

TCHL 560-CAPSTONE COURSE FOR TEACHER LEADERS

Fall 2021 Syllabus

Tentative until the 1st day of class

Instructor	Office	Phone	Email
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Bowling Green, KY 42101-1030

Prerequisite: Teacher Certification or Instructor Permission

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

Required Texts:

Hacker, D. & Sommers, N. (2021). *A pocket style manual (9th ed.)*. Bedford/St. Martin's. ISBN: 978-1-319-16954-1 (required)

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. ISBN 978-1-4758-0745-5

Primary Course Website: BlackBoard

Graduate Catalog 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.

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

Course Content Outline:

Students will be evaluated based on their performance in completing assignments such as the following:

- Assignment 1: Introduction discussion board: This will allow teachers to get to know one another.
- Assignment 2: Scavenger hunt of the syllabus and tentative schedule: This will help teachers get familiar with the course expectations and outcomes.

Introduce topic and leadership focus: This will be teachers’ first attempt at determining their leadership project.

- Assignment 3: APA formatting quiz: This will help teachers understand how to correctly format using APA guidelines.
- Assignment 4: APA citations quiz: This will help teachers properly cite their peer reviewed sources using APA.
- Assignment 5: Read Metler for guidance on doing research.
- Assignment 6: Read Chapter 7 in *Every Teacher a Leader* and write a 1 page advocacy reflection: This helps teachers think about how they might be a leader through advocacy.
- Assignment 7: Upload prospectus for feedback and approval: This allows teachers to get feedback from their peers about their leadership project.
- Assignment 8: Read Chapter 5 in *Every Teacher a Leader* and write a 3-5 page reflection: This lets students think deeply about school culture and explicit and implicit rules at their school.
- Assignment 9: Post initial measures and activities: This help teachers think about the activities and time they have allotted to each leadership activity.
- Assignment 10: Post Timeline for activities: This helps teachers follow through with their activities.
*Match up the due dates on the syllabus with when each activity should be completed.
- Assignment 11: Read Chapter 6 in *Every Teacher a Leader* and write a 3-5 page reflection: This helps teachers understand interpersonal leadership skills.
- Assignment 12: Submit initial measurements: This is the first activity and the data taken for the activity.
- Assignment 13: Reflections on Activity 1: This helps teachers consider what went well and what needs improvement prior to the next activity.
- Assignment 14: Discussion board-Check in on struggles and successes. Reflect on how it is going so far and help support your peers as well.
- Assignment 15: Reflections on Activity 2: Teachers should discuss what went well and what needs improvement prior to the last activity.
- Assignment 16: Reflections on Activity 3: Teachers should discuss what went well and what needs improvement.
- Assignment 17: Discussion board-If I had this to do over again...:Teachers should reflect on their leadership project and discuss what they have learned by doing this project.
- Assignment 18: Leadership growth reflection: Teachers should discuss their overall project and how it went.
- Assignment 19: Watch guidelines to presentations and take a quiz: This helps teachers prepare their presentation for the final part of the class.
- Assignment 20: Discussion board-Rough draft of presentation for peer review: Teachers will review each others presentations for feedback.
- Assignment 21: Final presentation video: Teachers will upload their final presentation video for review and a grade.
- Assignment 22: Reflection on two peer videos: Teachers will reflect on what they learned from two other teachers' projects.
- Assignment 23: Submission of ALL data collected: Teacher will submit all of the data from the activities completed. Data can include photos, recorded and typed interviews, sign up sheets for meetings, sign up sheets for parent/teacher conferences, etc.

● **Course Assignments, Projects, and Evaluation:**

Major Course Experiences	Course Objectives	SPA Standard(s):	KY Teacher Performance Standards
Assignment 3 and 4: APA quizzes	Gain skills in selected	NA	Standard 4 (r)

	research methods.		
Assignment 5: Read Mertler chapter on doing action research	Gain skills in selected research methods.	NA	Standard 4 (r)
Assignment 6: Advocacy reflection	Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom	NA	Standard 9 (p)
Assignment 7: Prospectus peer feedback	Frame questions appropriate for classroom and school inquiry.	NA	Standard 10 (f)
Assignment 8: School culture and implicit and explicit rules	Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom	NA	Standard 10 (o)
Assignment 9: Initial activities	Develop, pursue, document, and report on an action research inquiry.	NA	Standard 10 (f)
Assignment 10: Timeline	Develop, pursue, document, and report on an action research inquiry.	NA	Standard 10 (f)
Assignment 11: Interpersonal leadership skills	Explore teacher leadership as part of a school improvement strategy germane to the student's school or classroom	NA	Standard 10 (n)

