# MUSKINGUM
## UNIVERSITY

EDUC 710
Practitioner Project

Guidelines and Rubrics

9/11

**Introduction**

The Practitioner Project, one of the capstone project options in the Master of Arts in Education program at Muskingum University, provides you with the opportunity to draw on the knowledge and skills you have learned throughout the graduate program in the creation of a product that has the potential to improve the quality of teaching and learning in your classroom, school, or district. This is the final advanced program assessment and captures your development as you complete your master's program work.

The project includes four parts:  (not necessarily completed in this order)  a product,  a paper, a presentation, and a reflection.  The product may be a guide, manual, website, in-service presentation, or other publication or activity that is the focus of your project.  The presentation is made to a suitable audience ( building or district staff meeting, grade level or department meeting, Board of Education meeting, inservice meeting, etc.  related to the product you choose to complete. The paper is the document that describes your product and the process you followed to complete it.

As a teacher-leader, you should plan and implement a project that encourages, equips, and/or empowers others through the work you are completing.

**The Product**

The product that you develop can be any number of things that you think will improve the quality of teaching and learning in your school setting.  In coming up with a topic, ask yourself and your colleagues the following questions:
- What are the most predominant needs in my classroom, school, or district?
- Which of these needs are the most interesting or intriguing to me?
- What project have I wanted to do but couldn't find the time, energy, or motivation to do?
- If I could make one change in my classroom, school, or district to improve the experience of my students, what would that one change be?

Examples of past products have included the following:
- In-service training for district personnel on the problems of bullying and strategies for eliminating it
- Journal article on serving musically talented students in the general music curriculum
- Guide for substitute teachers in a local school district
- Planning and implementation of a service learning project
- Creation of writing prompts related to the required readings
  of a high school literature course
- Creation of games to match the Wilson Phonics Program
  lessons
- Connection of non-fiction science books to the reading
  curriculum for grade one
- Creation of rubrics for required middle school writing assignments
- Planning and implementing a training program for paraprofessionals in
  an intervention classroom
- Manual for using photographs to enrich the curriculum

The rubric for evaluating the product is on page 10 of this manual.

## The Paper

The paper that accompanies the product describes the product and the process by which it was completed.  The organization of your paper will follow the typical style of the journal to which you plan to submit.

The format of the paper must follow the writing style format the journal you have chosen recommends OR the writing style of the American Psychological Association, which guides the work of most authors of educational research.  You may purchase a copy of an APA stylebook or you may access a tutorial on the Internet.  Most libraries, including the Muskingum University Library, have a copy in their reference collection.  Pay particular attention to page numbering, running heads, title and subtitle conventions, and references. The organization of your paper will follow the style typical of the journal to which you plan to submit.

To determine how your paper should be organized, you will work with your research advisor and examine the format of a journal.  For example, some journal articles begin with a review of the literature to set a framework for the reader of the paper.  Other journal articles begin with an anecdote related to classroom experiences or the experiences of the teacher.  This type of introduction acts as a "hook" to the reader.  Most articles include frequent headings to guide the reader through the article.  You and your research advisor will determine your style together.  Most education journals use the writing style of the American Psychological Association.  Questions about the format should be directed to your research advisor but do not depend on the advisor to be your editor.

The rubric for the paper is on page 11 of this manual.

## Presentation of the Project

You will be expected to share your work with others in the setting most appropriate for your intended audience.  **The presentation will occur only when permission is granted by your advisor** to move ahead to the presentation stage of the project. Presentations should include appropriate technology. **Presentations will be evaluated by a local administrator who agrees to be your assessor for the project presentation**.

The rubric for the presentation can be found on page 9 of this manual.

## Reflection

The reflection is a requirement for documenting the professional growth that was accomplished through the process of completing your Capstone.  Your reflection, which must be submitted to your advisor as part  of your Capstone, will include an analysis and synthesis of your Capstone experience, supported by specific examples.  The reflection is based on your demonstrating the extent to which you have met Standard 7.2 of the Ohio Standards for the Teaching Profession:

"Teachers take responsibility for engaging in continuous, purposeful professional development."

In selecting the subject of your Capstone, you must keep in mind how completing it will enhance your professional development, both with respect to the subject and the process.

**As with the Paper and the Presentation, the Reflection will be assessed by your advisor**.

The rubric for evaluating the reflection is included on page 12 of this document.

