

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP, COUNSELING,
AND SPECIAL EDUCATION**

**EDLR 6205 Capstone
THREE SEMESTER HOURS**

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COURSE DESCRIPTION: As the culminating graduate course in the M.ED program, the Capstone Course is designed to provide a forum for analysis and exploration of current research and issues in education as part of the process of integration of theoretical and experimental knowledge.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK:

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in

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educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

REQUIRED TEXTS: Anderson, G. and Davenport, P. (2002). *Closing the achievement gap:*

No excuses. Houston: American Productivity & Quality Center.

LIVETEXT: All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

METHOD OF INSTRUCTION: This course is a self-paced field based course. The candidate will meet individually with the instructor during the term of the course for assistance and guidance; otherwise, the candidate is to complete in a manner that demonstrates their own initiative and training.

COURSE GOALS and OBJECTIVES: The Educational Leadership program's goals and objectives are focused on the knowledge, skills, and dispositions candidates need to lead educational enterprises centered on teaching and learning. To that end, course content includes three dimensions: (1) **Awareness**, defined as acquiring concepts, information, definitions, and procedures; (2) **Understanding**, defined as interpreting knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context; and (3) **Capability**, defined as applying knowledge and skills to specific problems of practice (ELCC).

The candidate will:

1. Demonstrate graduate level competence in reading, writing, public presentations, and in both independent and collaborative learning.
2. Demonstrate graduate level competency in evaluating the soundness of the research procedure and research findings.
3. Demonstrate graduate level knowledge of and ability to think critically about current issues and topics in education.
4. Demonstrate competencies in computer database search and in using a word processor in writing required reports.

COMPETENCIES: Course assignments are aligned to support candidate **awareness**, **understanding**, and **capability** for these standards:

ELCC Standard 1 and 2; Georgia PSC Standard 1 and 2, and ISLLC Standard 2

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating a continuous change process to improve the educational process through facilitating the development, articulation, implementation, and stewardship of a shared school or system vision of learning supported by the school community.

Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program based on Georgia standards, applying research based best practices to student learning, and designing comprehensive professional growth plans for staff.

COURSE CONTENT:

ASSIGNMENT ONE: Each candidate will complete a portfolio, which will be loaded into LiveText®, of their own work on a school improvement project (SIP) on improving test scores for their school. The project will be built around the model contained in the book: *Closing the achievement gap: No excuses* by G. Anderson and P. Davenport ISBN 1-928593-62-3. The portfolio is to be sectioned and labeled according to the Eight Step Process contained in the book. The Eight Step Process will be covered by the instructor in class or individually with each candidate and each candidate is encouraged to purchase the book for later use.

The test data for completing this assignment should come from the candidate's own school and should cover a period of 3 school years. The data may come from a grade or a subject. The instructor will use generalizations to illustrate and explain the Eight Step Process, and each

candidate will complete their portfolio using their own data. Please do not include any student names or school names in your work. If a candidate is not allowed to use their own school’s data, test data from another school can be used. It is the process of analyzing the data and developing an instructional plan for improving test scores that is important, not the data. The plan should reflect the candidate’s understanding of their school’s vision and mission and contain recommendations for inclusion in their school’s improvement plan. The grade for this assignment will be determined by how well you follow the Eight Step Process in constructing your school’s plan; the detail with which you complete each section, the clarity of each section, and the depth of your work to include a presentation utilizing the candidate’s LiveText® portfolio. The presentation should take no longer than 20 minutes and will be made to the entire educational leadership faculty.

DO NOT USE CLEAR PLASTIC PAGE SLEEVES

The portfolio completion date and the candidate presentation date(s) will be given by the instructor.

School Improvement Plan’s Standards’ Alignment

ELCC		Georgia PSC		ISLLC Standard 2.0	
1.1a	2.2a-c	1.1c,f,h	2.2d-e	K2.6	D2.2-2.3
1.2a-c	2.3a-c	1.2g	2.3a-g	2.9-2.10	2.9
1.3b		1.4e		P2.5, 2.8-2.11	
1.4a-c		1.5e		2.12-2.14	
1.5a,b					

ASSIGNMENT TWO: Each student will complete a comprehensive portfolio of all work completed in the M.ED program in Educational Leadership covering each course in the program. **Each candidate’s complete portfolio must be loaded into LiveText®.**

