EDU 570: Capstone Seminar
Fall 2010, 3 credits
Tuesdays, 7:00-9:45 pm
Webb 112

Dr. Brandon Monroe
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Phone: (860) 465-4533
Office Hours: Tues: 2:30 - 4:00; Wed: 2:30 - 4:00; Thurs: 2:00 - 4:00; other times by appointment

Catalog Description: A seminar in which graduate students will evaluate, apply, and synthesize research and curriculum concepts form the previous graduate courses.

Course Prerequisites: Must have completed all other required graduate courses.

Purpose of the course: As the culminating graduate course in the Department of Education, the Capstone Seminar is designed to provide a forum for analysis and exploration of current issues and topics in the field. Additionally, the seminar provides opportunities for ongoing reflection and integration of theoretical and experiential knowledge in order to gain an informed, personalized perspective on the practice of education. Capstone Seminar students will utilize online threaded discussions to synthesize readings from class and coursework at the university. Also, in-class time will be provided for these discussions. The total duration of this course is 6 weeks.

All course goals, objectives, and themes are interconnected with the ECSU Education Unit conceptual framework (attached at the end of this syllabus) and the Connecticut Common Core of Teaching (CCCT). The core theme of the conceptual framework is constructivist learner-centered epistemology with emphasis on inquiry, reflection, and collaboration. Surrounding this core are six critical strands—content knowledge, pedagogical knowledge, integration of knowledge, infusion of educational technology, diversity, and professionalism. Students in Capstone Seminar are expected to demonstrate competencies related to the unit conceptual framework through their portfolio and class participation.

Academic Services: Students are encouraged to use the support offered by the Academic Services Center located on the ground floor of the Library. Tutoring, Math, Writing, and supplemental Advising Services are available for students in the Center at the following times: Sun. 2-9; M.-Th. 9-9, Fri. 9-5. (Closed Sat.) For further information call 465-4272 or check the ASC website at http://www.easternct.edu/asc/.

Electronic communication: Effective August 1, 2009, Eastern email will become an official form of correspondence within Connecticut State University System (CSUS). Therefore, it is expected that communications to students sent via email will be received and read in a timely fashion. It is expected that students check their university email at least as often as their class meets, in recognition that certain communications may be time-critical. Students should not assume that email sent from outside providers will be received by their professor.

Disability Statement: If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact the Office of AccessAbility Services at 465-0189. To avoid any delay in the receipt of accommodations, you should contact the Office of AccessAbility Services as soon as possible. Please note that I cannot provide accommodations based upon disability until I have received an accommodation letter from the Office of AccessAbility Services. Your cooperation is appreciated.
The table below provides an outline of how the goals and objectives of this course align with the proficiencies from the conceptual framework and the CCCT. Also, each goal/objective is associated with a student product that will be completed during the course.

