Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

EDET 8880 Syllabus
Capstone Seminar
3 Semester Hours

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
InTASC Model Core Teacher Standards*

(*To be used for all educator preparation program courses. Identify those that apply specifically to this course.*)

Standard #1: Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses 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 works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands 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 understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans 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 understands 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 engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

GaPSC TEACHER LEADERSHIP STANDARDS (TLS)

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Website: http://www.valdosta.edu/coe/sec/

COURSE DESCRIPTION

Prerequisites: EDET 8020, EDET 8030, and EDET 8040. Capstone course resulting in a portfolio demonstrating candidates' analysis of teaching, leadership, and mentoring. Analysis is based on GaPSC Teacher Leadership Program Standards, educational specialist degree goals, outcomes from teacher leader residency courses, and candidate's school improvement project.

SPECIFIC CONTENT:
This is a final course in the Ed.S. Degree program. Students will reflect on their ideas and engage with others on what it means to be an exceptional teacher leader. This process will involve examining professional practice while synthesizing theories from contemporary educational leadership literature.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

1. **Regular use of GOVIEW e-mail and modules is necessary, and *LiveText* software account is required.**

2. American Psychological Association (2009). Publication manual of the American Psychological Association (6th edition). Washington, DC: Author. Also, consult the website at www.apastyle.org/elecref.html.
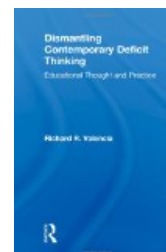
3. Lieberman, A. (2003). *The Jossey-Bass Reader on Teaching.* San Francisco, CA: Jossey-Bass/ Wiley.
4. Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education.* New York: Basic Books.
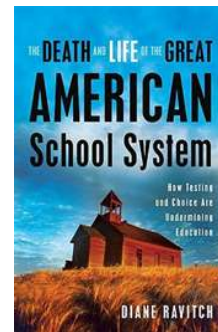
5. Valencia, R. (2010). *Dismantling Contemporary Deficit Thinking*. New York: Routledge. ISBN 9780415877107
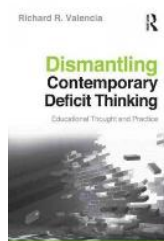
SAME BOOK

COURSE OBJECTIVES

By the end of the course, the student will demonstrate competencies in the following areas:

1. Use mentor, coach and peer evaluation techniques to contribute to the professional leadership development of colleagues (InTASC 10; TLS 1, 4; A-EDL$_{2.2}$)
2. Practice leadership instructional strategies of state and national reform efforts. (InTASC 10; TLS 1, 4)
3. Apply to teacher leadership the relationships among developmental theory, pedagogy, curricula, and National Board Standards for his/her academic area. (InTASC 10; TLS 1, 4)
4. Use reflective practices and self-assessment techniques for improved teacher leadership. (InTASC 10; TLS 1, 4; A-EDL$_{2.1}$)
5. Plan and implement a professional development activity and develop a new school needs-based committee and research team project. (InTASC 9, 10; TLS 1, 4)
6. Model ethical and legal behavior. (InTASC 9; TLS 1, 4)

COURSE REQUIREMENTS:

Assignments in this course have detailed guidelines provided within the course materials.

1) **Weekly Discussions: Professional knowledge of advanced educational theory/philosophy and leadership.** Using a current 'big picture' idea, problem, or opportunity that U.S. education faces, students will engage in advanced seminar dialogue as a community of teacher leaders. This level of dialogue is typical of advanced or terminal graduate coursework, and will be significantly more in depth than prior Ed.S. Program courses.

2) **Mock Professional Conference Presentation or Publication Submission.** Students create a mock submission of a professional conference presentation or publication submission. Students will not submit the presentation or paper, but will go through the process of preparing their research for presentation at a professional conference, or as an article to submit to a professional journal for publication. Students will reflect on this process and their transition to teacher leaders.

3) **Prospectus: Philosophy of Teacher Leadership.** Preliminary draft of the philosophy of teacher leadership. This prospectus will be used as a significant section of the final capstone paper.

4) **Participation in Peer Review.** Students are expected to actively participate (make comments and suggestions) in a peer review to provide constructive feedback to classmates about their Prospectus Philosophy paper. The focus will be on content as well as language skills. Part of the participation process also includes having a draft ready for peer review at the designated time.

