

1. THE CAPSTONE RESPONSE (Paper):

Papers should be approximately 45 pages in length (12,000 words excluding references). Quality is essential; papers may be slightly longer if successful development of the argument is abundantly evident.

A passing grade for the final paper is contingent upon meeting the following criteria:

- Cogent theme
- Internship learning
- Reflective analysis
- Synthesis of concepts
- Relevant citations
- Perspective
- Creativity
- APA standards (6th edition)

The Capstone Topic and Guiding Question

The Capstone synthesis will comprise a single paper that integrates the substantive, methodological, and reflective issues raised during the process of completing a graduate degree at the University of Lethbridge. Students will reflect on and assess their knowledge and experience by developing a question about a topic related to their professional lives as leaders.

During this course, student will:

- analyze changes in their understanding of a topic or theme in leadership that has resulted from course and internship experiences within the Master's program.
- analyze changes in understanding and conduct of their professional practice as school leaders.
- provide leadership in the education and development of colleagues within a professional community of learners and practitioners.

The precise nature and composition of the question or topic is open to negotiation with the Capstone supervisor (within the limits of required academic and professional standards). Examples of themes might include:

- ✧ What is the nature and role of distributed leadership in a school community's implementation of a sustainable health and wellness program at an elementary school?
- ✧ In what ways does a principal's instructional leadership impact the professional practice of teachers at the high school level?

You are strongly advised to purchase a copy of APA Publication Manual (6th edition, **Second** printing, October 2009) to assist you with meeting the APA standards. Compliance standards for the Capstone paper may be found on the Faculty of Education Graduate Studies website at:

<http://www.uleth.ca/education/programs-degrees/graduate-studies/culminating-activities/capstone>

Rubric for Capstone Paper

	2	1	0
Cogent theme	Posits a central cohesive theme supported by research, thoughtful analysis, logical arguments, and carefully selected supportive detail.	Alludes to a central theme supported somewhat by research, analysis, arguments, and supportive detail.	Theme is vague and/or supported by irrelevant material; and/or lacks supportive detail.
Internship learning	Demonstrates an understanding arising out of standards, research, reflection, practice, and current thinking on the chosen topic.	Demonstrates a loose connection to standards, research, reflection, practice, and current thinking on the chosen topic.	Fails to connect with standards and current thinking on the chosen topic.
Reflective analysis	Analyzes student's learning, including a demonstration of growth over the course of the program. Demonstrates an ability to think critically in the analysis, synthesis, and evaluation of educational leadership.	Refers to student's learning, including a demonstration of growth over the course of the program. Shows signs of thinking critically about educational leadership.	Fails to acknowledge growth. Very few signs of thinking about educational leadership.
Synthesizing concepts	Demonstrates a comprehensive grasp of M.Ed. course material including an indepth understanding of the relevant concepts, theories, and issues related to the topic addressed by applying it where relevant.	Acknowledges M.Ed. course material including references to relevant concepts, theories, and issues related to the topic.	References to course material are vague and/or irrelevant.
Relevant citations	Synthesizes recent relevant research to support the themes that emerge in the paper.	Refers to research that relate to the themes that emerge in the paper.	Research cites fail to support themes.
Perspective	Demonstrates an awareness of differing viewpoints and assesses these where relevant. Builds an argument about leadership to a credible conclusion or new understanding.	Demonstrates an awareness of some different viewpoints. Selects arguments that relate to the conclusion.	Unaware of other perspectives.
Creativity	Demonstrates originality, insight, and personal perspective related to the question or topic addressed in the Capstone.	Addresses the requirements of the paper without an injection of personal perspective, emotion, or excitement.	Lacks originality, insight, creativity, and personal perspective.
APA standards	Presents a clear, fluent, organized, and well-written paper; shows mastery of grammar, structure, style, and the APA style 6 th ed. of referencing; demonstrates the ability to communicate in writing at the level expected for publication in an academic journal, especially those journals intended for a leadership audience.	Writes somewhat clearly, and/or makes only a few referencing errors.	Writing does not approach APA standards.

2. PRESENTATION

The Presentation portion of the Capstone will take the following form:

Oral Presentation to Ed 6006 Seminar Cohort

- Members of the Ed 6006-13 cohort will meet daily on July 6, 7, and 8, 2015 to participate in a symposium of presentations.
- Presenters will conduct a 20-25 minute oral and/or PowerPoint presentation of their final papers, their practicum experiences, and their growth as a leader. This will be followed by an open discussion period.

The Capstone supervisor will assess the effectiveness of presentations based on the following criteria:

- Clarity and interest
- Depth of understanding
- Depth of experience
- Integrating the School Leader Competencies
- Discussion.

Rubric for Capstone Presentation

	2	1	0
Clarity and interest	Topic is centered on the student's development as a leader, and the details support the theme.	The presentation alludes to the student's development as a leader, and/or the details somewhat relate to the theme.	Presentation fails to connect with a theme and is punctuated with unrelated material.
Depth of understanding	At least one leadership standard is treated in detail with examples and illustrations to demonstrate understanding.	At least one leadership standard is loosely referred to; and/or examples and illustrations demonstrate limited understanding.	No one leadership standard emerges as a cogent theme.
Depth of Experience	The internship experience reflects a strong presence of leadership standards.	The internship experience reflects limited connections with leadership standards.	The internship experience fails to reflect leadership standards.
Integrating competencies	The reality and challenges of implementing leadership standards in practice is explored.	The presenter makes limited reference to the challenges of implementing leadership standards.	What standards?
Discussion	Questions and responses from the peer audience are respectfully and intelligently answered and discussed.	Questions and responses from the peer audience prompt a limited response.	The presenter fails to respond to questions appropriately.

Capstone Presentation Schedule

July 6, 7, & 8, 2015

TIME	Monday, July 6	Tuesday, July 7	Wednesday, July 8
9:00 - 9:45 a.m.	#1	#7	#13
9:45 - 10:30 a.m.	#2	#8	#14
10:30 - 11:15 a.m.	#3	#9	#15
11:15 - 12:00 p.m.	#4	#10	#16
12:00 - 12:45	Lunch	Lunch	Lunch
12:45 - 1:30	#5	#11	
1:30 - 2:15 p.m.	#6	#12	