TCHL 560 – CAPSTONE COURSE FOR TEACHER LEADERS
Spring 2020

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Course Prerequisite
Students should be in their **last or second to last semester** prior to graduation. Students should have successfully completed TCHL559.

Required Textbooks
American Psychological Association. (2019). *Publication Manual of the American*

   Psychological Association: The official guide to APA style (7th ed.). American

   Psychological Association. ISBN-13: 978-1433832178; ISBN-10: 1433832178.

Levin, B. B. & Schrum, L. (2016). *Every teacher a leader: Developing the needed dispositions,*

   knowledge and skills for teacher leadership. Corwin Publications. ISBN-13: 978-

   1506326436; ISBN-10-1506326439.

Tomal, D.R., Schilling, C.A. & White, R.K. (2014). *The teacher leader: Core competencies and*

   strategies for effective leadership. NewYork: Rowman & Littlefield.

Course Description
Fundamental principles of action research in educational settings. Students will conduct an action research project in their work settings. Course should be taken the next to last semester or last semester of the program.

Student Disability Services
If you have a documented disability that requires accommodation, you must notify the professor in writing during the first week of classes with a letter of accommodation from the Office for Student Disability Services. The office is located in Downing University Center, A-200 and can be reached at the following phone number: 745-5004; TTY is 745-3030.

Plagiarism

Each student should make certain that all work submitted is their own and give credit to authors when their words are used. To represent written work taken from another source as one's own is plagiarism. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Plagiarism is a serious offense. Thus it should be clearly understood that acts of plagiarism or any other form of cheating will not be tolerated and that anyone committing such acts risks punishment of a serious nature. WKU makes use of a plagiarism-detection software called SafeAssign. If the project upload indicates similar content from other uploads or the Internet, the student could receive an F on the project, an F in the course, or even be removed from the program.

Assignments

Please save your assignments using your last name and title of the assignment. It makes it easier to track and make changes.

Academic Dishonesty

"Students who commit an act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal."

Technology and Communication

* Students **MUST** have access to and be familiar with Blackboard to participate in this course.
* Students must utilize the WKU email account provided by the university to receive communication from the instructor.
*All emails to your instructor must be in the following format: **TCHL 560, last name, topic**
Emails without this format will be returned to you to revise. This policy is for your benefit. Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.
* Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take *personal responsibility* for submitting assignments by the dates due.
* If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.
* Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at http://www.wku.edu/infotech/ or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. *Remember, the instructor has no control of the technology used to deliver a class via the WKU servers and Blackboard.* Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.
*Please do not expect the instructor to address your technology problems or send assignments by email.

Deadlines
Students may submit work late for up to 7 days with 10% off a day for each of the 7 days.
Students will NOT receive an incomplete in the course unless most of the work is completed.
Incompletes (X) are given to students who are mostly done with the entire class. Instructors
determine whether a student can receive an incomplete for the course. Students must contact the
instructor prior to the end of class to determine if an incomplete is an option. The Graduate
School has created a policy where students can repeat a course and replace the prior grade in the
course. Therefore, incompletes are rarely given to students.

Times
Any times mentioned throughout the term are for the *Central Time Zone.*

Course Outcomes
The instructor will offer multi-media lecture and information to guide students through the
concepts and skills to be learned in this course via the World Wide Web through a variety of
assignments, exams, and learning activities. The instructor will serve as a coach and resource as
students participate in group assignments, individual research and projects, and as students
participate in exploratory learning. Most instruction will be delivered via the class textbook and
instructor offered MS PowerPoint presentations. Additional readings and methodologies of
delivering instruction might be utilized. Assignments and information will be posted on the class
Blackboard website. Assignments will be submitted to the instructor via the class Blackboard
"Assignments" tool.

Course Objectives and Outcomes

Objectives: "I can…"	Activities	Assessment
Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom	Introduction Discussion, Readings	Project Prospectus Review
Integrate theoretical and experiential knowledge into instruction.	Activities discussion, Readings	Activity Reflections, Final Presentation
Analyze and explore current topics in education research	Activities discussion, Readings, check-in discussion	Activities Reflections, Growth Reflection
Frame questions appropriate for classroom and school inquiry.	Introduction Discussion	Project Prospectus Review, Final Presentation
Gain skills in selected research methods.	Readings, Discussion check-in questions	Initial Measures, Activity Reflections
Develop, pursue, document, and report on an action research inquiry.	Discussion check-in questions	Activity Reflections, Leadership Growth Reflection
Present findings to a broader audience.	Preparation of final presentation and responding to	Final Presentation

	other classmates	

Kentucky Teacher Standard(s) Assessed: Standard 10 – Provides Leadership within School/Community/Profession

Interdisciplinary **Early** *Childhood Education (IECE)* **Standards Assessed:**

Framework for Teaching Component(s) Assessed: 4A – Reflecting on Teaching; 4D-Participating in a Professional Community
InTaSC Standards Assessed: 10-Leadership and Collaboration