### Course Goals/Objectives/ECSU Proficiencies/CCCT

<table>
<thead>
<tr>
<th>Course Goals/Objectives</th>
<th>Alignment</th>
<th>Products</th>
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<tr>
<td>By the end of the course students will:</td>
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<tr>
<td>1. Demonstrate graduate level competence in reading, writing, public presentations, and the ability to think critically about current issues and topics in education.</td>
<td>1.1, 2.1-2.4, 3.1, 3.2, 4.1, 5.1, 6.1</td>
<td>Students 1, 2; Content 3, 4; Pedagogy 5, 6; Planning 1, 2; Instructing 3-6; Assessing 7; Professional 1, 2; Reflection 3, 4; Leadership 5, 6</td>
</tr>
<tr>
<td>2. Demonstrate a professional understanding of the impact of current trends and theoretical perspectives on classroom practice and teaching/learning outcomes.</td>
<td>1.1, 2.1-2.4, 3.1, 3.2, 4.1, 5.1, 6.1</td>
<td>Students 1, 2; Content 3, 4; Pedagogy 5, 6; Planning 1, 2; Instructing 3-6; Assessing 7; Professional 1, 2; Reflection 3, 4; Leadership 5, 6</td>
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<td>3. Demonstrate competence in the professional skills of analysis and reflection, collaborative problem-solving, self-evaluation, and planning for ongoing growth in the field of education.</td>
<td>1.1, 2.1-2.4, 3.1, 3.2, 4.1, 5.1, 6.1</td>
<td>Students 1, 2; Content 3, 4; Pedagogy 5, 6; Planning 1, 2; Instructing 3-6; Assessing 7; Professional 1, 2; Reflection 3, 4; Leadership 5, 6</td>
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<td>4. Demonstrate their ability to support the diverse needs of students in terms of exceptionalsities, race, ethnicity, gender, culture, and socioeconomic status.</td>
<td>5.1, 6.1</td>
<td>Students 1, 2; Content 3, 4; Pedagogy 5, 6; Planning 1, 2; Instructing 3-6; Assessing 7; Professional 1, 2; Reflection 3, 4; Leadership 5, 6</td>
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**Writing Standards:** It is expected that all written work will reflect professional standards of communication. Complete sentences, proper punctuation, capitalization and spelling, and generally accepted rules of grammar are the hallmark of educational professionals. Excessive errors will be reflected in reduced assigned points or a failing grade for the course.
Student Evaluation

Capstone Portfolio [60%]
See attached description, guiding questions, and rubric.

Critical incidents [10%]
The purpose of critical incidents is to share real classroom/student interaction situations with the intent of identifying underlying causes, instructional consequences and effective/efficient management techniques based on theory, experience and readings. Each student will be asked to relate an incident (e.g. student interaction or instructional challenge) that occurred within their schools and or classrooms to the seminar group for analysis, reflection, and discussion. It is important that each student carefully selects a topic that relates to class readings or presents a moral/ethical dilemma so that lively discussion can occur. Each student is required to prepare one page (or less) summary of the facts of the situation with one or two discussion questions. The length of presentation should be between 10 to 15 minutes.

Online Threaded Discussion [21%]
Each student must participate in a total of three online threaded discussions. For each thread, students are required to choose one article posted by the instructor, summarize it, and then relate it to a research article from their own program of study (Ed. Tech., Early Childhood, Reading/Language Arts, Secondary, or Elementary Education). Students must provide a full reference of the selected article using the APA format and provide a summary of the article. If the article is available online, a link to the website or a PDF file must be provided. A posting should not be more than one page long. In addition to your posting, you must respond to at least one discussion posted by a class member. That means you will be posting at least 6 messages during the semester.

The research article you select must be related to the three questions of the capstone portfolio, which are:

1. Learning theory (e.g., constructivism)
2. Curriculum development, assessment, and technology
3. Cultural/gender diversity, students with special needs, and differentiated instruction

These articles must have been published within the last 3 years, unless the article has a historical significance in the topic chosen.

Attendance, Participation, and Dispositions [9%]
Following a seminar format, the course requires students to complete assigned readings in advance of each class and to join actively in debate, discussion, analysis, and reflection. Each member of the class is essential to the development of a learning community and, as such, regular attendance is expected of all students.

At the end of this course, you must submit a 1-2 page reflection describing your strengths and challenges with respect to target or acceptable dispositions as explained in the attached rubric. Grades will be determined by carefully comparing your reflection with my notes. Although you will write your disposition reflection at the end of the course, you will have opportunities to demonstrate required dispositions throughout this course. If needed, meetings will be conducted with individual student(s) to discuss how dispositions can be improved.

Grading
Final grades in this course will be determined on total points earned out of 100 in the following way:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>95–100</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>90–94</td>
<td>A-</td>
<td></td>
</tr>
<tr>
<td>87–89</td>
<td>B+</td>
<td></td>
</tr>
<tr>
<td>84–86</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>80–83</td>
<td>B-</td>
<td></td>
</tr>
<tr>
<td>77–79</td>
<td>C+</td>
<td></td>
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<tr>
<td>74–76</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70–73</td>
<td>C-</td>
<td></td>
</tr>
<tr>
<td>65–69</td>
<td>D+</td>
<td></td>
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<tr>
<td>60–64</td>
<td>D</td>
<td></td>
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<tr>
<td>Below 60</td>
<td>F</td>
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Please pick up your final paper in my office, Webb 146, within two weeks of its submission. Any paper not picked up will be discarded by the third week. If you cannot pick up your paper within the time frame, please include a self addressed stamped envelope for mailing.
Course Texts