5) **Final Capstone: Philosophy of Teacher Leadership.** Develop a significant Philosophy of Teacher Leadership Capstone Paper that evaluates personal teacher leadership experience related to the 7 Teacher Leadership Standards using program portfolio documents, ARP results, and course readings for continued professional leadership growth. Your completed Final Capstone paper will be submitted through LiveText as an artifact in your electronic portfolio. The paper must be submitted to LiveText in order to receive course credit.

Detailed descriptions of all assignments can be found within each assignment description.

COURSE EVALUATION

1. Readings and Discussions	20
2. Capstone Paper	45

   including the following:
- Mechanics (10)
- Organization (10)
- Analytical Content (15)
- Future Plan (10)

3. Participation in peer review	5
4. Mock Professional Conference/Publication	25
5. LiveText artifact submission	5

COURSE TOTAL   100 points

A = 90 - 100
B = 80 – 89
C = 70 - 79
D = 60 - 69
F = below 60

NOTE: If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A. Also note that there is no provision in this course for late submissions.

If adjustments are made during the course the grades will be pro-rated accordingly.

Note: It is imperative that VSU students complete the course *LiveText requirements. Failure to do so* **will** *result in loss of credit for those assignments*.

All assignments must be submitted by 11:59 pm EST on the due date listed on the course schedule.

ATTENDANCE POLICY
An online course, attendance is checked by **regular log-in activity and submission of assignments**.

ASSIGNMENT OF AN "INCOMPLETE"
According to the VSU Policy "A report of I (incomplete) indicates that a student was completing satisfactory work at the end of the term but, for **non-academic reasons**, was unable to complete all requirements for the course. A report of I requires the subsequent completion of all course requirements within a time limit specified by the instructor, not to exceed one calendar year from the end of the term in which a grade of incomplete is assigned, regardless of the student's enrollment status during the period specified for completion. Students are responsible for making arrangements with their instructor for completion of course requirements within the time specified, in accordance with this regulation. If an "I" is not changed to a letter grade within one calendar year, it will be changed to the grade F [or U, if appropriate]" (Valdosta State University, 2008).

Candidates should also note that it is the candidate's responsibility to secure and fill out the paperwork to obtain an incomplete. Candidates may access the form at http://www.valdosta.edu/academics/ RequestforIncomplete.shtml . However, please note the final decision to award an incomplete rests with the instructor. Therefore, this grade will only be issued in cases of extremely extenuating circumstances.

PROFESSIONALISM

The following areas describe the professional expectations for all students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/ Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that pre and in service teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students.
- Include your name, course, date and title on each assignment.
  *Naming attachments: First Initial Last Name_Course Assignment Semester
- Papers must be typed, double-spaced in an appropriate APA 6th Ed. font style and size, 1" margins with no spelling or grammatical errors.
- Assignments will be graded on content, composition, spelling, punctuation, and grammar.
- Proofread and correct papers before they are submitted. Use the Spelling & Grammar check on your computer. If you need assistance with your writing skills, help is available from the Writing Center online and/or on campus.
- In papers, ideas obtained from sources must be documented using APA 6th Ed. This includes a full citation – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education & Human Services is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their

program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

Direct Link: http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

The Blazer Creed

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](#) at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression, which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism.
- **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle assignments in any course. If students do this, they are committing plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of TurnItIn (TII) at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

ACCESSIBILITY STATEMENT
Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located

in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

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Instructions for Submitting EDET 8880 LiveText Assignment

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There is one LiveText assignment for EDET 8880:

- The **Capstone Paper** – You will submit the final clean version of your capstone paper that has been approved by your instructor. <u>Do not submit until the instructor has cleared your paper.</u>

To submit the LiveText assignment for EDET 8880, use the following instructions:

1. Find the assignment and click on the corresponding **Begin Assignment** button.
2. On the *Assignment* page, review the *Assignment Details and Instructions.* When you are ready to upload your file(s), click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
3. Click the **Browse** button to choose a file from your local drive.
4. Click **Attach Selected Files** when you have attached all of the necessary files.
5. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
6. A confirmation that your assessment has been successfully submitted will appear and the assignment status will change to Awaiting Assessment.

Be sure to complete this process for the assignment above. If the instructor needs to return the assignment to you in LiveText, you will receive an email through GoView and therefore need to continue to check your email regularly.