At a minimum, the completion of the reflection needs to be completed using the following guidelines which address the rubric components:

- Includes a high level summary which synthesizes (t*he combining of separate elements of the Capstone to form a coherent whole*) all components of the Capstone experience, and includes relevant and specific examples that support your synthesis.

- Analyzes the professional growth that was a result of the completing the Capstone experience, and includes relevant and specific examples that support your synthesis.

    Some questions to consider:

    - In reflecting on your professional growth as you completed your Capstone, what pattern(s) or theme(s) have emerged that define you as an educator who is *engaging in continuous, purposeful professional development*?

    - Based on your Capstone, synthesize and analyze any changes, additions and/or next steps that would further enhance your professional growth.

**Research Advisor**

You will complete the form on page 7 of this manual, indicating your broad area of interest and your preference for a research advisor. Within a few weeks, you will receive an e-mail from the Capstone Project Director (Kathy Brown) which will give you the name of and contact information for your research advisor. At that time, you need to contact the advisor and make an appointment for a face-to-face, email, or phone meeting. Please share with your advisor your anticipated timeline as well as your preferred mode of communication (meeting, phone, email, etc.).

**Advisor's Responsibilities**
Your advisor will help you choose a topic, guide you in the development of your project, and will support you in the preparation of you paper. At the completion of the project, the research advisor will assign you a grade for EDUC 710, based on the forms and rubrics on pages 8-12.
- The advisor will meet with you by email, phone, or in person a minimum of 3 times as your begin your work, during your work, and as you complete the project.
- The advisor will help you develop your idea for the project. It is understood that you may have begun this work in a previous class, but it is up to your advisor to approve the continuation of that work. If the work is not approved by the advisor, you may need to develop a different project.
- The advisor will hold high expectations for this work. Do not be surprised by being asked to rewrite, reread, or change your work as you progress through the process.

- The advisor is NOT your editor. You should find someone who can read your work and provide feedback. This person should be knowledgeable of the structures of grammar, the mechanics of writing, and spelling. It is very easy to think what you write makes sense (after all it made sense to you). However, when someone else reads your paper they will not automatically know what you mean. They will tell you about it and you will be forced to clarify your thoughts in the paper. This should happen BEFORE you send it to the advisor to read the first time. Then the advisor can attend to your ideas, the research you cite, and your use of APA or whatever style is chosen.
- Your advisor should provide you with suggestions to improve your first draft if applicable.
- Your advisor is responsible to complete the "approval of presentation form" prior to your presentation to a suitable audience.
- Once all you work is done, you will bring your product, the feedback from the presentation, and your paper to the advisor for final grading which will be done using the rubric.
- The student's administrator will complete the rubric for the presentation, return it to the student who will then submit it to his/her research advisor.
- The advisor will complete the grade/tracking form and the paper and product rubrics, and submit them, along with the completed presentation rubric to the project director. A copy of the grade form will also be submitted to the graduate office.
- The project director will submit the results of the above rubrics to Livetext.

**Student Responsibilities**
- Complete the request for advisor form and submit it to the project director.
- Make contact with your advisor as soon as one is assigned. Set dates for phone calls, emails, and others contacts. It is not up to the advisor to seek you out.
- Maintain regular contact with your Research Advisor throughout your product, presentation, and paper work. Failure to do so may result in delays in successfully completing your project, and receiving a grade. Your research advisor also needs adequate lead time in order to evaluate, on an ongoing basis, your progress on the paper and project.
- Make arrangements with a local administrator (superintendent, principal, curriculum supervisor, etc) to be your presentation evaluator. Give this administrator the evaluation form and a stamped envelope addressed to your advisor so that the form may be returned.
- Make the presentation arrangements (permission from the advisor, place, time, appropriate audience)
- Use professional dispositions throughout this work. Be serious, set high standards, be polite and courteous to the advisor, and be proud of this accomplishment.

**Timeline**

The practitioner project is designed to encourage students to complete the product and paper within the term they are registered for EDUC 710. However, you have up to one year to complete the project. If you take longer than one year from the term in which you originally registered, you will be required to register for a one term EDUC 714 – a 1 credit Capstone extension.