Articles to read


<table>
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<tr>
<th>Session</th>
<th>Course readings/Assignments</th>
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</table>
| **Week 1** 8/31 | Course introduction and expectations, capstone portfolio requirements  
Review of previous Eastern courses and learning theories |
| **Week 2** 9/7 | Portfolio assessment, Learning theories  
Constructivist view of learning  
Bailey & Pransky (2005); Richardson (2003); Winn (2004)  
Costantino, et al. text (2009)  
**Paper on Question #1 Due (for feedback)** |
| **Week 3** 9/14 | Curriculum development, assessment, and educational technology in curriculum  
Boethel & Dimock (1999); Herman & Dietel (2005); Kulik (2003)  
**Critical Incidents/Case Presentations** |
| **Week 4** 9/21 | Characteristics of good schools  
Cuban text (2003)  
Differentiated instruction  
Anderson (2007); Tomlinson (2002)  
**Critical Incidents/Case Presentations**  
**Paper on Question #2 Due (for feedback)** |
| **Week 5** 9/28 | Diversity: Socio-economic status, multiculturalism, and gender  
Anyon, (1980); Killins et al. (2007); Nieto, (2003)  
Students with special needs  
Dover (2005)  
**Critical Incidents/Case Presentations** |
| **Week 6** 10/5 | Parent/Community involvement in education  
Brandes (2005); Epstein & Salinas (2004)  
Concluding session, course reflection  
**Critical Incidents/Case Presentations**  
**Capstone Portfolio Due**  
**Disposition Reflection Due** |

Note: Please regularly participate in online threaded discussions. All of the articles listed above are posted in WebCT. You need to find articles from your program of study and buy the two textbooks by Costantino et al. (2009) and Cuban (2003).
<table>
<thead>
<tr>
<th></th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
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<tbody>
<tr>
<td><strong>Class participation</strong></td>
<td>Attended every class, always came on time, submitted all assignments by their due dates, was not distracted, and was actively engaged in online as well as on-campus group and whole class activities.</td>
<td>Missed one or two classes or discussions, almost always came on time or only partially participated in online discussions, submitted all assignments by their due dates, was not distracted, and was actively engaged in online and on-campus activities.</td>
<td>Missed more than two classes, often came late, and/or was inactive or distracted in group/whole class activities. Did not actively participate in online discussions</td>
</tr>
<tr>
<td><strong>Professionalism</strong></td>
<td>Read professional and research journal(s) in their discipline(s) to improve their own personal and professional growth, sought membership of professional organization(s) to become involved in the professional community of educators, and demonstrated passion and enthusiasm for their discipline(s) and methods of teaching.</td>
<td>Read professional and research journal(s) in their discipline(s) and demonstrated some passion and enthusiasm for their discipline(s) and methods of teaching.</td>
<td>Did not read professional and research journal(s) in their discipline(s) and/or did not demonstrate passion and enthusiasm for their discipline(s) and methods of teaching.</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>Displayed professional and ethical behavior in all class activities, always paid attention and listened to peers and the instructor of the class with respect, and often responded thoughtfully and appropriately to the ideas of peers and the instructor.</td>
<td>Displayed professional and ethical behavior in all class activities, and always paid attention and listened to peers and the instructor of the class with respect.</td>
<td>Did not display professional and ethical behavior in all class activities and/or did not pay attention to the ideas of peers and the instructor of the class.</td>
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Capstone Seminar (EDU 570)
Portfolio Guidelines

All students in the capstone seminar must submit and successfully complete a capstone portfolio. **The students must submit their capstone portfolio at the end of the sixth week and must successfully complete it before the end of the ninth week during the capstone seminar.** The capstone portfolio contains the following sections:

1.) a cover page and table of contents,
2.) a narrative, and
3.) a collection of **six** artifacts, which demonstrate specific competencies.