Assignment 12 and 13: Collect data and complete Activity 1 ☑Clinical; hours <u>10</u>	Develop, pursue, document, and report on an action research inquiry.	NA	Standard 10 (f, h)
Assignment 15: Collect data and complete Activity 2 ☑Clinical; hours <u>10</u>	Develop, pursue, document, and report on an action research inquiry.	NA	Standard 10 (f, h)
Assignment 16: Collect data and complete Activity 3 ☑Clinical; hours <u>10</u>	Develop, pursue, document, and report on an action research inquiry.	NA	Standard 10 (f, h)
Assignment: Video presentation Clinical; hours <u>3</u>	Present findings to a broader audience.	NA	Standard 9 (b)

CAEP Key Assessment Areas	Type or Form of Assessments	KTPS Alignment
Candidate Knowledge (Content)	Curriculum Project- 580	4: Content Knowledge 5- Application of Content 7: Planning for Instruction 8: Instructional Strategies
Professional Skills and Dispositions	Dispositions Evaluation- 502 (beginning) and 560 (end)	1- Learner development 2- Learning Differences 9- Professional Learning and Ethical Practice

Data and Research driven decision making	Leadership Project- 560	9- Professional Learning and Ethical Practice 10- Leadership
Integration of Technology in the discipline	Curriculum Project- 580	4: Content Knowledge 5- Application of Content 7: Planning for Instruction 8: Instructional Strategies
Clinical Practice (integrated practices of diversity)	Classroom Culture and Management Project- 502	1- Learner development 2- Learning Differences 3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice

Standards addressed in this course:

KTPS with INTASC Details/Indicators -- Core Curriculum Alignment	Alignment: Assignments/
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.	NA
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.	NA

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.	NA
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.	NA
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.	NA
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.	NA
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.	NA
Standard 8. Instructional strategies: The teacher shall understand and use 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.	NA
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.	Peer review of presentation (9b) Peer reflection of videos (9b)
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.	Activity 1 (10f,h), 2 (10f,h), 3(10f,h), Leaders

All assignments are due by midnight of the due date.

Course Evaluation: (based on accumulated points)

	<u>Tentative Schedule</u>	
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. Respond to at least two others by the due date. DISCUSSION BOARD	08/25/2021	5
Scavenger Hunt: A scavenger hunt is provided for students to get to know the syllabus and calendar. START HERE	08/25/2021	5
Ask your Principal, Vice Principal or teaching peer for their contact information to help fill out the disposition form at the end of the semester. Upload their email contact information to Blackboard. START HERE	08/25/2021	25
Discussion: Introduce topic and leadership focus – respond at least two others by the due date DISCUSSION BOARD	08/28/2021	5
APA Formatting Quiz APA AND DOING ACTION RESEARCH	08/28/2021	5
APA Citations Quiz APA AND DOING ACTION RESEARCH	08/28/2021	5
Read Mertler Chapter 5 on Collecting data and take the quiz on Mertler APA AND DOING ACTION RESEARCH	08/30/2021	5
Read Chapter 7 in <i>Every Teacher a Leader</i> and write a 1 page advocacy reflection APA AND DOING ACTION RESEARCH	08/30/2021	20

Assignment 2 – Upload Prospectus for Feedback and Approval TEACHER LEADERSHIP PROSPECTUS PLANS	09/01/2021	20
Read Chapter 5 in <i>Every Teacher a Leader</i> and write a 3-5 page reflection on school culture and hidden curricula TEACHER LEADERSHIP PROSPECTUS PLANS	09/01/2021	20
Discussion – Post initial measures and activities – respond at least two others by the due date DISCUSSION BOARD	09/04/2021	5
Assignment 3 – Timeline for Activities TEACHER LEADERSHIP PROSPECTUS PLANS	09/06/2021	30
Read Chapter 6 in <i>Every Teacher a Leader</i> and write a 3-5 page reflection on dealing with conflicts TEACHER LEADERSHIP PROSPECTUS PLANS	09/08/2021	20
Assignment 4 – Submit Initial Measurements IMPLEMENTING PROJECT	09/11/2021	30
Assignment 5 – Reflections on Activity 1 IMPLEMENTING PROJECT	09/11/2021	25