**Please note: Even though you have one year to complete the Capstone, if the completion of your Capstone extends more than 1 term beyond the term in which you originally registered (i.e. if you registered in the Fall and you have not completed the Capstone by the end of Spring II – mid May) the**

**"I" grade will automatically turn into an "F".  However, once you have submitted a satisfactory Capstone, the final grade submitted by your advisor will eliminate the "F".**

For additional information, please contact the Capstone Project Director:

Kathy Brown
Graduate and Continuing Studies Faculty Coordinator
740-826-8034
bbrown@muskingum.edu

**Muskingum University**
**Master of Arts in Education**
**Practitioner Project**
**Research Advisor Request Form**

Name_____

Street Address_____

City_____State_____Zip_____

Phone Numbers:

     School_____

     Home_____

     Cell_____

Preferred E-Mail Address_____

Program or Major_____

Areas of Interest for Project

_____
_____
_____
_____
_____
_____
_____

Anticipated Completion Date_____

Preferred Advisor_____

Additional Information

_____
_____
_____
_____
_____

**Muskingum University**
**Master of Arts in Education**
**EDUC 710: Practitioner Project**
**Presentation Form**

Student Name: _____Term: _____

Title of Project:

_____

_____

Description of Presentation Audience/Purpose/Location/Number in attendance:

_____

_____

_____

Permission granted for the above candidate to present his/her project to the above listed audience.
Research Advisor's Name: _____
Signature/Date: _____

Administrative Evaluator Name: _____
Title: _____
Signature: _____
Date of Presentation: _____

Name: _____ Date: _____

Administrator's Signature: _____

Title: _____

Description of Presentation – location, type of meeting, length, audience, etc.:

_____
_____
_____

|  | Distinguished | Accomplished | Proficient | Developing |
|---|---|---|---|---|
| Content Knowledge 2.1 Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators. | Presenter demonstrates exceptional knowledge of and background experience for the topic in presentation and responses to questions from the audience. | Presenter demonstrates understanding of different viewpoints, theories, and processes of inquiry. | Presenter identifies the relevant research, principles, theories, and debates significant to the content of the presentation. | Presenter demonstrates a limited knowledge of the topic and is unable to respond to basic questions. |
| Topic | Topic is timely and exceptionally appropriate to the needs and interests of the audience. | Topic is timely and appropriate to the audience. | Topic is appropriate. | Topic is not current and/or the topic does not address interests or needs of the audience. |
| Visuals 6.1 Teachers model effective verbal, nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and styles. | Presenter has integrated many forms of communication in an effective presentation of materials related to the topic. Technology is an integral part of the presentation. The presenter engages the audience. | Presenter uses effective communication strategies to convey ideas related to the topic. | Presenter uses appropriate communication to convey ideas related to the topic | Presenter talks at the audience. |
| Collaboration 6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff. | Presenter has gathered a group increasing their opportunity for teamwork to support school goals and promote student achievement. | Presenter uses effective collaboration skills in to create this "audience" for the presentation. | Presenter establishes productive relationship with members of the school community and consults with and learns from others. | There is a lack of evidence that the presenter has been thoughtful about establishing the audience to promote collaboration among staff. |

# Muskingum University
## Capstone Product Rubric

Name: _____          Date: _____

Product Title: _____

Instructor: _____

| Topic | Distinguished | Accomplished | Proficient | Developing |
|---|---|---|---|---|
| Product/Research base | Product reflects exemplary use of the research synthesis presented in the paper. | Product is somewhat based on the research synthesis presented in the paper. | Product is missing an important aspect of the research base on which it is based. | Research synthesis is not used in the creation of the product. |
| Product/Uniqueness | Product is obviously designed to address an issue, topic, or need in a distinctive way. The product is directly matched to an issue, topic, or need of a classroom or school setting. | Product is designed to address an issue, topic, or need. The product is somewhat matched to an issue, topic, or need of a classroom or school setting. | Product addresses an issue, topic, or need in a manner commonly found. The product is based on an unclearly defined issue, topic, or need. | Product is not unique. Product is available as a down-load from the internet, teacher book store, or other commercial venue. |
| Product/Practical Application | Product is immediately useful. Product is transferable to a similar issue, topic, or need. | Product is useful with modifications. Product has potential for transferability to a similar issue, topic, or need. | Product has some flaws limiting its usefulness. Product does not seem to fit any common need of educators. | Product lacks usefulness. Product lacks any option of being transferable to others' use. |
| Product/Audience | Product identifies the intended audience. Style of presentation matches the intended audience. Vocabulary appropriate to intended audience. | Product implies the intended audience. Style of presentation somewhat matches the intended audience. Educational jargon and inappropriate terms are used in some instances. | Product does not identify or imply an intended audience. Style of presentation does not consider audience. Educational jargon is used throughout. | Audience has not been considered in the creation of this product. |
| Product/Format | Product is attractive and professional in appearance. The format invites the audience's use of the product. The product has been carefully proofread for mechanics, spelling, and grammar. | Product is attractive. Format is easy to read. Product contains some minor errors. | Product is somewhat attractive. Format interferes with the easy use of the product. Product contains many errors. | Product lacks consideration of attractive appearance and/or format. Product contains significant errors. |
| 7.2 Teachers take responsibility for engaging in continuous purposeful professional development. | Teachers create and deliver professional development opportunities for others. | Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders. Teachers analyze their content knowledge and instructional strengths and weaknesses and present and implement targeted ideas for professional growth. | Teachers participate in relevant professional development activities and incorporate what they learn into their instruction. Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves. | The teacher did not choose relevant professional development OR did not incorporate what they learned into their instruction. |