**Narrative**

Students enrolled in the capstone seminar will write an in-depth narrative to show how students’ thinking has been influenced by current research and theory and the classroom discussions, activities, and assignments in their graduate program. The following are required features of the narrative:

1. The narrative should be between **10-15 pages**, excluding references.
2. The narrative must be organized, well written, fully referenced in APA style, and of graduate-level quality.
3. The narrative must be a thorough and thoughtful piece of writing that includes in-depth reflection on issues and topics in the field.
4. The narrative must include ideas gained from courses in the graduate program.
5. The narrative must make reference to readings, including key works in their field of study. **At least 5 references for each of the three guiding questions** must be included in the narrative.
6. The narrative must make reference to the artifacts that have been submitted. (In the text, direct reference should be made to specific items--e.g., “See the unit plan in Appendix C for evidence of my understanding of the constructivist curriculum.”)

**Guiding Questions**

The following questions must guide the narrative:

1. Identify a major learning theory (e.g. constructivism) and explain how this theory influences your views about student learning. What are the relative roles of the teacher, the student, and the classroom environment in learning?
2. How does the learning theory you have chosen influence your curriculum development and assessment? How do you utilize technology to enhance student learning?
3. How extensively and in what ways should classrooms, the curriculum, and teaching be adapted and differentiated to address diverse needs due to students’ cognitive differences, culture, language, ethnicity, gender, socioeconomic status, and challenging conditions? How would you collaborate with parents, family, community, school administrators, and other teachers to help every student reach their full potential?
Artifacts

The portfolio must contain a total six artifacts directly related to the narrative. Students may choose any six artifacts as long as they help to support their answers to the guiding questions. The following six artifacts are provided as an example:

1. 2-3 lesson plans sampled from a lesson portfolio or an outline of a unit plan with 2-3 sampled lesson plans.
2. An example of an assessment tool(s) and student work samples with accompanying analysis.
3. An in-depth description of an instructional material/manipulative with an analysis of how the material could be useful for PK-14 students to learn subject matter knowledge.
4. A case study of PK-14 student(s) with their work samples and analysis.
5. An annotated bibliography of at least 10 print and/or electronic resources. Each annotation should be 3-5 sentences.
6. A significant research paper completed for one of the previous graduate classes.

Reflecting on the Artifacts
Each artifact included in the portfolio must follow a page of overview. It will identify the importance of the artifact including, what the entry is, what it demonstrates, and how it benefits students at PK-14 level.

Evaluation of the Capstone Portfolio

The capstone portfolio will weigh 60% of the course grade in the capstone seminar course. Students will pass the capstone portfolio if they score at least a total of 8/12 points. However, if they received a score of 0 in any of the four indicators or receive a score of 1 in at least two indicators, the portfolio will receive a failing grade.

Students who fail the portfolio will fail the capstone seminar. The capstone instructor will provide one chance to revise and resubmit the portfolio within one week of receiving the portfolio evaluation. If students do not submit a revised portfolio or fail it again, they will have to reenroll in the capstone seminar course in the following semester.
### Scoring Rubric

