This course supports the assessments for ILT2. The course represents 3 competency units.

Introduction

Defending Your Portfolio
At this point, you should have completed your teacher work sample (TWS). This series of activities will walk you through what is required of you for the defense of your professional portfolio. Your defense will consist of a formal presentation and answering questions about your TWS. This typically takes place via conference call.

What Happens Now?

Once you have successfully completed your TWS, your name will be transmitted to a portfolio facilitator. This facilitator will contact you to set up a time to discuss the requirements of the portfolio defense. When you talk to your facilitator, you can ask about the presentation length, date, and time. Prior to that phone call, read through this task so you have an idea of what to expect. You may also seek guidance from the TWS capstone community facilitator.

Oral Capstone Defense

Before you work with your Capstone Evaluator to schedule times for a dry run and then to present your oral defense, you are required to have a web camera. Such cameras are usually included in laptop computers, or you may have already purchased one that will suffice. The dry run will determine if there are technical problems. If you do not own a web camera, you can request that a loaner camera be shipped to you by submitting the Capstone Oral Defense Webcam Loan form. For additional support with ordering, please contact the Assessment Delivery Department at assessmentdel@wgu.edu or 1/888/287-0310.

Contact your Capstone Evaluator with available times for your “dry run.” This should take about 20 minutes. At the dry run your evaluator will make sure your equipment is working, conduct a recording of the Introduction, and share with you basic operations of the webinar platform for your actual defense to run smoothly.

At the dry run (or shortly thereafter) you will schedule the full Capstone Oral Defense. You should plan that the session will take from 45 minutes to one hour. It will be conducted as a webinar, using Adobe Connect, so you may consider if there are others who would like to observe the session. For example, your mentor may want to attend; colleagues, or fellow students, may also wish to attend. These individuals will be spectators and are not expected to participate in the defense. Coordinate with your Capstone Evaluator in sending out invitations and setting up the Adobe Connect session. The Capstone Evaluator may want to receive your multimedia presentation in advance to upload it into Adobe, or she or he may simply give you “presentation” rights to run it from your own computer.

Now that you have the multimedia presentation ready, it can guide you in organizing your discussion of the capstone and its presentation. Rehearse the oral defense presentation, and time it to be less than 30 minutes long. This will allow time for a session introduction by the
Capstone Evaluator and for you to respond to questions afterwards. Your Capstone Oral Defense will be recorded, if you agree, to be viewed in the Capstone Archive. So, anticipate that the Capstone Evaluator will begin the session telling you not to mention specific individuals, locations, or organizational names during the defense and will ask your permission for the recording. This “Introduction” needs to be recorded with you present on web camera for identity verification, whether or not you agree to have your Capstone archived.

Being prepared will make the presentation a positive and rewarding experience. You can confidently share all aspects of your project to an appreciative audience. Expect that the Capstone Evaluator will ask questions, but mainly to probe into areas of interest and to help you demonstrate the competencies of your degree program.

Preparing the Slide Show

Prepare a multimedia presentation (e.g., PowerPoint, Keynote) *(suggested length of 15–20 slides and approximately 30–45 minutes)* by doing the following:

A. Present an overview of your teacher work sample portfolio.

B. Explain the process you went through to develop your teacher work sample portfolio.
   1. Explain how your teacher work sample portfolio fits with current practices in the teaching field.
   2. Describe the classroom contextual factors you found.
   3. Describe the demographic characteristics and prior learning of the students in your classroom.
   4. Describe the learning goals and objectives covered by your unit.
   5. Describe your assessment plan.

C. Reflect on the methodologies and outcomes discussed in your teacher work sample portfolio by doing the following:
   1. Outline the special strategies or methodologies you used.
   2. Describe the decision-making process that influenced your choice of these strategies.
   3. Summarize your results and conclusions.
      a. Include the overall data results.
      b. Include the data broken out by subgroups.
   4. Discuss how your teacher work sample meets your state standards.

D. Discuss the challenges you faced in completing your teacher work sample portfolio.
   1. Outline any issues or obstacles you encountered.
   2. Explain the strategies you used to address these challenges.
      a. Evaluate the effectiveness of these strategies in allowing you to complete your project.
      b. Predict how you could apply these strategies to other projects you develop.
   3. Explain how you addressed classroom management issues.
   4. Discuss how you adapted the strategies you used to meet the needs of individual students.

E. Discuss how you determined whether you accomplished your goals.
F. Discuss the weaknesses of the strategies discussed in your teacher work sample portfolio.
   1. Explain how you identified these weaknesses.
   2. Explain what revisions you could make to your strategies to address these weaknesses.

G. Discuss the strengths of the strategies discussed in your teacher work sample portfolio.
   1. Explain how you identified these strengths.
   2. Predict how you could apply these strengths to other classroom situations.

H. Discuss how you can apply what you learned from your teacher work sample portfolio in your professional work environment.

I. Describe examples of when you demonstrated the following dispositions.
   - Competent and caring
   - Reflective
   - Equitable and fair
   - Professional practice consistent with the belief that all students can learn
   - Collaborative
   - Professional leader and change agent

J. Complete the release form.

K. Upload a copy of the final version of your slide show to TaskStream.

The Capstone Archive

Western Governors University has established the Capstone Archive for students to examine capstone projects to aid them in preparation of this culminating degree task. WGU has taken great care to ensure that safeguards are in place to secure the academic authenticity and prohibit the exposure of sensitive information within these examples, and you must adhere to WGU’s code of conduct to not copy others’ work. These two Archives will be of most value to you in developing your capstone: the Model Capstone Archive and the Capstone Excellence Archive.

The Model Capstone Archive contains a few solid examples of student work in each of the current capstone models upon which students can pattern their work. Besides final documents, it often contains preliminary exhibits such as project plans, proposals, permission forms, contextual material, and so forth.

The Capstone Excellence Archive contains a growing number of capstones from each College that were selected as exemplars of excellence in various degree areas because they represent top work in their expression of ingenuity, exhibition of mastery, or creation of exceptional value to others. These exemplars only contain final documents, mainly of current capstone models. If you would like to have your capstone selected for this award please speak with your Capstone Course Instructor.