout the exhibition, please feel free to write comments, questions, notes, etc. as needed on the scoring matrix. Additional space is provided on the back for summative comments, suggestions and/or commendations.
- ◆ Please complete the ratings for the indicators on the reverse as you observe the capstone exhibition.
- ◆ After the exhibition, weigh your assessments and determine an overall rating of **Pass, Pass with Conditions, or Revise and Repeat.**

**CIRCLE YOUR OVERALL RATING BELOW**

**PASS** - Meets criteria on both content and performance. There was an effective blend of oral presentation and other communication modes. Presenter(s) held audience attention. Points are clear and persuasive. No doubts that this person has synthesized the experience of the MAT or MA program and related the synthesis to practice.

**PASS WITH CONDITIONS** - Meets most criteria on both content and components. Minor revisions are necessary.

**REVISE AND REPEAT** - Did not meet criteria adequately, as specified in the evaluator's comments and suggestions. The evaluators were not persuaded that the candidate(s) synthesized the experiences of the program.

PROACTIVE INDICATORS	EVALUATOR SCORE			
	4	3	2	1
1. Demonstrates attributes of an <b>informed professional</b> by synthesizing the program of study: included <b>knowledgeable</b> references to course, theories, issues and trends, professional literature, pedagogical positions, <b>guiding principles of constructivism</b> , etc.				
2. Adapts instruction to meet <b>diverse</b> needs in a <b>democratic classroom</b> based on understanding that students are the products of their innate abilities, preferred learning styles, and cultural experiences.				
3. Encourages positive social interaction, active engagement in learning, self-regulation and <b>collaboration</b> .				
4. Appropriately uses a variety of quality formative and summative assessments to evaluate student achievement and inform instructional decision-making.				
5. Professional practices reflect discerning uses of relevant research, as well as the ability to initiate systematic inquiry into instructional practices and school-wide issues.				
6. Includes implications for proactive improvement of schools, schooling, policies, and practices.				
SCHOLARLY INDICATORS				
7. Organized around a clearly articulated theme(s) which is (are) carried throughout the exhibition in the form of insights, questions, proposals, conclusions, observations, etc.				
8. Logical development of ideas. Does not wander or repeat. Moves from point to point, though the development may contain surprises.				
9. The presentation moves effectively, and stays within the time limits.				
10. Effective use of a variety of communication modes and <b>technological</b> materials; displays and documentation contribute to the whole.				
11. Professional delivery: grammar, voice, eye contact, movement, posture, and gestures.				
12. Written component met APA guidelines.				
REFLECTIVE INDICATORS				
13. Reflects depth and accuracy of current <b>knowledge</b> in the field of Early Childhood and shows evidence of continuing pursuit of such knowledge.				
14. <b>Reflective</b> references to personal experiences, both within and beyond the MAT/MA program, indicate assimilation of the elements of the program.				
15. Evidence of reassessment of prior understandings, assumptions and practices through <b>reflection</b> – a personal, professional synthesis with intellectual rigor.				
16. <b>Reflects</b> on ethical and legal issues as they relate to rights and responsibilities of students, educators, and families. (including state and local Code of Ethics and school and district policies)				
<b>COMMENTS AND SUGGESTIONS:</b>				

Rating Scale For Assessment By Capstone Evaluators	Rating
Exceeds Expectations	4
Meets Expectations	3
Needs Improvement	2
Fails to Meet Expectations	1