<table>
<thead>
<tr>
<th>Guiding Questions/Indicators</th>
<th>Target (3)</th>
<th>Acceptable (2)</th>
<th>Unacceptable (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning theories/role of the teacher</strong></td>
<td>Using a clear, logical, and persuasive writing, the student demonstrates an extensive knowledge and understanding of a learning theory (or theories), which is fully grounded in current research drawn from readings and courses. The writing is fully supported by high quality artifacts.</td>
<td>Using a clear and logical writing, the student demonstrates a solid knowledge and understanding of a learning theory (or theories), which is grounded in current research drawn from readings and courses. The writing is supported by quality artifacts.</td>
<td>Although writing is unclear and ambiguous at times, the student demonstrates some knowledge of a learning theory (or theories). The writing is not supported by quality artifacts.</td>
</tr>
<tr>
<td><strong>Curriculum development and assessment including the use of technology</strong></td>
<td>Using a clear, logical, and persuasive writing, the student demonstrates an extensive knowledge and understanding of issues related to curriculum development, assessment, and technology, which is fully grounded in current research drawn from readings and courses. The writing is fully supported by high quality artifacts.</td>
<td>Using a clear and logical writing, the student demonstrates a solid knowledge and understanding of issues related to curriculum development, assessment, and technology, which is grounded in current research drawn from readings and courses. The writing is supported by quality artifacts.</td>
<td>Although writing is unclear and ambiguous at times, the student demonstrates some knowledge of issues related to curriculum development, assessment, and technology. The writing is not supported by quality artifacts.</td>
</tr>
<tr>
<td><strong>Adapting to diverse needs of students</strong></td>
<td>Using a clear, logical, and persuasive writing, the student demonstrates an extensive knowledge and understanding of issues related to diversity, which is fully grounded in current research drawn from readings and courses. The writing is fully supported by high quality artifacts.</td>
<td>Using a clear and logical writing, the student demonstrates a solid knowledge and understanding of issues related to diversity, which is grounded in current research drawn from readings and courses. The writing is supported by quality artifacts.</td>
<td>Although writing is unclear and ambiguous at times, the student demonstrates some knowledge of issues related to diversity. The writing is not supported by quality artifacts.</td>
</tr>
<tr>
<td><strong>Organization and Presentation</strong></td>
<td>The portfolio is well organized following the table of contents and is free of editing errors and consistent with the APA guidelines.</td>
<td>The portfolio is partially organized following the table of contents, has few editing errors, and may not consistently follow the APA guidelines.</td>
<td>The portfolio is disorganized, has many editing errors, or does not follow the APA guidelines.</td>
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A missing response or a response that does not address the question will result in a score of 0.
Candidate Proficiencies for ECSU Candidates

1: Content Knowledge (CNK)
   1.1 Candidates/Graduates demonstrate in-depth understanding of content knowledge including central concepts, principles, skills, tools of inquiry, and structure of the discipline(s) by engaging students through meaningful questions and learning experiences.

2: Pedagogical Knowledge (PDK)
   2.1 Candidates/Graduates are able to formulate developmentally appropriate learning goals and objectives for students based upon knowledge of subject matter, students, the community, curriculum goals (both state and national), and theories of human development, and to plan and implement instructional activities which foster individual and collective inquiry, critical thinking, and problem solving to facilitate learning for all students in a safe and nurturing environment.
   2.2 Candidates/Graduates use methods, activities, and grouping arrangements appropriate for lesson goals and objectives in an environment that is conducive to learning.
   2.3 Candidates/Graduates conduct learning activities in a logical sequence and respond to the developmental needs, interests, ability, and background of students to promote their development of critical thinking, independent problem-solving, and collaborative inquiry.
   2.4 Candidates/Graduates use multiple forms of assessment to evaluate student learning and modify instruction as appropriate to ensure the continuous intellectual, social, ethical, and physical development of the learner.

3: Integration of Knowledge (INT)
   3.1. Candidates/Graduates demonstrate how different concepts, themes, and principles are interconnected within and across the discipline(s) and promote connections between content knowledge and pedagogical knowledge to help students learn concepts, principles, skills, tools of inquiry, and structure of the discipline(s) they teach.
   3.2. Candidates/Graduates demonstrate an ability to integrate learning theories and other pedagogical knowledge in their clinical experiences and student teaching.

4: Technology as a Tool to Teach (TTT)
   4.1. Candidates/Graduates integrate appropriate digital and non-digital technology throughout their courses and clinical experiences to support student learning.
5: Diversity (DIV)
   5.1. Candidates/Graduates demonstrate their ability to support the diverse needs of students in terms of exceptionalities, race, ethnicity, gender, culture, and socioeconomic status.

6: Professionalism (PRF)
   6.1. Candidates/Graduates collaborate with cooperating teachers, other teachers, school administrators and other school professionals, parents, families, and communities in a professional and ethical manner to help students reach their maximum potential.