<p>Discussion – Check in struggles/successes, Been There Done That Respond to at least two others by the due date.</p> <p>DISCUSSION BOARD</p>	09/13/2021	5
<p>Assignment 6 – Reflections on Activity 2</p> <p>IMPLEMENTING PROJECT</p>	10/02/2021	25
<p>Assignment 7 – Reflections on Activity 3</p> <p>IMPLEMENTING PROJECT</p>	10/23/2021	25
<p>Discussion – If I had to do this over again... Respond to at least two others by the due date.</p> <p>DISCUSSION BOARD</p>	10/25/2021	5
<p>Assignment 8 – Leadership Growth Reflection</p> <p>REFLECTIONS ON PROJECT</p>	11/01/2021	50
<p>Watch Guidelines to Presentations and take a quiz on presentations</p> <p>FINAL PRESENTATION</p>	11/06/2021	5
<p>Discussion – Rough draft of presentation for peer review. Respond to at least two others by the due date.</p> <p>FINAL PRESENTATION</p>	11/13/2021	20
<p>Assignment 9 – Final Presentation</p> <p>*Students will receive an incomplete (X) for the class until the final presentation video is completed with a passing grade.</p> <p>FINAL PRESENTATION</p>	11/20/2021	25

Assignment 10-Upload Final Presentation Video to Discussion Board for Peers to watch DISCUSSION BOARD	11/20/2021	25
Assignment 11-Remind your Principal, Vice Principal or teaching peer to fill out the email link for your dispositions; upload a copy of the email from the person who filled out the dispositions saying it was completed	11/20/2021	25
Assignment 12 – Reflection on two peer videos FINAL PRESENTATION	11/29/2021	50
Assignment 13 – Submission of ALL data collected FINAL PRESENTATION	12/06/2021	20
	<u>Total Points</u>	<u>500</u>

All assignments are due by midnight of the due date.

Grade	Points
A	450-500
B	400-449
C	350-399
D	300-349
F	299 and less

Grading Scale

A = 90%

B = 80%

C = 70%

COVID Information

All students are strongly encouraged to [get the COVID-19 vaccine](#). Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in [Kentucky](#), the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center ([SARC](#)): [270-745-5004](#) (voice), [270-745-3030](#) (TTY), or [270-288-0597](#) (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. www.wku.edu/healthyonthehill

Class Time Management:

Management of your personal “class time” is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

Emails to Instructor:

- * 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.**

Naming Files:

Files should be named in conjunction with the name of the assignment but starting with the teacher's last name. For example, Huss Goals. Make sure to save it in a doc or docx file. If I can not read it, I will give you a zero on the assignment.

Written Assignments:

For academic writing, students should write in third person. When a student is writing about their classroom or their opinion, use first person.

Discussion Board Posts:

All discussions should be posted prior to the due date. Students should respond to two of their peers by the due date. After one week, the discussion boards will disappear. It is expected that students respond in a timely manner.

Participation and Communication:

1. Please email or call the professor to visit about the course. If you get no response in 48 hours, please try again. With the large volume of emails we receive, it is easy to overlook an email or read it and forget to respond.
2. Teachers should access this class weekly as assignments are due each week of the class. Because teachers in this class are graduate students, it is expected that they are capable of working ahead if they know they are going to be busy and unable to do classwork. *Please contact the instructor if you are struggling with keeping up on assignments.

Attendance and Participation Policy:

Students are expected to be present, punctual, and attentive for class and clinical experiences. Please contact the professor if there are issues that come up where you will not be able to complete classwork due to illness.

Excessive Absenteeism

Excessive absenteeism frequently contributes to poor academic achievement. An instructor who determines a student's absenteeism is inconsistent with the instructor's stated policy should either counsel with the student or request the advising office arrange a counseling session with the student. Excessive absenteeism may result in the instructor's dismissing the student from the class and recording a failing grade, unless the student officially withdraws from the class before the withdrawal deadline. If the student withdraws from the university after the end of the official withdrawal period, excessive absenteeism may be one of the considerations in the instructor's

deciding whether circumstances justify a “W” or an “F” in the course. The normal appeal process is available to the student who wants to appeal the decision of the instructor.

Medical or Bereavement Absenteeism

When a student is absent from class because of illness, death in the family, or other justifiable reasons, it is the student’s responsibility to consult the instructor at the earliest possible time. Contact the advising office for guidance (270) 745-5065. The advising office provides class attendance notification services as requested by students and faculty. When requested by students, notifications of absences resulting from personal emergencies are relayed to faculty. In addition to this official notification, it is the student’s responsibility to contact each professor to make arrangements to complete missed assignments and tests. The advising office also notifies students of excessive absences reported by faculty.

Student Disability Services: In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at sarc.connect@wku.edu. Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

Statement of Diversity: Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student’s chosen names and pronouns will be respected at all times in the classroom.

Plagiarism: To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software.

Sexual Misconduct/Assault Policy:

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at
https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf.

Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:
<https://www.wku.edu/sarc/>