

TCHL 560 – CAPSTONE COURSE FOR TEACHER LEADERS

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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

Course Description

Fundamental principles of capstone project in educational settings. Students will conduct an capstone 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

Unless arrangements have been made from the instructor prior to an assignment deadline LATE WORK IS NOT ACCEPTED. Students will NOT receive an incomplete in the course unless most of the work is completed. The instructor determines whether a student can receive an incomplete for the course. 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 text book 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 other classmates	Final Presentation

Kentucky Teacher Standard(s) Assessed:

Teacher Standards for Educator Preparation and Certification after June 30, 2018. The standards established in this section shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers beginning June 30, 2018.

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within

and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

Support individual and collaborative learning; and

Encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4. Content knowledge. The teacher shall:

Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and

Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

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.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

- Take responsibility for student learning;
- Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and ● Advance the profession.

Kentucky Framework for Teacher Leader Standards Assessed

Standard 1. Foster a Collaborative Culture to Support Educator Development and Student Learning.

Standard 2. Access and Use Research to Improve Practice and Student Learning.

Standard 3. Promote Professional Learning for Continuous Improvement.

Standard 4. Facilitate Improvements in Instruction and Student Learning
Standard 5. Promote the Use of Assessments and Data for School and District Improvement.
Standard 6. Improving Outreach and Collaboration with Families and Community
Standard 7. Advocate for Student Learning and the 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

TCHL 560: Course Outcomes and Activities

KTPS	Teacher Leader Model Standards	Objectives	Activities	Assessment
9, 10	Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning	Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom.	Introduction Discussion, Readings	Project Prospectus Review
9, 10	Domain II: Accessing and Using Research to Improve Practice and Student Learning	Integrate theoretical and experiential knowledge into instruction.	Activities discussion, Readings	Activity Reflections, Final Presentation
9, 10	Domain II: Accessing and Using Research to Improve Practice and Student Learning	Analyze and explore current topics in education research	Activities discussion, Readings, check-in discussion	Activities Reflections, Growth Reflection
9, 10	Domain III: Promoting Professional Learning for Continuous Improvement	Frame questions appropriate for classroom and school inquiry.	Introduction Discussion	Project Prospectus Review, Final Presentation

9, 10	Domain II: Accessing and Using Research to Improve Practice and Student Learning	Gain skills in selected research methods.	Readings, Discussion check-in questions	Initial Measures, Activity Reflections
9, 10	Domain II: Accessing and Using Research to Improve Practice and Student Learning	Develop, pursue, document, and report on an action research inquiry.	Discussion check-in questions	Activity Reflections, Leadership Growth Reflection
9,10	Domain III: Promoting Professional Learning for Continuous Improvement	Present findings to a broader audience.	Preparation of final presentation and responding to other classmates	Final Presentation

Types of Instruction

Assignment Outline for Students who <u>HAVE</u> completed <u>TCHL 559</u> <i>The professor reserves the right to make adjustments to this outline to better accommodate student needs.</i>			
Modul e			
Assignment Description		Due Date	Points
Blog: Students will go to the Module Link to participate in an online discussion to get to know class members.		08/28/2019	5
Scavenger Hunt: A scavenger hunt is provided for students to get to know the syllabus and calendar.		08/30/2019	5
APA Formatting Quiz:		09/06/2019	5
APA Citations Quiz		09/06/2019	5
Discussion – Introduce topic and leadership focus – respond at least three times by due date		09/11/2019	20
Read Metler Chapter 5			
Quiz Metler Chapter 5		09/13/2019	5
Assignment 1 – Upload Prospectus for Feedback and Approval		09/13/2019	50
Discussion – Post initial measures and activities – respond at least three times by due date		09/18/2019	20
Assignment 2 – Submit Initial Measurements		09/22/2019	50
Assignment 3 – Timeline for Activities		09/25/2019	50
Assignment 4 – Reflections on Activity 1		10/6/2019	50
Discussion – Check in struggles/successes, Been There Done That respond at least three times by due date		10/11/2019	20

Watch Guidelines to Presentations			
Quiz on Presentations		10/23/2019	5
Assignment 5 – Reflections on Activity 2		10/27/2019	50
Assignment 6 – Reflections on Activity 3		11/24/2019	50
Discussion – If I had to do this over again...		11/29/2019	20
Assignment 7 – Leadership Growth Reflection		12/3/2019	50
Discussion – Rough draft of presentation for peer review		12/6/2019	20
Assignment 8 – Final Presentation Video		12/11/2019	200
Assignment 9 – Reflection on two peer video		12/16/2019	50
Assignment 10 – Submission of ALL data collected		12/16/2019	20
		Total Points	465

Grade	Percentage
A	90-100
B	80-89
C	70-79
D	60-68
F	67 and below

CAPSTONE PROJECT DESCRIPTION:

1. Kentucky Teacher Standard(s) Assessed: This project must address at least three (3) Kentucky Teacher Standards.
2. Product: Capstone Project and Final Report from Presentation
3. Task: Participants are expected to have access to a field setting during the course and to develop a Capstone Project. The rubric describes the Capstone Project 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>