



Morehead State University
College of Education
Professional Education Unit



EDTL 690 (301)– Teacher Leader - Capstone

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Course Description

This course is designed to track candidates' completion of the Teacher Leader capstone project. Additionally, candidates will have a faculty contact to whom they may ask questions and seek guidance for their capstone project. Pre-requisite: Within six (6) hours of completing all Teacher Leader course requirements.

CONCEPTUAL FRAMEWORK FOR EDUCATOR PREPARATION PROGRAM:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Courses Objectives

The principal objective of this course is to help ensure successful completion of the Teacher Leader capstone project. The primary objective of the capstone project is to provide candidates

the opportunity demonstrate their Teacher Leader skills. Demonstration of Teacher Leadership skills will require that candidates design and conduct professionally relevant research projects. (PO-17)

Student Learning Outcomes (SLO’s): By the end of this course, the candidate will be able to:

1. Design and conduct professionally relevant research projects (PO-17)
2. Evaluate high-quality research on student learning and college readiness (PO – 2)
3. Have the knowledge and skills base related to professionalism, organizational analysis, critical reflection, and planning. (PO 5)
4. Be able to analyze multiple data sources to plan and implement strategies for improving student achievement. This analysis could include a variety of data types including individual-performance data (e.g., Individual Education Plan [IEP], classroom performance data, standardized assessments and school-performance. (PO 7, PO 11)
5. Identify internal and external data sources in a school setting. (PO2, PO 14)

NCATE/ EPSB Accreditation Alignment of CFO’s and SLO’s:

Program:	Teacher Leader	Teacher Leader - Capstone	
Aligned with → Assessment ↘	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board
Capstone Project CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5	1, 2, 3, 6, 7, 8, 10	Learner Goals based on Academic Expectations, Program of Studies	Diversity, assessment, literacy, achievement gap, technology

Course Activities & Related Assessment Procedures.

Foundational to the capstone project is the understanding that the candidate will use their own classroom, school, and district in identifying, evaluating, implementing and evaluating the activities. Furthermore active involvement of principals, instructional supervisors, and other teacher leaders in the school and district to provide coaching and mentoring will help ensure the professional growth of the candidate and the long-term, positive influence the candidate will have on the classroom, school, and district.

As a part of EDTL 603- Research and Teacher Leadership, candidates collaborated with professionals in their school setting to develop research questions and research methods of answering these questions. As a part of their Teacher Leader experience, candidates are expected to engage in activities related to the research questions. The capstone project requires the candidates to present the findings of their research. Required components of the capstone project include:

1. Identification of the problem or research area

Working in collaboration with professionals in the local school or districts candidates will identify a problem or research area and develop an appropriate research design that will result in an answer to the problem. Candidates will explain why the problem needs to be solved and the potential benefit to student achievement.

2. Context

The demographics and the context in which the problem or research area exists are to be described.

3. Procedures

As appropriate the research design should be designed and described with a timeline for completion.

4. Implementation and Assessment

Candidates will implement the project and assess the success of the project describing the impact the project had on students, the classroom, and the school.

5. Presentation

The capstone project will be presented to an audience of peers, university faculty, and PreK-12 leaders. The presentation will include an overview of the project, lessons learned, impact on PreK-12 student achievement, and recommendations for next steps.

6. Reflections

Candidates will reflect on the project citing lessons learned, what they might do differently if the project were repeated, and suggestions for implementation by others who may be seeking ways to improve student learning.

Grading Scale – Pass/Fail

The capstone project will be scored pass/fail. Using the provided rubric a minimum passing score is eighteen (18).

ADA Statement:

Americans with Disabilities Act (ADA): In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in room 204-E, ADUC, 606-783-5188, www.moreheadstate.edu/disability/.

Campus Safety Statement:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

All students in this course are required to purchase a Folio 180 account.

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to www.folio180.com/msuky/coe <<http://www.folio180.com/msuky/coe>>
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.
5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

Capstone Scoring Rubric

ELEMENTS	1	2	3	4
<p>Project Selection and Problem Identification</p> <p>1 – 4 points</p>	<p>Project is somewhat relevant, although there is no obvious connection to student achievement. There is little or no linkage of the project to the Kentucky Teacher Standards.</p>	<p>Project seems relevant, although there is no obvious collaboration with school and/or district professionals. The linkage or connection to in student achievement is serendipitous at best. There is limited linkage of the project and the Kentucky Teacher Standards.</p>	<p>Project was selected and planned with some collaboration with school and/or district professionals. There are some connection to student achievement although not measurable. The candidate links the project to the Kentucky Teacher Standards</p>	<p>Project was selected and planned with a variety of collaboration sessions with school and/or district professionals. A direct connection to student achievement is made. The candidate links the project to the Kentucky Teacher Standards.</p>
<p>Comments</p>				
<p>Context</p> <p>1 – 4 points</p>	<p>The candidate’s presentation of context fails to clearly identify the setting for the project.</p>	<p>Candidate shares context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated, but the candidate’s presentation leaves questions about more than one aspect of the context.</p>	<p>Candidate shares context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated, but the candidate’s presentation leaves questions about one aspect of the context.</p>	<p>Candidate shares a clear picture of context of his/her project. The role group(s), setting, policies and procedures, and barriers are articulated.</p>

Ideas in this scoring guide were taken from a number of aspiring leaders programs including projects in Jefferson, Graves, and Pike Counties.

Comments				
ELEMENTS	1	2	3	4
Procedures 1 – 4 points	Methodology is not shared.	Candidate fails to share methodology and/or people involved, and/or a general idea of the timeline used in the project.	Candidate shares methodology, people involved, and a general idea of the timeline used in the project.	Candidate clearly shares methodology including people involved as well as a timeline of the work.
Comments				
Assessment / Impact 1 – 4 points	There is little or no evidence of an assessment plan, and there is little evidence that the process and outcome have been analyzed and evaluated.	There is little or no evidence of an assessment plan, or there is little evidence that the process and outcome have been analyzed and evaluated.	The plan for assessment was not integrated into the planning and the success of the candidate's efforts is sketchy and/or there is evidence that the process and outcome have been analyzed and evaluated; however, application of the findings is missing.	A plan for assessment was initiated at the beginning of the project, implemented, and results reported. There is evidence that the process and outcome have been carefully analyzed and evaluated. A plan for refinement is presented.
Comments				

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ELEMENTS	1	2	3	4
<p>Presentation</p> <p>1 – 4 points</p>	<p>The audience receives a garbled message due to problems relating to the presentation.</p>	<p>Due to the form and presentation of the oral and visual text, parts of the presentation are unclear.</p>	<p>The presenter’s message is understandable in its format.</p>	<p>The form and presentation of the oral and visual text enhances the ability of the audience to understand and connect with the message.</p>
<p>Comments</p>				
<p>Reflection</p> <p>1 – 4 points</p>	<p>Reflection does not adequately or accurately connect the project lessons learned, suggestions for what might be done differently if project were implemented again, and/or limited or no linkage to improved student achievement.</p>	<p>Reflection is minimally connected to lessons learned. Little or no discussion related to what might be done differently if project were implemented again and loose linkages to improved student achievement.</p>	<p>Reflection connects project to lessons learned, provides some general ideas about what might be done differently if project were implemented again, and some general linkage to improved student achievement.</p>	<p>Reflection specifically connects project to lessons learned, provides suggestions for what might be done differently if project were implemented again, and a clear linkage to improved student achievement.</p>
<p>Comments</p>				

Minimum passing score - 18

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