Types of Instruction

Tentative Schedule			
Assignment Description	**Module**	**Due Date**	**Points**
Blog: Students will go to the Module Link to participate in an online discussion to get to know class members. **DISCUSSION BOARD**		01/29/2020	5
Scavenger Hunt: A scavenger hunt is provided for students to get to know the syllabus and calendar. **START HERE**		01/29/2020	5
Discussion: Introduce topic and leadership focus – respond at least three times by due date **DISCUSSION BOARD**		02/4/2020	5
APA Formatting Quiz **APA AND DOING ACTION RESEARCH**		02/8/2020	5
APA Citations Quiz **APA AND DOING ACTION RESEARCH**		02/08/2020	5
Read Metler Chapter 5 and take the quiz on Metler **APA AND DOING ACTION RESEARCH**		02/10/2020	5
Read Chapter 7 in *Every Teacher a Leader* and write a 1 page advocacy reflection **APA AND DOING ACTION RESEARCH**		02/12/2020	20
Assignment 1 – Upload Prospectus for Feedback and Approval **TEACHER LEADERSHIP PROSPECTUS PLANS**		**02/15/2020**	**20**
Read Chapter 5 in *Every Teacher a Leader* and write a 3-5 page reflection **TEACHER LEADERSHIP PROSPECTUS PLANS**		02/17/2020	20
Discussion – Post initial measures and activities – respond at least three times by due date **DISCUSSION BOARD**		02/19/2020	5
Assignment 2 – Timeline for Activities **TEACHER LEADERSHIP PROSPECTUS PLANS**		**02/22/2020**	**50**
Read Chapter 6 in Every Teacher a Leader and write a 3-5 page reflection **TEACHER LEADERSHIP PROSPECTUS PLANS**		02/24/2020	20
Assignment 3 – Submit Initial Measurements **IMPLEMENTING PROJECT**		**02/29/2020**	**50**
Assignment 4 – Reflections on Activity 1 **IMPLEMENTING PROJECT**		**03/02/2020**	**25**
Discussion – Check in struggles/successes, Been There Done That respond at least three times by due date **DISCUSSION BOARD**		03/09/2020	5
Assignment 5 – Reflections on Activity 2 **IMPLEMENTING PROJECT**		**03/16/2020**	**25**
Assignment 6 – Reflections on Activity 3 **IMPLEMENTING PROJECT**		**03/30/2020**	**25**
Discussion – If I had to do this over again… **DISCUSSION BOARD**		04/03/2020	5
Assignment 7 – Leadership Growth Reflection **REFLECTIONS ON PROJECT**		**04/10/2020**	**50**
Watch Guidelines to Presentations and take a quiz on presentations **FINAL PRESENTATION**		04/15/2020	5
Discussion – Rough draft of presentation for peer review **FINAL PRESENTATION**		04/22/2020	20
Assignment 8 – Final Presentation Video **FINAL PRESENTATION**		**04/29/2020**	**50**
Assignment 9 – Reflection on two peer videos **FINAL PRESENTATION**		**05/06/2020**	**50**
Assignment 10 – Submission of ALL data collected **FINAL PRESENTATION**		05/08/2020	20
Upload Critical performance to electronic portfolio **FINAL PRESENTATION**		05/08/2020	5
		Total Points	**500**

Grade	Points	Percentage
A	450-500	90-100
B	400-449	80-89
C	350-399	70-79
D	300-349	60-69
F	299 and less	59 and below

Major Course Experiences	Course Objectives	Teacher Leader Standard(s):	KY Teacher Performance Standards
Readings and Reflections	Course Objective #1: Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom.	Domain I: Fostering a collaborative culture to support educator development and student learning.	Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and c. Advance the profession.
Discussion board Implementing project Final Presentation	Course Objective #2: Integrate theoretical and experiential knowledge into instruction.	Domain II: Accessing and using research to improve practice and student learning.	Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects

			of his or her choices and actions on others, such as learners, families, other professionals, and the community and shall adapt practice to meet the needs of each learner.
Final Presentation	Course Objective #3: Analyze and explore current topics in education research	Domain II: Accessing and using research to improve practice and student learning.	Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community and shall adapt practice to meet the needs of each learner.
Discussion Board Reflections, Implementing project Final Presentation	Course Objective #4: Frame questions appropriate for classroom and school inquiry	Domain II: Accessing and using research to improve practice and student learning.	Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others,

			such as learners, families, other professionals, and the community and shall adapt practice to meet the needs of each learner.
Quiz Readings Implementing project Final Presentation	Course Objective #5: Gain skills in selected research methods.	Domain II: Accessing and using research to improve practice and student learning.	Standard 9: Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community and shall adapt practice to meet the needs of each learner.
Implementing project Reflections Final Presentation	Course Objective #6: Develop, pursue, document, and report on an action research inquiry.	*This depends on the student leadership project. Domain III: Promoting professional learning for continuous improvement, Domain IV: Facilitate improvements in instruction and student learning, Domain V: Promote the use of assessments and date for school and district	Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members to