Grade _____
Comments:

**Muskingum University**
**Capstone Paper Rubric**

Name: _____    Advisor: _____

Date: _____    Title of Work: _____

| MAE students will: | Distinguished | Accomplished | Proficient | Developing |
|---|---|---|---|---|
| Produce *either* an academic paper *or* a journal-ready paper in the appropriate style about the product/process they create. | Appropriately formatted in the style the journal recommends *or* follows APA guidelines, meets guidelines for journal article length. | Appropriately formatted in the style the journal recommends *or* follows APA guidelines, 10 pages in length, ready for publication *or* submission to professional field with minor revisions. | Appropriately formatted in the style the journal recommends *or* follows APA guidelines, fewer than 10 pages in length, requires many revisions for publication *or* submission to professional field. | Inappropriate or lacking clear formatting style, fewer than 8 pages in length, requires lengthy revisions for publication *or* submission to professional field. |
| Cite appropriate references in their paper to demonstrate the depth of their research. | Uses 11 or more relevant references, uses the most noted researchers/writers in the field. | Uses 8-10 relevant references, uses notable researchers/writers in the field. | Uses 6-8 somewhat relevant references and fairly notable researchers/writers in the field. | Uses fewer than 6 references. |
| Provide a synthesis of the literature base within the paper as it pertains to their product. | Uses sources that match the product created, extends far beyond the research cited, quotations are used to enhance the written narrative. | Uses sources that adequately match the product created, goes one step beyond the research cited, quotations are used to support the written narrative. | Uses sources that somewhat match the product created, does not go beyond the research cited, quotations are used to justify the written narrative. | Uses sources that do not match the product created. |
| Relate how they used the literature base and their product to improve their work or the work of others. | Clear and detailed focus, describes how process equipped, encouraged, and/or empowered them *and* their colleagues. | Clear and somewhat detailed focus, describes how process equipped, encouraged, and/or empowered them *or* their colleagues. | Clear focus, describes how process equipped, encouraged, or empowered them or their colleagues. | Unclear focus, fails to describe how process equipped, encouraged, and empowered them or their colleagues. |
| Produce a well-organized paper following conventions of formal standard English. | Professional standards for grammar and mechanics met with headings and subheadings used to enhance the paper. | Professional standards for grammar and mechanics mostly met with appropriate headings and subheadings used. | Standards for grammar and mechanics somewhat met with attempts at appropriate headings and subheadings. | Many errors in grammar and mechanics with little attention paid to organization. |

Grade: _____

Advisor Comments:

**Muskingum University**
**Capstone Experience Reflection Rubric**

|  | 4 Exceeds Expectations | 3 Meets Expectations | 2 Developing | 1 Unacceptable |
|---|---|---|---|---|
| Analysis of professional growth (OSTP 7.2) | Reflection is an in-depth analysis of the professional growth that was a result of the capstone experience. | Reflection is an analysis of professional growth as a result of the capstone experience. | Reflection is a limited analysis of professional growth from the capstone experience. | Reflection is a summary, rather than thoughtful analyses of the capstone experience. |
| Synthesis of capstone experience (OSTP 7.2) | Reflection clearly synthesizes the entire capstone experience. | Reflection synthesizes the capstone experience. | Reflection addresses only some aspects of the entire capstone. | Reflection minimally addresses the capstone experience |
| Relevant example support (OSTP 7.2) | Reflection provides multiple relevant examples that support the analysis and synthesis of professional growth from the capstone experience. | Reflection provides relevant examples that support the analysis and synthesis of professional growth from the capstone experience. | Reflection provides only a few examples that somewhat support the analysis and synthesis of professional growth from the capstone experience. | Reflection does not provide examples that clearly support the analysis of professional growth. |