SCORING GUIDE USED TO SCORE CANDIDATE WORK

Criteria	Unsatisfactory 0-59.99	In Progress 60.0 – 79.99	Proficient 80.0 -89.99	Exemplary 90.0 - 100
Candidate demonstrates the knowledge and ability to promote the development of a positive school culture that is pervasively academic, focused on improvement and that fosters a sense of belonging and cooperation.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote the development of a positive school culture focused on improvement in student learning.	The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to promote the development of a positive school culture focused on improvement in student learning and MEETS the expectation	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to promote the development of a positive school culture focused on student

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		Evidence and artifacts are incomplete.	required. Evidence and artifacts are complete.	learning and a fosters a sense of belonging and cooperation. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning and MEET the expectation required. Evidence and artifacts are complete.	The evidence and artifacts and supporting explanations provided by the candidate EXCEED expectations and demonstrate the knowledge and ability to provide an effective instructional program based on a standards-based curriculum and Georgia’s learning standards using research-based instructional strategies to design effective models of instruction that will enhance and accelerate teaching and learning. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all students.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to apply research-based practices to improve instruction for all students. Evidence	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to apply research-based	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to apply research-based practices to improve instruction for all

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	and artifacts are missing.	practices to improve instruction for all students. Evidence and artifacts are incomplete.	students and MEET the expectation required. Evidence and artifacts are complete.	students and EXCEED the expectation required. Evidence and artifacts are complete and presented in a professional manner.
Candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness.	The artifacts and evidence provided by the candidate DO NOT demonstrate that the candidate has the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are missing.	The artifacts and evidence and supporting explanations provided by the candidate demonstrate a DEVELOPING level of knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness. Evidence and artifacts are incomplete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness and MEET the expectations required. Evidence and artifacts are complete.	The evidence and artifacts presented by the candidate demonstrates the knowledge and ability to promote accountability by strategically planning, measuring, monitoring, organizing, and managing systems and processes necessary to improve student achievement and organizational effectiveness and EXCEED the expectation required. Evidence and artifacts are complete and presented in a professional manner.

GRADING:	90.0 – 100	A
	80.0 - 89.99	B
	70.0 - 79.99	C
	60.0 - 69.99	D
	0 - 59.99	F

APA STYLE: All written work for the College of Education follows the American Psychological Association (APA) style manual, 6th edition (2010). Your cover page, running head, in-text citations, reference list, grammar and mechanics must reflect this style manual. General assistance with APA style is available through the Augusta State University Writing Center and online at <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments will not be accepted beyond the due date and will not be graded (i.e., the grade will be zero). If you cannot attend class, it is your responsibility to turn in any assignment due before class begins on the due date. Example: Class begins at 4:30 p.m. on the 30th, and you cannot attend; you must have the assignment in my possession by 4:29:59 p.m. on the 30th to receive a grade other than zero.

ATTENDANCE: Augusta State University requires class attendance. Roll is taken at each class. You are responsible for signing-in and indicating your arrival time. If you leave class early, you are to sign-out and note the time as well. In our case, since we meet just eight times, a candidate can not miss time that equals more than TWO classes. On the third absence, the candidate will receive a grade of “F” for the course. There are no excused absences in this course.

ACADEMIC HONESTY: Candidates are expected to read and strictly adhere to the entire Academic Honesty policy found in the *2009–10 Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one’s own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student’s own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person’s actual works, whenever one appropriates another person’s ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

PIPELINE ACCOUNTS: Candidates are encouraged to check their Pipeline accounts daily. **Candidates are responsible for any assignments or deadlines or any course information sent via Pipeline.** If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus internet cafes for candidates who do not have access from a home computer.

CANDIDATES WITH DISABILITIES: Candidates with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the second week of class to discuss academic accommodations. If the candidate does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this

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course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Please let the instructor know promptly about problems or concerns with assignments or requirements of the course.

STUDENT SAFETY: Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

CELL PHONE & PAGER POLICY: Candidates are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

DEPARTMENT OF EDUCATION LEADERSHIP, COUNSELING, AND SPECIAL EDUCATION WEBSITE: Candidates are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

THIS SYLLABUS CAN BE ALTERED ONLY BY THE INSTRUCTOR AND ONLY AFTER GIVING ALL CANDIDATES NOTICE NOT LESS THAN ONE WEEK PRIOR TO ANY CHANGE UNLESS SUCH CHANGE COMES DIRECTLY FROM AUGUSTA STATE UNIVERSITY OR THE COLLEGE OF EDUCATION. NOTICE WILL BE CONSIDERED AS HAVING BEEN GIVEN TO ALL CANDIDATES EITHER DURING CLASS OR VIA CAMPUS PIPELINE.