		improvement, Domain VI: Improving outreach and collaboration with families and community	ensure learner growth and c. Advance the profession.
Final presentation and critique of two peers' presentations	Course Objective #7: Present findings to a broader audience.	Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and c. Advance the profession.	Standard 10: Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and c. Advance the profession.
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CRITICAL PERFORMANCE DESCRIPTION:
In compliance with the standards of the School of Teacher Education, Western Kentucky University students enrolled in the education program must upload a critical performance into the electronic portfolio. For this course, the action research project is the assigned critical performance. The assignments must be typed in Microsoft Word. The web address for the electronic portfolio system is: http://edtech2.wku.edu/portfolio/. Final grades for individual candidates will not be forwarded to the Registrar until this requirement has been met.

1. Kentucky Teacher Standard(s) Assessed: This project must address at least three (3) Kentucky Teacher Standards.
2. Product: Action Research Project and Final Report from Presentation
3. Task: Participants are expected to have access to a field setting during the course and to develop an Action Research Project. The rubric describes the Action Research in general terms because each project will be unique. Note: The results of the project will be presented to a university faculty and/or the district stakeholders.

Evaluation and Grade Assignment: Grading in TCHL 560 is based on a point system. **The total points accumulated determine the final grade.**
NOTE: You will receive an IP grade in this class until you do the formal presentation of your research results at a public forum approved by the instructor.

Key Journals of Use to Researchers:
Bilingual Research Journal-It is the journal of the Center for Bilingual Education and Research, ASU, and the National Association for Bilingual Education. This site offers full text articles in various formats.

Canadian Journal of Environmental Education- This journal is meant as an introduction to Canadian environmental education issues. It contains abstracts and full text commentaries.

CEO Forum on Education - It was founded in 1996 to help ensure that America's schools effectively prepare all students for the 21st Century.

The College Quarterly - This journal is meant for the improvement of college level education. It offers full text of many of its articles.

Current Issues in Education - Published by the College of Education at Arizona State University, the journal allows you to view full text articles.

Distance Education - An International Journal - It is the journal of The Open and Distance Learning Association of Australia Inc.

Early Childhood Research & Practice (ECRP) - Published biannually by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign.. Full text articles are available.

Education Review: A Journal of Book Reviews - Before you buy another textbook, look here for a complete review

The Educational Technology Journal - Educational Technology for Engaged Learning Educational Technology enabling students to make up their own minds

Harvard Education Review - Article abstracts online, as well as, other educator resources.

Health Education Research - The site also contains links to other Oxford University Press journals related to health

Journal of Technology Education - The Journal of Technology Education provides a forum for scholarly discussion on topics relating to technology education.

Journal of Research in Science Teaching - The Official Journal of the National Association for Research in Science Teaching

JRME Online - Web-based version of the Journal for Research in Mathematics Education. It is an official journal of the National Council of Teachers of Mathematics.
Mathematics Teacher - It is an official journal of NCTM and is devoted to teachers of Mathematics from 8th grade through 2 year and teacher education colleges.

Practical Assessment, Research and Evaluation (PARE) - PARE is Peer-Reviewed and is an on-line journal published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the Department of Measurement, Statistics, and Evaluation at the University of Maryland, College Park.

Philosophy of Education Yearbook - Published by the Philosophy of Education Society University of Illinois, Urbana-Champaign. The yearbook allows you to view full text articles.

Physics Education - A journal meant to stimulate those involved in Physics and Education.

Reading Online - Published by the International Reading Association, the site has full text versions of its articles. The site also provides other educational resources.

Science Education - A leading journal in science education.

The Source - Published by the University of Southern California, Rossier School of Education. You'll find full text versions of articles on a wide variety of topics here.

Technological Horizons in Education (T.H.E. Journal) T.H.E. Journal is the largest and oldest educational technology

Websites That Might Be Helpful:
ERIC - A digital library of education-related resources, sponsored by the U.S. Department of Education, consisting of 1.1 million bibliographic records describing journal and non-journal literature from 1966 to 2003, with over 107,000 full text non-journal documents added.
http://www.eric.ed.gov

Citation and Style Guides: APA - http://library.concordia.ca/help/howto/apa.pdf

Statistical Resources on the Web - Includes hundreds of statistical files from a variety of primarily governmental sources arranged under 24 topics, such as education, foreign economics, foreign trade, government finances, health, science, and weather.
http://www.lib.umich.edu/govdocs/stats.html

American Demographics Online - An excellent search engine allows the user to locate authoritative statistical data on a wide scope of demographic topics from a range of sources.
http://www.demographics.com/

FedStats - Comprehensive source for government statistics produced by more than 70 federal agencies. Search via broad topic areas, regions, alphabetical keyword index, or federal agencies.
http://www.fedstats.gov/index.html